

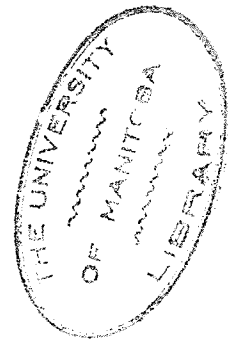
THE UNIVERSITY OF MANITOBA

THE HISTORY OF THE GROWTH
OF THE
FACULTY OF EDUCATION
WITHIN THE
UNIVERSITY OF MANITOBA

BEING A THESIS SUBMITTED TO THE FACULTY
OF GRADUATE STUDIES AND RESEARCH
IN PARTIAL FULFILMENT OF THE REQUIREMENTS
FOR THE DEGREE OF MASTER OF
EDUCATION

by

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PREFACE

Acknowledgment is gratefully made to Dr. D. S. Woods, Dean Emeritus of the Faculty of Education, who first engendered interest in a study of the organization and expansion of the Faculty of Education and to Dr. Robert Fletcher who supplied essential background information on teacher training in Manitoba.

Thanks is also extended to that sizable body of men and women, teachers, principals, inspectors, administrative officials and others, who generously assisted with factual information and provided considered judgment on the contribution to education made by the Faculty of Education during the first twenty years of its existence.

Finally, the writer wishes to express her gratitude and sincere thanks to Professor Neville V. Scarfe, former Dean of the Faculty of Education, for his constructive criticism, practical advice and sympathetic interest.

THE UNIVERSITY OF MANITOBA

AN ABSTRACT OF THE THESIS

THE HISTORY OF THE GROWTH OF THE FACULTY OF EDUCATION
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This thesis undertakes to present a history of the first twenty years in the life of the Faculty of Education within the University of Manitoba, and, concurrently, to interpret its rapid growth and steady expansion as being very largely attributable to the vision, enterprise and industry of its founder and first dean, Dr. David Scott Woods.

The study begins with a cursory glance at the initial fifty years of teacher training in Manitoba. Then follows an outline of the work of the Department of Education Manitoba Summer School from 1910 until its amalgamation with the University of Manitoba Summer School in 1924. The significance of this merger is seen in the fact that from this date there is an inevitably closer relationship between academic and professional education available for teachers.

During the next five years Dr. Woods, then Director of the Summer School, recognizing the serious need for professional post-graduate training, promoted the organization of such systematic work. As a consequence, in January, 1930,

a course of study leading to the degree of Master of Arts in Education was instituted.

It is noteworthy that from 1925 on there was a rapid growth of secondary schools throughout the province. The need was soon felt for a more specialized type of teacher training. Hence the Advisory Board of the Department of Education through the Deputy Minister, Dr. Robert Fletcher, advocated that a School of Education be organized under the University of Manitoba to prepare candidates for high school posts and to attract to the profession University graduates who were showing a tendency to object to taking their training at the Normal Schools.

Opening in September, 1933, a School of Education, under the direction of Dr. Woods, functioned successfully for two years. At this time Dr. Woods, chafing under the restrictions that dual control imposed on the School, boldly set about conquering the administrative and organizational obstacles that hampered the establishment of a fully responsible Faculty of Education. In his efforts he was supported on the one hand by Dr. Fletcher and on the other by a pressure group of post-graduate students in Education. Success crowned their endeavours when, on September 1st, 1935, an autonomous Faculty of Education came into being.

The thesis examines as closely as possible Dean Woods' philosophy of education and shows how it is reflected

both in the professional school and in his impact on education in general.

Next is regarded the multiple role the Faculty of Education has been called on to play. Extension classes, both urban and rural, the inception of a University Child Guidance Centre, the initiation of a course of study leading to a degree for elementary level teachers, and the extension of post-graduate study up to the level of a Doctorate in Philosophy, all manifest the vital place held by this school in Manitoba's life.

Criticism and recommendations have been solicited by the writer and have been freely forthcoming. The fact that the two major and recurring suggestions have been, first, that the First Year Course should be lengthened to two years so that not only the secondary school field can be adequately covered but also the elementary as well, and, second, that all provincial teacher training should in the near future become the responsibility of the University of Manitoba through its Faculty of Education, may be taken as conclusive proof that the vision, enterprise and industry of the founder, Dr. D. S. Woods, assured that the foundation stone had been well and truly laid.

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CHAPTER I

INTRODUCTION

Purpose of the Study

The founding of any worthwhile institution may be said in a large measure to result from a steady vision and an unwavering faith in the minds of interested individuals who are alert to a felt need and who are willing to exert their energy and ingenuity to meet that need by the best means possible. Clear evidence of this fact is to be found in the case of the establishment of a Faculty of Education within the University of Manitoba to assume responsibility for the training of university graduates for the profession of teaching in the province of Manitoba. The story of the modest beginning of the School of Education and the subsequent opening of a Faculty of Education is a recital of courage, energy and a sensitivity to the changing needs of a community emerging from pioneer conditions into the increasingly complex pattern of today's educational life.

This thesis will show that this institution was largely the outgrowth of the vision, enterprise and dogged resolution of one Manitoba educationalist, David Scott Woods. It will be demonstrated, if possible, that, almost single-handed, he provided the impetus for establishing professional courses for teachers on the University campus, and, then, with skilful administrative ability and a careful sense of

timing, overcame various obstacles, internal and external, in achieving his objective of making the Faculty of Education an integral part of the professional life of Manitoba's teachers.

Method of Study

The history will start with a brief examination of teacher training facilities prior to 1935 and will show their inadequacy to meet the needs of the university graduate. The steps taken by the Manitoba government through its Advisory Board of the Department of Education and by the University of Manitoba through its General Faculty Council, before the organization of the School of Education in 1933 and the expansion into the Faculty of Education in 1935, will be dealt with in detail. The regulations governing the requirements for the three levels of study, including those of the Diploma Year, those for the Bachelor of Education courses, and finally, those governing the preparation for advanced degrees, will be examined as will be the provisions for the later instituted Bachelor of Pedagogy degree.

The significance of the experiment of organizing, in 1936, the first extension class at the Broadway building will be stressed and the phenomenal growth of this aid to teachers-in-service will be demonstrated. As well, comment will be made on the formation of Saturday classes in Education in rural Manitoba points. The inception of the Child

Guidance Clinic, now an integral part of the Winnipeg Public School system, will be referred to and its function in the training of Faculty students, while it operated under the sponsorship of the Faculty, will be examined. Problems plaguing and handicapping the fledgling school in its expansion will be examined. In addition, some of the basic principles of education held by the founder, Dr. D. S. Woods, will be set forth to illustrate that for the first fifteen years of its existence the institution shaped its instructional methods largely along the lines advocated by him.

Source material has been found in Faculty of Education research bulletins and news bulletins, in the annual reports of the Dean to the Presidents of the University, in the Summer School and University Calendars, in miscellaneous correspondence of the Dean, in lecture notes, and in conversations between Dean Woods and the writer. As well, communication, either by correspondence or interview, was held with Dr. Robert Fletcher, former Deputy Minister of Education for Manitoba, Dr. J. C. Pincock, former Superintendent of the School District of Winnipeg, Mr. Douglas Chevrier, Registrar of the University of Manitoba, and Mr. T. A. Neelin, former inspector of provincial schools. Relevant material from the Minutes of the Advisory Board of the Department of Education and of the General Faculty Council of the University of Manitoba was extracted.

A very real effort has been made to keep the argument as objective and impartial as possible. The writer has avoided all private opinions that cannot be substantiated by documentary evidence or by outside authority. In the interest of thesis accuracy adverse criticisms, when authenticated, have not been avoided.

It is acknowledged that such a study as this one presents one major drawback. The history of the institution is in the too immediate present for a true and accurate estimate of its value to education to be made. Consequently, in an effort to counteract this difficulty the following plan was undertaken. A carefully chosen representative group of educationalists was selected for consultation and expression of opinion. This group, over fifty in number, was considered to represent a fair cross-section of professional judgment. Included as well as Faculty graduates were people trained in the Manitoba Normal Schools, individuals trained outside the province, persons from both rural and urban centres, classroom teachers, principals, and inspectors and administrative officers. The opinion of Faculty graduates was compared with that of others. The answers received were carefully analyzed and recorded. A lively response was met and in several cases telephone calls or informal conversations amplified or clarified remarks made. The writer wishes to pay tribute to these many assistants who must, for the purposes

of this thesis, be nameless.

In the appendices is to be found the complete list of questions compiled.¹ From this list individual questionnaires were composed.

¹See Appendix "A", pp. 168-169.

CHAPTER II

EARLY FOUNDATIONS

Early Teacher Training in Manitoba

Prior to the year 1883 the province of Manitoba had no established Normal School for the formal training of its teachers. The Reverend W. Cyprian Pinkham, B.D., Superintendent of Protestant schools for Manitoba, regarded the founding of a teacher training institute in the city of Winnipeg of immediate necessity. In his annual report for the year ending January 31, 1882, he made this emphatic statement:

In my opinion the time for establishing a Normal School for the training of teachers for this Province has fully come. It is true that a large number of our teachers are drawn from the ranks of the teaching profession of other Provinces. No doubt this will be the case for some time to come, and no one extends a warmer welcome to good teachers from other Provinces than myself. But with these who are really good, and who are almost certain to do well wherever they go, there are many who have been failures elsewhere, and a number whose attainments are far from satisfactory. Those who have had anything to do with our teacher examinations know that a number of those who come to the Province with third and even second class certificates are scarcely able to pass our examinations.¹

In conclusion he summarized:

I am not blaming our teachers. I find fault

¹Report of the Superintendent of Education for Protestant Schools for the Year ending 31st January, 1882, pp. 7-8.

with the system under which they have received their training. In a training institution of our own, we could make thoroughness in reading, spelling, writing, accuracy of speech, composition, a sine qua non.¹

Continuing, Superintendent Pinkham declared: "We ought then, in my opinion, to have in Winnipeg within the next twelve months a first-class Normal School building, thoroughly equipped." Showing the sagacity of the provincial Teachers' Society of the present day he finished:

If the salaries of persons engaged in this most important work were better than most of them are at present, better work and much more of it would be done. We ought to have the very best people-- people of cultivated minds--people whose heart and will are in their work, and to get them we must pay liberal salaries. In a country like ours, where so many avenues are open to energy and ability, teachers must be well paid or the profession will largely be left to these, who, for the most part, are its least efficient members.²

By the time of the annual report for 1883 we learn that "at the last session of the Local Legislature an Act was passed entitled 'An Act to establish Normal School Departments in connection with Public Schools'." Clause I stated that: "The Protestant and Catholic sections of the Board of Education are hereby respectively empowered to establish in connection with the Protestant Public Schools of the City of Winnipeg and with the Roman Catholic Schools of St. Boniface, Normal School Departments, with a view to

¹Ibid., p. 8.

²Ibid., p. 9.

the instruction and training of teachers of Public Schools in the science of education and the art of teaching."¹

The first term of the Normal School Department opened on September 1, 1882, with Mr. E. L. Byington, M.A., as instructor. Accommodation was provided in a "commodious and comfortable" room in the old Carlton School. The regulations required that the candidates must be, if male, eighteen years of age, and if female, sixteen, of good moral character and with literary qualifications corresponding to those for third class certificates at least. A brief entrance examination was held and pupils were required to sign declarations of their intention to act as Public School teachers for at least two years. The course of study included Reading, Elocution, Spelling, Composition, Penmanship, Hygiene, the Theory and Practice of Teaching, and Deportment, with practice teaching in the various Winnipeg schools being provided. We observe emphasis being put on the English subjects; no doubt a remedial measure to supplement the candidate's own insufficient background in a good many cases. Methodology in subject fields was not provided except for the generalized instruction in teaching procedure. Still we must recognize that a formal beginning in teacher training was underway.

The general report of J. B. Somerset, Superintendent

¹Report of the Superintendent of Education for Protestant Schools for the Year ending 31st January, 1883, p. 45.

of Education for Protestant Schools, sets forth the regulations of the Board of Education adopted on January 5th, 1885, in regard to the examining and licensing of teachers. They were as follows:¹

1. No person can be lawfully employed as a teacher in any of the Protestant public schools of Manitoba unless he holds a certificate or license granted under the authority of the Protestant Section of the Board of Education.
2. Any school board employing an unlicensed teacher forfeits its right to a share of any school fund.
3. The certificates granted by the Protestant Section of the Board of Education shall be graduated as follows:

First-Class, two grades, A and B.
Second-Class, two grades, A and B.
Third-Class, two grades, A and B.

These certificates shall be termed professional and non-professional as the case may be, and shall be obtainable as follows:

Non-Professional Certificates

4. Non-professional certificates may be obtained by persons presenting satisfactory evidence of good moral character, proof of being eighteen years of age in the case of males and sixteen years of age in the case of females, and passing the examination of teachers held annually in July.
5. A non-professional certificate shall be valid as a license to teach in a public school in the Province, as follows:

First-class for one year;
Second-class for one year;

¹Report of the Superintendent of Education for the Protestant Schools for the Year ending 31st January, 1885, pp. 50-51.

Third-class, Grade A, for one year;
Third-class, Grade B, for any period, not
exceeding one year that the Superintendent,
in his discretion, may fix.

6. A non-professional certificate shall not be renewable, except upon the recommendation of the local inspector and with the sanction of the Board.
7. The annual examination of candidates for non-professional certificates shall be held on the third Tuesday in July of each year, at such places as may be decided upon by the Board, of which due notice will be given.

Subjects of Examination

First-Class

- Reading: To be able to read intelligently and expressively any extract in prose or verse.
- Spelling: To be able to write correctly from dictation an extract from any author; the papers written on the other subjects must also be free from orthographical errors.
- Writing: To be thoroughly acquainted with the principles of penmanship and to be able to write a good running hand.
- English Literature: To have a general acquaintance with English Literature and its history, and to be able to give a critical analysis of a play from Shakspeare, or a work of some other author assigned for examination from time to time by the Board.
- Grammar: To be thoroughly acquainted with the origin and construction of the English language and to show familiarity with its correct use in speaking and writing.
- Composition: In addition to the work for second class, to show, by passing an examination on this subject and by the character of their answers in other subjects, an acquaintance

with the rules of Rhetoric and a habit of writing English with clearness, force and taste.

Geography: To have a thorough knowledge of the mathematical, physical and political geography of the world.

History: As for second-class, together with the history of Greece and Rome and such portions of Green's Shorter History of the English People, as may be assigned, from time to time.

Book-Keeping: To be acquainted with single and double-entry.

Arithmetic and Mensuration: To have a thorough knowledge of Arithmetic and the mensuration of surfaces and solids.

Algebra: To the Binomial Theorem, inclusive, in Todhunter's large Algebra.

Euclid: Books I, II, III, IV and VI and the definitions of Book V; with deductions.

Statics, Hydrostatics and Physics: As contained in the prescribed text books.

Physiology and Hygiene: As for second-class, with a knowledge of the brain and the nervous system.

Chemistry and Botany: As contained in the prescribed text books.

Second-Class

Reading: As for first-class

Spelling: As for first-class

Writing: As for first-class

English Literature: To be acquainted with the outlines of the history of English Literature and to be familiar with the work or works of some English author, assigned from time to time for special preparation.

- Grammar:** To be acquainted with grammatical forms and the rules of Syntax, and their application to the use of language in speaking and writing.
- Composition:** In addition to the work for third class, to show by the composition of Abstracts, Paraphrases or Essays an acquaintance with the rules of punctuation, and a fair mastery of the art of writing good English.
- Geography:** Mathematical, physical and political.
- History:** To be thoroughly acquainted with the history of England and Canada.
- Book-Keeping:** By single and double entry.
- Arithmetic:** A thorough knowledge of the subject.
- Algebra:** To the end of Quadratic Equations.
- Euclid:** Books I and II, with deductions.
- Physiology and Hygiene:** To be acquainted with the processes of digestion, circulation and respiration, and to be familiar with the ordinary laws of health.

Third-Class

- Reading:** To be able to read any passage selected from the authorized reading books intelligently and expressively.
- Spelling:** To be able to write correctly any passage that may be dictated from the authorized readers.
- Writing:** To be able to write legibly and neatly.
- Grammar:** To be acquainted with the elements of English Grammar, and to be able to analyze and parse any ordinary prose sentence.
- Composition:** To be acquainted with the construction of sentences, the rendering of poetry into prose, the forms of business and general correspondence, and the writing of themes.

- Geography: To be acquainted with the general geography of the World, and of America and Europe in particular; and to have a good general knowledge of the form and motions of the earth, and their connection with climate, the seasons and the divisions of time.
- History: To have a good general knowledge of the history of England and Canada.
- Arithmetic: To be thoroughly acquainted with the subject as far as percentage, including interest and discount.

Professional Certificates

"A professional certificate shall be valid as a license to teach a public school in the Province as follows: First-Class, during the pleasure of the board; Second-Class, during the pleasure of the board; Third-Class, Grade A, for four years; Third-Class, Grade B, for two years."

A professional certificate may be obtained as follows:

First Class

Any person holding a non-professional first-class certificate, who attends a five months' session of the Normal School, held in the City of Winnipeg, and who is at its close found duly qualified, or who presents satisfactory evidence of Normal training obtained elsewhere, upon presenting proof of one year's successful teaching and upon passing a special examination before the principal of the Normal School on the theory and practice of teaching, as contained in Fitch's Lectures on Teaching and Landon's School Management; on Ethics, as contained in Wayland's Moral Science: and on the School Laws of Manitoba, shall be entitled to receive a professional first-class certificate.

Second Class

Any person holding a non-professional second-class certificate who attends a five months' session of the Normal School, held in the City of Winnipeg, and who is,

at its close, found duly qualified, or who presents satisfactory evidence of Normal training obtained elsewhere, shall receive a professional second-class certificate; and any person who has not passed the examination for second-class certificates, but who may be admitted to such session of the Normal School shall receive a diploma, valid as a license to teach until the ensuing annual examination, and upon passing such examination, shall receive a professional second-class certificate.

Third Class

Any person holding a non-professional third-class certificate, who attends any session of the Normal School, held for the training of third-class teachers, and who is recommended by the Principal as duly qualified, shall receive a professional third-class certificate, valid for four years in the case of Grade A and two years in the case of Grade B; and any person not holding a non-professional certificate, who may be admitted to such session shall, upon the same recommendation, receive a diploma, valid as a license to teach until the ensuing annual examination of teachers, and upon passing such examination, shall receive a professional third-class certificate.

Collegiate Certificates

Any graduate in Arts of any university in Her Majesty's Dominions, who presents proof of good moral character and of at least one year's successful teaching, upon passing a special examination upon the theory and practice of teaching as contained in Fitch's Lectures on Teaching, Landon's School Management and Quick's Educational Reformers, and the School Laws of Manitoba, shall be entitled to receive a collegiate certificate of qualification, valid during the pleasure of the Board as a license to teach as master or teacher of any collegiate department established in connection with the public schools in cities and towns, or as teacher of any public school; and any person holding a professional first-class certificate, who may have passed the Manitoba University Previous examination, or its equivalent in any British University, shall be eligible to teach as assistant in any collegiate department.

Special Certificates

Any graduate in Arts of any University in Her Majesty's Dominions who presents proof of good moral character, shall be entitled to receive a non-professional first-class certificate (if an honor man, Grade A, if a pass man, Grade B); and every under-graduate of such University, who has passed an examination equivalent to the Manitoba University Previous examination, upon presenting proof of good moral character and of being over eighteen years of age, shall be entitled to receive a second-class non-professional certificate (if an honor man, Grade A, if a pass man, Grade B).

First-class certificates granted in the Province of Ontario under the new regulations relating thereto, and such other certificates, obtained elsewhere, as the Board may consider equivalent, may be permanently endorsed by the Superintendent, in which case they shall entitle the owners to all the rights and privileges enjoyed by the holders of first-class Provincial certificates.

Interim Certificates

The Superintendent is empowered by the Board to grant interim certificates to persons holding teachers' certificates of good standing in other Provinces of the Dominion, and to such other persons as may be able to satisfy him that they possess the requisite qualifications and that they are of good moral character; and such certificates shall license the holders to teach in any of the Protestant schools of the Province for any period not extending beyond the ensuing examination of teachers, that the Superintendent may fix.

The Superintendent is further empowered, in his discretion, to revoke at any time any interim certificate issued by him, and the certificate of any teacher licensed by the Board, may, upon investigation, be suspended, by the Executive Committee for any cause that may by them be deemed sufficient; but such suspension shall be reported to the Board for final decision.

It is evident that the pioneer Normal School had to assume a twofold responsibility; first, to provide a reasonably

sound academic background for its candidates, and, second, to provide as much professional training as short courses would allow. An attentive reading of the third-class course of study shows its pitifully limited scope and the second-class course appears not much better. But when we learn that the number of teachers in charge of Manitoba schools during the year 1885 who had received Normal School training of any sort was only two hundred and eighty-five out of a total of four hundred and forty-six or approximately sixty-three per cent, we can better realize that even the idea of specialized training for would-be educators was a new thing. It is to be remembered that some of those making up the sixty-three per cent were graduates of training schools in England, Scotland and Eastern Canadian Provinces, although the majority had received their training at the Winnipeg Normal School.¹

With the opening of the term on September 1, 1888, the accommodation at the Carlton School was no longer available, and it was found necessary in consequence to rent one of the vacant stores on Main Street. Upon this building being required for use by the N.P. and M. Railway, the school was again compelled to move to a room--this time in the

¹ Report of the Superintendent of Education for the Protestant Schools for the Year ending 31st January, 1886, p. 24.

Stobart block.¹

In 1890 with a staff of two, the training school was housed in rooms in the Mulvey School under the principalship of Mr. W. A. McIntyre, a man destined to devote nearly forty-five years to the service of Manitoba's teachers. A five months' course was provided, and, as well, there were two short sessions of eleven weeks' duration. The teaching emphasis was on subject matter and methodology for the elementary grades. In addition, teacher training was being carried on by eleven teachers' institutes in rural areas.

The next fifteen years were to see distinct advances in provincial teacher training both in regard to the general educational background of candidates and in the requirement of compulsory attendance at Normal School. In his report of the year 1905 Principal McIntyre of the Normal School dwelt at some length on the regulations regarding candidates. He wrote:²

In this Province the provision for the training of teachers is somewhat unique, differing very essentially from that given in England and the United States, and in some important particulars from that given in the other parts of the Dominion. This will be the better understood from a glance at the main regulations:

1. A certificate to teach is granted to no one who has not received some measure of professional training. Even in the case of those persons who are granted permits or provisional certificates, it will be found that a great many have

¹Report of the Superintendent of Education for the Protestant Schools for the year ending 31st January, 1888, p.30.

²Report of the Department of Education for the Year ending 31st December, 1905, pp. 380-381.

received training in some normal or model school.

2. No one is admitted to training who does not possess academic standing corresponding to the training he wishes to receive. The normal school devotes itself solely to the work of giving professional training to the student in attendance.
3. The primary course of training, which admits to a certificate of the third or lowest grade, extends over a period of thirteen weeks. It is necessary for all intending teachers, no matter what scholarship they may possess, to take this course.
4. Any teacher with second-class non-professional standing, who has taken the primary course, and who has taught successfully at least a year, may proceed to take the advanced course, which extends over a period of eighteen weeks. On completion of this course, certificates of the second grade are granted.
5. After those holding certificates of the second grade have taught a year, they may (subject to the provision of clause 2) present themselves for an examination on certain prescribed texts. Success in this examination brings with it the privilege of holding certificates of the first or highest grade.

After laying out the regulations Mr. McIntyre continued:¹

Concerning these provisions, a word or two by way of explanation might be offered. In the first place, it is taken for granted that a certificate of scholarship though a valuable pedagogical asset, is not a certificate of teaching ability--so that all intending teachers must take training. In the next place it is implied that some actual experience in teaching and governing a school must precede a thorough-going

¹Report of the Department of Education, op.cit.
p. 381.

study of the Science and Art of Education. Consequently, all teachers, regardless of the degree of scholarship they may possess, are required to take the primary course of training, before proceeding to the advanced course. In the third place it is held that the best interests of the profession are served by making a complete distinction in time between academic and professional training.

On October 29, 1906, the Winnipeg Normal School was provided with a permanent location in a well-designed building on the corner of William Avenue and Gertie Street. Here a model practice school was organized. This practice centre was characterized by the principal as being "the life of the institution". It served as an observation school, as a centre for experimentation and as a demonstration and teaching school for Normal School students.

From 1914 to 1918, the years of World War I, there was an increasing shortage of teachers and few changes were made in teacher-training requirements. However, this situation altered materially after the end of the war. The Winnipeg centre in the 1919-1920 term had a heavy enrolment; more men were entering the profession; there was a general demand by teachers for a higher standard of professional training and for an extra year in which to accomplish this. As a result of long-term dissatisfaction with requirements as they stood, Dr. W. A. McIntyre recommended the changing of the minimum normal course to one year. In 1921, the entrance-to-normal requirements were raised from admission with a Grade X standing to admission with a Grade XI standing.

Those candidates with a Grade XI standing entered the Second Class course and those with Grade XII entered First Class normal. The course for university graduates presented distinct difficulties as it was intended to cover both the elementary and the secondary school fields. Adequate course coverage was impossible with young people who had not had a day's teaching and to whom the pedagogical vocabulary itself was somewhat of a mystery. It was a grievance to the degree class that almost all emphasis was placed on the grade school subjects, although it was pointed out that few of the candidates could hope to get high school appointments immediately.

The final class for university graduates, traditionally known as Class E, was held at the School on William avenue during the session of 1932-33, with an enrolment of forty-eight. The program of studies differed little from that provided for the Grade XII class except that three months' intensive training was given in methodology in French, Latin, Mathematics, Science and English. The customary two weeks' elementary practice teaching was provided, and, in addition, a period of two weeks observation and teaching was required in the city secondary schools.

From this rapid survey of the initial fifty years of Manitoba teacher training facilities one may make certain observations. We note up to the turn of the century the

Province faced all the limitations of educational opportunity that were inevitable in a pioneer land. Manitoba had been declared a Province in 1870; its population was largely comprised of farmers and small tradesmen; there were no industrial and manufacturing enterprises to provide financial aid to the struggling citizens. Education was earnestly desired but it had to be utilitarian in nature and low in cost; an elementary school education of eight grades was the aimed-for standard for the great majority of children. It can be readily seen that the teaching body itself suffered both from meagre academic instruction and the minimum of professional training.

However, by 1900 it is evident that systematic encouragement was being given by the Department of Education to the improvement of both general and professional standards. A step of major importance was taken by the Department when it instituted the grading of certificates. Of significance, too, was the regulation requiring a collegiate principal to be both a university graduate and the holder of a first-class teaching certificate. The establishment of a permanent and suitable home for the Winnipeg Normal School was a progressive step, and the addition of the practice school housed in the same building added practical value to the training programme.

Dr. Robert Fletcher, former Deputy Minister of Education, recalls the increasing number of secondary schools

being organized in the twenties and the consequent need of attracting university trained young people into the training schools. The Normal School courses with their almost exclusive emphasis on elementary school preparation were not attracting the university graduate; hence, it was imperative that a programme be designed as speedily as possible to fit teachers to man the provincial secondary schools. It lay with the Department of Education to meet this urgent need.

The Manitoba Summer School

The Manitoba Summer School¹ got its start under the Department of Education in the year 1910, and began by offering courses in manual training and handwork, activities of a practical and recreational nature. In the summer of 1910, nineteen students passed a very happy time under the direction of Mr. W. J. Warters, supervisor of manual training in the Winnipeg schools, learning to make articles of light woodwork and of raffia and ratten. In 1912 the course was extended to include the general elementary manual training programme; and dressmaking, as well, was offered. Instruction in Nature Study was provided by Mr. H. W. Watson and Dr. C. J. Triggerson. The expanded programme drew an attendance of approximately seventy, and, by 1915, the enrolment had reached one hundred.

¹Manitoba Summer School Calendar, 1930, p. 9.

Because certain Winnipeg Schools drew substantial numbers of pupils from non-Anglo-Saxon homes, teachers of these children felt handicapped in their contacts with them. To remedy this situation, Mr. W. J. Sisler, during the summer of 1916, conducted in the Strathcona School language classes to help the forty teachers seeking aid for this problem. This same summer, too, instruction in playground direction was given at the Strathcona and Kelvin schools. Similar programmes were continued in 1917 and 1918. The year 1919, however, saw expansion of the Summer School idea when Mr. C. K. Newcombe, Superintendent of Education for Manitoba, arranged for the transfer of summer classes to the Manitoba Agricultural College at Fort Garry. Co-direction was in charge of Mr. D. S. Woods and Mr. W. J. Warters. The former, who, at that time, was supervising principal of Dauphin public schools, was recognized by the Department as a practical-minded man, possessing abundant energy and proven administrative ability. Mr. Warter's background of experience in Summer School work made him a logical choice as associate. A review course this year in Grade XI Chemistry under Mr. E. Knapp was added to the outline. Expansion was aimed for in 1920 when classes in Primary and Intermediate Methods, Music, Drawing, Millinery and Sewing were added. One hundred and ten students took advantage of these offerings. The years 1921 to 1923 were

marked by further emphasis on Science instruction when Professors Geddes and Lee were engaged to teach Grade XII Chemistry and Physics. In 1921, too, courses were first offered teachers in connection with the examination for First Class professional certificates.

In 1923, the flourishing Summer School at the Manitoba Agricultural College had an enrolment of three hundred and fifty. This year marks the first time in the history of the University that University subjects of the First and Second Years in Arts and Science were made available at a summer session. Eighty-five students attended the lecture-centre--the University Arts building, Winnipeg. This Summer School of the University of Manitoba, organized and directed by Dean William Tier, was the initial venture of the University itself into the field of summer school instruction, except for two summer courses previously organized to aid returned soldiers in 1919 and 1920.

The year 1924 is a significant one as marking the initiation of a new policy in respect to the administration of the Manitoba Summer School. It was decided that henceforth the Summer Schools of the Department of Education and of the University of Manitoba, respectively, should be merged into one organization. Mr. D. S. Woods was appointed Director of the School, and Dean William Tier of the University Faculty of Arts and Science, became Dean of its Faculty. The first

secretary of the Advisory Committee on Summer School was Mr. R. B. Vaughan, Director of Technical Education of the Department of Education. He was succeeded in 1926 by Mr. H. G. Mingay, Registrar of the Department of Education.

Enrolment increased steadily, and by 1929 the Summer School required a staff of thirty-eight instructors and six demonstrators in Science subjects. The Calendar for 1930 sets forth the purpose of the School under three headings:

1. To enable members of the Teaching profession to associate themselves in their vacation with instructors and with each other, to become better equipped to carry on with a modernized curriculum; to pursue specialized study in methods of teaching and to improve their academic or professional standing.
2. To enable University students to undertake subjects of the Junior Division in Arts and Science or to remove deficiencies in subjects of this Division or in pre-matriculation languages.
3. To provide an opportunity for contact with outstanding educationalists.¹

Observations

There are several things to be noted from this brief summary of the introduction and growth of the summer instruction idea. First, the earliest courses, those in carpentry and various handicrafts, primarily were offered for their utilitarian or recreational value. They demanded

¹Ibid., p. 9.

little formal educational background and no mention of examinations at the completion of the course is made. Today the same policy is pursued by the Winnipeg Public School Board in greatly expanded form when it offers elementary and advanced courses at Night School in a variety of technical and vocational skills, including, among others, auto mechanics, woodworking, metal crafts, home economics, dressmaking and leatherwork. The language classes that Mr. Sisler conducted in 1916 are duplicated thirty to forty years later in the English teaching offered to the immigrant from central Europe throughout twelve months of the year.

From our viewpoint the amalgamation of the two Summer Schools in 1924 is of paramount importance for it initiated the policy of offering to a practising teacher the opportunity of systematically raising both his academic and professional standing by diligent mid-summer study.

Inadequacy of Provision for the Professional Needs of the University Graduate

There was one group, and an important one at that, for whom, heretofore, little or no provision had been made. Throughout the province university graduates were serving as principals and staff members of secondary schools or were being appointed as inspectors. They were aware that advances were being made in the application of scientific methods to matters of education, that modern-day schools demanded more effective administration, that the curriculum

was becoming increasingly complex, and that sound psychological principles were being enlisted to aid the understanding of pupil behaviour. To these young, alert people the need for post-graduate study in the field of education was clear, but Manitoba had no facilities for advanced study to offer them.

The three great American centres for educational training were Columbia University, New York, and the Universities of Chicago and California. The University of Toronto was best known for post-graduate study in Canada. In 1929, Mr. D. S. Woods and Mr. W. A. Anderson received their Master of Arts degree in Education from Chicago. Two years later, Mr. T. A. Neelin, obtained the Bachelor of Pedagogy degree from Toronto. These men had shown a keen awareness of the need to become informed on modern educational thought and had also shown a praise-worthy initiative and industry, but their example was not followed by others.

It is readily seen that post-graduate study outside the home province involved considerable expenditure of time, a substantial outlay of funds and an inevitable adjustment of course contents to local western Canadian needs. Mr. Woods had listened sympathetically to complaints from ambitious young teachers regarding these hindrances. As a consequence, during the 1929 Summer Session he discussed with a few of his students the possibility of having esta-

blished on the campus post-graduate Summer courses.

Difficulties would lie in the way. Permission for the enterprise would need to be obtained from the Department of Education and also from the University of Manitoba. A programme of post-graduate courses would have to be drawn up. An administrative plan would have to be completed. With vigour Mr. Woods set to work to select suitable subjects, and to prepare his administrative plan. Interested candidates assured the Department of Education of their earnest desire for the organization of such advanced study. Dr. Robert Fletcher, Deputy Minister of Education, and Dr. James A. McLean, President of the University, both looked with favour on the proposal. The Summer School Committee next examined and accepted the plan as feasible, and, when, in due time, the proposal was laid before the properly authorized bodies, it received official sanction.

Credit must be given to D. S. Woods for his recognition of the need of the University and the Department of Education to face the situation realistically and for his prompt attention to organizational details. Credit must also be given him for his initiative and perseverance in obtaining the assent of both the Department of Education and of the University, particularly as there was no apparent outside pressure, of any strength, to alter the status quo, and when it is quite conceivable that a rather dilatory

attitude might have been expected from these bodies.

CHAPTER III

ORGANIZATION OF PROFESSIONAL TRAINING IN EDUCATION

WITHIN THE UNIVERSITY OF MANITOBA

Appointment of Committee on Graduate Studies in Education

Before graduate courses in Education could be offered it was necessary that a Committee on Graduate Studies in Education should be appointed, and, to this end, the Senate of the University requested the Committee on Post-Graduate Studies to recommend for approval a sub-committee to act for the University in matters pertaining to post-graduate work in Education. The sub-committee was also to be asked to assume the duties of recommending candidates for admission and of keeping in touch with student attainments. The members of this committee were to include: Messrs. D. S. Woods, R. C. Lodge, H. N. Fieldhouse, J. F. T. Young and W. J. Spence.

By January, 1930, a post-graduate course leading to the degree of Master of Arts in Education came into being.¹ The next six months were extremely busy ones as much preparatory work had to be undertaken before all would be ready for the first registrants. Consideration had to be given to the following problems:

¹The University of Manitoba Alumni Association Faculty of Education, Bulletin No. I, Historical Sketch, January, 1936, pp. 1-6.

1. The contents of the existing Normal School courses for graduates had to be analyzed with a view to altering and extending them to meet the requirements of post-graduate study.
2. An authorized committee had to be set up to recommend candidates for admission to the course, and to exercise general supervision on behalf of the Senate of the University.
3. It was necessary to acquire a library suitable for research work.
4. A staff of lecturers had to be procured and their salaries arranged.

Mr. Woods, as Director of the Summer School, assumed responsibility for the administration of instruction, for the guidance of students and for the oversight of their study activities. The Provincial Department of Education established a foundation library and also arranged for staff appointments and for the salaries of instructors. It is worthy of mention that the cost of instruction and of the library were both taken care of out of Summer School revenue. In the matter of staff appointments, the policy was followed of engaging local lecturers with post-graduate training in Education and also of inviting each summer one or more outstanding visiting Professors of Education.

Requirements for the Degree of Master of Arts in Education

1. To be accepted as a candidate for the degree of Master of Arts in Education an applicant must have the following qualifications:¹
 - (a) He must hold the degree of Bachelor of Arts of the University of Manitoba or possess such qualifications as the Committee on Post-Graduate Studies of the General Faculty Council may deem to be equivalent to this degree.
 - (b) He must hold a First Class Professional Teacher's Certificate of the Province of Manitoba or its equivalent as determined by the Department of Education, and must have a minimum of one year's attendance at an approved normal school.
 - (c) He must have had at least two years' teaching experience.
2. Application for admission to candidacy for the degree shall be made to the Secretary of the Committee on Post-Graduate Studies of the University of Manitoba and shall be accompanied by a recommendation from its Sub-Committee on Education, covering major and minor courses, and, where possible, a thesis subject prepared along the lines set out in 4 below.
3. Candidates for the degree of Master of Arts in Education shall be required to complete eight graduate courses in Education. Courses 1, 2, 3, 4 and 5 (Group I) shall be compulsory for all candidates and shall be designated as the major. Three additional courses, two from Group II and one from Group III shall be selected by the candidate, subject to the approval of the Committee and shall be designated as the minor.
4. Candidates must submit a thesis on some topic which has been approved by the instructor in charge of the course from which the subject is chosen and which has been approved by the Sub-Committee on Education. The thesis must be based on an investigation which involves

¹Manitoba Summer School Calendar, 1931, pp. 32-33.

the use of the objective method. It shall be graded for degree credit by the instructor under whose direction it has been prepared and by two other persons appointed by the Committee on Post-Graduate Studies.

5. To complete the course of study for the degree will require at least two years. Work will be conducted both extra-murally and intra-murally under the direction of the Manitoba Summer School. Students may not register in more than four courses during any one year.
6. Candidates for the degree of Master of Arts in Education shall by a final examination, either oral or written, show proficiency in the whole field of their course. This examination shall be held at such times and under such conditions as the Committee on Post-Graduate Studies shall determine. The pass mark for all written examinations and for the thesis shall be the same as for the M.A. in other departments.

The post-graduate course leading to the degree of Master of Arts in Education came into being in January, 1930.¹ There was an immediate enrolment of sixteen students for the training, and, from twenty-two, in 1931, the number of students in post-graduate study had increased, by 1935, to forty-one. The first graduate to be awarded the degree of Master of Arts in Education was Miss Mary Caroline Moxon. She received her degree in 1933 on the acceptance of her thesis on the study of: "The Training of Teachers of Home Economics in Canada and in the States of the American Union Adjacent to the Canadian Provinces". Three students received the degree of Master of Arts in Education in 1934--Charles F. Leavens, Ewart H. Morgan and Wilfred G. Pearce, respec-

¹See Appendix "B", p. 170.

tively. In 1935, the final year of the granting of this degree, four were accepted including Mary B. Elder, Ivan Lorne Hamilton, Harry L. Stein and Melvin T. Woods. Eight candidates to receive the rigorous training and merit the Master's degree in the five year trial period spoke well for the earnestness of Manitoba's young teachers and the satisfactory nature of the new courses.

This sketch indicates that graduate courses in Education preceded the organization of a regular teacher training programme by the University of Manitoba. Concerning the courses themselves we see that, from their inception, they were designed to prepare candidates for a proper advanced degree and hence had to be of post-graduate calibre. It is to be noted that during the three-year period from 1933 to 1935 the degree offered was that of a Master of Arts in Education rather than that of a degree designated Master of Education, or, in other words, the Arts Faculty was required to assume responsibility for supervising the standards of achievement of the Education candidates and the degree awarded was an Arts degree.

One observes that not less than two years were needed to complete the course requirements, and that both a satisfactory thesis and, as well, a set of comprehensive examinations, were obligatory. Certainly those serious-minded teachers who had urged the founding of an educational

post-graduate study programme could at last feel that a worthy objective was now set before them.

Mention has been made in the preceding chapter of the rapid growth of secondary schools throughout the province and of the fact that while the profession was in serious need of University graduates to give instruction at the high school level, yet, at the same time, graduates were not being attracted into the Normal Schools. If secondary school teachers were to be obtained, a much more suitable, adequate and modern teacher training programme had to be instituted in Manitoba.

Establishment of the School of Education

In general it may be said that there were sound reasons behind the endeavour to offer professional courses at University level, among them being the following:

1. The trend in English-speaking countries to offer such courses in Liberal Arts Colleges and Universities had proven the value of training of this degree of specialization.
2. The realization that it is logical that the University graduate should desire to take his professional training in an atmosphere to which he had been adapted during his undergraduate years.
3. The knowledge that a student desires to have a standard of professional teaching comparable to that of the

academic instruction he has enjoyed.

Dr. Robert Fletcher, with his customary progressive outlook, threw the weight of his influence towards the establishment of a School of Education on the campus. Nothing in the available Minutes of the Advisory Board of the Department of Education nor in the Minutes of the General Faculty Council of the University of Manitoba leads one to believe that active opposition attended the project. An immediate question involved the selection of a director for the new school. Dr. Fletcher regarding this comments: "I recommended that D. S. Woods be placed in charge of the School. He was energetic and enthusiastic and had the necessary training and experience for the task. He was an excellent organizer and I had used him regularly as Director of the Summer School".¹

In the autumn of 1933 teacher training instruction for candidates holding University degrees was transferred from the Provincial Normal School in the city of Winnipeg to the Fort Garry site of the University. In essence, the new School adhered to the same regulations as did the provincial institutes. The control of licensing was still to be vested in the Department of Education; the course requirements were prescribed by the Advisory Board of the Department; serving

¹Quoted from letter of Dr. Robert Fletcher to the writer, February 8, 1956.

part-time on the staff were members of the Winnipeg Normal School. But, at least, the setting was now the University campus; the programme of studies was better designed to meet the needs of prospective secondary school teachers and some lectures were given by professors of the University.

Fifty-four students registered for the opening session. The modest three and a half page Calendar sets forth general regulations for the year 1934-35, and they copy closely those for the opening year. The sessional length was to be eight and a half months, from September 18th to May 31st. Only those making a standing of at least sixty per cent in each subject were to be eligible for certification. At the completion of a successful year's work a candidate could receive an Interim Collegiate Certificate, valid for two years, and a Principal's Certificate for a one-room High School.¹

A critical examination of the Course of Study² shows it to be skilfully organized with a view to teaching the methodology of the elementary and secondary school curriculum, and, as well, to providing some insight into the History and Philosophy of Education, and into some aspects of Educational Psychology. One sentence of the paragraph

¹General Regulations and Course of Study for University Graduates, 1934-35, School of Education, p. 2.

²See Appendix "C", pp. 171-172.

referring to "Aim of the Course" indicates a difference in emphasis from that of the aim of the Normal School course: "Provision also is made by way of methods options for students to specialize in the fields of their particular interests and former academic training."¹ A far cry from the days when Class E at the Normal could expect at most one-third of their year's work related in any way to secondary school subjects and teaching methods.

At the end of the first year, Dean Woods stopped to take stock of things before penning an informal report to the Minister of Education. His conclusions were summarized:² "The academic standing of the class was high, several having Fifth Year Honour standing, two Master's degrees and one a Ph.D. in classics...Affiliation with the University student body in all its activities contributes to the spirit and success of this new undertaking. It is quite evident that the association with the University life is an important factor in the training of a mature body of people." Attempting from the first to loosen the ties with the Normal School because of its subservience to the Provincial Department of Education, Dean Woods tells the Minister that "the addition of Professors Wright and Lodge to the staff gave a

¹General Regulations, op. cit., p. 2.

²Letter to the Honourable Mr. R. A. Hoey, August 27, 1934, from D. S. Woods.

new status to the course. All general courses and several methods courses were given at the University, the balance of the methods courses at the Normal School." He concludes: "I am of the opinion that although elementary school methods may well continue to be given at the Normal School during the autumn term, the tendency should be to increase the time devoted to secondary school methods at the University."

The Calendar for 1934-35 outlines the subjects offered and regulations for observation and practice teaching. From a careful scrutiny of the outline it will be seen that from the start provision was made for the study of general educational subjects and psychology; that encouragement was given students to seek initial experience in rural and small high schools; and that the Term Paper with "deadline" restriction was an onerous although necessary requirement. From the beginning there was to be found a close association between theory and practice with an extension of practice teaching time and variety quite beyond that commonly in vogue in Canadian teacher training schools. It is evident that the primary purpose of the establishment of the School of Education was to fit the University graduate for his place of service in the educational life of his province better than had hitherto been possible.

In March, 1935, President Smith received from the dean a summary of the employment obtained by the gradu-

ates of the year 1933-'34.¹

TABLE I
SUMMARY OF EMPLOYMENT OF
FIRST YEAR GRADUATES, 1933-34

1. City of Winnipeg.			
Pupil Teaching in Winnipeg Schools.....		10	
Pupil Teaching (Private).....		1	
Other Permanent Educational Work in Winnipeg.....		5	
On City Staff.....		1	
City Supply.....		1	
In Business.....		1	
Student at University.....		<u>1</u>	20
2. Suburban Municipalities.			
Elementary.....		1	
Junior High.....		2	
Pupil Teaching (Private).....		1	
Supply.....		<u>1</u>	5
3. Outside Metropolitan Winnipeg.			
Secondary Schools.....		11	
Graded Elementary.....		4	
Rural Villages.....		3	
Pupil Teaching.....		1	
Business.....		<u>1</u>	20
4. Not Working Metropolitan (4)			
Rural (1)			5
Not Known City (2)			
	(2)		4
		Grand Total.....	54

Accompanying this list Dean Woods sent a letter making a number of observations. He comments on the attitude of the students towards rural positions in the following words:

¹Letter from Dean Woods to President S. E. Smith, March 16, 1935.

"Many of the students who are now engaged as pupil teachers, or those unemployed, would gladly have accepted positions in rural schools."

A few weeks earlier the Board of Governors had asked through the President: "Where have the men and women who have taken the Graduate Teachers' Training Course gone? Is the tendency of the course to steer people away from the little red school-house and fill them with ambition to seek principalships in town and city schools?"¹ In reply to this the Dean said emphatically:

I do not find them averse to doing this work, neither do I find that they are demanding more pay than an immature teacher with Grade XI standing and Second Class Normal. When we consider that in the schools of the Province in 1931, the city of Winnipeg and the rural municipality of Miniota were the only areas having as low as fifty percent of the teachers with Second Class Professional standing, one can readily appreciate the contribution to the school community, no matter where, of distributing across the whole an ever increasing number of mature people with advanced training capable of taking on a much superior professional training than that which can possibly be given to one of Grade XI standing. Personally, I am quite of the opinion that it is as important to have an Arts Graduate, well trained, in the rural schools of this Province as in the villages, towns or cities....Unfortunately those who have been through the Graduate Course will gravitate toward the village and town and city schools until such time as the whole level of teacher training is raised.²

¹Letter of President Smith to Dean Woods, February 23, 1935.

²Letter of Dean Woods to President Smith, March 16, 1935.



In defence of the small number employed in rural communities the Dean Stated bluntly:

A number of these people could have been placed in the rural schools were it not that the Administrator's Office of the Department of Education took exception to giving graduates positions in elementary schools. Consequently, I did not press further the matter of securing positions in rural districts..... It matters not where these people go for the present so long as we distribute in the grades of the elementary and secondary school people who radiate another type of attack upon the whole problem of teaching. Incidentally, a town or village school affects the whole rural community about it. The smaller urban and rural communities cannot be separated the one from the other.

From these comments one notes Dr. Woods' realization of the critical need of the province as a whole for teachers of sound academic and professional background and his eagerness that such teachers be provided by a faculty or college of education that was as largely as possible an autonomous unit, free to formulate and carry out its own policies with the purpose of raising the general standard of provincial teacher training.

Movement Toward Organization as a Faculty of Education

For two years the School of Education functioned with vigour, showing in its structural pattern some of the characteristics of the traditional Normal School and also some of the features of a university College of Education. This state was not satisfactory. It could not be denied that the School as it existed lacked the stature necessary for

effective functioning and that the time appeared ripe for the initiation of a movement to have established within the University a recognized Faculty of Education. At the summer session of 1934, a number of mature students enrolled in post-graduate Education study, spurred on by the ambitious and energetic director, evinced a genuine concern for the welfare of the young training centre. Their first action was to appoint an executive to consider ways in which they might give leadership and timely guidance to the School at this crucial period. Members of the executive included: Chairman: Mr. George Newfield; Secretary: Miss Betty Nicks; Committee: Miss Aileen Motley, Mr. George Florence and Mr. Cecil Burrows. A few months later Mr. Merlin Newton, President of the 1934-35 class in training, was added to the membership.¹

In consultation with Dr. Woods this body and those they represented gradually evolved a practical plan to make the establishment of a Faculty of Education an actuality. The first step was a decision to wait upon the Minister of Education, the Honourable Mr. R. A. Hoey, the Deputy Minister, Dr. Robert Fletcher, and the new University President, Dr. Sidney E. Smith, respectively. This was done. The representatives of both the Department of Education and the

¹Faculty of Education Bulletin No. I, op. cit., p. 3.

University requested that Dr. Woods prepare both a suggested plan of courses and a general skeleton outline of the proposed organization and that he should then submit them to the interested bodies for examination and discussion.

Let us consider some of the inevitable difficulties to be faced. Naturally the attitude of the Department of Education was of major importance. It is apparent, that, at best, the Department cannot be said to have been enthusiastic about the undertaking, probably for understandable reasons. We have seen that from the year 1883 the Department had maintained provincial Normal Schools for the training and certification of all public school teaching candidates. After seeing this system work satisfactorily for more than a half century, officials were loath to witness the establishment of an institution that certainly held the potential danger of becoming independent of the Department in policy, administration and even certification. Opposition may be said to have been instinctive.

How did the Advisory Board, the central nervous system of administration, react? An examination of the Minutes of the Board makes clear that all phases of the question came under scrutiny. First, the prepared outline of courses in the existing School of Education was closely examined over a four-month period, and, then, the following motion was carried: "That Messrs. Wilfred Sadler, Herbert

McIntosh, Sidney Smith, W. A. McIntyre, Andrew Moore and R. Fletcher be a committee to take up the course of study for University graduates as set out in the general regulations of the School of Education, and all matters relative to the training of graduates as teachers, and report to the Board on or before April 1st next."¹

The following month this special committee held a session which lasted over two hours, and at which Dr. Woods was present to take part in the discussion. The first problem the members faced was that of agreeing on the scope of the jurisdiction of the committee, and "the chairman, (Wilfred Sadler), ruled that the committee had power to consider the course as submitted by Dr. Woods, to amend the same as it might decide and to make recommendations to the Board. Mr. Moore disagreed and requested that the Board be asked to clarify its instructions to the committee."² A month later the ruling of the chairman was sustained. When the May meeting was held we learn that "The Secretary presented statements of the professional courses followed in Saskatchewan, Alberta and British Columbia, together with statements from the Departments of Education showing the standing given to graduates of the Faculties of Education in their respective provinces. The matter was finally referred

¹Minute of the Advisory Board of the Department of Education, February 22, 1935.

²Minute of March 25, 1935.

to H. McIntosh, Dr. Woods and R. Fletcher as a sub-committee to bring in a report and recommendation following the lines of the discussion at this meeting."¹

Two weeks later "The sub-committee presented to the full committee its report which was discussed freely and fully and finally approved."²

After a seven month tedious waiting period Dr. Woods had finally the relief of seeing the proposed Course of Study approved by the Board.

The next difficulty to be surmounted was that of University opposition. First, it was generally felt by the University administration that it would be the wise and prudent thing to appoint the Arts Faculty as sponsor and supervisor of any teacher training institution that might function on the campus. Practical reasons were advanced. The majority of candidates would be recruited from Arts and as an economy measure lecturers could serve in the double capacity of instructors in both Faculties. Again, because of such close association between the two, much of the policy of the training school could be determined by the Arts centre.³

¹Minute of May 16, 1935.

²Minute of May 28, 1935.

³Conversation of D. S. Woods with the writer, February 3, 1954.

The second difficulty related to the financing of such a project at a very inopportune time. During the early nineteen-thirties drastic salary reductions of all University personnel had to be effected due to the aftermath of the world depression. On top of this curtailment, the unfortunate Machray defalcation of funds had caused the provincial government to reduce its apportionment to the University from approximately five hundred thousand dollars to about half that amount. At such a time the staffing and equipping of a new faculty would demand expenditures that could be ill-afforded, and it is understandable that disapproval and outspoken opposition to the idea could be expected from impoverished existing faculties.

In 1934 the University of Manitoba had acquired a new president, Dr. Sidney E. Smith. What would be his attitude in the matter? On his arrival on the campus, Dr. Smith had expressed amazement at the rapid expansion of the School of Education in its two years' existence and had listened with sympathetic attention to Director Woods' long-range plans. At the same time he had become acquainted with the Advisory Board of the Department of Education and had been informed of its long deliberations anent the impending change.

At this point tribute must be paid to the influence and efforts of the Department's Deputy Minister,

Dr. Fletcher. An educationalist of long and distinguished service, he bore an enviable reputation throughout the province for his sagacity and able judgment in all matters of educational growth. Serving as Secretary to the Advisory Board he spoke 'as one having authority' and managed by logical argument and skilful persuasion to influence President Smith to realize the necessity of meeting the needs of Manitoba's secondary school teacher shortage in the proposed sensible fashion. It would be hard to overestimate the value of Dr. Fletcher's contribution to this endeavour at this strategic moment.

An Examination of the Minutes of the General Faculty Council of the University during this period reveals evidence of the same cautious and critical weighing of pros and cons as was engaging the Advisory Board. Naturally the Committee on Post-Graduate Studies was vigilant to see that safeguards were to be maintained, assuring the same high level of graduate achievement of the proposed Education Faculty as were demanded of any existing independent faculty. The Arts Faculty had supervised, as we have seen, the granting of a Master of Arts degree in Education for the past two years and was unwilling to relinquish its responsibility to a fledgling faculty whose achievement standards were as yet unknown.

The hurdle of financial support was of course the

biggest one to leap. From the Minute Book we read:

President Smith made a statement at length from the chair with regard to the negotiations with respect to the financial support of the proposed Faculty of Education with Dr. Fletcher, Deputy Minister of Education, and Mr. R. A. Hoey, Minister of Education, and with respect to the administration of the work of the Faculty as an autonomous Faculty of the University. He further reported the approval of the financial as distinct from the academic aspect of the proposal by the Board of Governors. It was moved by Professor R. C. Lodge, seconded by Professor A. T. Cameron, and carried, that this Faculty Council accepts the principle of the establishment of a Faculty of Education.¹

A committee was then appointed to draft a final plan, the members including President Smith, Professors R. C. Lodge, D. S. Woods, H. N. Fieldhouse and A. T. Cameron. This body, after making an exhaustive study of the proposal, brought in a report in April, 1935, that it recommended unreserved approval. This report was then adopted by the General Faculty Council of the University of Manitoba, subsequently by the University Council and finally by the Board of Governors.

This survey has attempted to trace in detail the steps taken to bring the Faculty of Education into being. We have seen that the existent system of teacher training had proven out-of-date for secondary division qualification; that the Department of Education had turned a deaf ear on pleas for suitable specialized instruction and that the inspectorial staff in general had shown no sense of responsi-

¹Minute of the General Faculty Council of the University of Manitoba, February 15, 1935.

bility for facing the situation realistically. Not until an active group of resolute teachers, supported by a clear-sighted, dynamic educationalist in the person of D. S. Woods, formed themselves into a pressure group, did the Department through its Advisory Board get down to business to face the problem.

One is inclined to draw the conclusion that true-to-form the teacher in the field sees the need for change and improvement long before the provincial government acknowledges either the existing problem or its own moral obligation to do something about it.

The attitude of apathy on the part of the University, while regrettable, is much more easily comprehended. We have seen that the creation of any faculty, no matter how desirable, would have appeared ill-timed and ill-advised at such an extremely critical point in the University's history.

Note may be taken of D. S. Woods' dogged determination and refusal to accept defeat during the wearisome and frustrating months of delay. He found his former colleagues, the provincial inspectorial staff, for the most part neutral if not actively hostile. He was not sure, as time dragged on, of support from the Advisory Board. We find him speaking to Dr. Fletcher with some acerbity of the "subterranean attacks that have been going on for some

time" and commenting wryly, "I would like to remind you that on no occasion have I been invited by the Advisory Board to discuss the new educational growth with them despite the fact that I have produced a Master's Course, the continuing courses for teachers and the new course for graduates and need not take second place to any teacher training man in this province."¹

This protest led to an invitation being given Dr. Woods to attend a meeting of the special committee to express his views, answer criticisms and clarify the situation as well as he could. The practical and wise counsel of Dr. Fletcher at this time was of material help.

A final consideration was the attitude likely to be demonstrated by the new President of the University. Fortunately Dr. Smith proved to be a man of wide vision, of vigorous and decisive action, and of proven administrative ability. He took the measure of D. S. Woods, examined his background of achievement, grasped the critical need for this professional training centre in the immediate present, and decided to throw the weight of his influence in favour of the establishment of the new institution.

What thoughts must have coursed through the mind of Dr. Woods at the inaugural ceremony, September 12, 1935,

¹Letter from Dr. Woods to Dr. Fletcher, March 23, 1935.

as he heard President Smith's memorable words:

The establishment of a new faculty always marks a milestone in the life of the University. The Faculty of Education is one of utmost importance to this Province, as its members will be engaged in the preparation and development of those whose professional work will be directly related to the building, for this country, of its tomorrows. May good fortune attend this faculty, and may it grow from strength to strength in serving the University and the Province. May its graduates be more than drill masters and well-doers in pedagogical routine. May they be men and women imbued with a deep appreciation of the worth and dignity of their calling, men and women who will never forget that their concern must be for the development of the physical, the intellectual and moral capacities and powers of their scholars. I now leave the chair and place in it Dr. D. S. Woods who, by virtue of his Deanship of the Faculty, is ex-officio Chairman of all its meetings. In the name of the University of Manitoba, I install you, Sir, in this chair, and confer upon you all the rights and privileges appertaining to your high office. To you and your associates, Godspeed in your programmes and policies, which under your guidance, will be designed to achieve one main objective--the building for this Province and for Canada, of better tomorrows. None of us here will see the achievement of the goal, or write the pages of the Faculty book throughout the years to come. This thought should give us pause at the outset and remind us that the institution must go on, whoever may serve it. If we, as members of the Faculty, constantly keep in mind that the welfare of the institution is paramount, and subject our personal interests to the larger cause, we will serve it well.¹

¹Faculty of Education Bulletin No. I, op cit., pp. 1-6.

CHAPTER IV

ESTABLISHMENT OF A FACULTY OF EDUCATION

Organization of Courses at Three Levels

With the birth of a new faculty many administrative questions had to be faced. Naturally the first of these concerned the regulations that should govern the three levels of teacher training to be offered. It was purposed to provide a First Year Course of study for candidates having neither previous professional training nor teaching experience; a Second Year Course leading to the degree of Bachelor of Education; and a Third Year Course qualifying for the degree of Master of Education.¹

The First Year Course, conducted in residence, was to be open to University graduates who had had neither previous professional instruction nor classroom teaching. The term was to be eight months in length, that is, from the middle of September to the middle of May. A term report on some phase of education was required from each student on or before May 31st. Upon the successful completion of the eight and a half months' work an Interim Collegiate Certificate was to be granted by the Depart-

¹See Appendix "D", pp. 173-175.

ment of Education.¹

The Second Year Course was designed to prepare candidates for the degree of Bachelor of Education. A registrant must hold the degree of Bachelor of Arts from the University of Manitoba or an equivalent degree, must have completed satisfactorily the First Year Education work and have as well taught for one year. It is significant to note that admission was also granted to Second Year courses to teachers-in-service whose academic and professional qualifications represented the equivalent of this work. In other words, from its inception, the Faculty aimed to meet the training needs of teachers in as far as it could, realizing in fairness to them that its entrance requirements must be kept flexible. In the first week of December the direction of the Second Year's work was to begin and this assigned study was to be followed by class instruction at the subsequent summer session. The programme consisted of three courses of study, ending with the summer classes, and, in addition, the preparation of three term papers "embodying the results of individual research in connection with the three courses taken."²

The Third Year Course was to be open to candidates

¹The University of Manitoba Education Announcement, Session 1935-36, p. 10.

²Ibid., p. 8.

who had received their Bachelor of Education degree and who purposed working towards the new Master of Education degree. Provision was to be made for those applicants who, while not holding a B.Ed. from Manitoba yet "possessed such qualifications as the Committee on Post-Graduate Studies of the General Faculty Council may deem to be the equivalent of this degree."¹ Specific rules governing the preparation of the thesis were enunciated as follows:

Candidates must submit a thesis on some topic approved by the instructor in charge of the course from which the subject is chosen and also by the Committee on Post-Graduate Studies. The thesis must be based on an investigation which involves the use of the objective method. It shall be graded for degree credit by the instructor under whose direction it has been prepared, and by at least two other persons appointed by the Committee on Post-Graduate Studies.

Regulation Number Four is worthy of special attention:

Candidates for the degree of Master of Education shall also, by a final comprehensive examination, either oral or written, show proficiency in the whole field of their course. This examination shall be held at such times and under such conditions as the Committee on Post-Graduate Studies shall determine. The pass mark for all examinations, and for the thesis, shall be the same as for the Master's degree in all other fields.²

To summarize: The major aims of the three levels of teacher training were designed:

1. To provide, during the First Year, for a broad, general training, practical as well as theoretical.

¹Ibid., p. 9.

²Ibid., p. 9.

2. To provide opportunity in the advanced courses, that is, the Second and Third Year level, for acquiring the finer finish of the Master workman. 'A finished teacher implies a finished character and a finished mind.' These are the products of persistent study, worthy practice and of the ideals which study and worthy experience jointly beget.
3. To provide a training comparable to that of other professions. The sharp distinction between the training provision for teaching and for other professions has been detrimental to the status of the former.¹

Thus Dean Woods pronounced the objectives of the three-year programme in general terms. He subsequently was queried concerning the distinction between a graduate and an undergraduate in the field of Education. In writing to President Smith, Dr. Woods examines this question in some detail.

A student entering First Year holds as a prerequisite an academic degree,

he comments.

True. But in no respect does such standing imply that a student will be doing work of graduate calibre upon entry to a professional field. In his first year he will be laying a foundation only for his teaching career. Study at the Second Year level may be said to be nearing the post-graduate standard, for, there is by now a background of one year of professional training, and, as well, subsequent to the completion of each course of study there is required research and a written report of some depth upon a selected problem in education. There is no doubt that the Third Year level student is engaged on work

¹The University of Manitoba Alumni Association
Faculty of Education, Bulletin No. I, Historical Sketch,
p. 5.

that may be designated as true graduate study.¹

The Diploma in Education--1936-37

The 1936-37 session marks an important policy initiation in the granting by the University of Manitoba of a Diploma in Education. Prior to this, first year candidates meeting successfully the necessary requirements had received from the Department of Education an Interim Collegiate Certificate but there was no official University recognition. Henceforth, this First Year was to be designated as the Diploma Year in Education.

Graduates in Home Economics--1938-39

By new regulations in 1938-39 the Department of Education ruled that Home Economics graduates entering the teaching profession must attend the Faculty of Education for one year and receive their Diplomas in Education before being granted a Manitoba Teaching Certificate.² These students were given suitable options in the methods field and their practice and observation programme was conducted under the supervision of teachers of these subjects.

Provision of Travelling Fellowships--1938-39

For the first three years of its existence the

¹The University of Manitoba President's Report from the Dean of Education for the Year ending 30th April, 1944, pp. 106-107.

²Ibid., p. 103.

Faculty of Education was not in a position to give assistance to an outstanding student desiring to pursue post-graduate work beyond that of the Master's level. However, in the year 1938-39, Mr. John T. Boyd of Winnipeg offered a generous and timely donation of four hundred dollars to provide such a fellowship to enable a graduate of high academic standing to conduct advanced study towards the degree of Doctor of Philosophy. The terms of the Boyd Travelling Fellowship as adopted by the Senate were to be as follows:¹

1. The object of the award of a Travelling Fellowship in Education shall be to assist the student to whom it is given to enter upon the work of the degree of Doctor of Philosophy in Education or an equivalent degree in a University approved by the Committee of Nomination.
2. In order to become eligible to become a candidate for this Fellowship a student must hold the degree of Master of Education from the University of Manitoba and be prepared to spend one continuous academic year in the University approved.
3. In considering the claim of each candidate for the Travelling Fellowship in Education, the Committee of Nomination shall take into account the following:
 - (a) The candidate's scholarship as shown by both academic and professional degrees.
 - (b) The candidate's personality and general record in the teaching profession.

¹Minute of the Faculty Council of Education, December 5, 1938, p. 31.

- (c) The candidate's ability to profit by post-graduate studies.
4. The Nominating Committee shall consist of the members of the Faculty Council of Education and the donor or his representative.
 5. Applications shall be made in writing addressed to the Registrar of the University of Manitoba.

It speaks highly of the calibre of the Faculty graduates that each year there have been two or more individuals of sufficiently high personal qualities and scholastic attainments to have their names stand as prospective candidates, and, hence, it was with great regret that during the war years the institution found it inexpedient to make use of this award. In 1940, Mr. Boyd established a timely loan fund of two thousand dollars for the use of Education students requiring a temporary means of assistance.¹

Gold Medals for Education Faculty Award--1936-37

In the year 1936-37 two gold medals were made available for annual award. The first, known as the University Gold Medal in Education, was to be received by the candidate for the Bachelor of Education degree showing the most outstanding all-round general proficiency in his course. At this time, too, Dr. Fletcher once again demonstrated his active good-will towards the young institution

¹See Appendix "G", p. 185

by offering for yearly competition the Fletcher Gold Medal for the student having the highest standing on the Diploma Course in Education.¹

Manitoba Education Scholarships--1946-47

The provincial Department of Education began granting six Manitoba Education Scholarships to First Year students in 1946-47. These annual scholarships were intended to provide a two-fold benefit, first to reward students of excellent ability, and, second, to raise the general class calibre by acting as an incentive to industrious effort.

At this time, too, a suggestion by Dr. R. C. MacFarlane was approved by the Senate to the effect that Honours Graduates on completion of their Diploma Year in Education should be granted a Specialist Certificate by the Department in the field of each student's academic specialization. This policy brought satisfaction to School Boards as well as to students concerned.

Manitoba Teachers' Society Scholarships--1947-48

In the year 1947-48 the Winnipeg Teachers' Local of the Manitoba Teachers' Society offered two scholarships, each of sixty dollar value, for deserving entrants to the

¹See Appendix "I", p. 187.

Diploma course and these were extremely welcome to a Faculty badly in need of aid to students.

Hoods and Faculty Colours--1936-37

Regulations governing the colour of hoods for the new Faculty were announced. The Bachelor's hood was to have a royal blue silk lining and the Master's royal blue silk corded lining.

Blue and gold, the choice of the initial First Year class, were adopted in 1937 as the Faculty colours.

Accommodation Provisions

One of the most urgent requirements of the Faculty at its inception was reasonably adequate classroom accommodation. The Education School had been housed in make-shift quarters on the third floor of the Administration Building, but soon the space had become cramped. Somewhat better provision was made for the class of 1935 when it was given space on the second floor in improvised classrooms, formerly Agricultural and Home Economics libraries.

Another move was made when the shrunken numbers of the war period were housed in the Horticultural Building. Expanding enrolment in 1949 resulted in a separate building being allotted; built during the Second World War as an army mess and known as Hut J it provided roomier quarters. But as the enrolment has increased stead-

ily, this building has become inadequate; there is no room for essential equipment and laboratory space; the staff offices are crowded and unsuitable for student interviews; the stifling heat of lecture rooms in summer and draughty halls in winter cause grumblings among the students. A former member of the Board of Governors maintains that the building, while lacking in attractive atmosphere, is serving its purpose most adequately. Surely this is an unfortunate and short-sighted attitude when the Faculty quarters are contrasted with the comfort of a student's undergraduate surroundings. Contrasted with the well-designed provincial Normal School building at Tuxedo, the professional school of the University of Manitoba runs a poor second.

Two of the most urgent recommendations are the following: First, that a demonstration room be provided in order that students may be able through one-way glass panelling to observe a teacher and class in normal operation. Second, it has been recommended by several that the University should be prepared to sponsor a laboratory school wherein Education students could observe first-rate teachers on the job and could do systematic teaching under their guidance.

Library Facilities

At the founding of the School of Education, the

Department of Education made available a sum of money from its Summer School income to be used for the establishment and maintenance of an Education library, and, until 1937 an annual grant was made. That year the Department decided to discontinue this practice but "agreed to pay in one lump sum five thousand dollars to be deposited with the University for the support of the Faculty library." Dr. Woods observes: "Not until approximately the year 1945 did the University contribute one cent toward this cause."¹

The first secretary-librarian was Miss Olive Woods who was later assisted and succeeded by Miss Isobel McLeod. For general practical use Dean Woods advocated the policy of providing an open shelf library, adjacent to the classrooms, as abundantly stocked as possible, and with only the minimum of reference books and miscellaneous limited material kept on reserve. He maintained that over the years the loss had been negligible. Understandably, this policy did not receive the whole-hearted endorsement of the University librarian upon whose shoulders fell the responsibility, on a very modest budget, of administering all faculty libraries with maximum efficiency. Miss Elizabeth Dafoe, reporting in 1943-44, urged the erection of a building "at the earli-

¹Letter of Dr. Woods, September 6, 1956.

est possible moment."¹ She then discussed the unfortunate condition of having an unsupervised library at the Faculty and continued, "since the retirement of Miss Isobel McLeod from the Faculty of Education the anomalous position of the Main Library in relation to the departmental Educational Library has become more apparent."²

The routine duties of distributing books became the charge of a succession of young women, untrained as librarians, who, as well, had secretarial duties. This arrangement was difficult for the stenographers themselves and irritating to the students, particularly at the summer sessions when the utmost efficiency in circulation was essential for fairness and time-saving. But throughout his regime Dr. Woods doggedly fought against relinquishing the library to the central administration.

With the erection of the new Library building in 1953, the bulk of the Education books was transferred to this location, leaving only a small reference collection at Hut J.

¹The University of Manitoba President's Report from the Librarian for the Year ending 30th April, 1944, p. 121.

²Ibid., p. 121.

CHAPTER V

EXTENSION CLASSES AND THE CHILD GUIDANCE CLINIC

Growth of Urban Extension Classes

It is a truism to state that post-graduate study on the part of an individual implies, very generally, the sincere desire for professional growth. Since the inauguration in 1930 of courses leading to the Master of Arts degree in Education, students had shown in a positive and business-like fashion their willingness to expend time, effort and perseverance in pursuing their advanced training. Responding to the apparent needs of teachers-in-service in the Winnipeg area, the Faculty of Education on October 1st, 1936, instituted, as an experiment, a course in Second and Third Year work at the Broadway site of the University, the course being Principles and Practices of Teaching and Supervision.

It was stipulated that classes were to commence in September and were to be terminated with written examinations in December. The winter term was to be devoted to the preparation of a course paper based on a problem related to the autumn lecture course with April 15th being the closing date for the acceptance of the paper.

From time to time revision and modification of the regulations in regard to the term paper were made. When com-

plaints arose that the April 15th deadline for papers provided inadequate time for their satisfactory completion, a "reasonable" but unstated limit was set. As might be expected this resulted in laxity on the part of some and, as a result, the requirement of completion within six months of lecture termination was imposed. It may be remarked that while the gathering and organizing of material and the composing of a term paper are popularly regarded as burdensome and tedious, yet students grudgingly acknowledge that there is undoubted benefit in selecting and analyzing a problem and in relating the theory of the lecture room to the practical issues of the classroom.

The first extension class, comprising eleven persons, elected to meet on Saturday afternoons, the mornings being reserved by a number of the men for the equally important activity of curling. Subsequently, classes were held on Saturday mornings, week-day evenings, or 'after four' from 4:30 to 6:30 p.m. according to the mutual agreement of class and instructor. Two classes a week, of two hours' duration each were customary, although when out-of-town teachers joined Winnipeg groups, one session of approximately four hours on Saturdays might be considered most suitable to all. As a convenience, library facilities were provided at the Broadway site. For years the necessity of going out to the Fort Garry campus for registration was considered irksome

and arrangements in later years, were made to allow registration at the up-town building. It is to be noted that from a single subject offered in the autumn of 1936 the courses have been extended to six or seven choices a term.

By 1946 Dean Woods was to make the observation that in graduate classes there were two almost distinct groups to be found. One body of students, meeting after four twice a week for a three month period, was drawn almost exclusively from the city of Winnipeg and its suburbs. The second group, beginning directed study in January, attended lectures during the Summer Session. This latter class represented a good cross-section of teachers, principals and inspectors from rural Manitoba and Saskatchewan. Reflecting on the impetus toward graduate study the Dean summarized thus:

Improved salaries, recognition by way of salary increases for graduate professional training, recognition on the part of the profession of the rapidly expanding content, the product of pure research, for graduate study, and the possibility of securing the Master's and Doctor's degrees without incurring the expense of two or three years in a foreign university have made the graduate movement a real force for professional uplift in the Province. The teaching profession, like Arts, Science, or any other field of training must look forward to an increase in the number holding the highest professional degree available. The upward pull by means of this type of training holds equal importance to that in academic fields of study. What all too frequently is neither sensed nor appreciated is the inadequacy of the short period of professional training preliminary to entrance into the profession and the fact that academic training of itself is not a substitute for profes-

sional training.¹

In surveying the development of the in-service training programme, who could have the foresight to envisage the phenomenal growth of this enterprise? The modest enrolment of sixteen teachers in the first extension class found ample accommodation in one small classroom under one lecturer, the Dean himself. Today the Fall and Winter registration of more than one hundred and twenty-five students requires the services of all regular staff members in a number of Broadway's largest lecture rooms, and it has become customary to ask members of the inspectoral division and the administrative department of the Winnipeg Public School Board to assist as guest lecturers.

Extension of Classes into Rural Manitoba

The year 1949-50 saw a significant expansion of the influence of the Faculty, when, as an experiment an Education course was introduced into rural Manitoba. The initial move had come from the Dean who consented to act upon the request of a number of teachers of the Dauphin-Ochre School Area No. 1. These teachers desired that degree courses in Education might be given during the Fall Session in the Town of Dauphin. The Board of Governors

¹The University of Manitoba President's Report from the Dean of Education for the Year ending 30th April, 1946, p. 89.

of the University duly authorizing the undertaking, the first course, No. 701, Educational Research, was offered by Dean Woods in the Dauphin Collegiate Institute for four hours on each Saturday for a period of three months. Thirty students, representing one-room rural schools, town schools and the local collegiate, completed the course and undertook the unescapable term paper. A number of this group subsequently were to enrol at the Summer School with a view to securing standing in the Arts and Science requirements of the Bachelor of Pedagogy degree course.

During the next four years courses were given in the following towns:

<u>Year</u>	<u>Centre</u>
1949-50	Dauphin
1950-51	Dauphin
1951-52	Dauphin, Brandon
1952-53	Dauphin, Brandon, Winkler, Carman, Flin Flon, Portage la Prairie, Neepawa

In December, 1951, Dr. Woods was to note that "with the acceptance by the Provincial Department of Education of degree courses in Education in lieu of Summer-School completion courses for the Permanent First Class Professional Certificate the numbers at all rural centres have been increased significantly and the certainty of additional centres assured."¹ When one remembers the

¹The University of Manitoba Faculty of Education Bulletin No. 15, December, 1951, p. 18.

rigours of a Manitoba winter, the hazards of seasonal transportation and the teaching load of the Education instructors it would appear that the growth of this extension service would tax to the limit the enthusiasm, strength and endurance of a small staff. Only the sympathetic realization that nearly three dozen scattered towns were represented at the Saturday sessions, that individuals were travelling anywhere from eight to one hundred and thirty miles to the centres, and that not a few people came from one-room isolated schools, gave the lecturers the insight to adapt their courses to local needs and also the physical stamina to fulfil their commitments with energy and enthusiasm. At this point may be recalled the tribute of the late President of the University, Dr. A. H. S. Gillson, in the year 1951:

This is a year of change, not only because of the retirement of Dr. D. S. Woods from the Deanship of the Faculty which he created, but because of the very rapid growth of the Faculty and the success of the off-campus courses. It is the function of a provincial University to meet the needs and raise the level of Education of all the people in the Province. The Faculty of Education has led the University out into the Province and brought culture and advanced training to the outposts. It is pioneering effort and initiative of this type which should characterize the work of a prairie University and I am glad to see that the policy of the Faculty is to extend and enrich the University's offerings to the Province..The exceptionally good relations between University and Province established by these courses augurs well for the future.. I hope that it will not be too long before we can increase still further the staff of the Faculty,

in order to cope with this tremendous increase in the demand for University service.]

The Child Guidance Clinic

The year 1937-38 was marked by an undertaking of far-reaching importance, namely the inception of a Child Guidance Centre laboratory under the jurisdiction of the Faculty. The proposal was to organize a clinic as an experiment with the purpose of assisting in the solution of educational problems by the clinical approach and of studying the learning and personality difficulties of school children. Among the individuals responsible for laying the foundation were Dr. Peter Sandiford, Psychologist of the College of Education, Toronto, Professor Harry Low, a graduate of Glasgow University, and Dean Woods. Professor Low had first-hand knowledge of the Guidance Clinic directed by Dr. William Boyd at the Scottish centre. Dean Woods, while in attendance at the University of Chicago, had had the opportunity of making contact with a similar institute and of observing its usefulness.

A major problem confronted the Faculty of Education in its desire to initiate such an enterprise, namely, that of convincing the University authorities and the school authorities of the advisability of introducing into teacher

¹Ibid., p. 2.

training a type of procedure which might be interpreted as using the child "as a guinea pig". President Smith and Dean Woods discussed the possible pitfalls to be encountered and, on the President's advice, the Dean approached Dean A. T. Mathers, a Winnipeg psychiatrist of note, Dr. J. C. Pincock, and others. A meeting of interested persons, including President Smith, Dr. Pincock, Dr. Mathers, Mr. Herbert McIntosh, Mrs. H. M. Speechly, Dr. Woods and Professor Low, discussed the proposal from every angle, weighing and considering its pros and cons.

Quoting Dr. Woods:

Members representing the Medical College were skeptical of the advisability of non-medically trained personnel, even if school teachers, undertaking this type of child examination. Upon being advised that the Faculty would expect assistance from the psychiatric staff of their department, they acquiesced with reserve. As the years passed, this was to prove a valuable and happy association. Eventually a member of that staff, through the City Health Department services, was appointed to guide the City Clinic.¹

A grant of five hundred dollars was provided by Mr. John T. Boyd. The staff of the new Clinic comprising Faculty members and others agreed to undertake the work without remuneration. They continued to give this service for the succeeding seven years. Their contribution was generous, for during each year ten to fifteen four-hour

¹Letter of Dr. Woods, September, 1956, p. 3.

Saturday morning sessions were held. Periodically the Dean of the Faculty advised the members that their attitude should be a humble one and that "all should consider themselves in process of training." Credit is due its originators for the sagacity, tact and caution they obviously exercised when one learns that "at no time in its history was it the object of criticism in the Press or by any other public body."¹

Guidance activities extended beyond the Winnipeg schools for West Kildonan, East Kildonan and St. Vital all brought children for aid. Before a child could be accepted at the Clinic certain procedures had to be followed. It was necessary that the principal and his staff be willing to co-operate, and should agree to interview the parents and have their consent. The school nurse, too, was asked to interview parents and report to the Clinic conference.

Details of arrangement with the principal and Clinic staff were the responsibility of Dean Woods, while Professor Low directed testing and consultation activities as well as taking charge of meetings. After the latter's resignation from the University of Manitoba, responsibility for these duties fell to the lot of the

¹Ibid., p. 3.

Dean in consultation with staff members.

Dean Woods paid tribute to the service of three staff members as follows:

Throughout the period of its activity, Miss Grace Dolmage and Professor Harry L. Stein rendered continuous and excellent service and eventually became permanent members of the staff of the Faculty of Education. During his three years as a member of the Faculty and after his appointment to the headship of the School of Social Service with the University Dr. C. E. Smith made a splendid contribution to the success of this unit.¹

Miss Grace Dolmage, who later became co-ordinator of the services of the Winnipeg Child Guidance Clinic, supplied information and observations on the Faculty organization. The centre met in rooms of the University buildings on the Broadway site. One room was equipped with play, work and reading materials to provide an environment in which children could be natural and active without restraint of school routine. Equipment for administering mental and educational tests was provided. During the second year the Betts Telebinocular was an addition to the equipment. Books and materials that would be of assistance to the teachers who visited the Centre were made available.

Dr. W. M. Musgrove, Assistant Provincial Psychiatrist, was a valued member of the staff, as was Professor

¹Ibid., p. 4.

H. W. Wright, Head of the University's Psychology Department.

Other members and their duties were:

Grace L. Dolmage--Winnipeg Public School Staff-
Mental and Achievement Testing

Phyllis Middleton--Winnipeg Public School Staff-
Speech Defects and Therapy

Nan Ord--Nursery School Director-
Play and Study Interests

Harry L. Stein--Winnipeg Public School Staff-
Mental and Achievement Testing

In the view of Dr. Woods and Miss Dolmage the most helpful features of the enterprise to the teachers and social workers were the various suggested methods of investigating children's problems. Reports were written on the kinds of personality difficulties observed and suggestions for overcoming the difficulties were made from the collected findings. Perhaps the greatest aid came in the underscoring of the oft-repeated assertion that "It's the WHOLE child who comes to school."

During the following year the clinic functioned in a similar fashion and, in 1939-40, it dealt with twenty selected cases. The welcome donation from Mr. Boyd had been exhausted, having been expended on necessary equipment and books. However, in May of 1940, Mr. Boyd's second grant was made, and the work continued unabated. When the Faculty of Education instituted a course known

as Guidance in the Elementary and Secondary School, there was an enrolment of twenty, all experienced teachers. The instructional method used has now become familiar throughout the Winnipeg school system but was then relatively unknown. The plan used may be termed a Lecture-Laboratory technique, as, working in conjunction with the Child Guidance Clinic, students observed examinations and took part in clinic conferences. Course paper assignments required the students to make case-studies of selected pupils in their respective schools, assemble findings, and, as far as their knowledge and experience enabled them, to draw conclusions and make recommendations.¹

Teachers and Faculty students learned that "the child guidance clinic is a co-ordinated effort to apply scientific methods to the study and treatment of problem children. The aim is not to cure diseases as much as to prevent them."²

While this pioneer effort of the Faculty was admittedly a modest one it did serve to foster an attitude of responsibility on the part of practicing teachers for problems relating to the underfunctioning, behaviour and

¹See Appendix "E", pp. 176-183.

²Dolmage, Grace L., Thesis, Clinical Approach to Educational Problems, Evanston, Illinois, January, 1940, p. 1.

learning difficulties among their pupils, and, as well, it demonstrated to the community the value of child guidance services. To sum up, emphasis on child guidance represented in the eyes of the Faculty instructors one aspect only, but still a vital one, of teacher training.

In 1941, the Child Guidance Clinic of Winnipeg was established under the joint sponsorship of the City Health Department and the Winnipeg Public School Board. Three years later the Faculty decided that the training needs of First Year Education could be most adequately served by this Clinic. Henceforth, the Education Faculty was to limit its contribution to instruction at the First Year level and to special courses in Child Guidance, Remedial Reading and allied topics at the Second Year level.

CHAPTER VI

SURVEY OF STAFF AND ALUMNI

1. Summer School Non-Professional Training

As we have seen, with the amalgamation in 1924 of the provincial Summer School and the University Summer School, two distinct study programmes were offered. Prior to the establishment of the Faculty of Education, graduate classes in Education were under the direction of the Committee of Arts and Science of the University, a committee appointed for that purpose. D. S. Woods, a member of that committee and Director of the Manitoba Summer School, had separate charge over these post-graduate University courses.

The Department of Education courses, though under his general direction, were under the jurisdiction of the provincial Department of Education.

The Education Summer School student body, a group of mature people, centred its activities largely in its own classrooms and library. It was accommodated at one end of the Residence Building in order that it might function as an evening study group. As the work being pursued was of post-graduate level the direction came from the Post-Graduate Committee of the University and not from the Department of Education. Beginning in the summer of 1931 it became the custom to bring outstanding

lecturers as Summer Session guests, the purpose being to widen the students' horizon and to acquaint them with noted educationalists in a variety of fields.

Dr. Peter Sandiford of the Ontario College of Education of the University of Toronto was guest instructor for 1931. A pioneer Canadian student in the development of Educational Psychology and co-author of the well-known Dominion Intelligence Tests and Dominion Achievement Tests he did much to impress upon his classes the need for the recognition of the distinct value of the application of psychology in their dealings with their pupils.

1932 saw the arrival of two visiting lecturers, Dr. F. Engelhardt of the University of Minnesota and Dr. W. F. Dyde of the University of Colorado. The 1933 session had the honour of having as guest Dr. William Boyd, Professor of Education at Glasgow University, who had some frank declarations to make on the need for fostering of research-mindedness among university trained individuals. He observed:

The assumption on which British universities work, still enmeshed in the mediaeval tradition of learning as primarily concerned with the master words of the past, is that originality is a rare gift, and research a matter for a chosen few. The result is that serious study ceases for the very great majority of our graduates when they leave University; and even the fortunate people who enjoy the leisure of a university appointment have a most meagre output of fresh

scholarly work. The American breakaway from authoritarianism, combined with the prevailing faith in individual enterprise, has led to a partial emancipation from this deadening conception of passive scholarship, and it is a matter of course that any student of capacity should carry on his studies beyond the receptive stage proper to callow youth, and seek to make some contribution to learning. Behind the Ph.D. is the ideal of the universities finding the consummation of their activities in the advancement of learning through widespread research.¹

Such a bold creed boldly stated must have been met with a vigorous nod of approval by Dr. Woods.

In 1934 Dr. Sandiford paid a return visit and in 1935 Dr. M. E. Lazerte of the University of Alberta's Faculty of Education was guest lecturer.

For those working towards their Master of Arts in Education, instruction was in the hands of Dr. Woods, who associated with himself a number of local education-
alists. In 1930 Inspector George Bartlett and Messrs. H. H. McIntosh and H. E. Riter assisted. The following year W. A. Anderson and Inspector R. M. Stevenson gave courses; and in 1932 Messrs. McIntosh and Riter and Professor R. F. Argue were faculty members. The next year Dr. Woods carried on alone, but was joined in 1934

¹Boyd, William, America in School and College, The Educational Institute of Scotland, 1932, quoted in the University of Manitoba Alumni Association Faculty of Education Research Bulletin, January, 1937, pp. 191-192.

by Mr. McIntosh again. The instructors of 1935 were Professor Argue, Mr. Riter and Miss M. M. Brooker.

2. Provision of Instructors for the School and the Faculty of Education

The School of Education was served by Dr. Woods as full-time lecturer with the part-time assistance of members of the University staff and of the Winnipeg Normal School. The opening of the Faculty of Education necessitated two full-time instructors, Dr. Woods and associated with him, Mr. Harry R. Low, who assumed the rank of Assistant Professor. The initial course in Educational Psychology was given by Professor Low. Three members of the Winnipeg Normal School staff, Miss Helen Palk, Miss Kate MacLeod and Mrs. W. A. McKim, respectively, did part-time lecturing and advising at the elementary school level. Miss Brooker, of the Normal School, dealt with Methods in Modern Languages; Mr. Robert Jarman of the Winnipeg Public School system, gave instruction in Physical Education; and Dr. W. A. Cowperthwaite, of the Normal School, acted as Advisor in Elementary School Methods. Dr. Fletcher was appointed Lecturer in School Law.

In addition, several members of the Faculty of Arts and Science instructed the First Year classes in a number of Methods courses, and, in some cases, assisted the work at the post-graduate level. Among those who

served continuously for several years were Professor Doris B. Saunders, Lecturer in Methods in English, Professor R. C. Lodge, Lecturer in The Philosophy of Education, Professor W. M. Hugill, Lecturer in Methods of Teaching Latin, and Mr. Wray Youmans, Lecturer in Physical Education.

3. Staff Personnel from 1938-39 to 1950-51

Professor Low remained with the Faculty from the fall of 1935 until the spring of 1939 when he resigned to assume the position of Superintendent of Education for the Manitoba government. Mr. J. E. Lennox Black succeeded Mr. Low for a one-year appointment. At the opening of the Autumn Session in 1940 a strong addition was made to the staff in the person of Dr. C. Ebbelwhite Smith, M.A., B.Sc., D. Paed., a graduate from the University of London in Science, and, as well, a graduate from the University of Toronto with the degrees of Master of Arts in Physics and Doctor of Pedagogy. Dr. Smith had worked for four years in Dr. Peter Sandiford's Research Department of the University of Toronto, and, later, returning to the University of London on a Carnegie Fellowship, had in 1938 joined the personnel of the Institute of Education and had remained two years teaching and directing research. Speaking of his versatility, Dean Woods briefly

summarized: "Dr. Smith....is well qualified in the field of Psychology and its offshoot Mental Hygiene, in Measurement and in Methods of Mathematics and Science."¹ For the next three years Dr. Smith was to remain a valued staff member.

To be remembered for many changes and expansions was the year 1943-44. Dr. Smith became Director of the newly founded School of Social Work and while warmest good wishes went with him his loss to the Faculty was keenly felt. Miss Ellen Frogner, Ph.D., a graduate of the University of Minnesota, came in 1943 as Assistant Professor. Her program, a heavy one, required her to give instruction in Reading, Language, The Use of the Library in the School, Methods of Teaching Literature, and, as well, Psychology in some phases. At the same time, Miss Mary C. Moxon, the first graduate to receive the Master of Arts degree in Education, was made a permanent member of the Faculty, with the rank of Assistant Professor of Education and Home Economics. At the conclusion of the Summer Session of 1946 Dr. Frogner resigned to return to the English Department of the Chicago Teachers' College. In the autumn of that year Dr. Harry L. Stein, Boyd Fellowship holder of 1939-40, resigned from his position on the staff of the Daniel McIntyre

¹The University of Manitoba Faculty of Education News Bulletin No. 5, December, 1940, p. 4.

Collegiate Institute to become Associate Professor of Education. With his advanced study in many phases of Educational and Child Psychology his contribution to his classes was to be a worthy one. In 1948 he was made a Fellow of the American Psychological Association--a tribute to his research and sound scholarship.

Miss Islay-Ruth Black, formerly a member of the staff of the Daniel McIntyre Collegiate, served during the year 1947-48 on a one-year appointment as lecturer in certain English courses. Mr. Joseph Katz, a member of the St. John's Technical High School, who had received his Master of Education degree from Manitoba in 1947, served as instructor in the Teaching and Supervision of English during the succeeding Summer Session. Winner of the Boyd Travelling Fellowship for the year 1947-48 he then completed at the University of Chicago the requirements for the degree of Doctor of Philosophy. In the fall of 1949 Dr. Katz assumed the position of Assistant Professor ^{associate} in the Faculty of Education, lecturing on The Teaching and Supervision of Secondary School English and The Organization and Management of Secondary Education.

Miss Eleanor Boyce, B.A., St. Xavier, 1919; M.A., St. Xavier, 1931, had the distinction of being the first woman candidate, and the second individual, to qualify for the degree of Doctor of Philosophy in the

field of Education in the University of Manitoba. A member of the Inspectoral Division of the Provincial Department of Education, Miss Boyce had taken for her thesis topic, "A STUDY OF THE DEVELOPMENT OF READERS FOR ELEMENTARY SCHOOLS IN CANADA SINCE CONFEDERATION", and had been awarded her degree on November 3, 1949. While doing preliminary study at the Faculty Miss Boyce also doubled as a part-time lecturer giving courses on Children's Literature and The Use of Books and Libraries.

4. Additional Summer Session Visiting Lecturers

In the summer of 1937 Dr. Leo J. Breuckner of the University of Minnesota was guest lecturer. An outstanding visitor came in 1939 in the person of Dr. Henry C. Morrison, Professor of Education and Director of the Laboratory Schools of the University of Chicago. Rare is the high School Teacher who has not read his text on Practice of Teaching in the Secondary School, a guide to best methods in teacher training and a treatise that has had a far-reaching effect on the organization of present-day textbooks on high school subjects.

From Alberta, Dr. Donald Dickie paid two summer visits, one in 1938 and a second in 1941. Her courses dealt with the subject of Reading and the Library. Dr. Dickie has long held a place of high respect in the eyes of elementary teachers for several widely used publica-

tions that have come from her pen. She is especially well-known for a carefully graded series of Canadian History readers. She has also prepared a text entitled, Good Neighbour, Canada, intended to familiarize American pupils with some aspects of Canadian life. Her useful guide to teachers, The Enterprise in Theory and Practice, has done much to help teachers vitalize their presentation methods.

The latter war years were marked by a sharp decline in Summer School enrolment and it seemed wise from every viewpoint to suspend the practice of having visiting lecturers. It was not until the summer of 1949 that there was a revival of the custom following the post-war readjustment period. The guest for that year was Dr. Harold R. Benjamin, Dean of the School of Education of the University of Maryland. His specialized fields of study included those of Comparative Education, The Curriculum and Educational Philosophy.

5. The Alumni Association--Founding and Functions

For an Alumni Association to be organized and in operation before there was a true Faculty body would appear somewhat of a paradox, but this unorthodox and unusual procedure came about in a natural and logical way. The Faculty of Education became an actuality as we have seen in the fall of 1935. Hence its attainment of

University status automatically raised the body of graduates of the various courses in Education to that of an Alumni Association. In August, 1935, a general meeting of Summer Session students was held for the purpose of forming such an association. Two objectives were foremost: First, to foster and encourage the activities of the new institution, and, second, to interpret the aims and ideals of the Faculty and its graduates to the general public. To this end a constitution was drawn up.

The members of the first executive included:

Chairman: Mr. George Florence
Secretary: Miss Betty Nicks
Committee: Messrs. Cecil Hutchings, Merlin
Newton, George Newfield, Cecil
Paris
Ex-Officio: Dean Woods and Mr. Rex Boughton

(a) Publications.--One of its first acts was to arrange to have published regular Bulletins under its sponsorship. Merlin Newton, serving as the first editor, instituted the policy of having published each January a journal dealing with research problems in Education; the Faculty staff were to be responsible for the preparation of this edition. A second journal, more in the nature of a News Bulletin, was to be distributed six months later. The inaugural number of January, 1936, known as Bulletin No. 1, was an ambitious effort comprising twenty-two informative pages; included in it we find a message from President Smith; a comprehensive historical sketch of the

background and founding of the Faculty; a brief outline of the Alumni Association and its aims; a copy of the Constitution of the Association; and, finally, a list of all students enrolled in post-graduate classes from 1930 to 1935. These numbered seventy-five. In addition, First Year students of the School of Education, fifty-two in number, for 1933-34 were listed and their current teaching positions given. The forty-six students registered in the First Year for 1934-35 were listed and their whereabouts noted. The Journal closed with the names of the fifty-nine people who held the unique honour of comprising the First Year class of the new Faculty of Education.

In January, 1937, the first Research Bulletin was issued. Mimeographed on eight-and-a-half by ten-and-a-half size paper, the Journal, with its grey cover and black lettering, became a familiar and welcome sight to students, graduates and members of the profession at large. The first number, a joint effort of the Alumni Association and of the Faculty staff, consisted of one article and reviews of five theses. The leading article, Research in Education,¹ propounds Dean Woods' theory of one purpose for which an educational faculty should exist. He states:

¹The University of Manitoba Alumni Association
Faculty of Education Research Bulletin, January, 1937,
p. 1.

One of the contributions which the Faculty of Education hopes to make to educational progress is that of increasing research-mindedness among teachers, supervisors and school administrators....The term "research-mindedness" is used advisedly to imply that spirit and attitude of mind which deviates from strict adherence to formalism and tradition in instruction and school administration toward basing theory and practice upon the findings of scientific investigation. It is neither afraid to examine traditional theories nor unwilling to make adjustments to meet changing social and economic conditions....In short it is a method of reflective thinking, seeking facts, interpreting facts and endeavouring to establish relationships.

The Research Bulletin of March, 1939, is well worth perusal for the picture it gives of the course paper topics chosen by students, showing the awareness of educational problems many of these young folk had been trained to have and their eagerness to face these difficulties with some kind of well thought-out attack. Two First Year History Units are given in full. The first, by Gordon Leckie, dealt with the Settlement in Red River from 1811 to 1869, and, the second by Miss Agnes Florence, demonstrated very ably Our Inheritance from the Ancient World. Both of these gave practical help and useful suggestions to teachers faced with the need of organizing similar historical material for elementary and junior high level classes.

Two first quality term papers in Second Year Education are also examined. These include a Review of a Study of the Relation between the Percentage Marks on the

Reports of a Typical Junior High School and the True Academic Achievement of the Pupil. It is interesting to note that the writer was the late Mr. Thomas A. McMaster, former General Secretary of the Manitoba Teachers' Society. Miss Flora E. Ingram, at that time a member of the Daniel McIntyre Collegiate staff, worked out a Home Economics Unit showing the Comparison of Teaching Methods, Old and New. The Master's theses reviewed showed a wide diversity of problems examined. Mary Belle Cannon had made A Comparison of Certain Objective and Essay Type Tests in History and her findings were reported. The second resume gave an account of A Study of Retardation in a Typical City Elementary School. This project, covering several months, was made by Mr. Ewart H. Morgan while he was Principal of Riverview School, Winnipeg. Mr. Morgan later became Assistant Superintendent of the Winnipeg Public Schools and subsequently Principal of the Daniel McIntyre Collegiate. The third report concerns the work of the late Mr. Ernest H. Reid, former Inspector of Schools for the Department of Education and later Chief Inspector for the Department of Education. A Comparative Study of Secondary and Higher Educational Interests among The Different Racial Groups of Manitoba was made by Mr. Reid. Much valuable information can be gathered by the casual reader from an examination of the outlines of

theses and course papers.

With the issue of December, 1940, News Bulletin No. 5, a change of editorial policy was made. The editorial executive at their June meeting had passed the following motion:

that the preparation of the News Bulletin be handed over to the students of the First, Second and Third Years under the direction of the Faculty of Education, and that a member or members of the Alumni be appointed to the editorial board.¹

The significance of this decision may be seen when, at the meeting on December 27, the executive of the Alumni Association discussed the advisability of reorganizing the Society by gradually instituting the policy of limiting membership to individuals holding either the Bachelor of Education or Master of Education degrees, convincing proof of the substantial numbers who had achieved degrees.

The Journals of the war years make interesting reading. Leading articles reflect the sober considerations of serious minds on such questions as:

Political Aspects of State Education under the Nazis Regime
(Dr. D. S. Woods, in Research Bulletin of March, 1941)

The Totalitarian Educational System of the Third Reich, A
Review of Documentary Evidence
(Otto T. Land in Research Bulletin of March, 1942)

Education for Canadian Citizenship
(President Sidney E. Smith in Research Bulletin of
September, 1943)

¹Faculty of Education News Bulletin No. 5, op cit.,
p. 4.

Editorial--Fundamentals of the Educational Process in
Peace and War

(Joseph Katz in News Bulletin No. 8, December, 1943)

Beyond Peace Day

(The Honourable Mr. J. C. Dryden, Minister of Education, News Bulletin No. 9, December, 1944)

The Research Bulletin of March, 1946, is worthy of very careful perusal for it makes a detailed report by Joseph Katz, then of the Isaac Newton high school staff, of a study of curricular provisions in the secondary schools of metropolitan Winnipeg. Three years previously, Dean Woods had been made chairman of a sub-committee on Education under the Winnipeg Council on Reconstruction and Rehabilitation. This assignment consisted of a study of available educational facilities in greater Winnipeg, particularly at the secondary school level, and the forecasting of possible future needs and provisions. A task of such gigantic dimensions required sub-division under several classifications and the aid of sub-committees. Joseph Katz, as part of his work towards his Master's degree, undertook a specialized survey of fourteen high schools, city and suburban inclusive, his aspect of study being aimed at determining the facilities for high school education as they existed in the Greater Winnipeg area. His report covers seventy-three pages and lays out much illuminating information.

With the issue of the Faculty Bulletin No. 10 in December, 1946, the policy of combining the reports on stu-

dent research activities with the general News Journal was initiated. The format of the bulletin was somewhat changed--the size being reduced to pamphlet dimensions and the material being printed instead of being mimeographed. The sober grey and black cover, so long familiar, gave place to one of brown and gold, with a cover design of the Manitoba bison and the torch of learning. Editor-in-chief for the year was Edward M. Maguire.

(b) Minute Books.--On looking over the Minute Books of the Alumni Association one notes records of special happenings. There is an item concerning the evening of October 29, 1941, when in an unseasonable snowfall members and their friends gathered at the Fort Garry Education quarters to hear a discussion of unusual interest. Under the leadership of Dr. Sidney Smith a discussion on PERSONNEL WORK IN THE SCHOOLS AND UNIVERSITY was carried out by a panel consisting of Messrs. Ewart Morgan, Alfred Muldrew, Drummond Wilson and Dr. D. S. Woods. The provocative nature of the ideas expressed could be gauged by the liveliness of the audience participation after the formal program. An annual custom has been that of holding during the Easter Convention of the Manitoba Educational Association an Alumni dinner at which prominent speakers, both local and imported, have spoken.

At the executive meeting of November 16, 1945,

plans were made for an innovation, a "Get-Together" of Alumni members and the First Year class.¹ This affair, held in early February at the University Women's Club, Westgate, was mutually enjoyable and resulted in the establishment of the policy of entertaining the Diploma students each year. A letter was received in the fall of 1946 from Janie Merle Morgan, Vice-President of the Diploma Class, requesting cooperation in the furnishing of the "Ladies' Common Room" in the Faculty quarters in Hut J. A donation of money was voted and three members of the Association, Misses Myrtle Conway, Sybil Shack and Islay-Ruth Black, assisted with the project. Again, in January, 1949, the society was able to help when a Student-Teacher Conference was arranged in Edmonton. When it was found that the First Year class was eligible to send one delegate if funds for the necessary expenses were available the Association was happy to make a grant towards the expenses of the selected representative, Miss Frances Kagan. In 1948, Stanley Steinman, a Bachelor of Education graduate from the Faculty, went out to Ethiopia as Director of Teacher Training for the country. An urgent request being received from him for professional literature for the Addis Ababa Library, it

¹Faculty of Education Alumni Association Minute Book, Minute of November 16, 1945.

was decided by the Alumni to make a thorough canvass of rural and urban teachers on behalf of this cause. As a result one hundred and twenty-five books were shipped later in the year and a prompt letter of appreciation was received from the Ethiopian Minister of Education.

On November 22, 1951, it was a great pleasure to the Association to offer a cordial welcome to the new Dean of Education, Mr. Neville V. Scarfe and to Mrs. Scarfe, at a reception at the University Women's Club. To this affair the Diploma students were also invited.

A list of the Alumni Association presidents and their secretaries makes interesting reading and is to be found in the Appendices.¹

It fell to the lot of the executive of the Year 1951-52 to draw up plans for an event unique in the history of the institution. The time had come for Dr. David Scott Woods to relinquish the heavy administrative responsibilities of his office. The announcement of his impending retirement was received with a sense of loss and keen regret by the hundreds of graduates who had sat in "D. S.'s" classes, learned from him the rudiments of research technique, written to him imploring counsel about local school problems, or otherwise had benefitted from wise and sympathetic advice and encouragement.

¹See Appendix "F", p. 184.

On April 16, 1952, at the annual Faculty banquet Dr. Robert Fletcher, who had long been a staunch and loyal supporter of the Faculty, was able to review the history of the phenomenal growth of the school and to pay eloquent tribute to the vision, energy and industry of the man who had given up much in the material sense to foster the ideal of increasingly adequate education for an increasingly great number. Dr. Eleanor Boyce made the presentation of a purse and a book of remembrance, compiled of the many laudatory messages received by Dr. Woods at this time.

The Faculty Bulletin of December, 1951, may be regarded as a dedication to the man who with singleness of purpose and unswerving faith had spent a lifetime in the service of Canadian education. Dr. Boyce reviewed the biographical facts of Dean Woods' life and summarized a number of the highlights of his forty-seven and a half years of service to the teaching profession. Dr. Herbert H. McIntosh expressed the gratitude of the Winnipeg Public School system to him for his untiring efforts to aid teachers and principals to obtain graduate training, for his willingness to adapt the program of the students to the requirements of the schools, and for his cooperation and wisdom in providing the administration with aid in staffing the Winnipeg Schools with suitable teachers. Through its pages the successor to Dean Woods, Professor N. V. Scarfe, paid a warm tribute to him when he observed:

I do not think I can ever live up to the enormous energy and vitality of D. S. Woods but I hope that I shall never let down the very high standards he has set. Certainly he has set the highest standards for education in Canada. Again I can only hope to emulate the selfless devotion to the cause that has won him so many friends in Canada.¹

An article by Dr. R. O. MacFarlane entitled, "Appreciation of 'D. S.'" concludes with this acknowledgment, "He leaves his mark on our school system so deep that it will not soon be obliterated."²

6. Survey of Student Enrolment from 1930 to 1951

A. Factors Influencing Attendance.--When the first post-graduate course leading to the degree of Master of Arts in Education was organized in July, 1930, sixteen teachers were registered. The following year the number had increased to twenty-two and four years later it had almost doubled. We must remember conditions during these years: teachers faced meagre salaries, insecure tenure, and relentless underbidding for posts. The city of Winnipeg could absorb on the average only thirty to thirty-five additions annually, of whom a third would be teachers of some years' rural experience. The other two-thirds would comprise individuals who had served first as one-

¹The University of Manitoba Faculty of Education, Bulletin No. 15, December, 1951, p. 10.

²Ibid., p. 6.

year pupil-teachers and then as temporary assignment substitutes. Casual city substituting was to a limited extent available but unless one were fortunate enough to be on the "preferred list" of substitutes, chances for ultimate Winnipeg appointment were slim. As is easily seen, a provincial-wide teacher surplus resulted inevitably in the resolve of many ambitious and energetic teachers to improve their professional standing in order to better their chances of satisfactory employment.

To meet the need of teachers for improved status, courses leading to the Bachelor's degree as well as the Master's degree in Education were made available beginning with the summer of 1935. After the creation of the Pedagogy degree in 1947, summer courses for this standing also were organized. By 1940 the modest initial summer school enrolment of sixteen had swelled to almost four times this number. The years 1942 to 1945 saw a sharp decline in registration, but in 1946, the first post-war session, the number had jumped to sixty-two. Since the recognition of professional degrees by School Boards for teacher selection and for salary classification, the holding of the Bachelor's or Master's degree in Education is becoming rapidly a sine qua non for secondary school engagement. The summer of 1950 saw an attendance of eighty-seven and 1953 found one hundred and twenty-six.

B. The First Year or Diploma Course.--Fifty-five students were registered in the First Year course in 1933; forty-six enrolled the second year of the School. The Faculty of Education opened in 1935 with a registration of fifty-nine. From then on the numbers varied but little until a sharp drop occurred with the outbreak of war. Among the students coming in each autumn of the war years a number could be expected to discontinue classes in order that they might enlist in the active and auxiliary services. In 1944-45 a handful of fifteen were in attendance, one man and fourteen girls. The average attendance of the war years was twenty-three. Gradually, however, registration increased until 1950-51 saw a high of eighty-five in the Diploma Class.

C. Second and Third Year Courses.--When the first advanced degree course in Education was instituted in 1930 it led to the degree, as we have seen, of Master of Arts in Education. Sixteen students, all teachers of experience and maturity, were enrolled; and the following year the number was twenty-five. From the session of 1930 to that of 1935 a total of seventy-five had taken some post-graduate work. At the Convocation of May, 1933, Miss Mary Caroline Moxon had the distinction of being the first graduate to receive the Master of Arts in Education. In 1934, three more candidates received this degree, namely,

Charles F. Leavens, Ewart H. Morgan and Wilfred G. Pearce. Mary B. E. Cannon, Ivan L. Hamilton, Harry L. Stein and Melvin T. Woods, in 1935, were the final recipients of the Master of Arts in Education.

The year 1935-36 is marked by the first granting of the professional degrees of Bachelor of Education and Master of Education respectively. Eight candidates received the Bachelor's standing: Arthur A. Harris, George G. Harris, Robert C. Paris, Harold G. Robson, Charles E. Spencer, Theodore M. Spencer, Maximilien W. Thierry and George W. D. White. The first Master of Education degree went to John E. L. Lysecki, George M. Newfield, Leslie G. M. Robinson and William H. Waite, respectively. It is noteworthy that in its first year of organization as a Faculty, one hundred and ten students had been enrolled, fifty-nine in the First Year or Diploma Course and fifty-one in the Second and Third Years. The year 1936-37 saw seventeen graduates with the B.Ed. degree and four with that of the M.Ed.

D. General Survey--1930-1938.--In December, 1938, Dean Woods made a general summary of attendance of teachers over the eight year period from 1930 to 1938. In that time it was found that one hundred and seventy-two teachers had enrolled in courses of the Second and Third Years; fifty-four had graduated, thirty-seven with

the degree of B. Ed. and seventeen with the Master's; as well, one was completing the work of the doctorate of Philosophy at Chicago.

TABLE II
DISTRIBUTION OF STUDENTS OF THE SECOND
AND THIRD YEARS OF EDUCATION¹
1930 to August 31st, 1938

At present teaching in the following areas:

1. Metropolitan Winnipeg or Brandon	70
2. Rural graded schools of Manitoba	37
3. One-room rural schools	3
4. Saskatchewan	44
5. Ontario	1
6. Department of Education (Manitoba)	6
7. Studying for advanced degrees.	1
8. Not teaching or whereabouts not reported	10
Total	<u>172</u>

By means of the above analysis Dr. Woods pointed out that the students of the Second and Third Years had found employment over a wide area of Manitoba and Saskatchewan, in a variety of elementary, secondary and supervisory school positions. He also showed that forty of the one hundred and ten students engaged in teaching in Manitoba were serving rural areas.

E. War and Post-War Enrolment.--In the period

¹The University of Manitoba Faculty of Education News Bulletin No. 3, December, 1938, p. 21.

between 1930-31 and 1940-41 there were graduated at the First, Second and Third Year levels the following numbers:

M.A. (Ed.) and M.Ed.	B.Ed.	Diploma	Total
<u>25</u>	<u>94</u>	<u>251</u>	<u>370</u>

As in all University departments the disruption caused by World War II is reflected in the reduction of size of post-graduate classes and also in the reduced number of degrees awarded. During the period 1940 to 1945 the lowest summer term enrolment in Second and Third year courses occurred in 1942 when registration was down to twenty-nine. Understandably, men students were conspicuously few throughout these years. 1944 saw the smallest group of Bachelor of Education candidates--seven only. In 1945, for the first time in its history, the Faculty offered no candidate for the Master's degree.

Beginning with the classes of 1945-46, normal size registration was observable. The summer session student body had increased from the forty-three of 1945 to a healthy sixty-two the next year. The Diploma graduating class of twenty-two showed an increase of seven over that of the preceding year; the B.Ed. degree was granted to twenty candidates, twelve more than in 1945. While there had been no one ready for a Master's degree in 1945, six people had completed the requirements by the following May.

F. Bachelor of Pedagogy Course.--A trend of significance was noted at this time. Registration showed that in addition to applicants from secondary schools, and administrative and supervisory positions, there was an increasing number of teachers from the elementary and junior high school levels desiring to improve their professional standing. The intramural graduated classes arranged conveniently "after four" or in the early evening or on Saturday mornings were attracting either as credit seekers or as auditors a number from the elementary staff. It was from the awareness of the urgent wish of many grade school personnel to obtain systematic professional training at the elementary level that the Dean finally had inaugurated the Bachelor of Pedagogy degree.

At the winter session of January, 1948, the new B.Paed. course of study was undertaken by a class of twenty-four. Admission to the degree of Bachelor of Pedagogy required a Grade XII standing with an all-over average of sixty per cent and, as well, a First Class Professional Certificate. Two years later, three candidates had qualified for this standing, namely Albert Diamond, Hanford James MacDonald and D. Harold Turner. On the 16th of May, 1950, at the annual Convocation these three should have been the first recipients of the Bachelor of Pedagogy degree amid the plaudits of friends and well-wishers, but, at that date, the history-making Red River flood had disrupted the

normal life of the province and personal academic achievements were forgotten as Faculty and students alike scattered to strategic points to lend a hand in combatting the peril that menaced the Valley. In the following year, 1951, two candidates, Kathleen E. Allan and Ralph E. Wendeborn, were awarded the Pedagogy degree.

G. Summary of Degrees and Diplomas--1930-1951.--

Below is to be found a summary of degrees and diplomas awarded from the year 1930 to August, 1951, the period of time under which the School and Faculty of Education were directed by Dr. Woods as Dean.

TABLE III

SUMMARY OF DEGREES AND DIPLOMAS CONFERRED
IN THE FACULTY OF EDUCATION
FROM 1930 to AUGUST, 1951

Doctor of Philosophy	M.A.(Ed.) Master of Education	Bachelor of Education	Bachelor of Pedagogy	Diploma in Education
2	58	274	5	758

Total Degrees 339
Total Diplomas 758

Grand Total 1,097

Of the fifty-eight candidates who had qualified within this span for their degree of Master of Education, fifty-seven had benefited from the guidance and counselling

of Dr. Woods. Of the eight individuals who had been able to pursue advanced study by means of the Boyd Travelling Fellowship, six had had Dean Woods as their adviser. He had also had the pleasure and pride of seeing two whom he had sponsored, namely Mr. G. John Buck and Miss Eleanor Boyce, receive the Doctor of Philosophy degree from the provincial University instead of having to continue their post-graduate study at an American centre.

Below are the registration figures for the Faculty of Education showing attendance during the depression period, the era of World War II and the post-war years.

TABLE IV

SUMMARY OF REGISTRATION IN FIRST YEAR, SECOND YEAR
AND THIRD YEAR DEGREE AND FIRST YEAR PEDAGOGY
COURSES FOR YEARS 1935-1936 TO 1950-1951

Year		Men	Women	TOTAL
1935-36	First Year	19	40	59
	Second and Third Years	<u>42</u>	<u>9</u>	<u>51</u>
	Total	61	49	110
1936-37	First Year	17	31	48
	Second and Third Years	<u>56</u>	<u>10</u>	<u>66</u>
	Total	73	41	114
1937-38	First Year	16	41	57
	Second and Third Years	<u>54</u>	<u>8</u>	<u>62</u>
	Total	70	49	119

TABLE IV (cont.)

1938-39	First Year	15	30	45
	Second and Third Years	<u>73</u>	<u>8</u>	<u>81</u>
	Total	88	38	126
1939-40	First Year	9	25	34
	Second and Third Years	<u>80</u>	<u>13</u>	<u>93</u>
	Total	89	38	127
1940-41	First Year	7	24	31
	Second and Third Years	<u>57</u>	<u>19</u>	<u>76</u>
	Total	64	43	107
1941-42	First Year	10	26	36
	Second and Third Years	<u>40</u>	<u>14</u>	<u>54</u>
	Total	50	40	90
1942-43	First Year	8	10	18
	Second and Third Years	<u>21</u>	<u>16</u>	<u>37</u>
	Total	29	26	55
1943-44	First Year	3	8	11
	Second and Third Years	34	24	58
	Second and Third Years (Auditors)	<u>-</u>	<u>11</u>	<u>11</u>
	Total	37	43	80
1944-45	First Year	1	14	15
	Second and Third Years	<u>49</u>	<u>37</u>	<u>86</u>
	Total	50	51	101
1945-46	First Year	8	18	26
	Second and Third Years	<u>37</u>	<u>36</u>	<u>73</u>
	Total	45	54	99
1946-47	First Year	16	23	39
	Second and Third Years	<u>63</u>	<u>35</u>	<u>98</u>
	Total	79	58	137

TABLE IV (cont.)

1947-48	First Year	26	27	53
	Second and Third Years	78	50	128
	First Year Pedagogy	<u>9</u>	<u>14</u>	<u>23</u>
	Total	113	91	204
1948-49	First Year	39	27	66
	Second and Third Years	57	48	105
	First Year Pedagogy	<u>7</u>	<u>6</u>	<u>13</u>
	Total	103	81	184
1949-50	First Year	36	35	71
	Second and Third Years	103	66	169
	First Year Pedagogy	<u>22</u>	<u>30</u>	<u>52</u>
	Total	161	131	292
1950-51	First Year Education and Pedagogy #	78	48	126(85Diploma (41B.Paed.
	Second and Third Years	<u>123</u>	<u>71</u>	<u>194</u> (students)
	Total	201	119	320

Separate figures for Education and Pedagogy Courses not recorded in Registrar's Office.¹

General Observations

From this survey one is enabled to make certain observations of policy and trends over the twenty year period. We may conclude that the custom of inviting summer lecturers was a sound policy for it was conducive to widening the horizon of a teacher's mind; the Sandiford emphasis on educational psychology, the Boyd respect for research, the Morrison stress on the Library-laboratory technique and the Secord analysis of speech habits could not fail to stimulate and sharpen tea-

¹See Appendix "J", pp. 188-193.

cher thinking, and, thus, indirectly, benefit the classrooms of the province.

Next, by noting the names of medallists and fellowship holders over these two decades, one sees with satisfaction that these men and women of fine intellectual ability are today in the forefront of educational endeavour, giving leadership as school inspectors, Department of Education administrative officials, professors of Education, Normal School staff, Teachers' Society executive, Child Guidance personnel and Secondary School principals and staff.

As well, a word on the importance of the Research and News Bulletins of the Education Faculty is fitting. These semi-annual, or thrice-annual publications, supply the only attempt at recording the history of the institution in any systematic fashion. In 1946, as previously mentioned, the two Bulletins were merged into one; a wise move, eliminating trivialities and increasing the variety of worthwhile material, both in article and editorial form. Today, the Education Bulletin is a professional periodical that is competently carrying out its aim of keeping its readers abreast of current and controversial educational opinion

Under Dean Woods' direction the best job done by these Bulletins was in the field of public relations. A careful perusal of any issue will reveal that shrewdly "D. S." grasped every chance to represent the institution as being in

a flourishing and hardy state. Statistics were prominently displayed; Summer Session attendance was advertised; First Year students were listed; those engaged on thesis topics were recorded; and, periodically, all holders to date of Education degrees were listed and totalled.

There was justifiable reason for this policy. The Dean recognized that, in the Faculty of Education, the University had an economic asset. It could and should be publicized. To illustrate, in the brief existence of the centre, it had had the highly creditable enrolment of six hundred and thirty-five students in the First Year Diploma Course. Furthermore, the post-graduate courses and the Pedagogy courses had recorded a registration of one thousand, three hundred and ninety-one. Such facts received emphasis both through the journals, and, too, through the Dean's voluminous annual report to the University President.

The final observation, is, unfortunately, a disturbing one insofar that a person is struck by the general staff tendency of remaining at the Faculty a very limited period of time. Of the seven full-time lecturers from 1935 to 1950, two remained but one year, two others for three years, and one for a matter of four years. Two local residents have had reasonably lengthy service: one completed his tenth year and the other his seventh. Both resigned in the spring of 1956. Dean Woods guided the School and Faculty for eighteen

years yet his able and energetic successor remained only five.

The practice of recruiting staff from the United Kingdom and the United States as well as from the home province appears a desirable one. A first-rate imported instructor may conceivably bring to his task, in addition to his scholarship, a new and valuable educational outlook. On the other hand, it may be argued that if his term of service is merely a two, three or four year period his maximum value to the institution can hardly have been reached. It may be an exaggeration to say that a teacher is only as good as the school from which he comes--but one may maintain that it is in the best interest of a training school, and, hence, in the best interest of the teaching profession itself to acquire the most able body of instructors available for the Faculty of Education and then to retain them for as long a period as possible. A harmonious and loyal staff giving long years of devoted service builds up a prestige for the institution it serves, and, at the same time, makes individually and collectively a contribution to the life of the community that cannot be overestimated.

At this point, it seems advisable to examine the factors that make the career of an Education instructor an arduous one. Professionally he must be well qualified in a number of fields of Education as well as being intimately

acquainted with all phases of provincial education. In addition, his routine schedule is a heavy one. He carries his regular lecture programme; he sets aside ample time to observe his students engaged in practice teaching in the Winnipeg and suburban schools; he must devote time to individual student interviews; and he must assume the responsibility for the direction of the degree work including the grading of the term papers and theses.

With the growth of off-campus courses, with heavy Summer School enrolment, and with the organization of rural centre instruction, he finds his load a heavy physical strain. In addition, like his colleagues in other faculties he gives generously of his knowledge through the publication of articles and books, through leadership in Education surveys and in the hundred and one calls that are incident to the daily life of University faculty members.

Admittedly, the support of a Faculty of Education is costly to any University for the staff personnel cannot be used as economically as is possible where one lecturer may serve two hundred odd students by means of formal classes. But, if Manitoba is to obtain and retain an Education staff of first-rate calibre some cognizance must be taken by the University that physical facilities must be modernized and expanded and that salaries of local professors must no longer be the lowest in Western Canada. Such a crisis as

that of the year 1956 must be prevented from recurring--
a crisis, truly, when the Dean of the Faculty and four pro-
fessors all resign, albeit reluctantly, to accept positions
at another western University.

CHAPTER VII

SURVEY OF CURRICULUM, FIRST YEAR PROVISIONS AND GRADUATE COURSES AND DEGREES

In Chapter II a summary of the regulations and course requirements of the School of Education and the later Faculty of Education has been given, but it would be well at this point to note the special regulations governing the courses laid down for graduates from the Faculties of Arts and Science, of Home Economics, of Agriculture and of Music.

(1) The Arts and Science Graduate.--Graduates in Arts and Science holding the General Bachelor of Arts or Bachelor of Science degree should have met in the Junior Division the following course requirements:

- (a) eight units in English,
- (b) at least four units in either History or Economics.

In the Senior Division, an eight-unit sequence from at least two of the following fields: English, Foreign Languages, History, Mathematics, Science. For those holding the Honors degree, requirements included: In the Junior Division, eight units of English and in the Senior Division, at least one Honor sequence in a field of study applicable to teaching in the Secondary Schools together with a three-year or a four-year sequence (over the course as a whole) in one other such field of study. By the year 1940-41

it was suggested to Arts and Science general course students that if they anticipated proceeding to the Faculty of Education upon their graduation that they should include in their academic courses two or more units of general psychology.

(2) The Graduate in Home Economics.--Graduates in Home Economics should have met the following course requirements: English--twelve units, being the required English of the First and Second Years, and an elective course in English of four units in either the Third or Fourth Years. Art--eight units, being the required First Year course in Art and an elective course in Art of four units in the Fourth year, and Education--two units, being the course in the Fourth Year in History and Philosophy of Education and Art Appreciation which anticipated the work in these subjects taken by students, other than Home Economics graduates, in the First Year in Education.

(3) The Graduate in Agriculture.--Graduates in Agriculture holding the B.S.A. degree who had taken the General option on the basis of the existing curriculum would be admitted to the First Year in Education.¹

(4) The Graduate in Music.--By 1947-48 a student

¹The University of Manitoba Education Calendar, Session 1938-39, p. 28.

holding the degree of Bachelor of Music from an approved University would be eligible for admission to the Diploma Year in Education.

Regulations Regarding Permanent Certification of Diploma¹
Course Graduates

The Department of Education regulations governing permanent certification of teachers included the following:

1. The Completion of a satisfactory report of a selected topic or problem related to education.
2. The Completion of two years of successful experience in an elementary or secondary school as shown by the reports of the inspector.
3. Additional study by means of either
 - (a) Completion by attendance at one or more University Summer Sessions of two approved Second Year courses in Education, one of which was to be Psychology and the other Elementary Methods.

Six years' time was allowed a teacher to meet these requirements, and one year successful teaching experience must have preceded the taking of professional courses after the Diploma had been obtained. The term paper required on the conclusion of the First Year in Education was required to be finished during the first year of teaching.

- (b) Completion by attendance at two sessions of the Manitoba Summer School of six approved professional or completion courses as prescribed by the Department of Education for teachers holding Interim First Class Certificates.

¹The University of Manitoba General Calendar, 1944-45, pp. 241-242.

High School Specialist Certificate

By the year 1946-47 regulations were tabulated for those aspiring to hold a Specialist's certificate:

An Interim Collegiate and a Specialist Certificate were to be issued to:¹

- (a) Graduates in at least the Honours Degree in Arts and Science who had completed successfully the Diploma Year in Education. The Holder of a Specialist Certificate was to be certified as specialist in subjects of the Secondary School curriculum upon application to the Department of Education.
- (b) Graduates with a Master's degree in Home Economics or Agriculture who had successfully completed the Diploma Year in Education were to be issued an Interim Collegiate and a Specialist Certificate in Home Economics or Agriculture upon application to the Department of Education.

The term Specialist Certificate was later changed to that of Superior Collegiate Certificate.

Education II and III

The Second and Third Year courses in Education were divided into four broad classifications and were intended to provide a thorough knowledge of the fundamentals in each of these areas. They were to include (1) Methods of Teaching School Subjects at both Elementary and Secondary School Levels, (2) The History of Education and Educational

¹The University of Manitoba General Calendar, 1946-47, pp. 235-236.

Thought, (3) School Administration and Supervision and (4) Educational Psychology. When from time to time practicing teachers, inspectors or administrators have requested the organization of a new course every attempt has been made to meet their needs. The course No. 724, The Psychology of Adolescence, first given in the Winter Term, 1953, was organized at the request of secondary teachers and guidance counsellors. It is to be noted that courses numbered "two hundred" designate the Bachelor's level while the "seven hundred" courses are at the Master's level. For the former degree one course at least in psychology is required and for the Master's degree one course on the history or principles of Education is obligatory. There is no arbitrary ruling requiring a candidate to complete the B.Ed. courses before registering for any M.Ed. lectures. This allows a student to accommodate his own professional needs by continuing a sequence in any group, as, for example, in Administration or Psychology. This policy regards the work of the Second and Third Years as a continuing progression and assumes that on the completion of his B.Ed. courses a student will very probably proceed to work towards the Master's degree. For candidates for the Bachelor of Pedagogy degree all professional courses are at the level of those for the Bachelor of Education degree.

Because the enrolment grew at an amazing rate from

1946 on, the regular staff members and special lecturers required the aid of additional instructors, and these were found among principals and teachers who were specially qualified and who were able to assist with extension class work.

(a) Types of Degrees Granted.--In 1930 the first post-graduate courses leading to the degree of Master of Arts in Education were organized as we have seen. In 1935 graduate study leading to both the Bachelor's degree and the Master's as well were made available.

At the post-graduate level much of the advanced study towards the Doctor of Philosophy degree was able to be done at the Faculty of Education before the year 1949, but prior to that date some portion of the study, usually several months in length, must be taken at a foreign university. The year 1948-49 was to mark the first granting by the University of Manitoba of the Ph.D. in the field of Education.

(b) Alternate Methods of Study Leading to the Degree of Master of Education.--In the academic year 1944-45 it became possible for a student to elect to complete the degree of Master of Education by either of two procedures. He might, after completing three courses, write a thesis of some depth upon a selected phase of a problem in education or upon an historical survey; or, he might, after passing

four courses, complete the requirements by sitting for a comprehensive examination. The General Calendar for the Year 1944-45¹ differentiates between the two types of procedure. It reads:

3. Two types of degree of Master of Education are offered:

(i) That requiring three courses at the level of the Third Year in Education and a Master's thesis. To be approved, the thesis must be based on an investigation involving the use of the objective method, and must contain original work done under the direction of the supervisor. For a Master's thesis, originality shall be understood to be independent, first-hand study in a systematic manner of some subject from primary sources as distinguished from a new contribution to the knowledge of the subject. A candidate for this degree may be required by oral examination to show proficiency in the whole field of his course.

(ii) That requiring three courses at the level of the Third Year in Education, one additional course, and a comprehensive written examination covering at least three courses of the Third Year and two other courses, selected in conference with the Dean of Education.

4. Candidates for the degree of Master of Education, (i) are required to have a reading knowledge of one language other than English, unless excused by the Committee on Graduate Studies on recommendation from the Faculty Council of Education.

The foreign language reading requirement was modified by the year 1952-53. Unless specifically prescribed by the student's adviser this regulation does not apply to

¹The University of Manitoba General Calendar, 1944-45, p. 261.

Actuarial Mathematics and Statistics, Animal Science, Classics, Economics, Entomology, Mathematics, Obstetrics and Gynaecology, Physiology and Medical Research, Psychology, Faculty of Engineering and Architecture, Faculty of Education, School of Home Economics (except in Nutrition and Fashion Design), and the Faculty of Law.¹

How then should a prospective candidate for a Master's degree decide upon which type of study to embark? A student desiring to work out an educational research problem using to some extent primary source material would probably find the preparation of a thesis most beneficial to himself, while an individual wishing to make a broad survey of general administration and supervision practices would be advised to prepare for a comprehensive examination. It is interesting to compare the relative popularity of the two study methods and to note that approximately twice the candidates elect the preparation of a thesis. One explanation of this may be the rigorous training in course paper writing emphasized by the instructors and the resulting improved standards of such work. Again, it may be an acknowledged fact in the minds of Manitoba students that a Master's degree implies the proven ability of one to write such a thesis.

(c) Establishment of the Course Leading to the Bachelor of Pedagogy Degree.--At the time of presenting his

¹The University of Manitoba General Calendar, 1952-53, p. 316.

Annual Report for 1947 to President Trueman, Dean Woods dealt at length with the need for a degree towards which permanent grade school teachers, without academic degrees, might work. This line of positive thinking led in the year 1947-48 to the establishment of a new degree, to be known as the Bachelor of Pedagogy (B.Paed.) degree. During the decade following the founding of the Faculty of Education it had become customary practice for teachers in the secondary schools of the province to seek guidance and further professional training by means of post-graduate study. A Bachelor or Master's degree was, so to speak, documentary proof of increased professional growth. But not all teachers wished to serve at the secondary school level. What of the hundreds whose days would be spent in the elementary division? Very many of these teachers did not hold a University academic degree nor was it feasible for them to leave their posts to pursue years of additional study. For two years past a small number of elementary teachers had been auditing graduate courses, demonstrating their willingness to do "in-service" study. The answer to their need, then, would appear to be additional academic training, some modification of selected Education courses, and the establishment of a degree to be awarded for professional study at the elementary school level. The time was ripe for the organization of a new course of study.

There were twenty-four registrants for the initial year of the B.Paed. course.

The Bulletin No. 11 of December, 1947,¹ sets forth details of the course in the following words:

Courses leading to the degree (B.Paed.) shall comprise both academic and professional courses taken simultaneously, in residence and/or by means of summer sessions. The entire course requirement shall be the equivalent or correspond generally to the requirements of the Second and Third Years of the General Course in Arts and Science and in addition, four courses in Education, of Bachelor of Education quality shall replace four Courses in Arts, Science or the equivalent thereof, so that, a candidate completing the degree of Bachelor of Pedagogy may, if he so desires, complete the degree of Bachelor of Arts in one year.

ADMISSION REQUIREMENTS

1. A Grade XII standing, the average mark for which shall be at least 60 per cent.
2. A permanent First Class Professional certificate.

N.B. The 60 per cent average standing for Grade XII may be waived when the applicant has had a record of at least three years of satisfactory teaching experience.

THE COURSE OF STUDY

A First Year Bachelor of Pedagogy

The first year of the three-year course of study shall provide for a substantial body of subject-matter applicable to the academic programme of the school. A selection of four courses of equal weight shall be from among English II (compulsory), History II or Economics II (compulsory), French II, Latin II, German II, Mathematics II, Chemistry II, Botany II, Zoology II, Physics II, Geology II,

¹The University of Manitoba Faculty of Education Bulletin No. 11, December, 1947, pp. 6-7.

Music II. During the same year a beginning shall be made in Education with a choice of one course from Advanced Educational Psychology, the Psychology of School Subjects, or Mental and Achievement Testing.

B Second and Third Years

The academic studies of the second and third years of the course may be adapted according to student professional aims as follows:

COURSE I

Students who desire to teach at the high school level, and who have in mind the completion of the Arts or Science degree at some future time, shall meet the Grade XII matriculation requirements and shall choose academic subjects for the second and third years of the Bachelor of Pedagogy course from among the following:

- (a) An additional four units from the second year of Arts or Science, a language if not already elected.
- (b) Sixteen units of the third year of Arts and Science from among the following subjects which are applicable to high school teaching: English, History, Government, Economics, French, Latin, German, Mathematics, Chemistry, Physics, Botany, Zoology and Music.
- (c) Twelve units, three courses in Education, shall be required in the second and third years of the course.

COURSE II

Students who desire purely cultural and professional training, leading to the degree of Bachelor of Pedagogy only, may enter with either the Senior Matriculation or Normal School Entrance requirement, and may choose for the academic requirement either third year Arts or Science subjects or a sequence of third and fourth year Arts and Science subjects from among English, History, Economics, French, Latin, German, Mathematics, Chemistry, Physics, Botany, Zoology, Philosophy, General Psychology, Sociology, Music and the History of Art.

During the second year one additional course in Education may be substituted for that of a third year subject in Arts and Science.

DISTRIBUTION OF COURSES

The distribution of Academic and Professional courses across the three years of study leading to the degree of Bachelor of Pedagogy shall be as follows:

COURSE I

Having a B.A. or B.Sc. and B.Ed. degree in view at some later date.

	<u>Units of Work Pertaining to Each Year</u>		
	<u>First Year</u>	<u>Second Year</u>	<u>Third Year</u>
Academic Studies	16	12	8
Professional Studies	4	4	8

COURSE II

Terminating in the degree of Bachelor of Pedagogy (B.Paed.).

	<u>Units of Work Pertaining to Each Year</u>		
	<u>First Year</u>	<u>Second Year</u>	<u>Third Year</u>
Academic Studies	16	12 or 8	8
Professional Studies	4	4 or 8	8

ADMINISTRATION

The work of each year should be completed before entering upon that of a Senior year.

Students electing Course I shall have their courses reviewed by the Dean of Arts and Science and by the Dean of Education, otherwise registration shall be under the Faculty Council of Education.

The holder of the degree of Bachelor of Pedagogy upon obtaining the degree of Bachelor of Arts, or Science, or an equivalent academic degree, may surrender the said degree of Bachelor of Pedagogy and have the degree of Bachelor of Education substituted therefor, but may not hold both the degree

of Bachelor of Education and the degree of Bachelor of Pedagogy.

CERTIFICATION VALUES

As the course leading to the degree of Bachelor of Pedagogy is intended primarily for teachers in the public school grades, I to IX, the holder thereof will be granted the teaching privileges which the Department of Education now extends to the holder of a First Class Grade "A" Certificate. This entitles one to teach in the elementary school, to be principal of an elementary school, to serve as assistant in a two-room high school and to apply for a Principal's Certificate valid in a one-room high school.

(d) Bachelor of Pedagogy Degree--A First Step Only.--

Although the first B.Paed. degrees were granted only as recently as May 16, 1950, it is apparent that students are showing a tendency to regard them merely as the initial step to further study. Three candidates received this degree on this date, and, of these, two, Hanford James MacDonald and David Harold Turner, continued work towards their Bachelor of Education degrees, completing the requirements by May 16, 1952. Miss Kathleen Elizabeth Allan met the regulations for the B.Paed. degree by November 2, 1950; by October 4, 1951, she had qualified for her Bachelor of Education degree, and pursuing her studies without an interval, she had finished her courses and written her comprehensive examinations for the Master's degree by February 5, 1953.

(e) Degree of Doctor of Philosophy.--The advanced degree of Doctor of Philosophy in the field of Education is

intended for a student of scholarly mind and proven academic achievement who, desiring to specialize in some phase of education, undertakes original research in his subject extensively enough to come to independent conclusions based on his investigations by means of primary source material. His doctoral dissertation must demonstrate that his research has made a distinct contribution to the advancement of knowledge in his particular field of study.

At the Faculty of Education, specially selected courses dealing with research problems in Curriculum Reorganization, School Administration and Finance, and in the Teaching of English, Social Studies, Mathematics and Science give the student training in the technique of selecting a live problem to be examined, handling of primary source documents, substantiating statements made and in as far as possible attempting to find an independent solution or valid conclusions to the specific problem studied. Preliminary training for this type of research begins with the preparation of the four course papers required for the Bachelor of Education degree. The three course papers at the Master's level give additional practice in working through problems in an increasingly scientific manner.

The writing of the Master's thesis gives essential training for the more extensive and complex dissertation required at the Doctor of Philosophy level. The fundamental difference between the nature of the Master's thesis and that

of the Ph.D. should be noted.

For a Master's thesis, originality shall be understood to be independent, first-hand study in a systematic manner of some subject from primary sources as distinguished from a new contribution to the knowledge of the subject.¹

For a Ph.D. standard

the thesis in which he embodies the results of his researches shall constitute a distinct contribution to the advancement of knowledge in his field of major study.²

Requirements Leading to the Degree of Doctor of
Philosophy, Faculty of Education

1. All candidates for the degree of Doctor of Philosophy must have completed the work for the degree of Master of Education, Type (1).
2. Candidates are required to complete two quarters in residence in an approved university, the work taken therein to involve at least six courses.
3. Candidates are required to complete an additional year of study in residence under the Faculty of Education of the University of Manitoba, or in an approved university.³

We note that the course of study of the degree of Doctor of Philosophy consists normally of three years of investigation under direction. The Committee on Graduate Studies requires that the candidate demonstrates sufficient

¹The University of Manitoba General Calendar, 1948-49, p. 232.

²Ibid., p. 236.

³Ibid., p. 237.

knowledge of French and German to read accurately publications in these languages which bear upon his special field of investigation.

Appended are outlines of the Courses of Study for the year 1949-50 for each level from that offered for the Bachelor of Pedagogy degree to that for the Doctorate in Philosophy.¹

¹See Appendix "L", p. 195.
Appendix "M", p. 196.

CHAPTER VIII

GENERAL OBSERVATIONS AND CONCLUSIONS

In the preceding chapters the growth and remarkable expansion of the Faculty of Education within the University of Manitoba in its relatively short life of twenty-five years has been traced. It would appear desirable, even inevitable, at this point to undertake some evaluation of the objectives of this training school throughout these years and to try to weigh the service it has contributed to education in general.

1. Significant Features of Founder's Background

Because this thesis tries to demonstrate how this institution has been largely the reflection of one man's philosophy of education, a number of the stated beliefs and aims of David Scott Woods will be enunciated and examined. Pertinent facts regarding his personal background, his academic and professional education and his varied career will be discussed.

D. S. Woods was born on a farm in Bruce County, Ontario, on December 29, 1884. After an education received in one and two-room rural schools he became a teacher when he had barely reached the age of eighteen. In 1905 he came out to the pioneer life of Manitoba where he taught for four years at Griswold and Minitonas. His Grade XII standing

was attained by evening study. In 1909 he was appointed supervising principal of Dauphin public schools and in due time received his first class teaching certificate. Holding a strong respect for formal education Mr. Woods enrolled for extra-mural work with Queen's University. After seven years' service in the Dauphin area he was appointed an inspector of schools on March 1, 1915. The increased administrative responsibility did not succeed in deterring him from his academic objective, and, in 1918, he was granted the Bachelor's degree in Arts from Queen's. Six years later he had acquired his Master's degree in Arts from the University of Manitoba at the age of forty-two.

As his academic and administrative horizon had widened, his awareness of his need for professional training in the field of education became acute and to an already crowded program he added summer school and part-time graduate study at the University of Chicago. Here he was brought into contact with two outstanding leaders, Henry C. Morrison and C. H. Judd. These men confirmed him in his belief that before effective methods of raising the general population of the province to a substantially higher level of education could be undertaken, an entirely new type of institution for the training of teachers was of prime importance. In 1930 he received his Master of Education degree and in 1935 his Doctorate of Philosophy, both from the University of Chicago.

Any teacher-student complaining of the onerous nature of Summer School courses at the end of a ten-month teaching year could not expect to find too sympathetic an ear from the man who had studied systematically all his teaching life.

The question may be asked, "What contribution did his rural background make to D. S. Woods' fitness for the duties of inspector, and, later, for the responsible role of that of founder of a school of education?" The contribution was considerable. Familiar with an economy based on agriculture Dr. Woods knew at first-hand the financial gamble of the farmer's life and the way in which the educational opportunities of the latter's children too often depended on 'this season's crop'. On his rounds he had visited isolated, run-down, ill-equipped one-room rural schools with their lonely, inexperienced, unsure young teachers needing wise guidance, reassurance and encouragement. Doubtless, too, the acrimony of local schoolboard-teacher quarrels had too often reached his ears.

"D. S." could talk horticultural experiments, grain crops and marketing with the men and women of his inspectorate. They esteemed him for his practical knowledge and his sympathy with their problems, and, in turn, they showed faith in his programme for their boys and girls. One old-time inspector recalls the evident mutual respect demonstrated between D. S. Woods and the communities he served.

According to his colleagues the Dean's mental and physical vigour appears to have been inexhaustible. It is well recalled that when "D. S." was a provincial inspector he thought nothing of pedalling his bicycle forty miles over rutted rural roads from one school to another and then if rains turned the roads into a quagmire trudging a good part of the return trip wheeling his bike beside him. Week-ends often would be spent in a secluded spot devouring weighty volumes of educational matter. Regular study has made up a great part of his adult life.

A fellow-inspector was impressed with Dean Woods' unique gift of seeing the educational possibilities in any existing community activity. He encouraged attempts at speech-making by pupils until, in his inspectorates, the Art of Public Speaking became recognized as an important part of the English program. Exhibitions of school projects, musical festivals and speech contests all won his support and helped him demonstrate to a district the ways in which the basic school studies could be enriched and broadened. During the days of the First World War school children were urged to plant and care for vegetable gardens and to take care of calves and poultry. "D. S." adroitly gave a new emphasis to this laudable effort by stressing scientific methods of crop and animal care. The 4-H clubs of today are in some measure an outgrowth of the respect for best farming practices engen-

dered in the receptive minds of the boys and girls enrolled in the schools under his charge. Any parent knows that a child is inclined to give the same value and sense of importance to an activity as is given by his school. Weeding the vegetables, feeding the chickens, taking a pail of slops to the squealing pigs would probably be classed as drudgery if parents demanded that these tiresome jobs be undertaken; but if an alert teacher, seeing the child against his natural background, stimulated enthusiasm for a garden contest or a calf competition then she was pretty sure to have energetic and whole-hearted support from her pupils. Also, when the teacher was backed by an inspector who had been raised on a farm and who brought appreciation, encouragement and wise advice to the children, it is not surprising that in the prairie schoolhouses under "D. S.'s" care, on-the-spot learning of agriculture and animal care went hand-in-hand with book learning.

Dr. Woods always had a great capacity for enjoying life and always stressed the value of community play as well as community work. To this end he strove to have organized in his districts baseball teams and seasonal sports. Citizens of Swan River remember that it was he who organized in their town the first school division Field Day in Manitoba's history, and that it was from the demonstration of its outstanding success that it became the forerunner of many

others throughout the province.

While serving at the Faculty of Education Dr. Woods very happily operated a little farm near St. Norbert. Here, the size and quality of his strawberries and raspberries brought a ready sale. In May of 1950 his land and house suffered damage from the overflowing Red. In the midst of his woe his heart was gladdened when on a hot July day his entire Summer School classes armed themselves with mops, pails, scrubbing brushes and paint cans and took over the good-will job of cleaning up much of the debris. To a pioneer used to neighborhood barn raisings such a simple, friendly gesture could not but warm his heart. This spirit of community service he could understand; he felt that the areas in which these young folk would serve would be getting the calibre of teacher they most desired.

2. The Teacher and the Community

What did Dean Woods conceive to be the place of the Faculty trained teacher in the community? He believed that a well-educated, well-trained teacher, imbued with a sense of responsibility to the community he would serve, could do much to raise the educational sights of its citizens. With hearty approval he could endorse Dr. Norman

MacKenzie's definition of the ideal teacher as being "an exceptional person with exceptional training, rendering exceptional service not only in the school itself but to the community in which he lives."¹ Scores of teachers can assert that in their early teaching days they were encouraged by "D. S." to play baseball, to curl, to help at local fairs, to organize hobby clubs, to sing in the church choirs-- in short to identify themselves with the very life of the district. In the days before mechanized farming, volunteer assistance with the haying and harvesting at week-ends could give a tremendous boost to the status of the male teacher and the school itself in the eyes of parents and taxpayers in general.

Lest we think such close cooperation between teacher and district is no longer sought today, it is only necessary to note that barely two years before his retirement, Dean Woods received from a representative Manitoba town a plea for a changed attitude toward community responsibility on the part of Faculty trained teachers. The writer says:

It is in desperation as a dweller in rural Manitoba that I express our cry for leadership for the country districts...Where can we utter this cry and expect a response if not to the Faculty of Education where men and women are being given training that should fit them for such leadership?...Most of our high school teachers live in splendid isolation, in-

¹MacKenzie, Dr. Norman A. M., "Some General Problems of Education", Canadian Education Magazine, December, 1950, p. 40.

sulated from the affairs of their school districts by the bus trips that bring them to their towns Sunday evening and take them away from it as soon as possible after four o'clock Friday night...Is there any hope that a crusade on the part of the Faculty of Education can help to make these young people see that if they who have the training, don't give leadership and encouragement in the matter of general public education and culture the chance for having an enlightened citizenry is small and distant for Manitoba?

The writer then listed the community enterprises she had undertaken when, before her marriage, she had been a rural high school teacher and she concluded that in her opinion the community today was not asking too much from those who professed to serve it in a professional manner. This complaint fell on a sympathetic and understanding ear although the Dean cited to his correspondent numerous instances of teachers giving ungrudging and noteworthy support and leadership to local activities.

3. Dean Woods' Philosophy of Education Reflected in the Training School

Knowing intimately the general low level of education throughout the province and knowing, too, the circumscribed academic background of practicing teachers, he reasoned that provincial educational standards could be materially raised only by strong means; young people must be encouraged to pursue their studies through university and then must have a training designed to prepare them to teach competently at the secondary school level. Like any true educator he felt

that each child is entitled to the best education available for the longest time possible. He maintained that a training school for teachers must be free to set before itself its own aims and objectives and to establish its own policies. For this reason he fought against having provided a school that would be merely a department of the Arts Faculty--subject to its governance and direction. We have seen the tremendous resolution and determination that was required to overcome skepticism and active opposition to the establishment of a separate school or faculty.

What were some of the distinctive features of the instructional methods of the Faculty of Education? From the beginning an attempt was made to have classes conducted in a reasonably informal fashion. Students were encouraged to show initiative, to observe critically and to assume as much responsibility as they were willing to take. "I've always been suspicious of the deadening effects of formalism and regret that, as our numbers have grown, so has the rigidity and inflexibility of classroom procedure. With students of this maturity formal lectures no matter how good cannot take the place of enthusiastic participation of twenty or thirty young people each eager to share ideas."¹ Professors from the Arts Faculty pressed into service to conduct methods

¹Dr. Woods in conversation with the writer, April 16, 1953.

courses and accustomed to presenting well-organized lectures looked at times with disfavour and impatience too on this time-consuming policy. According to the Dean, however, staff members in the early days were imbued with the idea of experimentation in teaching methods, and were convinced of their value. But as classes grew larger, staff responsibilities grew heavier and in the interests of time economy, student-conducted lessons, round-table discussions of theories, the pooling of ideas gained from the reading of professional literature, all were largely suppressed and the traditional lecture and assignment procedure was resorted to.

Henry C. Morrison's "The Practice of Teaching in the Secondary School" was a text with which any class of the Dean became very familiar. Few there were who could not repeat Morrison's definition of a unit: "A unit is a comprehensive and significant aspect of the environment, of an organized science, of an art, or of conduct, which being learned results in an adaptation in personality."¹ Units in various subject matter fields were carefully worked out by students, and the Dean still remembers with praise those of Miss Agnes Florence, Miss Doris Baker and Mr. Gordon Leckie. From his own experience of effective learning methods, Dr. Woods continually stressed the need for the acquirement of the 'research-attitude'. To this end he

¹Morrison, Henry C., The Practice of Teaching in the Secondary School, University of Chicago Press, 1937, p. 24.

enthusiastically advocated the 'library-laboratory' method of instruction as being the technique most likely to supplant current teaching practices with best practices in any field. This scientific study of a problem required one to examine any and all books on the library shelves to extract relevant information for one's topic; then to organize his talk, discussion or lesson as he saw fit and finally to test it out before his peers in the laboratory classroom. Questions and even badgering on the part of his audience would convince him of the degree of soundness of his mastery of both material and teaching methods. Evidence of success in this new method was found in the ability to make a report, clearly, concisely and completely. How often did the Dean reiterate the observation: "If one can clarify an idea and use it as his own then he may be reasonably regarded as having mastered it." Unfortunately the new approach in secondary school instruction was unable to be tried out generally or in the words of Dr. Woods: "A survey would show, and the writer has had several made by post-graduate students, that the majority of schools in Manitoba are ill equipped in library material with which to pursue this method of instruction. The secondary schools of Manitoba are still at the text book stage."¹ He was no mere theorist.

¹Woods, D. S., Ph.D., Education in Manitoba, Part 1, Preliminary Report, Published by Economic Survey Board, Province of Manitoba, February, 1938, p. 82.

Throughout the Dean's regime the aims for student observation, practice teaching and critic reports were clearly defined. Continuous contact between theory and practice should be maintained from the beginning of the Diploma Year. Suburban and city schools, from Grades I to XII, provided both observation and teaching experience. Student objectives included not merely the noting of teaching methods from grade to grade but also the opportunity to see the relation of the learning problems from one grade to another.

We are well aware today that many of the problems of secondary education arise prior to enrolment therein, in the home, in the community background, and even in the instructional and management program of the elementary and junior high school. So that both our instruction and practical work in schools bear down upon the conception of continuous individual growth and general problem situation, as well as upon a changing process of method.¹

Thus the Dean attempted to explain to his scholars the unified nature of a child's learning.

Consistently Dr. Woods sought to train his classes to regard education as a science, as it had been regarded for the past fifty years, and he endeavoured to show them that one must acquire the research attitude. He summarized his views on one occasion in these words:

It would be unthinkable that scientific method applied to almost every field of human enterprise should not be sought to assist in the greatest of all civic and parental responsibilities, the rearing and guidance of

¹Manuscript of an Address by D. S. Woods, date not given.

children and youth. Many worthily managed studies have been made in the field of curriculum adaptation to levels of learning, in the adjustment of subject matter and method to the variable abilities and interests of children, in the difficulties in materials of reading and arithmetic, in the relation between the physical and mental health of children to progress in learning. In short, the method of scientific inquiry has become an important factor in determining basic principles governing all phases of school administration and instruction. Education has become a science in a very real sense. Moreover, far from reducing the human spirit in schooling it has deepened understanding and sympathy for the problems of the learner.¹

4. Some Aspects of Dr. Woods' General Philosophy of Education

In 1937 D. S. Woods was commissioned by the Manitoba Economic Survey Board to make a survey of education in Manitoba. The result of his efforts was a monumental work in two volumes dealing with the financing of Manitoba education over the past one hundred and twenty-five years. The study reported on private parish schools prior to 1871, on compulsory education, on the organization of the University of Manitoba, on the distribution and growth of school population, on systems of educational finance and on the distribution of provincial school revenue, and finally on the problem of the equalization of educational opportunities to all Manitoba children. While the study was largely statistical in form, yet, nevertheless, the conclusions drawn and the observations made inevitably reflect the convictions of its compiler.

¹Woods, D. S., Ph.D., Address to the Inspectoral Division, Manitoba Educational Association Forty-Seventh Annual Convention Report, Easter, 1952, p. 78.

In referring to the needs of a new day in education Dr. Woods commented:

The expansion of the modern school, in both its curriculum and organization, can be attributed to something more than economic and population changes; the discoveries of research have turned the light of the schools upon the growth and training needs of individual children. The traditional school tended to teach at a common level for all, selecting those of promise and weeding out those who could not adjust to its program and methods. Many good minds, because of a more practical bent or another sense of values, passed at early years from the influence of the institution. This is not offered in a spirit of criticism; the traditional institution responded faithfully to the aim of training for leadership. The situation has changed; compulsory laws have forced attendance of the entire population of junior ages, and economic conditions and social desires have so enlarged the population of the secondary school that it is now nonselective, either occupationally or socially. The effect has been to extend the problem of wide-spread differences in the abilities and interests of pupils. These differences abound in every classroom. There are wide differences in intellectual ability and in aptitudes for different materials of study and types of activity; wide differences in the cultural background and outlook from home and community; and wide differences in the physical set-up and temperament of children. The school has discovered that almost all children have capacity for learning, and, that under proper conditions of study and guidance, large numbers may benefit from some type of secondary education.¹

It was pointed out that the schools were being forced to extend the curriculum to include the more practical subjects. New meaning and emphasis were being given to "music, drama, the pictorial and plastic arts and play--so important as leisure time pursuits."² Continuing his report Dr. Woods

¹Woods, D. S., Ph.D., op cit., pp. 67-68.

²Ibid., pp. 68-69.

remarked that

the mother language, the social studies, physical education and health have won a foremost place in the evolving scheme of general education for all. The manual arts are finding a place in the required program at the elementary level but the practical and industrial arts and commercial education are to be found among the ever-growing body of electives in the secondary school curriculum; moreover, these courses are enrolling ever increasing numbers of students.¹

An autobiographical note was struck in the following reference:

Music, under the direction of well-trained teachers, has made excellent progress and is participated in by creditable numbers of both boys and girls. It may be said of rural Manitoba that owing to the well organized musical festivals this subject has been popularized and made available to increasing numbers. The first rural festival was attempted at Baldur by the present Minister of Education, the Honourable Mr. Ivan Schultz, assisted by Miss Ethel Kinley of the Winnipeg staff, then organized by the writer about 1922 over a wide area. What has been accomplished in this subject confirms the theory that, make training widely available under capable leadership, and it will appeal. At one period, an extended attempt was made in Manitoba to carry the practical arts courses to rural points by means of organized clubs. Very valuable contributions were made but permanency for any line of training can be assured only by building it into the curriculum of a permanent institution, as has been done in Denmark.²

In dealing with the educational status of the more practical subjects of the curriculum Dr. Woods had this to say:

¹Ibid., p. 69.

²Ibid., p. 77.

Every system of thinking whether it be the classics, modern languages, mathematics, the biological or physical sciences, the social sciences, commercial courses, art or the industrial arts, should be available for those who can benefit thereby. That is not to say that all should be compulsory at the secondary school level in a scheme of general education, but it is to say that the heart of the problem consists in selecting those subjects which have special significance for all, and, as one proceeds further up the grades, in extending the range of choice to meet the aptitudes and outlook of the many and the special needs of communities, rather than, through attempting in the name of general education, to groom all for a limited number of callings. The trend today would appear to be to select the mother language, the social sciences and physical education and health as the minimal essentials of the core curriculum for a general education and to place all else on equal footing for election. This at once raises the question of the comparative value of subjects for training in thinking.¹

While supporting the introduction of the less academic studies, the Doctor gave a warning that standards in technical fields must be maintained at a high level:

As the practical and industrial arts, once learned in apprenticeship, have found a place in the curriculum of the secondary school, they have been thought of as vocational training while to the academic studies have been attributed cultural values. More unfortunate still, training in thinking and social status has been unduly associated with academic study while that associated with the tools of industry and building have been accorded an inferior rating despite the fact that for all time the latter have profoundly affected our thinking and social progress. Having won a place in the secondary school curricula, industrial arts courses must meet the challenge of inferiority as a thought training subject. There is always ultimate gain through enforced delay in accepting new matter for training purposes. Tried and tested curriculum materials represent rounded out systems of

¹Ibid., p. 79.

thought, and new subject matter must be similarly systematized and proven before it will convey to the public mind an equal sense of value for training purposes. Moreover, it takes a long time to evolve a well qualified training staff, one with a viewpoint quite beyond that of providing training in the skills of a trade. Not infrequently those engaged in this phase of education convey for it the rating commonly accepted by the public.¹

One draws a conclusion at this point that the experience of forty years had not weakened the value this educationalist placed on traditional subject-matter, but, that, at the same time, he had remained flexible enough in his thinking to see that practical education had its place in developing the minds of the many who could never meet the requirements of the hidebound rigidity of the traditional entrance-to-university courses. Increasingly, the Dean advocated a system of learning that would be in his words "as fair to the slow as to the fast, to the hand-minded as to the book-minded; which would meet the needs of each, yet would foster the fellow-feeling of human beings."

5. Nature and Value of the Faculty of Education's Contribution to Education

A current survey made by the writer reveals that in the estimation of representative members of the profession, the Faculty of Education has made noteworthy contributions both to teacher training and to general public education.

¹Ibid., p. 79.

Coupled with acknowledgment and commendation, varied criticisms and suggestions have been offered. We shall now attempt a general evaluation of the strength and weaknesses of the service rendered by this institution, basing conclusions on the study made for this thesis and on the observations of those teachers, principals, inspectors and administrative officials whose opinions were expressed.

I. The Diploma or First Year in Education

We have seen that at its inception this graduate school was able to offer a much broader program of studies than could the traditional Manitoba Normal schools. The instructors were men experienced at the secondary school level and familiar with the peculiar problems of that area.

Principals looking at the fitness of young graduates today offer certain criticisms:

The Faculty has not always given practical help to student teachers who must shortly face the arduous regimen of the classroom. Its own instructors have not always been immediately familiar with school programs of study and teaching problems.

A second observer complains:

Most of the students are not prepared to deal with the practical problems involved in teaching in one and two-room rural high schools. The training given is geared for ideal conditions. The Faculty staff must prepare the students for conditions as they exist and adapt educational theory to these conditions.

A number advocated that the Diploma year program should be a carefully integrated one so that during its course

students receive some of the tools of teaching--e.g., classroom management, content of the course of studies, and an understanding of the principles of child development.

Recent graduates urge that a laboratory or practice school be established. They acknowledge the practical aid given them in city and suburban schools but recommend that practice teaching should be done under the tutelage of skilled teachers who are able to work in close cooperation with Faculty advisers. The organization of such a practice or model school, admittedly would involve problems of finance and administration to the Department of Education and to the University, but would provide evidence of a united effort to improve teacher training facilities. Tribute was paid to the courses in psychology. Earlier in this study it has been shown that by the establishment of its Child Guidance Clinic this institution was in the forefront of pioneer efforts to face realistically the complex problems of children's learning and behaviour difficulties and of recognizing the importance of individual pupil differences.

II. Guidance in Research Techniques

Several critics have paid credit to the Faculty for the fact that it has stimulated research in education through its requirements for term papers and theses. Study has been largely in the fields of the History of Education, History of Canadian Education, Methods of Teaching School Subjects

and various branches of Educational Psychology. The able work of the Manitoba Teachers' Society through its various executives and committees is a tribute to the training given by the instructors in effective research techniques as questions of teacher enlistment, tenure, salary schedules, professional ethics and other aspects of administration all have been attacked along the lines of procedures learned for course work and theses.

One commentator, remembering his student days, suggested that the term paper should be made more of a research project rather than a mere 'gouging' from textbooks. In answer professors claim that term paper standards have been raised and that encouragement has been given to the choice of vital, live topics that require the school room or the community to serve as the laboratory. Guidance in the selection of course work papers and thesis subjects is available; the principals and staffs are cooperative and helpful; libraries are readily accessible. It would seem that an intelligent and industrious student need only avail himself of these resources to turn out a creditable effort. The writer has examined dozens of term papers and finds their quality and depth vary to a surprising degree. Some unquestionably appear below a reasonable standard for a University graduate--perhaps rejection of the paper and the consequent postponement of the awarding of the degree might

call forth more effort and greater respect for the challenge of the assignment.

Concerning research by Faculty professors, one individual says: "I would like to say that the research undertaken by a few of the staff members has been of an exceptional nature and I must doff my hat to their courage in the face of overwhelming odds." It is well for one to keep in mind that a number of the men and women who have served as instructors have an international reputation in the field of Education, and that their publications are recognized as having made a distinct contribution to knowledge in various areas.

III. Evaluation of Course Contents

The most prevalent criticism concerns the course content at all levels. Typical are the following remarks: "The usual run of courses are weak, meagre and often repetitious." Again: "Requirements for professional courses in pedagogy have not been as rigorous academically as for credit courses in Arts and Science." Another alleges: "Education students (First Year) look on their year as something to be got through--they expect to be bored--and they are."

At this point it should be helpful to examine a study conducted by Dr. Joseph Katz in 1953. This study was designed to discover what graduates of the Faculty of Education thought of the teacher-training program after they had begun teaching. The questionnaire was sent to twenty-five

graduates representing the years 1949 to 1952 who were at the time of the survey actively engaged in teaching. These young people indicated satisfaction with provisions made for practice teaching, discussion periods, library facilities, visiting specialists, variety of courses available and assistance in placement. There was general satisfaction with aid given on junior and senior high school problems, but a number felt that the elementary program was inadequate. The methods courses were adjudged useful, but it was unanimously felt that little value had been obtained from principles of teaching, history of education, philosophy of education and guidance techniques.

It is significant to note that 76 per cent of these graduates complained that there was limited intellectual challenge in the First Year course, and, further, criticized the calibre of the examinations. The general recommendation was that both training and examinations be made more rigid in their requirements.¹

In the light of the conclusions and recommendations made by this group, changes were made by introducing seminar periods, allocating specified students to each staff member for guidance throughout the year, and introducing more demon-

¹The University of Manitoba Faculty of Education
Research Bulletin No. 17, December, 1953, pp. 29-33

stration lessons.

Those educationalists who are critical of the content of professional courses maintain that wide-spread harm is done by their continuance. To summarize the reasons behind these protests it is stated that: "Weak, inadequate courses at all levels tend to bring discredit to the good name of the Faculty itself; tend to bring discredit to the education degrees won; and, finally, tend to bring discredit to the teaching profession for accepting and making use of the education degrees offered."

Concerning Summer School, it was suggested that a summer guest lecturer should come equipped to make his subject content stimulating and reasonably challenging and should not depend on local speakers and films to 'eke out' his lectures. A suggestion was made that it is the duty of the Dean of Education to be assured that all summer courses will justify the expenditure of the registrant's time. Men and women of intellect and industry are avowedly working for credits: granted. Nevertheless, they desire to respect the instruction tendered them and on looking back to feel "it was good to have been there".

Professor Scarfe, then Dean of the Faculty of Education, was called on to answer some of these charges. He contended that, at the outset, critics should bear in mind two primary facts: First, that applicants to Education

courses have had a number of years of systematic academic training and are presupposed to be equipped with an adequate background of subject-matter and general knowledge. Second, that these candidates now come seeking professional training-- a vastly different thing. It is necessary that courses in methodology be given so that the principles of teaching and learning may be understood and applied. Whether a general course on instructional methods should replace the current practice of presenting courses dealing with specific school subjects is open to debate, but it is an obligation of any institution of this sort to give training in methodology.

As for the allegation that the subject content is unchallenging, the Dean believes that it is hard for a Diploma student to realize that the mastery of theory and the successful passing of a set of written tests are no longer his main objectives. As he learns the skills of teaching he has to be tested by a wide variety of means. Every time he stands before a class he is being tested; every lesson organized and presented gauges some ability; every experience in classroom management, even every humiliating failure he suffers, is the yardstick by which he is tested. Once the content of a course of study is related to the use to which it may be applied it will be seen in a new and more comprehensible light.

Mr. Ewart Morgan, Principal of Daniel McIntyre

Collegiate, Winnipeg, dealt with the same question in a recent address. While not denying the truth of some of the accusations made he defended the policy followed in these words:

One must also recall that the student in the Faculty or School of Education has already spent four years in college classes studying the humanities and the sciences and acquiring the bricks and lumber which he will use as a teacher in high school classes. Surely one year of training specifically in the field of Education is little enough for the novice about to enter upon teaching; and surely another year or two years will not be amiss for those among the teachers who are to give leadership and direction to the vast and complex organization that public schooling has become in modern times. The real concern of most educators is that the training period is, on the contrary, too short to permit of adequate practice teaching under good supervision.¹

Speaking of the graduate degree courses Mr. Morgan continues:

We can go along with the critics in their concern that the trend in graduate studies from the content subjects to Education has become exaggerated...and that in the courses in Education there is considerable that is redundant from course to course and that some of the research is inconsequential. But we must equally emphasize that our school personnel have undoubtedly grown in their understanding of the function of the school in these modern days, have improved their techniques in the classroom including the appropriateness of the textbooks, and are establishing improved techniques in administration. And we have the Schools of Education to thank for most of it.

A number of those expressing opinions, including recent graduates, advocate an extension of the training period by one year. They suggest that while candidates may

¹Morgan, E. H., The University of Manitoba Faculty of Education Research Bulletin No. 18, December, 1954, pp. 31-32.

initially object to the increased time yet they will be reconciled to the requirement as they find their needs better served. Practice teaching could be provided in rural as well as in urban centres, and in schools of various categories. With the single salary schedule established in Winnipeg more teachers are electing to specialize at the elementary school level. Hence, a two-year course could enable a much more thorough primary and elementary methods program to be undertaken. Courses in educational philosophy and history and in teaching methods could be handled more thoroughly and could be given more practical application. Our profession must never lose sight of the fact that in the eyes of the public the face value of any educational degree is the calibre of the holder of that degree.

IV. The Faculty of Education and Improved Status of the Profession

We have seen that basic to all Dr. Woods' objectives for the organization of a teacher training school at the University level was the earnest determination that thereby standards in the profession might be raised.

The establishment of the Bachelor and the Master's degrees in Education gave a great impetus to advanced study on the part of prairie teachers. The awarding of two hundred and seventy-four Bachelor's degrees and fifty-eight Master's standings over a period of twenty-one years is incontrovertible proof that secondary teachers in general were in need

of professional assistance, were desirous of it and were indefatigable in its pursuit.

From its inception, as we have observed, the school has sought to make its First Year registrants regard their year of training only as an apprenticeship period, with post-graduate study to follow. In-service training, rural as well as urban, has, in a practical fashion, guided men and women at all academic levels to undertake voluntarily the improvement of their professional standing. "Put training facilities within the reach of our teachers and they will grasp them," was a belief of Dean Woods that was to be amply justified.

We note that the elevation of educational standards has brought with it its own honours and awards. Today education degrees are widely recognized by school boards in engaging applicants, in determining an applicant's place on the salary schedule and in making selections for promotion. Recent local advertisements for "Teachers Wanted" included these stipulations: "Extra degree \$200"; and "Allowance of \$150 for each degree up to three degrees". A third Manitoba school advises: "Schedule also pays \$15 per unit towards a recognized University 1st degree." A collegiate offers: "Professional courses additional \$40 paid for each 3 unit course taken after permanent certification."¹

The Superintendents' Department of the Winnipeg

¹Winnipeg Free Press, May 30, 1956, p. 33.

Public School Board acknowledged this spring the efforts of those availing themselves of in-service training:

At this time very sincere congratulations are extended to all members of the teaching staff who have obtained additional credits in professional and academic training, and especially to those of the teaching staff who have received degrees from the University of Manitoba or other universities. An increasing number of the teaching staff has in recent years participated in this trend towards raising academic and professional qualifications and the Winnipeg School Board is proud of them. Since the efficiency of our schools depends a great deal on our teachers, the Board will continue to do everything possible to attract good teachers.¹

Not only has the professional degree enabled one to be engaged by larger schools offering choice of subjects and better salaries but it also bears some influence on the promotion of personnel to administrative responsibility. "It is my opinion," asserts a local administrative officer, "that, in general, professional degrees are a requisite for administrative positions, subject to the proviso that each case has to be considered individually."

We may note that in June, 1956, in the city of Winnipeg seven members of the Superintendents' Department held Education degrees.

¹School District of Winnipeg No. I, Administrative Bulletin No. 37, May 22, 1956.

TABLE V

EDUCATION DEGREES HELD BY PRINCIPALS
SCHOOL DISTRICT OF WINNIPEG, #1
1955-56

B.Sc.Ed.	B.Paed.	B.Ed.	M.Ed.	Ph.D. (Education)
1	4	28	12	2

For the year 1955-56 the School Board of the city of Winnipeg employed seventy-three school principals. We note that forty-two of these, or 57 per cent, hold both academic and post-graduate professional degrees. As well there were four individuals holding Bachelor of Pedagogy degrees and one the Bachelor of Science degree.

Below is a survey of the Education degrees held by Manitoba school inspectors.

TABLE VI

EDUCATION DEGREES HELD BY THE DEPARTMENT
OF EDUCATION INSPECTORAL STAFF
1955-56

B.Ed.	M.Ed.	Ph.D. (Education)
14	6	1

The total inspectoral division, including inspectors of Technical and Trade Schools and Home Economics and a Supervisor of Special Schools, numbers forty-four. Twenty-one of

these persons, or 47 per cent, held post-graduate Education degrees.

Earlier in this thesis we have discussed the course requirements for a candidate desirous of working towards the Doctorate in Education and have noted that two individuals have received this degree from Manitoba, one in 1949 and a second in 1950. The question may be properly asked at this point whether or not it is in the best interests of a candidate that the institution as it presently exists should continue to undertake this work. Dr. Woods asserts that the granting of the Ph.D. degree "lifted the standard of effort within the Faculty to that of other faculties within the University and set at nought the opinion...that ours was an inferior standard of learning and effort."¹ He maintains that study of from one to two years in an outside university plus the required comprehensive examination and the acceptance of the doctoral thesis by the examining committee only after the most rigorous analysis of its contents all assure that the degree will be awarded only to those realizing a very high standard of academic achievement.

One administrative official has expressed the following opinion:

I think it depends to some measure on the area of work that the student proposes to undertake and the

¹Letter of Dr. Woods, September 6, 1956.

capacity of the University of Manitoba to provide experience in this area. I see no objection whatever to degrees being taken in Manitoba. At the moment, however, I am inclined to feel that a student seeking a doctorate should do a substantial portion of his work elsewhere, and even at the present time, consider securing the degree outside. I feel that the Faculty is not adequately staffed to undertake doctoral programs, but more than that I feel that in a small college there is merit in a student getting some other point of view than the local one.

Surely one may conclude that above all else the Faculty of Education must consider the best interests of a prospective candidate in the light of the physical limitations of the service that can be tendered him locally.

We come now to the question of the attitude of the graduate towards the institution. A re-examination of this chapter will make a reader clearly conscious of the frank appraisal of the Faculty given by those whose criticisms and opinions were solicited. This very willingness to pass judgment is possibly one of the most desirable practices fostered by the school. Both staff and students alike maintain that there is complete freedom of attempt to indoctrinate or to give a biased viewpoint on education in general or particular. On one occasion Dean Woods spoke to this question as follows:

There has always been the utmost provision for freedom of expression in all courses leading to degrees providing the individual has based his discussion upon the best research studies, best practices or opinions of leading educators....At no time has either the University or the professional Department of Education sought to curb the expression of a staff member. If teachers have not availed themselves of this freedom

for research-thinking and study, that is their loss.¹ Critical comment, based on objective and impartial judgment, promotes the best interests of an institution. It is in this spirit, unquestionably, that her proteges have weighed the positive and negative aspects of the Faculty's endeavours throughout its first two decades of existence.

A detailed study of the history of the steady expansion of the usefulness of this professional school and an analysis of the opinions offered by those intimately concerned with problems of education lead to one final recommendation. In this writer's view, a view shared by many others, the time is fast approaching when the entire provincial teacher training should become the responsibility of the University of Manitoba through its Faculty of Education. Today, we observe that the universities of Alberta, Saskatchewan, McGill and Dalhousie have taken the forward step of consolidating professional education under their own jurisdiction. In September of this year the University of British Columbia assumes control of that province's training.

The advantages of such integration are clearly evident. To the student it provides necessary stimulus for his intellectual development as far as his ability and industry will carry him. Again, student fraternization does much to counteract the restricted and narrow outlook that almost certainly

¹The Manitoba Teacher, January-February, 1946, p. 22.

characterizes an adolescent who goes merely from classroom to Normal School and thence again to classroom.

To the Faculty of Education consolidation allows a stronger and more all-round instructional staff to be assembled in a much more economical way. As well, the school may enjoy the benefit of the services of professors from other faculties. Too, specialists in primary and general elementary methods are equipped to train those who elect to study at the grade school level. Also, principals, inspectors and administrative officials are given the opportunity to learn something of the theoretical and practical aspects of elementary education.

To the university there is the assurance of controlling to some degree the quality of instruction given and the calibre of candidate admitted to the profession.

To the Department of Education there is certainty of a reasonable uniformity of training. It is a satisfaction to know that candidates for teacher training possess academic qualifications well above those of the pupils they are destined to instruct and that the university environment guarantees opportunities for the systematic improvement of a teacher's general education.

Of major importance is the fact that a closer relationship between the Department of Education and the local Faculty of Education could provide the former with a source

of practical aid in such matters as admission standards, research projects, selection of textbooks and curriculum revision if such assistance were desired and made use of.

6. Conclusions

1. The Faculty of Education directed attention to the urgent need that existed for the improvement of standards of provincial teacher training, and, subsequently, succeeded in raising those standards at all levels.
2. Through its requirements for theses and term papers the institution has stimulated educational research.
3. It has given opportunities for in-service training to large numbers of teachers through its graduate courses both in Winnipeg and in central points throughout the province.
4. By means of its Child Guidance Centre and its courses in Psychology the Faculty has focused attention on the need for an understanding of the child and the factors influencing his learning.
5. Finally, it may be claimed that the Faculty of Education has materially advanced general professional standards in Manitoba, and, in so doing, has contributed largely to the greater prestige and recognition enjoyed by the teaching profession today.

In conclusion, it may be affirmed that much of the credit for the scope of services offered today by the Faculty

of Education must go to the pioneer efforts of its princial architect. The wide-spread opinion that all provincial teacher training should in the near future become the responsibility of the University of Manitoba through its Faculty of Education, may be taken as conclusive proof that the vision, enterprise and industry of the founder, Dr. David Scott Woods, assured that the foundation stone had been well and truly laid.

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A P P E N D I C E S

APPENDIX "A"

General Questions Used as a Basis for
Appropriate Individual Questionnaires

1. Up to the year 1932-33, (the last year in which the Winnipeg Normal School provided training to University graduates), was the Department of Education satisfied with the kind and extent of professional training the Normal Schools were able to provide in the secondary school area?
2. There is a belief that prior to 1940 or thereabouts the academic standing of the provincial inspectoral staff was, in general, fairly low.
Is this your opinion? Kindly give reasons.
3. It is alleged that in the first five years of the Faculty of Education its graduates were not as likely to be placed on the Winnipeg staff as were applicants having only Normal training and a year or two's teaching experience.

Is this your understanding?
What was the background situation?
4. Do you feel that the Faculty of Education should accept some responsibility in the matter of selection of candidates for graduate degrees? Should the background of each registrant be scrutinized for:
 - (a) record of reasonable teaching efficiency?
 - (b) record of adherence to professional ethics?
5. Do you favour advanced study in Education being taken locally or do you consider there are distinct advantages in Manitoba graduates taking their Master's or Doctoral courses at such universities as Columbia, Chicago and California?
For what reasons?
6. May the Faculty of Education claim credit for influencing a number of changes and additions in Manitoba's curriculum?
7. In your judgment is a prospective city principal probably better fitted for a principal's duties when he or she holds professional degrees?
8. In your view, do teachers who take in-service training by means of Education Courses and term papers possibly squander energy that should be used in their daily teaching?
In other words, are they in danger of being distracted from their main job?

9. During the past twenty years, what, in your opinion, have been the outstanding contributions made by the Faculty of Education to the educational life of the province?
10. In what avenues has the Faculty shown particular weaknesses?
11. Do you feel that the professional training given by this institution has turned out teachers capable of raising the general standard of education?
12. In what specific ways could the Faculty serve better the cause of Education today?

APPENDIX "B"

COURSES LEADING TO THE DEGREE OF MASTER
OF ARTS IN EDUCATION

1930

Group I

Course

1. School Surveys and Methods of Educational Research.
2. Statistical Methods Applied to Education.
3. General History of Education.
4. Psychology of Elementary Education or Psychology of Secondary Education. (Pre-requisite, Course in Educational Psychology).
5. Mental and Achievement Tests.

Group II

6. The History of Modern Education with special reference to the British Isles, Canada and the United States.
7. Problems of Educational Administration and Supervision.
8. Problems of Classroom Organization and Management.
9. The Organization and Administration of the Junior High School, the Senior High School and the Junior College.
10. Curriculum Construction.

Group III

11. Special Methods of Instruction in English.
12. Special Methods of Instruction in Foreign Languages.
13. Special Methods of Instruction in History and Civics.
14. Special Methods of Instruction in Mathematics.
15. Special Methods of Instruction in the Biological or in the Physical Sciences.
16. Problems in Reading and in the Use of the School Library.
17. Health and Physical Education.

(N.B.---As a prerequisite to enrolment in the courses in Special Methods in Group III, the Sub-Committee on Education will demand some special academic qualifications in the subject or subjects involved, looking eventually to the prescription of the Honors B.A. or B.Sc. degree or its equivalent.)

APPENDIX "C"

COURSE OF STUDY FOR UNIVERSITY GRADUATES

1934-35

- (a) Short courses in methods in the Elementary and Intermediate school grades will be required of all candidates in the following subjects:

English Grammar
Oral and written expression
Writing and printing
Elementary mathematics
Reading
History and Civics
Geography
Drawing and painting
Music

- (b) Candidates may elect any two of the following advanced courses in methods:

Latin
French
Science
Mathematics
English
Elementary school methods in Reading and Language
History, Economics and Commercial Geography

- (c) Physical Education, given on the Friday afternoon of each week, will be compulsory for all candidates.

- (d) General Courses.

History and Theory of Education
Philosophy of Education
Educational Psychology
Principles of Teaching and Classroom Management
in the Elementary and Secondary School
Mental and Achievement Tests and Elementary
Educational Statistics
School Administration and Law

- (e) Observation and Practice Teaching.

Monday of each week throughout the year will be devoted to observation and practice teaching. Candidates will be

required to teach at least thirty periods. It is suggested that candidates make voluntary arrangements for practice teaching in the rural and small high schools of the Province, during the month of June, following the completion of the course. The Director and Department of Education will cooperate with candidates in this matter.

(f) Term Paper.

Candidates will be required to prepare a Term Paper on some topic to be arranged in consultation with the Director. This piece of work should be presented not later than June 30th.

APPENDIX "D"

OUTLINE OF COURSES IN EDUCATION

SESSION 1935-36

1. FIRST YEAR
 - a. (1) Primary and Intermediate Methods, approximately 20 periods to each. Oral and Written Expression, Reading, Grammar, Arithmetic, History and Civics, Geography, Music and Drawing.

(2) One hundred periods of observation and practice teaching in the elementary school.

(3) Senior primary (optional)--Music, Art, Handwork and Picture Study. Approximately 40 periods will be devoted to this course.
 - b. (1) Students may elect any two of the following methods courses for intermediate and high school--Latin, French, Science, Mathematics, English, History and Social Studies. (French 45 periods. Other subjects, 30 periods.)

(2) One hundred periods allotted for observation and practice teaching in the intermediate and high school.
 - c. Physical and Health Education. One afternoon of each week will be devoted to Physical and Health training. This course is compulsory for all students unless exempted by medical certificate.
 - d. History and Philosophy of Education.
The School in the Social Order
The Philosophy of Education
Thirty periods will be devoted to each of these subjects. One course will be taken during the First term and the other during the Second.
 - e. The Science of Education.
Principles of Teaching and Classroom Management--60 periods.
Educational Psychology--45 periods.
Mental and Achievement Tests--30 periods.
 - f. School Administration and Law.
 1. Curriculum, School Law and Regulations.
Time Allotments, etc.--20 periods.

2. School Administration. A Comparative Study (Optional)--20 periods.
3. The Duties of the School Principal (Optional) --20 periods.

N.B. Students may take one or both of a (3) or f. (2 and 3). If students are successful in one or both of these courses they will be recommended for special credit on their certificates. Time will be arranged for each in addition to that allotted for the required course.

- g. Term Report. Each student will be required to submit a Term Report on some topic to be arranged in consultation with the Dean and to be completed on or before May 31st.

Students whose work fulfills these requirements will be recommended by the Faculty of Education to the Advisory Board of the Department of Education, for such teaching certificates as the Advisory Board may determine.

2. Those desiring a permanent certificate valid in Grades I, II, and III will be required to complete the work for the Bachelor's Degree in Education based on the following courses:
 - (a) The nature, the needs and the training of primary school children.
 - (b) Teaching and supervision of reading and elementary school literature.
 - (c) Teaching and supervision of Arithmetic, Spelling and Handwriting.

3. SECOND YEAR

- (a) Required Course:--

Either

1. The Psychology of School Subjects

or

2. The Nature, the Needs and the Training of Primary School Children.

- (b) Optional Courses--any two of the following:

3. Mental and Achievement Tests, their Construction and Use.
4. Systems of Public School Administration and Supervision.
5. Teaching and Supervision of Reading and Elementary School Literature.

6. Teaching and Supervision of Arithmetic, Spelling and Handwriting.
7. Teaching and Supervision of English.
8. Teaching and Supervision of History and Social Studies.
9. Teaching and Supervision of Mathematics.
10. Teaching and Supervision of the Physical and Biological Sciences.
11. Teaching and Supervision of Modern Languages.

4. THIRD YEAR

(a) Required Courses:

12. Methods of Educational Research and either
13. Principles and Practices of Teaching and of the Supervision of Instruction.
or
14. History of Educational Thought.

(b) Optional Courses:--

Any one of the following, if not already taken.

- (3) Mental and Achievement Tests, their Construction and Use.
- (4) Systems of Public School Administration and Supervision.
15. The Curriculum.
16. School Finance and Business Administration.
17. The Organization and Management of Secondary Education.

Optional courses shall be selected in consultation with the Dean.

N.B.--As prerequisite to enrolment in Courses 7 - 11, special academic qualifications are required, including the completion of at least the courses of the second year of the Senior General Division in Arts or Science in the subjects concerned.

APPENDIX "E"

THE UNIVERSITY OF MANITOBA

CHILD GUIDANCE CENTRE

RECORD FORM
(For Conference Purposes)

NAME
AGE DATE OF BIRTH
SCHOOL
ADDRESS

1. Family History
2. Home Conditions
3. Physical History
4. Physical Examination

5. Psychological Examination

A. Mental Tests

1. General Intelligence

Mental Age

Actual Age

I.Q.

2. Special Abilities or Disabilities

Auditory Discrimination

Memory

B. Educational Tests

1. Gray's Oral Reading Paragraphs

Haggerty Reading Test

Monroe Reading Test

Iowa Word Test

Word Discrimination

Monroe Survey Arithmetic

2. Diagnostic Tests

Arithmetic: Addition
Subtraction
Multiplication
Division

Reading

C. Temperament and Character

1. Personality Inventory

Adjustment Home School Physical Insecurity
Symptoms

Irritability

2. Behaviour Profile

(See Profile)

3. Play

6. Summary

7. Recommendations

8. Subsequent History and Progress

THE UNIVERSITY OF MANITOBA
FACULTY OF EDUCATION

CHILD GUIDANCE RECORD FORM

(Social Report)

Name (surname first in block letters, and Christian names)

.

Age Date of Birth School

Address

1. FAMILY HISTORY

Father . . . Mother . . . Brothers and Sisters

Enter, for each of the above -

- (1) Age (state if dead).
- (2) Occupation (note economic inefficiency, pauperism, etc.)
- (3) Health (note constitutional or nervous ailments of a hereditary character).
- (4) Mental status (note backwardness, mental deficiency, insanity, criminality, and morality).
- (5) Miscellaneous points (race, consanguinity, step-parentage, illegitimacy).

II. HOME CONDITIONS

- (1) Family income Rent
- (2) Number in family living at home
- (3) Housing conditions (type of street. . . Number of rooms . . . Sanitary conditions)
- (4) Home supervision and discipline (Facilities for instruction and recreation at home Cooperation with school; general attitude of family towards child)
- (5) Condition of child in regard to clothing, footgear, home-feeding and cleanliness.

III. PHYSICAL HISTORY

- (1) Conditions of pregnancy and birth
- (2) Age of walking talking cleanliness menstruation or breaking of voice teething pubescence

- (3) Illnesses (including constitutional defects, malnutrition, rickets, fits, congenital syphilis, encephalities, lethargica, infectious and nervous diseases, etc; accidents or injuries - with special reference to severity, loss of school attendance, and apparent after-effects in each case).
- (4) Reports of previous medical inspections.

IV. PHYSICAL EXAMINATION

(a) Anthropometric

- (1) Physical development: height.....weight.....
Other measurements (e.g. head....chest.....)
- (2) Tests of Sensory capacities:
Vision: R..... L.....
Hearing
- Other measurements (e.g. touch, muscle-sense)
.....
- (3) Tests of motor capacities (muscular strength, speed, and precision).....

(b) Medical

- (1) Physiognomy and general appearance.....
Deformities.....
- (2) Nutrition.....
- (3) Skeletal conditions (rickets, scoliosis).....
.....
- (4) Muscular conditions: posture, gait, paralysis, tremor, choroiform movement.....
- (5) Nose and throat: defective nasal or palatal formation, enlarged tonsils, adenoids, mouth-breathing, otorrhoea, catarrh.....
.....
- (6) Speech (defective articulation, lalling, stammering, etc.).....
- (7) Other defects (heart, lungs, digestive organs)
.....
- (8) Uncleanly habits (incontinence, salivation, masturbation, etc.

THE UNIVERSITY OF MANITOBA

CHILD GUIDANCE CENTRE

CONFIDENTIAL REPORT OF SCHOOL

(to be filled out by the teacher or someone well acquainted with the circumstances.)

NAME DATE OF BIRTH.

ADDRESS. SCHOOL

Problem.

.

Father alive? . . . Occupation Nationality.

Mother alive? . . . Occupation Nationality.

CHILDREN Age

Sex (M. or F.)

Particulars of Home Life

.

.

Number of Rooms in the House

School Grade. Average Age of Grade.

Place in Class: 1st, 2nd, 3rd or 4th quarter

Strong Subjects

Weak Subjects

Special Talents or Interests (Member of Clubs, Societies, etc.)

.

Attendance during last two years (if irregular, state the

cause)

Conduct:

In Classroom

.

On Playground.

.

In Home

.

Outline any of the following words specially applicable to the child:

Bad-tempered, careless, changeable, depressed, dreamy, excitable, fanciful, impulsive, inattentive, lazy, listless, nervous, restless, stolid, sullen, timorous, undecided, unpersevering, untidy.

Bullying, cruel, malicious, over-dependent, over-docile, quarrelsome, self-assertive, selfish, shy, teasing, tricky, unsociable, untruthful.

Indicate the presence of any of the following by underlining:

Deafness, left-handed, squint, defective eyesight, speech defects.

Age of (1) Walking (2) Talking

Infantile Ailments

Present health

Other Observations

.

.

.

Signature

Address

.

APPENDIX "F"

THE UNIVERSITY OF MANITOBA FACULTY OF EDUCATION
ALUMNI ASSOCIATION PRESIDENTS AND SECRETARIES

1935-36 to 1952-53

<u>YEAR</u>	<u>PRESIDENT</u>	<u>SECRETARY</u>
1935-36	Mr. George Florence	Miss Betty Nicks
1936-37	Mr. George Florence	Miss Betty Nicks
1937-38	Mr. Melvin T. Woods	Mr. Harry L. Stein
1938-39	Mr. R. Cecil Paris	Mr. G. M. Newfield
1939-40	Mr. John B. Day	Mr. Harry L. Stein
1940-41	Mr. T. A. McMaster	Mr. Harry L. Stein
1941-42	Mr. J. C. Wherrett	Miss Leona King
1942-43	Mr. J. C. Wherrett	Miss I. R. Black
1943-44	Mr. W. G. Oliver	Miss I. R. Black
1944-45	Mr. Allin J. Pybus	Miss I. R. Black
1945-46	Miss I. R. Black	Mr. C. F. Leavens
1946-47	Mr. A. W. Muldrew	Mr. C. F. Leavens
1947-48	Miss Sybil Shack	Mr. Gordon Leckie
1948-49	Miss Myrtle Conway	Miss Anne Loutit
1949-50	Dr. Joseph Katz	Mr. W. B. Doerksen
1950-51	Dr. Eleanor Boyce	Mr. W. B. Doerksen
1951-52	Mr. Ross Donald	Mr. C. E. Henry
1952-53	Mr. Carl S. Gow	Mr. G. B. Fenton

APPENDIX "G"

BOYD TRAVELLING FELLOWSHIPS IN EDUCATION

1939 - 1950

YEAR	AWARDED TO
May 17, 1939	Theodore McKinley Spencer, B.A., M.Ed.
May 15, 1940	Harry L. Stein, B.A., M.A. (Ed.)
1941	Not Available for Award
1942	Not Available for Award
1943	Not Available for Award
1944	Not Available for Award
May 18, 1945	Eleanor Boyce, M.A.
May 15, 1946	Leslie G. M. Robinson, B.A., M.Ed.
May 16, 1947	John M. Brown, B.Sc., M.Ed.
May 19, 1948	Joseph Katz, B.A., M.Ed.
August 24, 1949	Murina MacLean, M.A.
May 16, 1950	John M. Parsey, B.A., M.Ed.

APPENDIX "H"

DEGREE OF DOCTOR OF PHILOSOPHY

IN THE FIELD OF EDUCATION

CONFERRED BY THE UNIVERSITY OF MANITOBA

1949 and 1950

May 18, 1949 Buck, Geoffrey John, B.Sc., Saskatchewan, 1928;
 B.Ed., Manitoba, 1937,
 M.Ed., Manitoba, 1938.

Thesis: "The Contribution of Teachers' Associations to the Economic and Legal Status of the Teaching Profession in Canada."

May 16, 1950 Boyce, Eleanor, B.A., St. Xavier, 1919,
 M.A., St. Xavier, 1931.

Thesis: "A Study of the Development of Readers for Elementary Schools in Canada Since Confederation." (as at November 3, 1949)

APPENDIX "I"

FACULTY OF EDUCATION

UNIVERSITY GOLD MEDALLISTS 1937--1951

<u>YEAR</u>	<u>RECIPIENT</u>
1937	William M. Wall, B.A.
1938	Elmer H. Arn, B.Sc.
1939	Thomas A. McMaster, B.A.
1940	Frederick J. Gathercole, B.A.
1941	Benjamin Popeski, B.Sc.
1942	Bernard H. White, B.A.
1943	Alice M. T. Vandendriessche, B.A. (Ottawa)
1944	James R. A. Pollard, M.A. (Oxon.)
1945	Sybil F. Shack, B.A.
1946	Joseph Katz, B.A.
1947	Gordon W. Leckie, B.A.
1948	Duncan S. McIntyre, B.A.
1949	Marshall R. Thompson, B.A.
1950	no award made
1951	Thomas D. M. McKie, B.Sc. (Bristol)

FLETCHER GOLD MEDALLISTS 1937--1951

<u>YEAR</u>	<u>RECIPIENT</u>
1937	Sigrun A. Johannsson, B.A.
1938	Helene Rothwell, B.A.
1939	Gordon W. Leckie, B.A.
1940	Michael G. Lysenko, B.A.
1941	Joyce B. Griffen, B.A.
1942	L. Doris Baker, B.A.
1943	Clive H. Cardinal, B.A.
1944	Ruth E. Barker, B.A.
1945	Sheila M. Kenway (Sister Judith Anne), B.A.
1946	Anne Sozansky, B.A.
1947	Murina MacLean, M.A.
1948	Irene E. Crofts, B.A.
1949	Marjorie Jane Bull, B.A.
1950	Geoffrey M. Davies, M.A.
1951	Kenneth B. MacPherson, B.A.

APPENDIX "J"

Topics of Theses from 1933 to 1951
for Degrees of Master of Arts
in Education and Master of Education

Master of Arts in Education

- May 17, 1933 Moxon, Mary Caroline, Ph.B., Chicago, 1922.
Major: General History and Theory of Education
Minor: Educational Administration and Special
Methods
Thesis: "The Training of Teachers of Home
Economics in Canada and in the States
of the American Union adjacent to the
Canadian Provinces." (As at March 16, 1933).
- May 16, 1934 Leavens, Charles Ferris, B.A., Manitoba, 1928.
Major: General History and Theory of Education
Minor: Educational Administration and Special
Methods
Thesis: "Health Services in the Schools of
Manitoba."
- Morgan, Ewart Horace, B.A., Manitoba, 1920.
Major: General History and Theory of Education
Minor: Educational Administration and Special
Methods
Thesis: "A Study of Retardation in a Typical
City Elementary School."
- Pearce, Wilfred Gilbert, B.A., Manitoba, 1929.
Major: General History and Theory of Education
Minor: Educational Administration and Special
Methods
Thesis: "A Study of Factors Affecting the Ef-
ficiency of Teachers in the One-Room
Rural Schools of Manitoba."
- May 15, 1935 Cannon, Mary Belle Elder, B.A., Manitoba, 1930.
Major: General History and Theory of Education
Minor: Educational Administration and Special
Methods
Thesis: "A Comparison of Certain Objective and
Essay-Type Tests in History."

Hamilton, Ivan Lorne, B.A., Manitoba, 1931.
Major: General History and Theory of Education
Minor: Educational Administration and Special
Methods
Thesis: "The Extent and Cause of Retardation in
the Schools of Rural Manitoba."

Stein, Harry L., B.A., Manitoba, 1922.
Major: General History and Theory of Education
Minor: Educational Administration and Special
Methods
Thesis: "Teacher Qualifications and Experience
and Pupil Achievement."

Woods, Melvin Thomas, B.A., Manitoba, 1929.
Major: General History and Theory of Education
Minor: Educational Administration and Special
Methods
Thesis: "Secondary Schools Costs in Manitoba."

Master of Education

May 13, 1936 Lysecki, John Edward Lissey, B.A., Manitoba, 1929.
Thesis: "Education in Manitoba North of Fifty-
three."

Neufeld, George Melvin, B.A., Manitoba, 1932.
Thesis: "The Development of Manitoba Schools
Prior to 1870."

Robinson, Leslie George McKay, B.A., Manitoba, 1930.
Thesis: "An Investigation to Find the Under-
standing of the Concept of Functionality
in Verbal Statements and in Formulas
among Students at the Junior High School
Level."

Waite, William Henry, B.A., Saskatchewan, 1929.
Thesis: "The History of Elementary and Secondary
Education in Saskatchewan."

May 19, 1937 Florence, George, B.A., Manitoba, 1914.
Thesis: "Meeting the Curricular Demands of
Pupils enrolled in a City High School."

Harris, Arthur Augustus, B.A., Acadia, 1925;
B.Sc., Acadia, 1931.
Thesis: "The Supervisory Activities of the Prin-
cipals of Graded Schools in Rural Manitoba."

- Spencer, Theodore McKinley, B.A., Queen's, 1929.
Thesis: "The Supervisory Activities of School Principals in Rural Saskatchewan."
- May 18, 1938 Buck, Geoffrey John, B.Sc., Saskatchewan, 1928;
B.Ed., Manitoba, 1937.
Thesis: "History of Teachers' Organizations in Canada."
- Reid, Ernest Harvey, B.A., Manitoba, 1931.
Thesis: "A Comparative Study of Secondary and Higher Educational Interests Among the Different Racial Groups of Manitoba."
- May 17, 1939 Johnston, James Robert Vance, B.A., Saskatchewan, 1932;
B.Ed., Saskatchewan, 1936.
Thesis: "Silent Reading Ability of High School Seniors."
- King, Leona Jane Marie, B.A., Manitoba, 1926.
Thesis: "A Study of the Errors Found in the Winnipeg Grade XI French Examination Papers of June, 1937."
- McGill, Wesley Stirling, B.A., Manitoba, 1931.
Thesis: "The Adolescent Boys's Conception of Justice."
- Wall, William Michael, B.A., Manitoba, 1929.
Thesis: "The Advisory Board Development in Public School Education in Manitoba."
- May 15, 1940 Arn, Elmer Howard Robert, B.Sc., Saskatchewan, 1935;
B.Ed., Manitoba, 1938.
Thesis: "Extra-Curricular Activities in Saskatchewan High Schools."
(As at December 7th, 1939.)
- May 15, 1940 McMaster, Thomas Agnew, B.A., Manitoba, 1932;
B.Ed., Manitoba, 1939.
Thesis: "The Private Schools of Canada."
- May 14, 1941 Brown, John Melville, B.A., McMaster, 1935,
B.Ed., Saskatchewan, 1938.
Thesis: "A Survey of Education in the Municipality of Hamiota."
- Lang, Otto Theodore, M.A., Ottawa, 1935,
B.Ed., Manitoba, 1938.
Thesis: "Changes in Secondary Education in Germany as shown by Documentary Evidence, 1900-1939."

- May 13, 1942 Shaw, Jack, B.A., Saskatchewan, 1934;
B.Ed., Manitoba, 1939.
Thesis: "An Experimental Comparison of Two
Methods of Teaching Shorthand Trans-
cription and an Analysis of the
Psychological Factors Involved."
- May 14, 1943 Glazer, Welsey Anthony, B.A., Saskatchewan, 1935;
B.Ed., Manitoba, 1938.
Thesis on School Curriculum.

Gow, Carl Stirrat, B.Sc., Manitoba, 1929.
Thesis on School Administration.
- May 12, 1944 Pybus, Allin John, B.A., Manitoba, 1938;
B.Ed., Manitoba, 1941.
Thesis in Social Studies.

Simms, Eldon Franklin, B.A., Manitoba, 1932;
B.Ed., Manitoba, 1938.
Thesis in History of Education.
- May 15, 1946 Frith, George Albert, B.A., Manitoba, 1938;
B.Ed., Manitoba, 1943.
- May 15, 1946 Gathercole, Frederick James, B.A., Queen's, 1937;
B.Ed., Manitoba, 1940.
Thesis: "The Prognostic Value of Certain Traits
of Prospective Teachers."

McMenomy, Lorn Elgin, B.A., Queen's, 1922;
B.Ed., Manitoba, 1942.
Thesis: "A History of Secondary Education in
Saskatchewan."

Shack, Sybil Frances, B.A., Manitoba, 1929;
B.Ed., Manitoba, 1945.
Thesis: "Measuring and Accelerating Progress
in the Learning of Junior High School
Latin."

Weibe, Henry, B.Sc., Saskatchewan, 1936;
B.Ed., Manitoba, 1941.
Thesis: "The Organization and Administration
of Rural Education in the Four
Western Canadian Provinces."
- May 16, 1947 Katz, Joseph, B.A., Manitoba, 1941;
B.Ed., Manitoba, 1945.
Thesis: "A Study in Critical Thinking in the
Social Studies."

- Robson, Norman, B.A., Manitoba, 1941;
B.Ed., Manitoba, 1946.
Thesis: "A History of the Teulon Residential
School."
- May 19, 1948 Keith, Sister Marjorie, B.A., Manitoba, 1940;
B.Ed., Manitoba, 1944.
Thesis: "A Brief History of the Work of the
Teaching Orders (Women) in the
Province of Quebec."
- Nicks, Betty Agnes, B.A., Manitoba, 1928;
B.Ed., Manitoba, 1938.
Thesis: "A Study of the Reading Ability of
Winnipeg City School Children,
Grades III-VI."
- May 18, 1949 Clark, John Nathan Robert, B.A., Manitoba, 1945;
B.Ed., Manitoba, 1948.
Thesis: "The Development of Education in the
Swan River Valley."
- Thompson, Ronald Thornton Frederick, B.A.,
Manitoba, 1932; B.Ed., Manitoba, 1948.
Thesis: "The Development of Public Elementary
and Secondary Education in the Union of
South Africa with Particular Reference
to the Transvaal."
- May 16, 1950 Baker, Laura Doris, B.A., Manitoba, 1941;
B.Ed., Manitoba, 1945.
Thesis: "A Study of Underfunctioning Pupils in
Grades IV, V and VI in a Winnipeg School."
- Ewanchuk, Michael, B.A., Manitoba, 1939;
B.Ed., Manitoba, 1941.
Thesis: "Evaluation of Results of Standard
Achievement Examinations in Grades IX,
X, in Manitoba for the Years 1947,
1948 and 1949."
- Garland, Aileen, B.A., Toronto, 1934.
Thesis: "Certain Material in Canadian History
(Published and Unpublished)--Its Suita-
bility for Use in Instruction in the
Elementary Grades."
- Green, Richard Collier, B.A., Manitoba, 1930;
B.Ed., Manitoba, 1947.
Thesis: "The History and Future of School Cadets
in the City of Winnipeg."

Parsey, John Michael, B.A., Manitoba, 1948;
B.Ed., Manitoba, 1949.
Thesis: "History and Trends in Correspondence
School Instruction in Canada."

May 23, 1951 Donald, Ross Laverne, B.A., Manitoba, 1939;
B.Ed., Manitoba, 1944.

Course Work.
Thesis: "A Study of Guidance in Canada with
Special Reference to the City of
Winnipeg."

Hodgkinson, Frederick Adam, B.A., Manitoba, 1932;
B.Ed., Manitoba, 1945.

Course Work.
Thesis: "A Study of the Adequacy of the Present
System of Classification, Promotion
and Adjustment in the Machray Junior
High School, Winnipeg."

Lucow, William Harrison, B.A., Manitoba, 1946;
B.Ed., Manitoba, 1948.

Course Work.
Thesis: "The Origin and Growth of the Public
School System in Winnipeg."
(As at February 1, 1951.)

Pankiw, John William, B.Sc., Manitoba, 1938;
B.Ed., Manitoba, 1948.

Course Work.
Thesis: "Book Illustrations as Teaching Aids."

APPENDIX "K"

THE UNIVERSITY OF MANITOBA

FACULTY OF EDUCATION

OUTLINE OF DIPLOMA CURRICULUM

FOR YEAR 1949-1950

110. Principles of Teaching and Classroom Management.
111. Educational Psychology.
112. Mental and Achievement Testing.
113. The History and Philosophy of Education.
114. Methods of Teaching Arithmetic.
115. Language Arts and the Reading Process in the Elementary Grades.
116. The Social Studies: History, Civics, and Geography.
117. Methods in Teaching Elementary Science.
120. Methods in Teaching English Literature, Composition and Grammar, including Language Arts in the Upper Grades.
121. Methods in Teaching History and Economics.
122. Methods in Teaching Home Economics.
123. Methods in Teaching Latin.
124. Methods in Teaching Mathematics in Secondary School.
125. Methods in Teaching Science.
126. Methods in Teaching Modern Languages, French, German, etc.
127. Auxiliary Courses: Music, Art, Advanced Physical Education, Manual Training.

APPENDIX "L"

THE UNIVERSITY OF MANITOBA

FACULTY OF EDUCATION

COURSES LEADING TO THE DEGREE OF

BACHELOR OF EDUCATION

AND PROFESSIONAL COURSES LEADING

TO THE DEGREE OF

BACHELOR OF PEDAGOGY

FOR THE YEAR 1949-1950

201. Advanced Educational Psychology.
202. The Psychology of Child Development.
203. Mental Health, Guidance and Clinical Procedures in the Elementary and Junior High School Levels.
204. Mental Testing.
205. Achievement Testing.
206. Elementary Educational Statistics.
207. The Administration and Supervision of Schools in Rural Areas.
208. The Administration of City School Systems.
209. Diagnostic and Remedial Techniques in Arithmetic, Spelling and Handwriting.
210. Silent and Remedial Reading in Grades I through IX.
211. Children's Literature, the Use of Books and Libraries.
212. The Teaching and Supervision of Elementary School English.
213. The Teaching and Supervision of Secondary School English.
214. Teaching and Supervision of Secondary School History and Other Social Studies.
215. Teaching and Supervision of Mathematics.
216. Teaching and Supervision of the Physical and Biological Sciences.
217. Teaching and Supervision of Modern Languages.
218. Teaching and Supervision of Home Economics.

APPENDIX "M"

THE UNIVERSITY OF MANITOBA

FACULTY OF EDUCATION

COURSES LEADING TO THE DEGREE OF MASTER OF

EDUCATION AND THE DEGREE OF

DOCTOR OF PHILOSOPHY (III)

FOR THE YEAR 1949-1950

- 701. Methods of Educational Research.
- 702. Principles of Education, Instruction and School Administration.
- 703. The History of Educational Thought.
- 704. The History of Canadian Education.
- 705. Systems of Public School Administration and Supervision (Comparative Education).
- 706. The Organization and Management of Secondary Education.
- 707. The Psychology of Learning.
- 708. Psychometrics (Pre-requisite--a course in Educational Psychology and in Measurement).
- 709. Advanced Statistical Method.
- 710. Mental and Achievement Tests, Their Construction and Use.
- 711. Personnel Service and Vocational Advisement in Secondary and Further Education.
- 712. Research Problems in Curriculum Reorganization.
- 713. Research Problems in School Administration and Finance.
- 714. Research Problems in the Teaching of English.
- 715. Research Problems in the Teaching of Social Studies.
- 716. Research Problems in the Teaching of Mathematics.
- 717. Research Problems in the Teaching of Science.