

THE UNIVERSITY OF MANITOBA

A Historical Survey of Some Major  
Aspects of Pre-Service Teacher Education  
In Manitoba.

A THESIS

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THE UNIVERSITY OF MANITOBA

AN ABSTRACT

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A HISTORICAL SURVEY OF SOME MAJOR  
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The purpose of this study is to provide information on the development of the teacher education programme in Manitoba. This information might give some guidance when future plans are formulated in the field of teacher education.

The historical survey reveals an interesting pattern of development in the teacher education programme. The conservative attitude towards change runs like a red thread through the entire period from 1871 to 1960 but much more forcefully during the period from 1935 to 1960. Although the conservative characteristic has merits; it has caused a serious lapse in the development of the teacher education programme during the last three decades when the people in Manitoba, like elsewhere in Canada, have experienced rapid sociological and economic changes.

The growing complexity of our world gives rise to many problems which are experienced by all members of our society. The problems can be classified under headings such as: the increase in population, the rapid technological changes, the extension of knowledge, the rise of new nations and the world-wide rivalry of ideologies. These problems influence and alter the roles of the classroom teacher. Teacher educators must remain keenly aware of present roles and in addition be able to anticipate to some degree the roles of the future teacher.

The rate of adjustment in the teacher education programme has not kept pace with the changes in our dynamic society. The limited

revision of the elementary teacher education curriculum during the past three decades illustrates one phase of the programme that has not received its due attention. A more forceful programme of assessment and revision in the field of teacher education is highly desirable in order to keep the teacher education programme abreast with the changes in our society.

The preparation of future teachers will require a much longer period than the period currently allotted. A sound teacher education must include: a substantial programme of general or liberal education; a knowledge of the subject or subjects to be taught; a knowledge of the social and behavioral sciences; an extensive pre-service classroom experience. There are strong indications that teacher education, in the future, should be considered a part of the main stream of higher education in colleges and universities.

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## CHAPTER I

### THE PROBLEM IN ITS SETTING

#### I. THE NEED FOR THE STUDY

The significance of education for personal and social accomplishment has never been more fully realized than today. Demands for improvement in education are constantly being made by the citizens of Manitoba. The focus of attention is naturally upon the teacher who constitutes the most vital link in any school system. The effectiveness of the educational program therefore depends upon the quality and the devotion of the classroom teacher and of this fact the members of Canadian society are becoming more keenly aware. As a result, the demands on the classroom teacher are constantly on the increase; undoubtedly, the demands within the basic roles, will continue to grow and develop in the future years. The teacher will become a very important person within the framework of the complex social institutions in the community. Finis E. Engleman<sup>1</sup> significantly states:

"The complexities of the teaching job are almost frightening. Not only must the successful teacher interpret the cultural heritage and guide the individual destinies of a heterogeneous group of children or youth, but he must know and practice sound human relations at the adult level and be a respected and dynamic community participant as well. The teacher charged with the responsibility of conserving and creating culture as well as developing every potentiality within each child assumes obligations filled

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<sup>1</sup> Ruth A. Stout, "The Indiana Conference Charts a Course," The Journal of Teacher Education, Vol. I, September 1950, No. 3, p.184.

with adventure and danger."

The teacher education institutions are responsible for the preparation of teachers who will fill these complex roles of which Finis E. Engleman speaks; it is evident therefore that these institutions hold a strategic and responsible position. Teacher educators, generally, are keenly aware of this responsibility towards the present and future citizens of Manitoba. In order to discharge this responsibility the teacher educators have assessed the teacher education program at various intervals during the development of Manitoba. Such assessments are essential to the maintenance of a wholesome perspective in teacher education. The present trend is expressed in the statement of H. C. Andrews.<sup>1</sup>

" . . . It is significant that in recent years there has been a general shift in emphasis from 'teacher training' in the narrower sense to 'teacher education', involving a much broader and more comprehensive viewpoint. In a training program, the objective is to develop a degree of technical skill; consequently specific methodology and classroom management techniques are given major emphasis. In an educational program, the emphasis is on growth and maturity of the student and on understanding of child development and social needs. While it is recognized that certain specifics must have attention, methodology is largely treated from the viewpoint of general principles of education and a broad concept of teacher-pupil relationships."

## II. PURPOSE OF THE STUDY

The purpose of this study is to provide those persons responsible for teacher education with information on the development of teacher education in Manitoba which could serve as a guide in formulating

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<sup>1</sup> H. C. Andrews, "Teacher Education", Education, Vol. I, (Toronto: W. J. Gage Company Limited, 1954-56,) p.65.

future plans in teacher education. In the study the author will make references to historical events related to areas of teacher education such as: courses, entrance qualifications, certification, training centres and the philosophy of teacher education.

### III. THE PROBLEM STATED AND DEFINED

Reference was made to the present trend in teacher education as expressed by H. C. Andrews. The shift from the narrow sense of teacher training to teacher education has been brought about through social evolutionary changes. It is the responsibility of the teacher education institutions to anticipate trends and changes, in order to provide the necessary facilities and personnel for the educational institutions of the province. The Department of Education has continuously made alterations in administrative policies but the alterations have been more pronounced within the last decade. As a result of the alterations, the educational structure of Manitoba has experienced a considerable change with the emphasis on more physical facilities. Many new schools are being built and others are being planned for the next decade to take care of the changes in the field of education. In order to provide adequate facilities, educators must observe the trends in school population. The trends are indicated in the statement of annual comparisons as at June 30, 1961.<sup>1</sup>

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<sup>1</sup> Report of the Department of Education, 1960-61, (Winnipeg, Manitoba: Queens' Printer, 1961), p.114.

TABLE I

## STATEMENT OF ANNUAL COMPARISONS AS AT JUNE 30TH

	1958-59	1959-60	1960-61	Decrease or Increase
1. Total Number of Pupils Enrolled	176,389	184,338	192,747	8409 +
2. Number Enrolled in Ele- mentary Grades	142,615	147,941	152,836	4895 +
3. Number Enrolled in Sec- ondary Grades	33,774	36,397	39,911	3514 +
4. Number of Rooms in Which Classes are Registered	6,450	6,615	7,189	574 +
5. Number of Collegiate Institutes	83	109	129	20 +

It is essential that well equipped schools be provided for the ever growing school population and, what is equally important, that these schools be staffed by capable, well-trained teachers.

The provision of competent teachers for a growing school population remains a perpetual challenge to those responsible for teacher education in Manitoba. Teacher educators have already taken important measures, however, further improvement in teacher education will undoubtedly be necessary in the future to provide competent teachers.

The definition of a competent teacher needs clarification because the concept implies value judgment. What factors determine a competent teacher? The value attached to the term depends on the culture the school serves. A teacher classified as competent in one social setting might be classified as a poor teacher in another setting; thus, the assessment of a competent teacher becomes a matter of interpretation according to cultural values. The definition of a competent teacher will remain dynamic, changing with the cultural changes in a society.

The qualified teacher is more readily defined than the competent teacher. The definition is established within the framework of regulations set up by the licensing body in Manitoba, namely, the Department of Education. The qualified teacher is considered as one who has fulfilled the requirements set by the Department of Education.

Teacher education programme in Manitoba indicates a noteworthy characteristic, in that, the training programme has not been a static system but rather an evolutionary process. The trend in teacher education since its inception shows a trend of continual adaptations in the main aspects of teacher education. The adaptations and trends are developed in the subsequent basic sections.

In chapter two education prior to the provision of teacher education is analyzed. This chapter includes the parish school system from 1812 to 1870 and the education system under the Board of Education from 1871 to 1882. This brief survey is provided as background information for the ensuing chapters.

Teacher education was under the control of the Board of Education

from 1882 to 1890. Although the Board of Education assumed the responsibility of teacher education only for a short period, the groundwork was well established during this time. The initial work in teacher education under the Board of Education is discussed in chapter three.

From 1890 to 1937, education was under the control of the Advisory Board which, by statute, was given power to initiate and to formulate educational policies. The responsibilities of the Board included all phases of teacher education. The revisions of the Education Act in 1937 placed a greater responsibility on the Department of Education. Although the Department of Education assumed more of the responsibilities in teacher education in 1937, the Advisory Board continued to be influential in the formulation of teacher education policies. In chapter four the author discusses teacher education under the auspices of the Department of Education.

Chapter five gives an account of the admission standards that were observed by the Board of Education and the Department of Education. In addition, the curriculum of the normal schools is analyzed.

Chapter six deals with the professional education of secondary school teachers and demonstrates the role that the University of Manitoba played in the teacher education programme. In 1935, the Board of Governors, acting upon the recommendation of the University Council, created a Faculty of Education and established the degrees of Bachelor and Master of Education.<sup>1</sup> The new Faculty was endorsed by the General Faculty Council and the Advisory Board of the

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<sup>1</sup> Annual Report of the University, 1934-35, (Winnipeg, Manitoba: 1935), p. 5.



Provincial Department of Education. The significance of this Faculty was explicitly stated by the President, Sidney Smith.<sup>1</sup>

"The task of training teachers for our schools is second to none in importance, and the University is undertaking this work with a seriousness of purpose."

The policies in teacher education have been subject to constant change of the social and economic conditions acting as dynamic forces in the development of teacher education policies. These dynamic forces have influenced trends in the development of the teacher education programme. The concluding chapter is an analysis of the underlying policies in teacher education which have functioned during the periods under consideration.

#### IV. SOURCES OF DATA

Data concerning the development of teacher education in Manitoba has been obtained from the Legislative Statutes and from various histories of education. The Annual Reports of the Department of Education furnished the core of the information. Supplementary and related materials were obtained from books and pamphlets. These sources have been listed in an appended bibliography.

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<sup>1</sup> Annual Report of the University, 1934-35, (Winnipeg, Manitoba: 1935,) p.5.

## CHAPTER II

### EDUCATION IN MANITOBA PRIOR TO THE ESTABLISHMENT OF TEACHER EDUCATION

#### A. PARISH SCHOOL SYSTEM (1812-1870)

Many early settlers in Manitoba indicated a keen awareness of the importance of education in the development of the settlements and of the country. The interest in education was stimulated initially by Lord Selkirk who built up this enthusiasm and interest in the colonists through his representative, Miles Macdonnell.<sup>1</sup> The interest of the colonists in education is reflected in the letter Lord Selkirk wrote to Miles Macdonnell<sup>2</sup> on June 13, 1813.

"The settlers who are now going out have expressed much anxiety about the means of education for their children. There is so much of a laudable spirit in their desire that it must be attended to, and it is in every view time that a school should be established."

The first Protestant school was organized by Miles Macdonnell in January, 1815. A Scotch Presbyterian, John Matheson, was engaged as the first teacher for a period of four months. This project was discontinued due to the differences which prevailed between fur-traders and colonists.<sup>3</sup> In 1818, the first Roman-Catholic school

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<sup>1</sup> D. S. Woods, Education in Manitoba, Part I, (Published by Manitoba Economic Survey Board, February 1938, p.1

<sup>2</sup> E. H. Oliver, The Canadian North West, Its Early Development and Legislative Records, Vol. I (Ottawa: Government Printing Bureau, 1914) pp.52-53

<sup>3</sup> G. M. Newfield, "The Development of Manitoba Schools Prior to 1870" (unpublished Master's Thesis, University of Manitoba, 1937) p.34-35.

was established by Father Provencher among the French-speaking people.<sup>1</sup>

"In July, 1818, Father Provencher and two companions arrived in the colony; by the time snow fell they had a house containing a chapel and in the latter they opened a school. The following year the missionaries had two schools, in which they taught reading, writing and the catechism. In 1821 they introduced the teaching of Latin, and shortly afterward they began to give instruction in agriculture and weaving to the natives."

The interest of settlers in the field of education continued to grow; indeed, the vision of missionaries from the various denominations in addition to the interests of the people, brought to fruition the parish school system. During, this period (1818-1870) these parish schools did not receive any financial aid from public taxes. The educational setting is well portrayed by D. S. Woods.<sup>2</sup>

"From 1818, for one half a century, the story of educational development is set in the missionary enterprises of the Roman Catholic, Anglican, Presbyterian and Methodist churches at Red River, at outlying trading posts, and on the plain. These efforts received sympathetic support and, in part, monetary aid from the Assiniboia Council and Hudson's Bay Company; indeed, the Anglican foundation was in the beginning a Company enterprise."

The merger of the North-West and Hudson's Bay Fur Companies in 1821, introduced population changes at Red River. Many of the trappers and traders became unemployed as a result of the merger, giving rise to a migration of unemployed traders and trappers to Red River. The

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1. C. E. Phillips, The Development of Education In Canada,  
(Toronto: W. J. Gage & Company Limited, 1957), p.152

2 D. S. Woods, Education In Manitoba, Part I, (published by  
Manitoba Economic Survey Board, February 1938), pp.2,3.

cultural and racial background of this group was a contrast to the cultural and racial background of the colonists. The leaders and administrators realized that a fusion of the two cultural groups was highly unlikely. The churches were concerned about this problem and assumed responsibilities to deal with it. The role of the various denominations is indicated in the subsequent quotation.<sup>1</sup>

"We consider that all these people ought to be removed to Red River, where the Catholics will naturally fall under the Roman Catholic Mission which is established there, and the Protestants and such Orphan Children as fail to be maintained and clothed by the Company may be placed under the Protestant Establishment and Schools under Rev. Mr. West."

Out of this setting evolved the dual parish system which represented two main divisions, one of the English Protestant pattern and the other of the French-Canadian-Catholic pattern. The two groups were distinct in religion, language, cultural background, moral code, community customs and habits of industry.<sup>2</sup> Each major group developed a system of parish schools which would influence the adherents in the desired direction of each particular group. The parish school system functioned well under the then existing economic, social and political system. The schools were established to meet the needs of the various religious groups. A list of the various schools, their dates of

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<sup>1</sup> E. H. Oliver, The Canadian North West, Its Early Development and Legislative Records, Vol. I (Ottawa: Government Printing Bureau, 1914) p. 638

<sup>2</sup> D. S. Woods, Education In Manitoba, Part I, Published by Manitoba Economic Survey Board, February 1938) p.i.

<sup>2</sup> Ibid., p.4.

establishment and their denominational affiliation is given in appendix J.<sup>1</sup>

Following the year 1850, the population movement was away from the original settlement; consequently, denominational churches were established in outlying districts. Together with the church, the schools became a basic part of the community pattern. The description of the early outlying school at Portage la Prairie is cited as an example of the early schools.<sup>2</sup>

"Here a day school was opened by Mr. Peter Garrioch as teacher, and as there had not been time to erect a building for the purpose, school was held at his own place. The room used for this purpose was really Mr. Garrioch's workshop and as it had neither floor nor windows, the school was transferred to his kitchen for the winter. There were about twenty-five pupils. School material was so scarce that the greatest economy and ingenuity were necessary in order that everyone might have a little. The alphabet sets used were nearly all made by hand, and to insure their safety were securely pasted on to short pieces of board. In the way of writing paper there was none. The writing material consisted of slates and pencils. The pencils were given out only in short pieces which were inserted into holders of which an inexhaustible supply was procurable from the acres of reeds growing in the swamp only sixty yards away."

The system of parish schools functioned reasonably well for a period of time but the rapid expansion of parishes and communities brought with it the problems of growth and development. The people of isolated parishes were coming into contact with people of different cultural backgrounds which initiated the process of cultural fusion.

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1 W. M. Wall, "The Advisory Board In the Development of Public School Education In Manitoba", (unpublished Master's Thesis, University of Manitoba, 1939), p.40.

2 A. C. Garrioch, First Furrows (Winnipeg: Stovel Company, 1923), p.120.

Gradually the children from various denominational backgrounds were educated in the same school; for example, the children of Presbyterian settlers at Red River attended the Anglican parish schools.

The administrators of the Presbyterian denomination recognized a need for change in school administration policies. The Presbyterians organized a school district for the adherents of their church which introduced a new principle of school administration to the Red River area. The school district did not receive church endowments, neither was it under clerical control. The trustees were elected at a public meeting and the management of the school was in the hands of the trustees. The financial support for the school came mainly through taxation. These new principles in school administration became the foundation for the public school system as we know it today.

The new approach to school administration set into motion the wedge that brought greater cleavage between the English-speaking and the French-speaking people. The Roman Catholic church did not support the principle of church and school separation as it was advocated by the Presbyterians. Furthermore, the Red River insurrection introduced a greater wedge between the Protestant and Catholic groups. These events, during this period, built up barriers between the two groups which had harmonious associations up to this time. The implications of this breach are suggested in the subsequent citation.<sup>1</sup>

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<sup>1</sup> D. S. Woods, Education In Manitoba, Part I, (Published by Manitoba Economic Survey Board, February 1938), p.14.

"The closing days of rule by the Hudson's Bay Company in western Canada, and of its creation the Council of Assiniboia at Red River, were completely occupied with the events of the Red River insurrection. The direction of that occurrence and some of the happenings associated therewith produced strong racial and religious feelings in what had been a very harmonious association of two communities subscribing to two different philosophies. The English-French breach created during this period of transition reacted upon the future events, especially in the field of education."

The French-Catholics were desirous of retaining their identity in the field of religion as well as in the field of education. The determination to retain this identity was expressed in the agreement that the Provisional Provincial Government made with the Federal Government.<sup>1</sup>

"It was with this purpose in view that the Provisional Government of Louis Riel included in their settlement with the Federal Government a secret "Bill of Rights" which demanded separate schools, according to the system of the province of Quebec where a similar duality of population and educational provisions prevailed."

The prevailing attitude of the people in general towards a non-denominational school system at the close of the parish school era was expressed by the Superintendent of the Protestant Section of the Board of Education.<sup>2</sup>

"Though personally altogether in favor of educating all our children without respect to denomination, yet inasmuch as the majority of the Protestants and Roman Catholics never do, and I suppose never will, agree to have their children educated together in the same school, I would, under certain circumstances, allow 'separate schools'..."

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<sup>1</sup> W. M. Wall, "The Advisory Board In The Development of Public School Education In Manitoba" (unpublished Master's Thesis, University of Manitoba, 1939), p.42.

<sup>2</sup> Report of the Superintendent, Protestant Section, Board of Education 1872, p.12.

## B. EDUCATION UNDER THE BOARD OF EDUCATION

## 1. The Manitoba Act and Legislation of 1871.

The racial and religious cleavage within the Red River population set a definite frame of reference in legislation. The traditions and philosophies of the population would of necessity demand attention on the part of the legislators. The Manitoba Act of 1871, was drafted to meet the needs of the multi-ethnic population. Clause 22 of the Manitoba Act is quoted to show the provisions for such a population. The Manitoba Act, Clause 22:

"In and for the province the said Legislature may exclusively make laws in relation to education, subject and according to the following provisions:

1. Nothing in any such law shall prejudicially affect any right or privilege with respect to denominational schools, which any class of persons have by law or practice in the Province at the Union.
2. An appeal shall lie to the Governor-General-in-Council from any Act or decision of the Legislature of the Province, or of any Provincial authority affecting any right or privilege of the Protestant or Roman Catholic minority of the Queen's subjects in relation to education.
3. In case any such Provincial Law, as from time to time seems to the Governor-General-in-Council requisite for the due execution of the provisions of this section is not made; or in case any decision of the Governor-General-in-Council requisite for the due execution of the provisions of this section is not made; or



in case any decision of the Governor-General-in-Council, or any appeal under this section is not duly executed by the proper Provincial authority in that behalf, then and in every case require, the Parliament of Canada may make remedial laws for the due execution of the provisions of this section, and of any decision of the Governor-General-in-Council under this section."

The Manitoba Act, Clause 22, was the foundation for the educational structure in Manitoba. It made provision for the formation of a Board of Education consisting of the Protestant section and the Roman Catholic Section. The Act to establish a system of education read in the following manner:

"Statutes of Manitoba, 34 Vic. 1871, Chapter XII. An Act to Establish a System of Education in this Province.

- Section 1. The Lieutenant-Governor-in-Council may appoint not less than ten and not more than fourteen persons to be a Board of Education for the Province of Manitoba, of whom one-half shall be Protestant and the other half Catholics.
2. The Lieutenant-Governor may appoint one of the Protestant members of the Board to be Superintendent of Protestant Schools, and one of the Catholic members to be Superintendent of Catholic Schools, and the two Superintendents shall be joint Secretaries of the Board.
3. It shall be the duty of the Board:
1. To make, from time to time, such regulations as they may think fit for the general organization of the Common Schools.

2. To select books, maps and globes to be used in the Common Schools, due regard being had in such selection to the choice of English books, maps and globes for the English schools, and French, for the French schools; but the authority hereby given is not to extend to the selection of books having reference to religion or morals, the selection of such books being regulated by a subsequent clause to this Act.
3. To alter and sub-divide, with the sanction of the Lieutenant-Governor-in-Council, any school district established by this Act.

Section 10. Each section shall have under its control and management the discipline of the schools of the section.

Section 11. It shall make rules and regulations for the examination, grading and licensing of Teachers, and for the withdrawal of licenses on sufficient cause.

Section 12. It shall prescribe such books to be used in the section as have reference to religion or morals.

Section 13. From the sum appropriated by the Legislature for the Common School Education there shall first be paid the incidental expenses of the Board and of the Sections, and such sum for the services of the Superintendents of Education, not exceeding \$100 each, as the Lieutenant-Governor-in-Council shall deem just, and the residue then remaining shall be appropriated to the support and maintenance of Common Schools, one moiety thereof to the

support of Protestant Schools, and other moiety to the support of the Catholic Schools.

Section 14. Each electoral Division, with the lines as fixed by the Lieutenant-Governor-in-Council and as amended by any Act of this session, shall in the first instance be considered a School District."

The basic organizational structure of the education system established the first Board of Education with eight ecclesiastics and four laymen. This board exercised authority in areas such as:

- (1) general regulations in organization of schools;
- (2) selection and authorization of text books and equipment;
- (3) recommendations to the Lieutenant-Governor in regard to alterations and sub-divisions of school districts.

Each section of the Board of Education exercised control in the establishment of regulations dealing with areas such as:

- (1) examination, grading and licensing of teachers, and withdrawal of licenses on sufficient cause;
- (2) to prescribe books for moral and religious instruction.

The Act of 1871 established the school districts on the basis of existing electoral Divisions:<sup>1</sup>

"each electoral Division, with the lines as fixed by the Lieutenant-Governor-in-Council and as amended by any Act of this session, shall in the first instance be considered a School District."

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<sup>1</sup> Statutes of Manitoba, Section 14.

The school districts within each section of the Board of Education were governed by a board of three trustees which was elected at a duly called public meeting. Here we see further application of the school administration principle introduced by the Presbyterians a few decades earlier. The responsibility of the trustees was two fold as indicated in the citation.

"Trustees were charged with the responsibility for providing schools and engaging teachers from those examined and licensed by their respective section of the Board of Education."

## 2. Education Problems Related to Population Changes.

The population changes introduced many educational problems. These problems had their roots in the rapid population increase and in the significant changes in the proportions of racial elements. The changes in population are indicated in the subsequent table.<sup>1</sup>

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<sup>1</sup> D. S. Woods, Education In Manitoba, Part I, (published by Manitoba Economic Survey Board, February 1938), p.19.

TABLE II  
POPULATION OF MANITOBA, RURAL AND URBAN, 1871-1936

Year	Total Population	Rural	Urban	Per Cent Urban
1871	25,000			
1881	62,260	52,015	10,245	16.45
1891	152,506	111,498	41,008	26.89
1901	255,211	184,775	70,436	27.60
1911	461,394	261,029	200,365	43.43
1916	553,860	312,846	241,014	43.52
1921	610,118	348,502	261,616	42.88
1926	639,056	360,198	278,858	43.64
1931	700,139	384,170	315,969	45.13
1936	711,216	400,289	310,927	43.72

TABLE III<sup>1</sup>  
POPULATION OF MANITOBA, 1870

Whites . . . . .	2,000
English Half-breeds . . . . .	5,000
French Half-breeds . . . . .	5,000

The provision of educational facilities to accommodate the rising school population presented a major problem. This is evident by the increase in the number of school districts as indicated in the following table.

<sup>1</sup> J. S. Ewart, The Manitoba School Question. Toronto: The Copp, Clark Company (Limited) 1894. p.314

TABLE IV<sup>1</sup>  
FORMATION OF SCHOOL DISTRICTS IN MANITOBA

Year	Number of School Districts	Number of Teachers
1876	52	-
1883	310	-
1891	774	886
1896	985	1143
1901	1206	1669
1910	1551	2774

The third problem had to do with the racial elements of the Manitoba population. The influx of settlers started during the first decade of its existence. Each ethnic group had its religious and political pattern that it sought to retain and transmit to its own rising generation. The diverse cultures of the groups presented a problem in the co-ordination of the educational system, and more particularly did it present a real problem in the provision of competent, qualified teachers for the various racial elements in the population of Manitoba.

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1. D. S. Woods, op. cit. p.19.

TABLE VI  
 RACIAL ELEMENTS IN THE POPULATION OF MANITOBA, 1881-1911

Racial Groups Originating in	1881	1901	1911
Great Britian	38,285	164,239	266,562
Canada (French)	9,949	16,021	30,952
Scandinavia	1,023	11,924	16,421
Western Europe	9,168 (a)	38,315 (b)	48,586 (c)
Eastern Europe	24	4,976	51,735 (d)
Balkans	-	125	1,167
Italy	41	217	972

- (a) Includes 8,652 people of German Origin  
 (b) Includes 27,265 People of German origin  
 (c) Includes 34,530 people of German origin  
 (d) Includes 42,894 people of Ukranian and Polish origin.

### 3. Provision of Qualified Teachers Under the Board of Education.

The school system established in 1871 was under the control of the Board of Education, whose members were appointed mainly on the religious basis. This Board was concerned primarily with matters of general policy. Most of the control was vested in the two denominational sections of the Board which functioned separately to retain control over matters of racial and religious significance. Each section was vested with power to make rules and regulations for the examination, grading and licensing of teachers, and for the withdrawal of licenses on sufficient causes.

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1 D. S. Woods, op. cit., p.19

During the first few years, each Section arranged for teacher's examinations. The examinations were generally under the Superintendent's supervision and successful candidates were given certificates valid only in schools under the jurisdiction of the section. By 1876 it became the custom to leave the examination of candidates to a Board of Examiners appointed by the Section. The examination used by the Protestant Section of the Board in 1875 is in appendix L.<sup>1</sup>

An analysis of the teacher examination indicates two significant points.

1. The greatest portion of the examination dealt with general subject matter.
2. Only one out of sixteen hours was assigned in the examinations to what might be called a professional subject.

These points reflect the main emphasis that existed in the field of teacher education. Since the Board of Education did not provide a teacher education programme; examinations could include only subject matter.

The cited examination was given to candidates in Winnipeg and Portage la Prairie during the month of December. Fifteen candidates wrote the examination, of which, fourteen were classified and received certificates. Nine received second class certificates and five received third class certificates. The provision of qualified teachers could hardly be adequate in the light of the increases in total school enrolments indicated in the subsequent table.<sup>2</sup>

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<sup>1</sup> Report of the Superintendent, Protestant Section, Board of Education, 1875, p.24.

<sup>2</sup> D. S. Woods, Education In Manitoba, Part I, (published by Manitoba Economic Survey Board, February 1938), p.21



TABLE VI

## THE GROWTH OF THE SCHOOL POPULATION AT INTERVALS 1871-1936

Year	Total School Enrolment
1871	817
1876	2734
1881	4919
1886	15926

The shortage of qualified teachers was also experienced by the Catholic section of the Board of Education. In 1883, the report of the Catholic superintendent expressed a concern about this shortage.<sup>1</sup>

"The scarcity of teachers occasionally obliges certain districts to close their schools for a time."

The provision of competent teachers was another problem that was faced by the Teacher Examination Board. The need for properly trained teachers is expressed in the report of the Protestant section.<sup>2</sup>

"Our Board hopes to raise the standard of examination for its teachers as soon as possible. The next examination will take place during the mid-summer vacation. The need of properly trained teachers is a great drawback to the efficiency of most of our schools. It is a matter for very great regret that no provision has yet been made for training teachers: still, until the province generally is prepared to pay the highest salaries to the best teachers, the standard is not likely to be as high as it ought to be, for persons to whom the responsibility of educating and training our children is entrusted. Trustees must be prepared.....to offer such remuneration to teachers as will enable them to live respectably .....I am told there are several persons in the Province holding

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<sup>1</sup> Report of the Superintendent, Catholic Section, Board of Education, 1883, p.5.

<sup>2</sup> Report of the Superintendent, Protestant Section, Board of Education, 1875, p.5.

first class certificates, gained elsewhere, who are deterred from offering themselves as teachers because of the smallness of the salaries which they would receive. They find they can earn better wages in other positions."

The Education Act of 1871 did not make any provision for teacher education. The Board of Education was empowered only to examine and license teachers, therefore, to fill the need for more teachers it was compelled to obtain teachers from other provinces, countries and continents. The training of the incoming teachers was varied which resulted in problems clearly expressed in the citation.<sup>1</sup>

"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 in 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. At the last examination the ignorance displayed in reading and spelling, not to mention two other subjects, was most glaring. Teachers profess to know a great deal about Algebra, Geometry, Chemistry, Natural Philosophy, and so on; they can give you pages of grammar, and yet they can't express themselves correctly either in speaking or writing. We require them to pass an examination in a number of subjects, that as teachers in country schools they will never need--I am not speaking of the value of these subjects as educators--and although probably seventy-five per cent of all children who go to school never attain at any very high standard of intellectual excellence, but really need to know how to read and write and spell and so on, we employ teachers who have never been taught the true value of these subjects and who are unable to teach them as they ought to be taught. I am not blaming our teachers. I find fault 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, and it would be much easier than it is at present to advance to the acquisition of subjects which, however valuable they may be, are not so essential."

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<sup>1</sup> Report of the Superintendent, Protestant Section, Board of Education, 1881, pp.7-8.

The Superintendent of the Protestant section of the Board of Education made two recommendations as steps to correct the lack of qualified teachers.<sup>1</sup>

"We ought then, in my opinion, to have in Winnipeg within the next twelve months, a first-class Normal School building, thoroughly equipped. With extent and value of our school lands, there should be no difficulty in getting the funds required for such an object, and if a site could be obtained near the Central School, the departments there would suit for Model Schools. But if we can't get a building specially for the purpose, we ought to make an arrangement with the city trustees whereby those persons throughout the Province who desire to become teachers may have the opportunity of studying in the higher departments of the Winnipeg Public Schools."

The second recommendation was made on the strength of the evidence obtained from the teacher examinations.<sup>2</sup>

"In the last two teacher examinations those pupils of the city schools who were candidates were as a rule very successful; and some of the most valuable of our younger teachers have had their sole training in them."

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<sup>1</sup> Report of the Superintendent, Protestant Section, Board of Education, 1881, p.8.

<sup>2</sup> Ibid., p.8.

## CHAPTER III

### TEACHER EDUCATION UNDER THE BOARD OF EDUCATION

#### A. INITIAL STEPS IN TEACHER EDUCATION

The Protestant Superintendent made a recommendation in January 1882 that teacher training should be started in Manitoba. This recommendation was received favorably by the Board of Education and the Provincial government. In 1882, the Legislative Assembly of Manitoba passed an Act to establish a Normal school Department in connection with the Public Schools of Winnipeg.<sup>1</sup>

"1. The Protestant and Catholic Sections of the Board of Education are hereby respectively empowered:

(a). 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 the instruction and training of teachers of public schools in the science of education and the art of teaching.

(b). to make, from time to time, rules and regulations necessary for the management and government of the said departments.

(c). to arrange with the trustees of such public schools all things which may be expedient to promote the objects and interests of the said Normal School Departments.

(d). to prescribe the terms and conditions on which students and pupils will be respectively received and instructed in the said departments.

(e). to determine the number and compensation of teachers, and all others who may be employed in said departments.

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<sup>1</sup> Report of the Superintendent, Protestant Section, Board of Education 1882, pp.3,4.

(f). to apply out of the amount apportioned to each Section respectively from the grant annually voted by the Legislative Assembly, a sum not to exceed three thousand dollars for the maintenance of the said Normal School Departments."

The Provincial Normal School session (September 1, 1882 - January, 1883) was the first step to the development of a teacher education programme in Manitoba. The initial session had its problems, in that, the new Normal Department experienced a lack of accommodation at the very beginning. A permanent room in Old Central School was assigned at the close of the first term instead of at the beginning of the term. This naturally caused considerable inconvenience in organization and instruction.

The Principal, E. L. Byington, M. A., gave daily lectures to the eight students and in addition the students observed and taught in the classrooms under the supervision of the Principal and classroom teachers. The lessons taught by the students were evaluated and recorded on printed report forms. A committee of the Board examined the six students who continued their course to the end of the term. Four students were awarded the Normal Certificate which in conjunction with the First or Second Class Literary certificates authorized the teacher to teach permanently in the Province.<sup>1</sup>

The Superintendent of Education for Catholic Schools reported a serious shortage of teachers to the Catholic section of the Board of Education in 1883. The scarcity of teachers required certain districts to close their schools for a time. The Superintendent, T. Alfred Bernier, made a recommendation to rectify the situation.<sup>2</sup>

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<sup>1</sup> Report of the Superintendent, Protestant Section, 1882, p.7.

<sup>2</sup> Report of the Superintendent, Catholic Section, 1883, p.5.

"The scarcity of teachers occasionally obliges certain districts to close their schools for a time. In order to provide against this serious inconvenience, as much as possible, it has been thought well to take advantage of a provincial law, . . . which authorizes the formation of Normal Schools in connection with the public schools of St. Boniface."

A teacher training program was started by the Catholic section during the year of 1883. However, the provisions for instruction were limited to women.<sup>1</sup>

"In order to try this system the Reverend Sisters of Charity, who have direction of the schools for young girls, have consented at the request of our Venerable President, Monseigneur the Archbishop of St. Boniface, to open a course in Normal training. We hope and we have every reason to believe that this experiment will prove to be successful as it will supply female teachers. We have not yet found means to offer a similar advantage to male teachers."

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1 Ibid., p.5.

## B. FIRST PROVINCIAL NORMAL SCHOOL REGULATIONS

The Protestant and Catholic Sections of the Board of Education were empowered to draft regulations for the Normal School Department in each section. The Protestant section drafted the regulations for its section in 1882 which were submitted to the Board of the Protestant School Trustees for the City of Winnipeg. The trustees approved the regulations.<sup>1</sup>

"Provincial Normal School Department in connection with the Protestant School Department for the City of Winnipeg

1. That a Normal School Department be established in connection with the Protestant Public Schools of the City of Winnipeg, and that this Department be opened at the commencement of the next term of the school year. Second term of 1882.
2. That the two terms of this Department shall correspond to the terms of the school year; and the professional course shall be completed in 1 term.
3. That an annual grant of two thousand dollars be made by the Protestant Section of the Board of Education to the Board of Protestant School Trustees of the City of Winnipeg for the maintenance of the same.
4. That the Inspector of Protestant Schools for the City of Winnipeg shall direct the Teacher of the Department as to his duties and the subjects to be taught, and generally supervise the Department under the direction of the Superintendent of Education.
5. That a teacher be appointed for this Department by the Protestant Section of the Board of Education, with the concurrence of the Board of Protestant School Trustees.
6. That the Board of Protestant School Trustees shall provide suitable class rooms for the Normal School, and make provision for the practise of teaching by its students in the various schools under their jurisdiction.

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<sup>1</sup> Report of the Superintendent, Protestant Section, Board of Education, 1882, pp.4,5.

7. That applicants for admission to the Normal School Department be required to make application the Superintendent of Education at least one month before the commencement of the term; and that in the admission of candidates the interests of all parts of the Province shall be carefully guarded.
8. That in order to be admitted to the Normal School the candidates must be, if males, eighteen; if females, sixteen years of age, and of good moral character; and possess literary qualifications corresponding to the requirements for promotion in Standard IX of the programme of studies for use in cities and towns.
9. That all the classes of the City Schools shall be open to the students of the Normal School, as the Inspector may determine, without payment of fees.
10. That the Superintendent of Education may require any of the students in training to do duty as occasional teachers, in supplying the places of such of the regular staff as may be temporarily absent.
11. That in addition to literary subjects which they are able to take, students shall receive instruction in the science of education and art of teaching, and in such other subjects as may from time to time be prescribed by the Protestant Section of the Board of Education.
12. That Students shall board in such places only as the Superintendent of Education may approve of, and they shall be under the supervision of a clergyman in pastoral charge in the City, whose certificate shall be a condition of graduation.
13. That at the close of the term the Superintendent of Education shall pay every successful candidate, whose home is not in Winnipeg, his actual travelling expenses incurred in travelling from his home in the Province to Winnipeg and back again, together with \$2 per week for the Normal School term.
14. That every student shall declare his intention to teach for at least two years, as a condition of receiving a training in the Normal School Department."

During the first session of the Normal School, it became evident to the teacher educators that there was a need for revision of the rules and regulations. The Provincial Normal School general regulations were



revised and adopted by the Protestant section of the Board of Education on December 14, 1883. The Board of Protestant school trustees of the city of Winnipeg concurred with the revision.<sup>1</sup>

- "1. A Normal School Department shall be maintained in connection with the Protestant public schools of the city of Winnipeg, and an annual grant of two thousand dollars shall be made by the Protestant section of the Board of Education to the Winnipeg Board of Protestant School Trustees for the maintenance of the same.
2. The appointment of a teacher for this department shall be made by the Protestant section of the Board of Education, with the concurrence of the Board of Protestant School Trustees of the City of Winnipeg.
3. The Inspector of Protestant schools for the City of Winnipeg shall supervise the work of the Normal School Teacher, under the direction of the Superintendent of Education.
4. The Inspector may under the direction of the Superintendent place students of the Normal School in the rooms of regular teachers temporarily absent, reporting such cases monthly to the Superintendent; but this supply shall not as a rule, be made in cases of more than one week of continuous absence.
5. Suitable class-rooms for the use of the Normal School Department shall be provided by the city Board of Protestant School Trustees provision shall also be made by them for the practice of teaching by the students in the schools of the city, and all classes in the city schools shall be open to the students of the Normal School as the Inspector may determine, without payment of fees.
6. The sessions of the Normal School shall be as follows:-- One session of five months, from the first of November to the end of March following, in the City of Winnipeg; the second session shall consist of institutes for the instruction and training of third-class teachers only, and may be held at such places in the Province and for such periods as the Board of Education may determine; provided that the Board of Trustees at each place selected be able to offer, through the local inspector, suitable accommodation and to secure the attendance of at least ten students for each course.

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<sup>1</sup> Report of the Superintendent, Protestant Section, 1883, pp.15,16.

7. In order to afford intending applicants for training in Winnipeg an opportunity of attending before April first, 1884, the present session shall be closed on December 23rd, 1883, and another session of three months shall begin on 3rd January, 1884.
8. In the admission of students for Normal training, the interests of all parts of the Province shall be carefully guarded."

More specific regulations were drafted for the winter and summer sessions.<sup>1</sup>

#### WINTER SESSION

- "1. Applicants for admission to the winter session of the Normal School shall, through the local inspector, notify the Superintendent of Education of their intention one month before commencement, and in order to be admitted, must present proof of good moral character; must be, if males, eighteen, if females, sixteen years of age; must possess literary qualifications, corresponding to the requirements for promotion in Standard IX of the programme of Studies for use in cities and towns, and must declare their intention of teaching for at least two years in the Province as a condition of receiving a Normal training.
2. The students in training shall be required during the session, to place themselves under the care of one of the clergymen having pastoral charge in the city, to board only at such places as may be approved by the Superintendent, and to be faithful and punctual in the discharge of all their duties.
3. Students whose deportment and work are favorably reported upon by the Principal at the close of the term, and who succeed in passing a satisfactory examination, shall be awarded diplomas authorizing them to teach for one year without any other certificate; to teach four years after passing the non-professional examination for third-class, grade A; to teach during the pleasure of the Board after passing the second or first-class non-professional examination, except that candidates for first-class professional certificates must, in addition to Normal training, show evidence of one year's successful teaching.

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<sup>1</sup> Ibid., pp.16,17

4. Those obtaining diplomas at the close of the term, whose homes are not in Winnipeg, shall receive their actual travelling expenses incurred in travelling from their homes in the Province and back, together with such additional sum toward the payment of other expenses connected with their attendance, as may be available from the funds at the disposal of the Board of Education for that purpose, but not to exceed in any one case at the rate of four dollars per week.

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#### SUMMER SESSION.

1. Candidates for admission to a course of training, as provided by these regulations, shall be required to present the same evidence as to age and character required for admission to the winter session, and must possess literary qualifications at least equal to those required for a third-class certificate, grade B.
2. They shall be punctual in their attendance upon such classes as may be established for their benefit, and shall assume duty in any school or schools assigned to them for practice.
3. Students whose deportment and work are favorably reported upon at the close of the course, shall receive diplomas which, in connection with third-class non-professional certificates, shall authorise them to teach, in the case of grade A, for four years, and in the case of grade B, for two years."

#### C. C O U R S E O F S T U D Y

The first Normal School Department course was drafted by the Protestant Superintendent of Education in 1882. His circular letter to the Protestant Inspectors of Public Schools reveals the basic content of this course.<sup>1</sup>

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<sup>1</sup> Report of the Superintendent, Protestant Section, 1882, p.6.

"In this Department special prominence will be given to Reading and Elocution, Spelling, Composition, and Penmanship, Hygiene, the theory and practice of Teaching, and Deportment. Pupils will have the privilege of receiving instruction with any of the higher classes in the City Schools, subject to the Inspector's approval; and they will be required to practise teaching on such occasions and in such schools as may be determined on."

By 1885 the aims of teacher education were more precisely defined.<sup>1</sup>

The course of study used in training teachers was modified to include two distinct categories; namely, the science of teaching and the art of teaching.<sup>2</sup>

1. Science:

- 1) Physiology - the study of the physical nature.
- 2) Psychology - the study of the intellectual nature.
- 3) Ethics - the study of moral nature.
- 4) History of Education - methods, theories, systems.

2. Art:

- 1) Methods - lectures, observation, practice, criticisms.
- 2) School Management - buildings, grounds, patrons, children.
- 3) School Law - funds, districts, officers, returns.

D. REGULATIONS OF THE PROTESTANT SECTION OF THE BOARD OF EDUCATION  
FOR THE EXAMINATION AND LICENSING OF TEACHERS

The Board was aware of the need of qualified teachers in order that a high level of achievement might be obtained in the classroom. Therefore, the Board demanded the highest practical standard for persons entering the field of teaching. The qualification standards for

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<sup>1</sup> Report of the Superintendent, Protestant Section, 1885, p.56

<sup>2</sup> Ibid., p.57

certification were demanded in three areas: (1) character,  
 (2) literary abilities,  
 (3) training in the art of  
 teaching.

The academic and professional attainments of candidates were tested by a written examination. Certification was based on the subsequent regulations and procedure.<sup>1</sup>

- "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."

The regulations governing the granting of professional and non-professional certificates were established in 1883.<sup>2</sup>

#### First Class Certificates

- "1. Professional certificates in this class valid during the pleasure of the Board.
2. In order to obtain a professional, first-class certificate, candidates must present satisfactory evidence that they have been trained in some Normal School and also that they have taught successfully for at least one year. Candidates failing to furnish evidence with regard to either or both these requirements may obtain a first class non-professional certificate good for two years.

#### Second Class Certificates

1. As No. 1 for First Class Certificates.
2. In order to obtain a professional second class certificate, candidates must furnish satisfactory evidence

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<sup>1</sup> Report of the Superintendent, Protestant Section, 1883, pp.18,19,21.

that they have been trained in some Normal School. Candidates failing to do so may obtain a second class non-professional certificate good for one year.

#### Third Class Certificates

1. Professional certificates in this class, in grade A, are valid for four years; non-professional certificates in grades A and B are valid for one year.
2. To obtain a third class professional certificate, grade A, candidates must present satisfactory evidence that they have been trained in some Normal school.
3. In order that a candidate may obtain a non-professional certificate of any class, his marks must amount, for grade A, to 67 per cent of total marks in all the subjects, and forty per cent out of the maximum of marks awarded on each subject; and for Grade B, 40 per cent of total marks, and 25 per cent of marks awarded on each subject.

#### Interim Certificates

Candidates who having failed at the examination were recommended for Interim Certificates.

#### Details on Non-Professional Certificates<sup>1</sup>

1. 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.
2. 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;  
 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.

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<sup>1</sup> Report of the Superintendent, Protestant Section, 1885, pp.50-58.

3. A non-professional certificate shall not be renewable, except upon the recommendation of the local inspector and with the sanction of the Board.

Annual Examination

4. 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.

5. SUBJECTS OF EXAMINATION

First-Class

The subjects of examination for first-class certificates shall be as follows:

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 Shakespeare, or a work of some other author assigned for examination from time to time by the Board.

(In 1885, candidates for first-class certificates will be examined upon the Literature assigned for second-class, instead of the above.)

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.

N.B. For 1885, Chapter VII, and VIII, of Green's History are assigned.

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.

Books prescribed and recommended for the use of candidates for first-class certificates:

Spalding's History of English Literature; Mason's English Grammar; Bain's Rhetoric and Composition; Pillan's First Steps in Classical Geography, to be used in connection with Smith's Smaller Histories of Greece and Rome; Green's Short History of the English People; Withrow's Canadian History; Kirkland's Elementary Statics; Hamblin Smith's Elementary Hydrostatics; Balfour Stewart's Elementary Physics; Gray's How Plants Grow; Huxley's Elementary Physiology; Bukton's Health in the House; Roscoe's Elementary Chemistry; Todhunter's Algebra, McLellan's Teachers' Handbook of Algebra; Page's Physical Geography; Pott's Euclid.



## Second Class

The subjects of examination for second-class certificates shall be as follows:

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.

N.B.--Scott's Lady of the Lake, with special reference to Cantos V and VI, is assigned for the examination in 1885.

Grammar: To be acquainted with grammatical forms and the rules of Syntax, and their correct 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: To be thoroughly acquainted with the subject as far as percentage, including interest and discount.

Books prescribed and recommended for study by candidates for third-class certificates:

Mason's Outlines of English Grammar.

Morrison's English Composition.

Campbell's Geography.

Collier's School History of the British Empire.

Jeffers' History of Canada (primer).

Hughes' Topical Histories of England and Canada.

Hamblin Smith's Arithmetic.

## 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 month's 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.

Any student in training at the Normal School, holding a second or third-class certificate, Grade B, who is recommended by the principal for special excellence, may be granted a professional certificate of Grade A of the same class.

#### 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."

### E. INSTITUTES

The general regulations (1883) made provision for two main types of sessions. The long session was conducted in Winnipeg from November 1st to March 30th. The session from September 1882 to January 30, 1883 did not meet the needs. Therefore it was recommended that the second session should consist of institutes for the instruction and training of third-class teachers only. The second session was introduced to take care of this specific need. A large proportion of untrained third-class teachers formed the teaching staff and in order to improve the training of the teachers, the short institute sessions were established. The principal of the Normal school was required to conduct short courses (institutes) at various towns in the Province for half the year.<sup>1</sup> The institute sessions varied in

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<sup>1</sup> Report of the Superintendent, Protestant Section 1883, p.7

duration, time of year and location. A summary of the sessions illustrates this variation.<sup>1</sup>

	Third Class
April, 1884, Birtle . . . . .	15 passed
May, 1884, Brandon . . . . .	18 "
June, 1884, Rapid City . . . . .	23 "
September, 1884, Pilot Mound . . . . .	9 "
October, 1884, P. La Prairie . . . . .	21 "
January, 1885, Winnipeg . . . . .	4 "
April, 1884, Brandon . . . . .	39 "
May, 1885, Pilot Mound . . . . .	11 "
June, 1884, Birtle . . . . .	10 "
September-October, 1885, P. La Prairie . .	21 "
January-February, 1885, Winnipeg . . . . .	38 "

The diplomas received by the successful students entitled them to the third-class professional certificates if they passed the annual literary examination.

The two-fold purpose of the institutes is indicated in the Protestant Superintendent's report.<sup>2</sup>

"These are the short summer sessions held at local centres for the training of the third-class teachers. They are intended to give beginners such preliminary training as will enable them to commence teaching with tolerably clear ideas of what they are going to do and how they are going to do it. They also enable the normal school master to study the conditions and needs of the rural schools on the spot."

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<sup>1</sup> Report of the Superintendent, Protestant Section, 1885, p.24

<sup>2</sup> Ibid., p.54

## CHAPTER IV

### TEACHER EDUCATION UNDER THE ADVISORY BOARD AND THE DEPARTMENT OF EDUCATION

#### A. ROLE OF THE ADVISORY BOARD AND THE DEPARTMENT OF EDUCATION

##### 1. Legislative Changes in 1890.

On May 1, 1890, the Department of Education was established by Chapter 37 of 53 Victoria. It consisted of the Executive Council or a committee thereof appointed by the Lieutenant-Governor-in-Council. At the same time, the Advisory Board was established as a policy-making body. The pattern of vesting basic control in a separate body was retained. This Board remained the policy-making body until 1937. The Legislature changes of 1890 altered the history of education in Manitoba.

The educational system established in 1871 met the political and social needs of the time. However, the population changes in the province from 1870 to 1890 indicate the reasons for the legislative changes in 1890. In 1870, the French Catholics and the Anglo-Saxons in equal numbers constituted basically the total population. On this basis it was necessary to ensure the religious and language privileges of both groups. By 1881, the population proportion had changed considerably due to the influx of English-speaking settlers. By 1890, the French population was decidedly in the minority, which resulted also in a French minority in the Manitoba Legislative Assembly.<sup>1</sup>

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<sup>1</sup> Adapted from Department of Education Reports:

	<u>1870</u>	1881	<u>1901</u>
English-speaking	4,083	38,285	164,239
French-speaking	5,756	9,949	16,021
German-speaking	- -	8,652	27,265

The provincial population changes became also evident in the respective numbers of Catholic and Protestant schools. The two Sections of the Board of Education controlled and administered an equal number of school districts in 1871.<sup>1</sup> During the two decades from 1870 to 1890 the number of Catholic school districts increased from 12 to 90 and the number of Protestant districts increased from 12 to 629. The dual educational system caused considerable dissatisfaction in the Protestant population. The English-speaking population strongly advocated a revision of the educational system in Manitoba.

The revision of the educational system proposed by the Protestant population ran contrary to the views of some ethnic groups. The sectarian and language issues of the day were very significant to the Mennonite and the French-Catholic group. The debates in the Manitoba Legislature indicated the bitterness and strife which developed during this period. The newspapers reflected the struggle and strife that was waging. The newspaper writers attempted to assist the Provincial Government to clarify some of the issues to the Manitoba people. The subsequent citation is a Free Press report on the proposed legislation with clarifications.<sup>2</sup>

"There is now proposed a radical change and to place the schools in the hands of a responsible minister of the Crown . . . . Among the Provinces of the Dominion there is only one which has a Minister of Education . . . the Province of Ontario. In that province a system somewhat similar to that at present in force

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<sup>1</sup> Education Act, 1871. Sections 15 and 16

<sup>2</sup> Free Press Reports of the Legislative Sessions, March 5, 1890.

in this province was in operation for many years. Dr. Ryerson, in the early years of Canada, took charge of the educational affairs of Ontario and continued for many years to fill the office of Superintendent. The change in the school law of that province was made at the insistence of Dr. Ryerson himself. He made a report urging most strongly that the Government should change the system from that of an irresponsible head and from an irresponsible superintendent to that of placing the affairs of education under the direct control of the representatives of the people in the form of the Executive Council. It was right that the schools should be so placed under the control of the people . . . . It was urged that education should not be placed under the control of the Government simply because it was claimed that politics should not be brought into the schools . . . . It had also been claimed that this system (with a Minister) which it is proposed to inaugurate here, had worked badly in Ontario, and that most of Mr. Mowat's difficulties came from the administration of the Educational Department. Well, if the administration of education in Ontario is not fair to the people, it is right that the Government should be blamed. Under the present system everything may go wrong, may be conducted badly, and there is no one to blame. There is the Board of Education. What are they? Gentlemen who undertake arduous duties purely as a matter of honor and of good feeling. No one can be blamed. No doubt they have done their best. A government, on the other hand, may be blamed if they conduct educational affairs in an unsatisfactory way. Since he (Hon. Martin) had been in the House he had always felt . . . . and he was sure that other members felt likewise . . . the disadvantage of not having in the House someone competent to discuss the administration of the schools; competent to explain the purport and force of any proposed legislation . . . . It is the spirit of the constitution that the heads of the department should be on the floor of the House so that the office under their control should become a matter of discussion with a view to altering the law if it was found to work badly . . . . In the bill respecting the Department of Education it is proposed that the Government shall undertake all executive acts; but, as far as special knowledge and training are required, they would still avail themselves of the skill and knowledge of the educationists of the province through the medium of an Advisory Board . . . . "

The Tribune Reports of the Legislative Sessions also supported the proposed legislation.

"The principle of the (Education) bill before the House was that the expenditure of the public money should be made under the control of those responsible to the people. The technical matters would, of course, be committed to specialists who shall be appointed for that purpose.



He (Mr. C. Sifton) defended the clause in the bill providing for an Advisory Board and regarded as fallacious that irresponsible men might be appointed or selected . . . ."<sup>1</sup>

The Public Schools Act of 1890 abolished the dual Education Board. This Act created a Provincial Department of Education as a sub-department under a Minister of the Crown. The Advisory Board<sup>2</sup> replaced the two controlling sections in the Education Board and the control of the public schools was placed in the hands of this Board. The administrative and financial control was vested in the Department of Education which was headed by the Provincial Secretary.

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<sup>1</sup> Mr. C. Sifton, Tribune Reports of the Legislative Sessions. March 10, 1890.

<sup>2</sup> Statutes of Manitoba, 1890. C. 37, an Act respecting the Department of Education.

4. There shall be a Board constituted as hereinafter provided, to be known as the Advisory Board.

5. Said Board shall consist of seven members. Three members shall constitute a quorum for the transaction of business.

6. Four of the members of the said Advisory Board shall be appointed by the Department of Education for a term of two years.

7. (1) Two of the members of the said Advisory Board shall be elected by the Public and High School teachers actually engaged in teaching in the Province.

(2) The Department of Education shall, from time to time, divide the Province into two districts, so that the teachers in each district may elect one member of said Board.

13. The seventh member of said Board shall be appointed by the University Council, by ballot, from time to time, for a period of two years...."

The racial, cultural and religious elements of the multi-ethnic population were considered to a degree in the new administrative structure. English became the official school language, although certain bilingual privileges were allowed the French and other minorities after the Laurier-Sifton Agreement of 1896. Furthermore, the public school system became tax supported, free and non-sectarian. Religious exercises were subject to the regulations of the Advisory Board.

## 2. The Role of the Department of Education.

The Department of Education was established as the administrative body in the educational framework in Manitoba. As such, this department was under the supervision of a committee of the executive council and under direct jurisdiction of the Provincial Secretary.

The Department of Education was given statutory control in various aspects of administration. The responsibilities were also delegated to this body in the field of teacher education.<sup>1</sup>

"The Department of Education shall have power: (a) To appoint inspectors of High and Public Schools, teachers in Provincial Model and Normal Schools, and Director's of Teachers' Institutes. (b) to fix the salaries of all inspectors, examiners, Normal and Model School teachers and other officials of the Department. (d) To provide for Provincial Model and Normal Schools. (e) To prescribe for the proper examination and grading of teachers and the granting and cancelling of certificates. Certificates obtained outside the Province may be recognized instead of an examination. (Transferred to the Advisory Board by an amendment in 1891)

The Department of Education shall nominate one of its members to sign all certificates granted by the Department.

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<sup>1</sup> Statutes of Manitoba, 1890. C. 37 S. 2, 3, 15.

The Department of Education shall report annually to the Lieutenant-Governor-in-Council upon the Model, Normal, High and Public Schools, with such statements and suggestions for promoting education generally as may be deemed useful and expedient. . ."

One statutory obligation of the Department of Education was transferred to the Advisory Board by an amendment in 1891. The Advisory Board assumed the responsibility in such areas as:

1. examination and grading of teachers;
2. granting and cancelling certificates;
3. assessing certificates obtained outside the province.

Further organizational changes were instituted in February, 1908.

The Department of Education became a regular department of the Civil Service with a responsible Minister in charge, who was responsible to the public for the work of the Department. However, the Minister was without power to influence the educational policies since the Advisory Board retained the power to formulate educational policies. The Advisory Board worked continuously in close harmony with the Department in the formulation of educational policies.

The growth of the Manitoba education system demanded further revision of the organizational framework. The demand for central government control was a logical outgrowth of an extremely complex, enormous educational system. The elected government officials were required to account for the distribution of public funds; thus, the elected body advocated that education should be a direct responsibility of the government in power. In 1937, the Minister of Education introduced "An Act respecting the Department of Education". The new Act made the Minister responsible for educational policies and the Advisory Board functioned only in the advisory capacity.

### 3. The Role Of The Advisory Board.

The division of educational control into administrative and legislative aspects appeared to be an unnatural division. The Department of Education and the Advisory Board were independent and sovereign bodies in their respective fields.

The Advisory Board did much of its work from 1890 to 1908 through four standing committees.

1. Regulations Committee
2. Testbook Committee
3. Standing Committee
4. University Liaison Committee on Examinations.

Additional committee were formed as the need arose for them but were dissolved when the task of the committee was completed. This procedure was continued until 1927 when there was a reorganization within the Advisory Board to meet the demands on the Board. Five standing committees were organized.

1. Committee of Certification and Standing
2. Committee on Teacher Discipline
3. Committee on Examinations
4. Committee on Texts and School Libraries
5. Committee on Related Institutions

In 1934, two more committees were added to the above list.

1. Emergency Committee
2. Normal Admissions Committee

The statutes of the Manitoba Legislature enacted in 1890, made the Advisory Board responsible for the teaching personnel in the province but directives were extremely limited in the Education Act. The statutes<sup>1</sup> required that the certificates were to be of the first, second and third classes; that the teachers were to be of a good moral character and of certain age; that they were to pass certain examinations of the Board and of the Department; and that they were to teach according to the regulations of the Public School Act. This was the basic foundation and guide in the teacher education and certification programme.

The statutes of the legislature passed in 1890 placed the responsibility of certification on the Advisory Board. Except for the few main directives cited, the Board was given complete freedom to develop its policy of certification. From 1890 to 1898, the Board granted the non-professional and the professional certificates. After 1898, the Board required professional training of all teachers in order to be certified.<sup>2</sup>

The initial certification regulations of the Board read in the ensuing manner:<sup>3</sup>

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1 Statutes of Manitoba, C. 38, S. 131, 1890

2 W. M. Wall, "The Advisory Board In The Development of Public School Education In Manitoba" (unpublished Master's Thesis, University of Manitoba, 1939) p.94.

3 Minutes of the Advisory Board, August 28, 1890

"The certificates granted by the Advisory Board of Education for the public schools of the province of Manitoba shall rank as of the first, second, or third class. Those of the first class shall be sub-divided into Grades A and B; those of the second and third classes shall be each of one grade only. The first and second shall be valid during the pleasure of the Board; the third class certificates shall be valid for three years."

The temporary third-class certificates were issued to teachers recommended by the Normal School teachers.

"Teachers certificates were granted to the students attending the Third Class Normal Sessions in Winnipeg and Brandon ending April 18th, according to the recommendations of the Normal Teachers."<sup>1</sup>

In all cases, the Board retained the right to terminate certificates at any time. By 1908, the Advisory Board was ready to accept the recommendation of the Normal School Staff for certification of second class teachers.

"That for the year 1909 all students in attendance at Second Class Normal be given certificates on the recommendation of the Normal School Staff without examination (set by the Board) . . ."<sup>2</sup>

Although the Advisory Board accepted the recommendations of the Normal School teachers for the initial certification of third and second class teachers, the Board retained the right to issue all permanent certificates. The Board relied heavily on the written recommendation of the inspector. The significance of the inspector's report in permanent certification is established in the minutes of the Advisory Board.

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<sup>1</sup> Minutes of the Advisory Board, May 28th, 1890.

<sup>2</sup> Minutes of the Advisory Board, December 29th, 1908.

George S \_\_\_\_\_ applied for a professional Second Class certificate. Inspector B \_\_\_\_\_ has refused to give him the necessary recommendation. The Board decided to allow Mr. S \_\_\_\_\_ to teach in another Inspectoral Division so that another Inspector would have the opportunity to report on his teaching.<sup>1</sup>

The Advisory Board undertook to formulate new policies which would improve the qualifications of the teaching personnel. This was a matter of great urgency in view of the limited qualifications of the public school teachers. The provincial teaching personnel in 1890 consisted of men and women with the subsequent certificates.

Collegiate Certificates	-	9
First Class Certificates	-	71
Second Class Certificates	-	207
Third Class Certificates	-	258
Permits or Licensed	-	<u>123</u>
Total		668

The rapid growth of the school system, placed a two-fold task on the Advisory Board. The in-service teachers required further extensive training and also, additional new teachers would be required to meet the needs of a growing population.

During the period 1890 to 1900, there was a great influx of teachers from other provinces and it was the responsibility of the Advisory Board to screen and certify the incoming teachers. Some teachers were required to write examinations set by the Board; others were certified on the basis of their training outside Manitoba. The table shows the certificates granted on the standing obtained outside the province.<sup>2</sup>

<sup>1</sup> Minutes of the Advisory Board, April 1897, p.355.

<sup>2</sup> Department of Education Report, 1902, p.7

TABLE VII

## NUMBER OF CERTIFICATES GRANTED ON STANDING OBTAINED ELSEWHERE

Year	First Class	Second Class	Third Class	Interim
1890	15	110	16	124
1891	24	112	60	40
1892	30	140	90	74
1893	65	122	41	53
1894	49	106	19	56
1895	41	106	23	34
1896	58	141	24	43
1897	76	174	24	11
1898	41	67	5	4
1899	12	35	7	12
1900	57	71	11	47
1901	13	46	7	90
1902	12	73	18	189

The credentials of each candidate were carefully examined by members of the Advisory Board mainly at the regular meetings. The burden of this task increased gradually and by 1910, the number of such certificates granted was 200.

The Board also influenced the teaching personnel that was trained in the teacher training institutions in the Province. The Board determined the level of academic work required for admission to the teacher training institutions. Thus the Board could raise or lower the academic requirements as conditions would permit.

In addition, the Advisory Board exercised the power to set up Normal School courses. During the first decade, the Board undertook to prescribe the professional courses for all the teachers-in-training. The members of the Board prepared the syllabus and prescribed the



subject fields for professional examinations.<sup>1</sup>

"A detailed syllabus for Teachers' Certificates was adopted January 6, 1891. It prescribed the courses and the text-books to be studied for the First, Second and Third Class Professional Certificates."

In addition to the responsibilities mentioned so far, the Board also assigned examiners for the teacher candidates in the Normal Schools.<sup>2</sup>

"Rev. Prof. Baird and Mr. F. H. Schofield were appointed examiners for the Normal School and First Class Teachers' Professional Examinations."

The Advisory Board attended to a great amount of details in the teacher education program. For example, it made decisions on the type of writing to be exercised in the Normal School.

"That Vertical Writing be taught in the Normal Schools and that candidates be required to write the vertical hand at the professional examinations."<sup>3</sup>

By 1900 the members of the Advisory Board began to realize that they could not possibly attend to all the details. The Board started to delegate some of the duties and responsibilities to professional men.

"In February 1902, the Board adopted the Syllabi for the First and Second Professional Courses as presented by Dr. M. McIntyre, principal of the Normal School. The subjects to be taken were: Philosophy of Education, History of Education, Psychology, Logic, Methods, School Management, School Law, Music, Drawing, Drill, and Manual Training"<sup>4</sup>

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<sup>1</sup> Minutes of the Advisory Board, August 1891

<sup>2</sup> Minutes of the Advisory Board, 1891, p.61

<sup>3</sup> Minutes of the Advisory Board, December 1895, p.335

<sup>4</sup> Minutes of the Advisory Board, February, 1902.

The Board continued to delegate responsibilities to professional men; however, the Board constantly examined the teacher education programme in order to adjust the programme to the needs of the time.

#### B. TEACHER EDUCATION CENTRES UNDER THE DEPARTMENT OF EDUCATION

The Advisory Board carried the responsibility of providing teachers for the province. The Board had to take into consideration the teachers employed at the time. Also, the Board was obligated to anticipate future changes in the educational field in order to satisfy the demand for qualified, competent teachers. The educational authorities were vitally concerned about the competency and qualifications of the employed teachers. The Board felt obligated to provide in-service training so that the teachers could improve their academic and professional qualifications. The table below provides an overall view of teacher standing from 1883 to 1915.<sup>1</sup>

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<sup>1</sup> Adapted from the Department of Education Reports, 1901, p.5 and 1910, p.9.

TABLE VIII

## TEACHERS EMPLOYED AND STANDING

Year	collegiate	First Class	Second Class	Third Class	Interim Certificate
1883	9	37	77	88	35
1885	6	47	148	200	75
1888	8	62	190	298	159
1890	5	68	279	369	124
1892	9	86	392	341	74
1895	18	121	525	395	34
1900	42	243	767	497	47
1905	59	240	1092	602	279
1910	80	273	1452	718	251
1915	93	298	1359	1130	96

The table shows a high number of teachers in the category of interim certificates from 1885 to 1890. The Normal Institutes were established throughout the Province for interim teachers. In this way, the teachers could work towards the third-class certificate. Through the Normal Institute the teacher training course was made available in the geographic location where it was most needed.

The Advisory Board from the very beginning opposed in principle untrained teachers in the classroom and discouraged issuing permits to non-professionally trained teachers. This principle was observed by the Board, as closely as possible, which resulted in a gradual decrease of interim certificates from 1889 to 1898.<sup>1</sup>

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<sup>1</sup> Report of the Department of Education, 1899, p.43.

In 1884, a recommendation was made that the Normal Institutes sessions should be extended in order to reduce some of the limitations of the Normal Institutes.<sup>1</sup> As a result, the local normal schools were established to provide a more thorough training for third-class teachers. The provincial normal schools were designated to train second and first class teachers. In addition these schools provided the basic directives in teacher education for the entire Province.

In the ensuing section the training centres are classified into three groups: normal institutes, local normal schools and provincial normal schools.

Winnipeg Provincial Normal School.

The history of the Winnipeg Provincial Normal School reveals the main trend of teacher education in Manitoba. The school was initiated during the time that the Board of Education was in charge of education in Manitoba. In 1875, C. Cyprian Pinkham expressed the need of a teacher training centre.<sup>2</sup>

"Our Board hopes to raise the standard of examination for its teachers as soon as possible..... The need of properly trained teachers is a great drawback to the efficiency of most of our schools. It is a matter for very great regret that no provision has yet been made for training teachers. . . ."

The Protestant section of the Board of Education made the subsequent recommendation as the first step to the initiation of a teacher training program.

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<sup>1</sup> Report of the Superintendent, Protestant Section, Board of Education, 1884, p.46

<sup>2</sup> Report of the Superintendent, Protestant Section, Board of Education, 1872, p.5.

"At a meeting held on 17th October, it was resolved that the superintendent be hereby instructed to proceed as soon as possible to the eastern Provinces, for the purpose of visiting some of the principal Normal, Model and High schools of the Dominion and on his return to report to the Board upon a system of training schools for teachers and of high schools, for the Province of Manitoba."<sup>1</sup>

The Legislature made statutory provisions for a Normal School in 1882 which initiated the teacher education programme. E. L. Byington was appointed principal of the school and the supervision of the Normal School was placed with the Inspector of Winnipeg schools, Mr. J. B. Somerset.

In 1884, D. J. Goggin became the principal of the school who provided the leadership in the development of the Winnipeg Provincial Normal School as well as the Normal Institutes for eight years.

W. A. McIntyre joined the Winnipeg Normal School staff in 1888. In 1893, D. J. Goggin was succeeded by W. A. McIntyre as principal of the school and continued to serve in this capacity until July, 1933.<sup>2</sup> He exercised great insight and foresight in the development of the teacher education program. A constant assessment of the social changes was made by him in order to make the adjustment in the teacher training programme. One example is given to illustrate the point.

"The presence of so many men in the class has indicated the necessity of variation in the training. What suits young girls about to enter the elementary rural school will not suit men who are to take charge of Intermediate schools, or serve in the High schools."<sup>3</sup>

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<sup>1</sup> Report of the Superintendent, Protestant Section, Board of Education, 1881, p.4

<sup>2</sup> Report of the Department of Education, 1892, p.49

<sup>3</sup> Report of the Department of Education, 1920, p.95

The men who held the position as principal of the Winnipeg Normal School changed more frequently after the long service of Dr. McIntyre. A summary of the men who served from 1882 to 1962 is given in the table.

TABLE IX<sup>1</sup>

## PRINCIPALS OF THE WINNIPEG PROVINCIAL NORMAL SCHOOL

Name	Period	Years of Service
E. L. Byington, M. A.	1882 - 1884	2 years
D. J. Goggin	1884 - 1893	9 years
Dr. W. A. McIntyre	1893 - 1933	40 years
Herbert McIntosh, M. A.	1933 - 1935	2 years
Dr. W. A. Cowperthwaite	1935 - 1937	2 years
R. M. Stevenson, M. A. Acting Principal	1937 - 1942	5 years
D. Bruce Moorhead, B. S. A.	1942 - 1951	9 years
R. W. Lightly, B. A.	1951 - 1957	6 years
G. W. F. Brisbin, M. Sc.	1957 -	- - -

The Provincial Normal School functioned under severe handicaps at first. The school was without buildings, apparatus or a school of practice; whatever was at the disposal of the school came from the Winnipeg city schools. The available facilities were not specifically designed for a teacher education programme, consequently, the Normal School had a very unsettled position as long as it did not have its own facilities and building. The details on the location of the Winnipeg Normal School are given to illustrate the variations.

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<sup>1</sup> Adapted from the Reports of the Department of Education.

<u>Date</u>	<u>Site</u>
September 1882	Carlton School (Home room for education students not available)
February 1883	Carlton School
September 1888 <sup>(1)</sup>	Vacant Store, Main Street, Winnipeg.
January 1889	Stobart Block, Winnipeg.
September 1894 <sup>(2)</sup>	Mulvey School
September 1906 <sup>(3)</sup>	Normal School, William Avenue
September 1946	Tuxedo Normal School, Tuxedo

From 1883 to 1906, the Normal School was conducted in rented quarters. The unsettled situation generally hindered the teacher education work.

#### Duration of Normal Institute Sessions.

The sessions of instruction in the Normal School gradually changed during the first few decades. The school initially started with a five month session. The following table gives the detail on the first six sessions.

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<sup>1</sup> Report of the Superintendent, Protestant Section, Board of Education, 1888, p.8.

<sup>2</sup> Report of the Department of Education, 1894, p.26

<sup>3</sup> Ibid., 1906, p.22

TABLE X<sup>1</sup>

Session	Dates	First and Second Class (Number of Students)
First session	September '82 to February '83	4 passed
Second session	February '83 to July '83	2 passed
Third session	August '83 to January '84	5 passed
Fourth session	January '84 to March '84	13 passed
Fifth session	November '84 to April '85	22 passed
Sixth session	November '85 to April '86	36 passed

In 1884, the work of the school was modified to provide one five month session annually in Winnipeg for the training of first and second class teachers. The remaining months of the year were set aside for one month sessions for the training of third class teachers. The modification of the programme resulted in a number of short sessions of a month to six weeks which became known as "Normal Institutes". The sessions of the Normal Institutes are listed to show the distribution of centres.

TABLE XI<sup>2</sup>

Session	Centre	Third Class
April, 1884	Birtle	15 passed
May, 1884	Brandon	18 passed
June, 1884	Rapid City	23 passed
September, 1884	Pilot Mound	9 passed
October, 1884	Portage la Prairie	21 passed
January, 1884	Winnipeg	4 passed
April, 1884	Brandon	39 passed
May, 1885	Pilot Mound	11 passed
June, 1885	Birtle	10 passed
September-October 1885	Portage la Prairie	21 passed
January-February 1885	Winnipeg	38 passed

<sup>1</sup> Report of the Superintendent, Protestant Section, Board of Education, 1885, p.24.

<sup>2</sup> Ibid., p.24



The institutes functioned as an auxiliary section of the Provincial Normal School. During the first decade, the instructors for the institutes were mainly from the Winnipeg Provincial Normal School. The inspectors gradually assumed more of the instructional duties in the institutes. During the turn of the century, the institutes developed into teachers conventions and thus the teacher training centres became more restricted in number.<sup>1</sup> The main outlying training centres were identified as local normal schools in 1891. The inspectors carried the major responsibility of these local normal schools until 1905. The institutes served well in the training of third-class teachers when there was a great demand for teachers during the 1890 to 1905 period. The Department of Education had a formidable task at this time. The number of teachers increased from 840 in 1890 to 2,275 in 1905.<sup>2</sup> The need for teachers can be realized in the growth of the population which increased from 25,077 in 1890 to 68,157 in 1904.<sup>3</sup>

#### Duration of Normal School Sessions.

The normal school sessions were classified into the long and short sessions with the duration of the sessions varying over the period of time. Generally, the short sessions were from ten to fifteen weeks in duration and the long sessions ranged from five months to ten months.

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1 Report of the Department of Education, 1901, p.33.

2 Report of the Department of Education, 1910, p.9

3 Ibid., 1904, p.4.

The sessions for third-class teachers commenced with four weeks in 1884 and then increased to six weeks in 1885. In 1892, the session was increased to ten weeks in the local normal schools. It was not until 1895 that the Winnipeg Provincial Normal school gave a ten week session for third-class teachers. The ten week session for third-class teachers was retained until 1915 with some minor modifications. In 1915, there was a revision of entrance requirements and courses. The short session of 11 weeks for third-class teachers was increased to 15 weeks.

The long session started with a five month period in 1882 and continued until 1916. In the revision of entrance requirements and courses, the long session could refer to a 22 week period and also to a 10 month period.<sup>1</sup> A third-class teacher was permitted to take the professional training in two steps. The first step required a short course of 15 weeks and after one year of experience, the teacher was permitted to take the 22 week course. The two courses were equated to a full year of professional training. In 1916, the 10 month, 6 month and 4 month sessions became the basic periods of instruction and this pattern continued until 1925.<sup>2</sup> The four month session was discontinued in 1925 and the six month session was discarded in 1928. A five month session was introduced in 1922 for university graduates but was changed to 10 months in 1924.<sup>3</sup> The 10 month period was retained for the graduates

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1 Report of the Department of Education, 1916, p.24.

2 Report of the Department of Education, 1926, p.90

3 Ibid., p.90

when the School of Education was established in Fort Garry. When the School of Education was replaced by the Faculty of Education the ten month sessions were terminated. The ten month session for second-class teachers remained in force from 1916 to 1938 and the ten month session for class-one teachers continued to 1962. Appendix C shows the overall picture of the Provincial Normal School sessions from 1882 to 1933.

Brandon Normal School.

The Winnipeg Provincial Normal School has remained the main training centre through the history of Manitoba. As already mentioned, the Winnipeg Normal School could not train an adequate number of teachers to meet the demands. To rectify the deficiency, Normal Institutes were established at suitable centres in the Province.<sup>1</sup> In 1884, Brandon was selected as one of the Normal Institute centres and continued as such until 1896. The four week institute sessions were conducted until 1888, when the course was extended to six weeks.

In 1896, the Brandon centre was assigned to train third-class teachers for ten weeks and became established as a normal school centre. It continued to train third-class teachers until 1916 when a revision of the teacher training program introduced changes in the duration of training sessions. At this time the Brandon Normal School was assigned to train also second-class teachers and in addition, the school started to provide the ten month course or the full year's course.<sup>2</sup> Until this

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<sup>1</sup> Report of the Department of Education, 1884, p.46

<sup>2</sup> Report of the Department of Education, 1915, p.12

time, Winnipeg provincial Normal School had exclusively given the full year's course but the new assignment gave the Brandon centre the status of a provincial normal school.

The building programme initiated in 1912 assisted much in the establishment of Brandon Normal as a Provincial Normal School. A site of eleven acres in the southern part of the City was selected for the erection of the new building. The building had two large classrooms, library, manual training rooms, and a gymnasium. The main purpose of the school was designed to train teachers for the rural school.<sup>1</sup> Third-class normal course was discontinued in 1922 and the second-class course was continued until the year 1938.<sup>2</sup> From 1938 to 1942, Brandon Normal school provided only first-class normal school training. In 1942, the school was discontinued and the Normal School building at Brandon was relinquished to the military authorities to be used in connection with the artillery training centre. The library and equipment was moved to the Winnipeg Normal School; the museum was transferred to rooms in the Fleming School in Brandon.<sup>3</sup> In 1955, normal school training was resumed under the Faculty of Education in Brandon College.

The development of the Brandon Normal School was largely due to the capable leadership of a few key educators. During the period from 1884 to 1896, the Brandon Normal Institute was primarily under the

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1 Report of the Department of Education, 1913, p.13

2 Report of the Department of Education, 1923, p.92.

3 Ibid., p.10.

supervision of the Winnipeg Provincial Normal School principal. In 1896, the Brandon Normal Institute assumed the role of a normal school. The inspectors from adjacent inspectorates were required to assist in the Brandon Normal Institute as well as the Brandon Normal School. The inspectors found the dual role of inspector and normal school instructor burdensome. Gradually the inspectors were released from the duties in normal schools. In 1905, the responsibility of training third-class teachers was placed directly and completely on the Normal School staff.<sup>1</sup>

In 1906, B. J. Hales joined the civil service in Manitoba. The Department officials did not realize the significance of this appointment. B. J. Hales was destined to become the key educator in the development of the Brandon Normal School.

The service of B. J. Hales started as staff member in the Winnipeg Provincial Normal School. As a staff member he assisted in many of the local normal schools, and also, he conducted normal schools at Manitou, Portage la Prairie, and Brandon. In 1911, he was appointed as principal of the Brandon Normal School which he continued to serve until 1938.<sup>2</sup>

Mr. Clarence Moore was appointed as acting principal in 1938. He continued to serve in the same capacity until the school was closed in 1942.

In 1955, the teacher training course was established under the

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<sup>1</sup> Report of the Department of Education, 1905, p.22

<sup>2</sup> Report of the Department of Education, 1938, p.12.

Faculty of Education in Brandon College. As Dean of Education, Dr. McCutcheon has unreservedly given his time and energy to build up the teacher training course.

#### Local Normal Schools.

The development of local normal schools basically followed the same pattern as the provincial normal schools. The local normal schools went through a process of constant adjustment and change. The initial step in the development of the local normal school was the establishment of the normal institute. As the teacher education program developed, the normal institute became inadequate. The institutes developed into local normal schools wherever conditions supported this type of development. Usually the institutes in main centres developed into normal schools while the institutes in smaller centres discontinued. As the social, economic, political and educational conditions changed the local normal schools slowly disappeared. The life span of the various normal schools is given in the table.

TABLE XII<sup>(1)</sup>

<u>Centre</u>	<u>Years</u>
Brandon	1889-1911
Virden	1891-1895
Emerson	1892
Manitou	1892-1933
Gretna	1889-1904
Portage	1895-1923
Birtle	1896
St. Boniface	1899-1922
Fort Rouge	1904
Altona	1905-1906
Morden	1910-1915
Dauphin	1911-1934
Ruthenian School	1905-1913
Winnipeg Training School	1909-1913

In the year 1934, all the local normal schools ceased to function. The schools had served their purpose during the time when a rapid population increase took place. The two provincial normal schools were now able to provide an adequate teacher education programme for the Province.

#### Special Normal Schools.

The settlers came to North America for two main reasons. The improvement of the economic status was foremost in the minds of most settlers, and also, North America promised freedom. It is true, the economic reason was not the primary concern of all the groups. To some settlers the migration was the release from constricted control which they experienced in England, Western Europe, Eastern Europe, Balkans, and Scandinavia. The discussion in this section will be confined to

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1 Compiled from the Department of Education Reports, 1899-1934.

the French, Mennonites, Polish and Ukrainian settlers. These were particularly concerned about freedom in religious exercises and in the usage of language.

The Manitoba statutes of 1871, made provision for this freedom sought by the multiethnic population. Each section of the Board of Education had the power to regulate matters related to the conduct of its own school. The Roman Catholic population, primarily French-speaking, selected French as the language of school instruction. In 1874, the Mennonites started to settle in the Red River valley. This group received a statement from the Federal Government which gave them freedom and liberty of religion and of education.<sup>1</sup> The Mennonites therefore adopted the German language as the language of instruction in their schools. The majority of the Ukrainian and Polish settlers immigrated after the dissolution of the dual Board of Education. As a result, the language problem was not as acute with the Polish and Ukrainian settlers. However, the church prompted the settlers to insist on bilingual teaching.<sup>2</sup> The traditions of the people were deeply imbedded in the basic way of life in the various ethnic groups. The Department of Education and the Advisory Board faced the task of establishing an educational system that would begin to weave the various groups into one public school system. The traditions of the various groups stood like fortresses against the integration programme which was advocated. The Department of Education considered the teacher training institutions as the main key to the

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<sup>1</sup> Historical and Scientific Society of Manitoba, 1951, Series III, Number 6 (Winnipeg; Advocate Printers Ltd. 1951), p.52

<sup>2</sup> Ibid., p.54



gradual harmonious fusion of the public school system.

Normal School For French-English Teachers.

The Catholic section of the Board of Education indicated the need for teacher training schools in the report of 1883.<sup>1</sup> During the same year, the first Normal school was established with the public schools of St. Boniface under the direction of the Reverend Sisters of Charity. This arrangement made provision for the training of women teachers but it did not provide for the training of men.<sup>2</sup>

The Superintendent of the Roman Catholic section in the report to the Board of Education summarized the value of the teacher training programme to the French-speaking people. In the lengthy report, he states the role of the teacher in the development of the faculties of the pupil. The account provides considerable information on the philosophy of education held by the Roman Catholic educators. The account is in two major categories: intellectual education and moral education.

#### "Intellectual Education

Although the care of the teacher for the health of the pupils in his school is not unimportant, it must be added that the parents of the child, exercise, on this head, a supervision infinitely more direct and efficacious. This is not the case, however, respecting education. The teacher, in this respect, can only count upon himself; the greater number of parents who have placed their children in his hands being unable to second his efforts, through want of intelligence or by the nature of their occupations. He must therefore

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<sup>1</sup> Report of the Superintendent, Catholic Section, Board of Education, 1883, p.5.

<sup>2</sup> Ibid., p.5.

always keep in view the fact, that the intellectual progress or the ignorance of the rising generation is almost exclusively in his hands, and that to his neglect will be attributed any want of success, should such be the result of his labors.

Of all the faculties of the youthful mind, without contradiction, memory is the one most fruitful. It should be cultivated with particular attention, Everyone knows that the knowledge acquired in early years accompanies us throughout life. The lessons given should be frequent enough to render the memory elastic; varied enough to break the monotony of instruction; and wisely enough to be in harmony with the progress of the age.

Many methods have been contrived to give scope to the memory, and it is not rare to see sufficiently curious effects of the development of this faculty obtained by the methods known as memotechnical, but these methods are all based upon a principle which can never be accepted by the prudent teacher without mistrust--namely, the exclusion of the process of reasoning. Far from ever depriving memory of this precious quality, a good teacher, on the contrary, will make them concur, both one and the other to the common goal; he will bring the one to the assistance of the other, by making his pupils commit to memory only such lessons as he will have made lucid by his explanations; he will in particular take care to clearly explain definitions and formulas; and to better assure himself that no obscurity remains in the mind of the pupil, by a system of interrogation, conducted with care, he will know how, in his teaching, to recall those words and meaning of which might have been the object of some doubt, and he will insist upon obtaining their exact sense.

Thus, the power of reasoning, all feeble though it may be in a child, will nevertheless receive that degree of culture to which it is entitled, and memory, in its turn, will gain by being more exact and more tenacious. With the same object recourse might be had to general rehearsals of a certain grouping of lessons already learnt; care being taken, above all things, that the recitations do not resemble a kind of sing-song. Without undertaking to give the pupils lessons in theatrical declamation, they should be accustomed from an early age to utter their ideas in a tone befitting the subject, and not to acquire that mode of recitation uniform and monotonous, which ordinarily bespeaks a lesson committed without understanding.

The imagination merits no less the attention of the teacher. If we bring to mind that for us this faculty is the sense of the purest joys or the most unhappy aberrations, we shall understand how necessary it is to moderate and to regulate, at an early period a faculty on which often depends the happiness or misery of a lifetime.

Even when the imagination, in certain minds, appears to be inactive, we may be certain that from the earliest years it is being prepared for the important part it is to play in later life. Not only is it amassing by continuous observation, the materials on which it will soon be exercised; but it combines the images perceived by the senses, and forms reveries more or less fugitive;-- in a word, it already creates. Is it prudent; then, as some severe moralists pretend, to repress this luxury of the intelligence of childhood? to turn aside to the advantage of the other faculties. The sap of a precocious imagination, withdrawn perhaps from the culture of memory and of the judgment? No; without doubt, nature must be guided and mastered; but it must not be repressed. If you present to childhood images too varied, you adopt as a means of education too rapid a succession of objects which occupy the sight without giving the intelligence the time necessary to compare them; you risk accustoming the mind to a want of precision; and you dispose it to vague contemplations, and the seductiveness of uncertainty. And yet it, through fear of those dangers, you prefer to stifle the cause, you attempt an undertaking both impossible and unfortunate. That which God has done is well done! If he has willed that in every child the imagination should be enkindled in a certain degree, he has not accorded you the right to destroy his work. To preserve and direct, that is the work of every enlightened teacher. Moreover, in vain shall we seek to repress the imagination, which will always find an outlet in some direction; and, not having been skillfully managed, its flight will be all the more perilous.

Here then are the rules which appear to us useful to observe for the guidance of this faculty; remove from children, as much as possible, images which are strange, ugly or terrifying; multiply, on the contrary, those which may, at an early age, familiarize them with the beautiful and inspire them with taste; avoid exciting them by marvellous narratives and romantic tales; and above all things regulate the imagination in its first efforts by practicing the pupils in composition.

Composition is a matter too much neglected in the schools; it is, nevertheless, a means of exciting interest in studies of a fastidious nature; of bringing the teacher's intelligence into intimate relations with the faculties of his pupil; finally, of utilizing, by application, the limited treasury of knowledge which the latter has already in store.

It is not intended here, be it well understood, to impose upon the children of our school essays in rhetoric, but to discipline them in clearly expressing, whether in writing or by word of mouth, their thoughts in a reasonable manner; to combine their ideas; and to give an agreeable form to their recitations. The exercises, confined moreover, to the higher divisions, might often

replace with advantage the dictations; they would accomplish the same purpose, that is to say the perfecting the young pupils in the knowledge of orthography and grammar.

It must be made a rule to select the subjects of these compositions in the sphere of popular needs and the ideas belonging to the youthful age; as we have already written. Short pieces on history, and on natural history; descriptive pieces; and correspondence; which we must be careful to correct in full class, while being careful not to discourage the pupils by too great a severity of criticism. These exercises, by directing at an early stage the awakening faculties must produce a greater influence on the direction of the mind than might be believed.

In many of the distinguished primary schools, and particularly in those of Germany, it has been thought good to set apart certain days of the week, and certain fixed hours, for the discipline of the judgment. And although this practice may have given satisfactory results, we have no reason to expect that it will be adopted here. We have explained with sufficient clearness our views on the importance of the judgment. And although this practice may have given satisfactory results, we have no reason to expect that it will be adopted here. We have explained with sufficient clearness our views on the importance which we attach to the development of the reasoning faculty, to escape the reproach of not being fully alive to its necessity. If we repudiate the practice in question, it is because, on the contrary, we fear that after one or two such classes per week the teacher may not consider himself bound to do more, being, as we believe, from morning to night, in respect of all his classes, obliged to summon the reasoning power to his assistance as the touchstone of instruction. Grammar, arithmetic, reading, geography, are separate sciences which should be taught at fixed times; but the judgment is the common basis of all these objects of study: it may be cultivated--it cannot be taught.

#### Moral Education

The cultivation of morals--is it necessary to repeat it--is of preponderating importance. Compared with physical education, it has the superiority which the soul has over the body; with intellectual culture the advantage which virtue has over talent. Physical education and the culture of the intellect may supply the state with sound and robust bodies, with enlightened and upright minds; but moral instruction forms the Christian, the devoted citizen, the steady soul, the grateful child, the good father;--almost the whole of man.

It is in this direction that the teacher should bend the weight of his efforts.

The religious sentiment is the foundation of all society; and the teacher should cultivate it in the hearts of his pupils with assiduous constancy. The contemplation of the grand spectacles of nature, and the power of God manifested in his works; the exposition of the leading facts of Christianity, will often bring to his lips the homage due to the divine wisdom, goodness, and justice. By this means his pupils will learn to better understand the holiness of prayer.

The example of piety amongst their teachers, short but serious and interesting reflections on the parables of the old and New Testament, which make the object of their readings on the happiness resulting from the love of God, on the nobleness added to all the other feelings by that affection, will leave, in these yet tender souls, an impression that will last a lifetime.

The attachment to the great principles of order, the respect due to the laws and to the rights of others, are also social virtues that the teacher will teach the children to understand and appreciate; he may exemplify them by well selected historical traits brought in in good time, and ably developed. The young age is not generally the time of passions of hatred, nor of interested calculations; nevertheless sometimes, the envy, jealousy, ambition, selfishness, deadly vices to every society commence to appear; the teacher must fight these incessantly. The same as he can be lenient to defects which may be excused by the ardor and inexperience of youth, as much must he show barron for those vile inclinations which destroy all ties of brotherhood between men, and are pregnant with seeds of dissolution in society. To the contrary, he will always encourage the opposite qualities--he will praise disinterestedness, and truthfulness; he will support a generous emulation which allows applause to the merits of rivals; if he shows more interest for endeavors than for success, for fulfillment of duty than for the eclat of the reward, he will make the defeat less painful and the victory less odious. He will prevent envy and jealousy amongst some, and the ambition and pride amongst others; and, in the end, he will teach his pupils always to keep between themselves those mild and polite forms which make the charm of social relations.

There is still another service that society must expect from the wise direction given by the teacher of the minds of children. Under the pretext of criticising the age that we live in, it is impossible not to notice the disgust which everybody entertains for his position, and the blind action that brings so many young

men out of the paternal sphere or vocation. The principle of this emulation may be worthy of praise; but the excess is bad, an intelligent teacher will have to fight against its spreading.

Men want consideration and welfare--the improvement of the condition of the inferior classes, which now attracts the attention of all well-minded men is not only a duty of charity, but a way suggested by prudence to re-establish the equilibrium between the various elements of the social organization. The teacher, it is true, can only have an indirect influence in this work; but as far as to the first esteem that every man is desirous of, he is in a position to show to children that it may be had in all ranks, and all positions; there are no such humble positions that the party who has it cannot be proud of. He may, without affectation, without exaggeration, prove that consideration is acquired by titles altogether outside of superiority of fortune or condition; that it is the tendency that it becomes more and more personal; and that, to acquire the respect of our fellow men, we have only to deserve it.

It is useless to say that the teacher must, before all, show good example; if he makes use of rough and offensive expressions, if his tone of voice is harsh, if his gestures are intemperate, it would be better for him not to speak of mildness and politeness; if he is not exact in the fulfilment of his duties, if he lacks regularity and order in the lessons and the work of his class, he might dispense with recommending order to his pupils; the desks will be out of order, the copy-books will be soiled with ink or torn; if the whole appearance does not show that he takes some care of his person, without nevertheless attaching too much importance to his toilet, I am very much afraid that cleanliness appears to be less important to children, and that they come to school with dirty hands and uncombed hair.

It is very important, for the authority that the teacher must have, that he will keep his temper always the same. If he inflicts a punishment, he must not show any other motive than justice, especially his physiognomy, his gesture, his voice must not betray any anger. If he rewards, favor and caprice must not dictate his choice. A teacher who understands his position will accept with pleasure the apologies from a child; he will listen with interest to his justification, when made in a respectful way; he will inflict no public punishment except for public faults. The private faults only call for a reprimand in private. The guilty child is less humiliated, and the example of his wrongs does not become contagious for his comrades. To indulge in jeering, railery, and sarcasm is to compromise respect; it must moreover tend to make a fault thus provoked appear less serious. The teacher should therefore avoid, unless in exceptional cases, employing the

power of ridicule; ridicule, among all the means of education, is that which is least calculated to produce a profound action on the formation of character.

The teacher should prepare his lessons with care; this is a point to be insisted on. Children are merciless in their criticism; the only teacher accepted by them as a good one is he who is infallible."<sup>1</sup>

It is difficult to ascertain the exact date when the St. Boniface Normal School was discontinued under the Board of Education. The writer was unable to obtain the 1889, 1890 and 1891 reports, however, A. L. Young, inspector of French schools in 1892, made the ensuing comments.<sup>2</sup>

". . . . About twenty percent are teaching without certificates, these being young lady graduates of the various convents who have begun teaching since the closing of the St. Boniface Normal School."

The Department of Education re-established the St. Boniface Normal school in 1899. The school was established specifically for the purpose of training French-speaking teachers. The school trained third-class teachers during the regular sessions. When summer school sessions came into vogue, the school was extensively used for summer school sessions.

In 1903, the Provincial Government of Manitoba erected a Normal School building in St. Boniface to train teachers for the French Bilingual schools.<sup>3</sup> The move became necessary as a result of the agree-

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<sup>1</sup> Report of the Superintendent, Catholic Section, Board of Education, 1878, pp.3-8

<sup>2</sup> Report of the Department of Education, 1892, p.51

<sup>3</sup> Historical and Scientific Society, op. cit., p.53

ment between the Manitoba Government and the Federal Government on the "Manitoba School Question". This agreement was ratified by the Manitoba Legislature in 1897. The ensuing clause will substantiate the need for a French Normal School.

"...where ten of the pupils speak the French language (or any language other than kEnglish) as their native language, the teaching of such pupils shall be conducted in French (or such other language) and English upon the bilingual system."<sup>1</sup>

The St. Boniface Normal School was operated by the Department of Education with Inspector Goulet in charge of the school until 1917. In 1922, the St. Boniface Normal School was closed.

The first session in the new building was held in January, 1904. Dr. Fletcher gives an account of some problems that were encountered at the time.

"The minimum scholarship requirement for admission to the session was known as Part, Third Class, or Grade X in today's curriculum. Prior to Januray 1st, 1904, the Department had received one application from a young woman qualified to enter the school. On the opening day between forty and fifty young men and women presented themselves. A few possessed Grade VIII standing, but the majority had not gone that far in school. It appeared that the chief qualification required was the age limit, sixteen years for a girl and eighteen years for a boy. Knowledge of the English language, both written and oral, was strictly limited. That was the material with which we had to strive to build a proper bilingual system. I saw some of these people at work in the schools later. French was the language of instruction, and even attempts to teach the children to read English the teacher gave her instruction in French. The schools in effect were not bilingual, as intended by the legislation. Yet while the French teachers mainly were incompetent to teach English, the French parents were insistent upon the teacher being quite competent in the French language. Instance the Union Point case where the trustees were fined on complaint of a French-speaking parent that the teacher engaged was not competent to teach French. His daughter was preparing for entrance to high school and did not speak English. He charged that the teacher spoke English while teaching French. Please note that this girl did not speak English, although she had reached the top grade in the school

<sup>1</sup> Statutes of Manitoba, 1897, 60 Vic. Chap. 26, Sec. 10.



and was the product of the so-called bilingual system"<sup>1</sup>

The full purpose of the St. Boniface Normal School was not completely realized. However, the school did serve as a modifier and stabilizer during the transition from the dual school system to the public school system.

#### Normal Schools For German-English Teachers.

The general basic attitude of Mennonite people towards education has been subject to considerable change. A pronounced change has evolved in the attitude towards civic authorities and the democratic system of government during the last four decades within some segments of the Mennonite population. Historical accounts tend to confirm generally a stable positive outlook on education.

During the Reformation period the Mennonites had some highly educated men. The ranks of educated men depleted during the period of persecution that ensued the Reformation. This was largely due to the gravitation of the people, away from cities, to more remote country side areas; consequently, the educational advantages were removed under this trend of movement. Thus, the Mennonites developed a social and cultural way of life which was isolated from the rest of the world. The period of isolation introduced a general neglect of education. There were always individuals within the group who realized the error of this neglect, however, the neglect developed into an opposition to education.<sup>2</sup>

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<sup>1</sup> Historical and Scientific Society, op.cit., p.53

<sup>2</sup> I. I. Friesen, "The Mennonites of Western Canada with Special Reference to Education", (Unpublished Master's Thesis, University of Saskatchewan, April 1934) p.13.

The main cause for their opposition to education probably developed from their own experiences with state and church agencies. The learned men from the state and church had been their chief enemies during the persecutions. During this period, the institutions were either under State or Church control; thus, they looked upon schools as state, political or ecclesiastical agencies.<sup>1</sup>

The migration from country to country over the centuries caused the solidification of cultural, educational and religious views. The settlement in Russia developed into a very prosperous colony. With the prosperity the educational standards began to improve and in fact, there was a pronounced surge of interest in education.

"In 1843 the St. Petersburg government granted a limited jurisdiction over the schools among colonists. The president to the Agriculture Commission, Johan Cornies, used his authority to greatly improve educational standards of the colony. To raise educational standards, reforms included the erection of model school houses in each village, licensed teachers, compulsory attendance, training schools, teacher's conferences and uniform text books. However, in every case religion was to come first. Cornies said: First implant the fear of God in the child and the Biblical virtues. When that is done you can teach him his ABC and other things.

The Chortitz Central Schule founded in 1840 and the Gnadefeld Bruderschule organized in 1857 as well as the Ohroff Vereinschule in the Molotschna were all strong forces in elevating the educational and spiritual interests of both colonies. In 1859, all these institutions received government recognition as proper schools for training Mennonite teachers.<sup>2</sup>

During the decade of 1860-1870, Russia was introducing changes in colonial policies. By 1870, there appeared definite indications

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1 Ibid., p.13.

2 Ibid., P.25.

that the Mennonites would lose exclusive rights over their schools. The Russian language would replace the German language. This became a matter of grave concern because most Mennonites equated Mennonitism and Deutschtum.<sup>1</sup> Also many doubted whether it would be possible to retain their religion without their German culture and language. The leaders, therefore, turned to the idea of migration as a possible solution to the problem. Canada appeared to offer the best settlement privileges from their point of view. The conditions of immigration were expressed by the Secretary, J. M. Lowe, Department of Agriculture, Immigration Branch, Ottawa, on 23rd July, 1873.

"The fullest privilege of exercising their religious principles is by law afforded to the Mennonites, without any kind of molestation or restriction whatever, and the same privileges to education of their children in schools."

The quoted privilege was subject to a great variation of interpretations. The interpretation of the Mennonite group was within the framework of their concept of freedom. The privilege was interpreted to provide freedom from all institutional control exercised by the state. This was deduced from the setting they had experienced in Prussia and in Russia. In this way, the group could remain isolated and thus enforce the mores and religious beliefs basic to their way of life. The concept of freedom held by the Anglo-Saxon population differed from the concept of freedom held by the Mennonites.

When J. M. Lowe granted the privileges to the Mennonites in 1873,

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<sup>1</sup> Ibid., p.28.

he likely did not envisage the social, political, economic and cultural changes of the future. The rapid changes during the early decades of the present century remained a constant challenge to the members of the legislature and government administrators. To retain an isolated status by a group was virtually impossible. The rapid technological, social and economic changes demanded constant communication and exchange of ideas.

Sub-groups among the Mennonite settlers began to recognize the changes that were taking place and some leaders realized the need for an adjustment in the educational policies. The policies were strongly influenced by the leaders of the various groups.

"In 1877 Shanz felt confident in testifying before a Parliamentary committee that the Manitoba Mennonites, despite the privilege granted them, did not want separate schools. His opinion is in part borne out by the census of Protestant (public) schools in Manitoba for 1878 which listed ten Mennonite school districts with 750 pupils (414 boys and 336 girls) while there are 56 English school districts with 3,733 pupils."<sup>1</sup>

By 1880, the number of school districts had again reduced to six. The influence of the West Reserve Furstenland group on the Bergthal Gemeinde and Kleine Gemeinde on East Reserve caused changes in the trend of educational policy. By 1885, the intra-group conflict became evident. The West Reserve Bergthal group was generally more inclined to consider the customs of the Anglo-Saxon neighbors and was quite receptive to the argument put before them by members of the Provincial School Board. The Board encouraged the improvement of schools in order to give the

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<sup>1</sup> E. K. Francis, In Search of Utopia, (Altona, D. W. Friesen and Sons Ltd., 1955), p.165

children a better chance in a competitive society and also, future economic changes would demand an adequate knowledge of English.

After 1880, there was a gradual decline in the quality of schools and in the number of public school districts. In view of this situation, a group of members of the Bergthal church in the West Reserve, including Elder Johann Funk, took the first step to correct the problem. The group attributed the downgrade of schools to incompetent teachers. They formed an association which opened a Mennonite normal school in Gretna in fall of 1889.

Gretna Normal School.

The Educational Association decided to provide a building for normal training in Gretna. In February 1889, the Association drafted a plan to build a building 30' x 50'. The interest in the project was indicated by individual members of the group donating as much as \$300.

In August the school was officially opened with William Rempel principal and teacher. Mr. Rempel had thirteen years of teaching experience but the task developed beyond the scope of a single man. Within the year, enrolment increased to 60; of which only a part of the number were teacher candidates. The difficult situation caused the resignation of the principal at the end of the year.<sup>1</sup>

The Department of Education realized the potential of the Mennonite Education Association. The department officials recognized

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<sup>1</sup> P. J. Schaefer, Heinrich H. Ewert, Lehrer, Erzicher and Prediger der Mennoniten (Der Manitoba Jugendorganization der Mennoniten Konferenz von Canada, 1945) pp.45,46

this organization as a possible channel in the development of schools in the Mennonite areas. The progressive movement of the Association in teacher training was the key to the development and improvement of Mennonite schools. The Department of Education and the Mennonite Association worked together to reopen the normal school. Through the combined efforts of the Department and the Association, the services of H. H. Ewert, principal of the Mennonite Normal School in Halstead, Kansas, were secured. H. H. Ewert assumed the duties in Manitoba with considerable previous experience in the field of teacher training.

The position H. H. Ewert accepted was not to be envied. His duties included giving instruction in the upper grades in the public school, offering the teacher training course, inspecting the Mennonite schools, and maintaining good public relations. The maintenance of good public relations was a difficult task. The intra-group conflicts increased as the educational policies from the department began to impinge on the absolute autonomy. H. H. Ewert was accused of supporting the Liberals in the provincial elections and the political machinery was strong enough to cause the dismissal of Mr. Ewert in 1903. Dr. Flecher provides an account of this situation.

Following the passing of the Public Schools Act in 1890, the Liberal Government secured the services of a Kansas man, Mr. H. H. Ewert, whose duty it was to persuade the Mennonites to adopt the public school system and to supervise the schools which they might establish under the Act. All things considered, he met with fair success. Education, however, was bedevilled with politics and my first official act, two days before I actually entered upon my duties in the Department, was to visit Gretna and inform Mr. Ewert that he had been dismissed and to arrange with someone else to take over the class in training under him in a

Normal School session.<sup>1</sup>

The contributions of H. H. Ewert towards the education in Manitoba can hardly be assessed. It is unfortunate that the political pressure from discontented ultra-conservative groups of Mennonites should have limited the development of his potentials. The tribute of Dr. W. A. McIntyre, reveals the greatness of H. H. Ewert.

There has been no one in the province actively interested in education that has exercised a wiser nor more gracious influence. Of him, as of the great Pestalozzi might be written the words: 'Everything for others; nothing for himself; blessed be his name! He was scholarly, broad in his sympathies, progressive in his attitudes, capable in every way of directing (his) work . . . . The work he has done will last forever, for in those who have learned from him 'the dead yet speaketh'.<sup>2</sup>

Altona and Morden Normal Schools.

In 1905, the Mennonite Education Association experienced a split which resulted in the establishment of the Mennonite Educational Institute in Altona. The normal school was moved from Gretna to Altona and continued in Altona until 1909. At this time, the Department of Education requested that the normal school should be moved to Morden where it continued until 1916.

The conflicts within the Mennonite group caused a considerable difficulty in the training of German bilingual teachers. The Department constantly faced the problem of maintaining harmonious working relations. There were a number of factors that caused difficulties.

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<sup>1</sup> Historical and Scientific, op.cit., p.54

<sup>2</sup> W. A. McIntyre, The Western School Journal, January, 1935.

However, the main difficulty appeared in the field of communication. The language barrier contributed significantly to the misunderstandings that developed. Inspector Ewert made the ensuing observations.

When visiting schools or conversing with people about school affairs, I have often heard the desire expressed that the school law might be translated into German. Perhaps not more than one percent of the Mennonites have a sufficient knowledge of English in order to understand or read intelligently the provisions of the school law. What they know of it is from hearsay, and sometimes very erroneous notions in regard to the Public School system prevail. I am convinced, too, that a considerable amount of the trouble that has existed in some of the districts has arisen to a great extent from the people's ignorance.<sup>1</sup>

#### Galician Preparatory Schools.

The Manitoba Legislature passed the bilingual clause in 1897, which established a bilingual public school system. The legislation was passed primarily to satisfy the demands of the French-speaking population; but the influx of Mennonites, Polish and Ukrainian settlers exposed the implication of the bilingual clause. The various ethnic groups were entitled to the same rights as the French-speaking people. Thus the problem of schools for the children of the ethnic groups had to be solved.

In 1904, Inspector John Baderski made observations on problems related to Galician schools in his annual report.

A great drawback in getting the school into operation after the district is formed is the lack of bi-lingual Galician-English teachers. The people do not like to go to the expense of building a school if they must afterwards see the school stand idle for want of a teacher. I notice that the attendance is larger in

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<sup>1</sup> Report of the Department of Education, 1894, p.44



schools taught by bi-lingual teachers than in those schools where the teachers do not speak Galician. Teachers being scarce it is difficult to secure qualified and experienced ones for the Galician schools, and if a district be fortunate enough to secure such a teacher it is difficult to retain his services for any length of time because of the isolated situation of the district. In many cases where the teacher is not experienced and probably not too well educated, and does not speak the Galician language, the parents come to think that the children are not making progress and they take them from the school altogether.<sup>1</sup>

Furthermore, the church of the Polish and Ukrainian settlers prompted the adherents to press for bilingual teaching.<sup>2</sup>

Inspector Baderski made the ensuing recommendation to correct the problem.

In order to meet this lack of suitable teachers I would recommend the establishment of a special preparatory school for bilingual (Galician-English) teachers who would be able to fill the positions in these schools more usefully and to the greater satisfaction of the parents and the Department.<sup>3</sup>

In 1905 the Department of Education established a special training school in Winnipeg. Young men of Polish and of Ukrainian nationality who enrolled in this residential school, were required to have some education in their native tongue. The greatest effort was made to give the teachers a working command of the English language.<sup>4</sup> In 1907 the Ukrainian students were transferred to Brandon and the school became known as the Ruthenian Training School. The school for Polish teachers

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1 Report of the Department of Education, 1904, p.46

2 Historical and Scientific Society, op.cit. p.54

3 Ibid., p.46.

4 Historical and Scientific Society, op.cit., p.54

became known as the Winnipeg Training School. The two schools continued to function until 1914 when the Ruthenian School in Brandon was integrated with the Brandon Normal School. The Winnipeg Training School was discontinued in 1916.

The aims of the Ruthenian Training School were clarified by J. T. Cressey in 1908.

"Our purpose is to train teachers, giving them the necessary non-professional qualifications for service in the bi-lingual, Ruthenian-English schools in the Province . . . . We wish to instil into their minds the true Canadian sentiment, . . . . Our chief aim is character building and to show them the true principles of 'how to live' so that they will set good examples in the community in which they may be called to work."<sup>1</sup>

The same basic aims were expressed by the principal of the Winnipeg Training school in 1909.

1. The study of branches, which incite students to create higher ideals and strive to realize them in the form of work to be undertaken by them in life.

2. The teaching which leads to accuracy and love of truth.

3. The discipline, which results in voluntary obedience to just regulations through worthy motives and develops promptness, truthfulness, kindness and justice.<sup>2</sup>

The statements on aim reveal the areas of emphasis. The schools were designed to:

1. Overcome the language problem;

2. Provide non-professional training; and

3. Assist in the acculturation program.

The Galician Training Schools observed regulations in the conduct of schools.

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<sup>1</sup> Report of the Department of Education, 1908, p.106.

<sup>2</sup> Report of the Department of Education, 1909, p.116

1. No young man can be received into the training school who has not passed through a course of instruction in an elementary primary school, nor can any young man be received of the excellence of whose character there is ground of suspicion.

2. The pupil-teachers of this school are so conducted as to preserve them from the dissipations and habits of life which are not suitable to their future profession, but without subjecting them to monastic seclusion.

3. The course of instruction lasts three years, according to the regulations laid down by the Advisory Board, and leads to obtaining a third-class teachers certificate.<sup>1</sup>

The evaluation of the bilingual normal schools is to a degree assessed in the citation.

Needless to say, these teachers were ill-equipped to give instruction in English, but it is only fair to say that they did their best under trying circumstances. This is borne out by the fact that their schools ranked second in the matter of progress in English in the special survey made under Dr. Thornton's direction in 1915. The Memmonite public schools were placed first and the French schools rated a poor third.<sup>2</sup>

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1 Report of the Department of Education, 1910.

2 Historical and Scientific Society, op. cit. p.54

## WAR EMERGENCY TEACHER TRAINING COURSE

The contributions of the Manitoba educational system to the war effort were in many directions. Teachers were called to serve in varied capacities. Men left the classrooms to enlist for active service; others were called to instructional positions in the educational system of the armed forces. Women teachers assumed responsibilities in offices and in war industries in order to release men for active duty. The response of teachers to the call for service greatly reduced the number of qualified teachers in the classroom.

The first indications of a teacher shortage appeared in 1940. Twenty-five unqualified teachers were put into the classroom during that year and in 1942, the shortage of teachers spiraled to two hundred and fifty. Some of the vacancies were filled by qualified teachers who returned to the classroom in order to alleviate the acute shortage. In spite of the excellent response of the qualified unemployed teachers, it was necessary to issue one hundred and seventy-five permits.<sup>1</sup> The permits were issued to those who expressed a desire to enter the teaching profession in the future. The people selected were required to have the Grade XII entrance to Normal School standing and in addition, the permit teachers agreed to a monthly \$10.00 deduction from the salary which would provide in part for the expenses of a Normal course.<sup>2</sup>

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1 Report of the Department of Education, 1940-41, p.9

2 Ibid., p.9

The Department of Education recognized the shortage of teachers as a serious problem. During the year 1941-42, the shortage increased by approximately two hundred which required the Department of Education to issue 200 letters of authority. The Department of Education could only anticipate a greater deficiency in 1943. In order to modify the rising shortage, a six-week course for Grade XII students was established by the Department of Education. The student teachers were given a course that prepared them partly for the task of teaching. The successful candidates were given special authority to teach in 1942-43 on the understanding that they would proceed to Normal School the following year. The six weeks course carried the credit of one Summer School session for permanent certification.<sup>1</sup> The three hundred teachers with special authority failed to meet the demand for teachers in 1942; therefore, one hundred Grade XII students were sent out without any training. When the supply of Grade XII students was exhausted in September, it was found necessary to recruit mature students with Grade XI standing. The student teachers staffed more than forty per cent of the one-room rural schools in June 1943.<sup>2</sup> The six-week pre-service normal course continued over a period of seventeen years. The temporary emergency measure extended well into the peace time period.

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<sup>1</sup> Report of the Department of Education, 1941-42, p.10

<sup>2</sup> Report of the Department of Education, 1942 - 43, p.9

## CHAPTER V

### NORMAL SCHOOL ADMISSION STANDARDS AND CURRICULUM UNDER THE AUSPICES OF THE DEPARTMENT OF EDUCATION

The entrance qualifications of students to Teacher Education institutions have undergone continuous changes since the establishment of teacher education in Manitoba. The development is complex, for, social conditions, policies and agencies changed from time to time. Sometimes conditions would favour and sometimes discourage higher admission requirements. The minimum entrance requirements have always been closely associated with the supply of teachers. It has been virtually impossible to procure an adequate supply of candidates with high qualifications for teaching, except when economic conditions have made it difficult to find employment in other fields. In general, the teacher started with very limited qualifications and a low grade certificate. Those teachers who acquired higher academic and professional qualifications were given higher certificates.

Teacher education institutions did not exist before 1882. It is of interest to note how teachers were able to qualify for a license prior to this date. In 1871, the Education Act established two sections of the Board of Education each of which were given the power to draft regulations deemed valid for its particular section. The rules and regulations covered the examining, grading and licensing of teachers. Also, each section had the power to withdraw licenses if evidence warranted such action. The admission of candidates into the teaching profession prior to 1882 rested on two main points. Each section of

of the Board drafted an examination for its candidates. An analysis of the written examination showed a strong emphasis on knowledge of subject matter. (Appendix L) Thus the results of a written examination were significant factors in the selection of a teacher. In addition to the literary requirements, the character references of the candidate were assessed by the Board of Examiners.

In 1882, the Winnipeg Provincial Normal School adopted the first set of regulations which established the admission requirements. In order to be admitted to the Normal school, the candidates were required to be, if males, eighteen; if females, sixteen years of age, and of good moral character. The literary qualifications had to correspond to the third class B which was the equivalent of promotion in Standard IX of the program of studies.<sup>1</sup> Although students were admitted to professional training schools with a non-professional third class B certificate, professional certification was based on; the non-professional third class A and the successful completion of a professional course. The third-class non-professional grade B certificate remained the minimum entrance qualification. However, the minimum entrance requirements were disregarded when special circumstances demanded an adjustment. Particularly was this the case when the candidates for the bilingual normal schools were considered. The authorities were unable to demand the same entrance qualifications as they demanded for the local and provincial normal schools. The ensuing quotation is a statement on the

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<sup>1</sup> Report of the Superintendent, Protestant Section, Board of Education, 1882, p.7

qualifications of French-speaking teacher candidates in 1904.

"On the opening day between forty and fifty young men and women presented themselves. A few possessed Grade VIII standing, but the majority had not gone that far in school...<sup>1</sup>

The minimum entrance requirement in 1904 was Third class A or Grade X. Even though the basic requirements were waived for the bilingual normal schools, the general upward trend was advocated.

In 1916 changes in basic entrance requirement to normal schools were instituted when Grade XI became the basic academic entrance requirement.

"In 1915, a resolution was passed by the Advisory Board requiring Grade eleven standing for entrance to Normal schools instead of Grade ten."<sup>2</sup>

In addition to the academic changes, all candidates were required to be eighteen years of age; formally girls had been accepted at sixteen years of age. The academic standing of Grade XI remained the minimum entrance requirement for the second-class professional normal course until September 1938 when the second class normal course was terminated.<sup>3</sup>

The struggle to raise the admission standard from Grade XI to Grade XII extended over decades. As early as 1921, the teachers in Manitoba made a recommendation to the Department of Education and Advisory Board that the minimum academic entrance requirement to first-

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1 Historical and Scientific Society op.cit., p.53

2 Report of the Department of Education, 1915, p.10

3 Minutes of the Advisory Board, November 26, 1936. p.273



class normal school course should be Grade XII. The University Council made a recommendation in 1927 that a complete Grade XII should be the entrance requirement to Normal school. The Council also recommended the recognition of University Junior Division standing as an acceptable standing for entrance. The Advisory Board passed a resolution which established the entrance requirements for the first-class normal school as (1) first year arts standing and (2) Grade XII with one or two languages.<sup>1</sup> Although the above resolution was passed in 1927, the selection committee exercised indirectly the resolution as early as 1925 when preference was given to University and Grade XII candidates. In 1932, the Advisory Board raised the first-class normal entrance requirements to a 60% pass in Grade XII or Grade XI Departmental examination for second-class normal entrance. Further changes in second-class normal were instituted in 1936, when a 75% standing in the Grade XI Departmental examinations was required. Effective September 1938, the minimum academic entrance requirements to first-class Normal school were:

- 1) Grade XII with an average at least 60% in the departmental examination.
- or 2) Grade XI with an average at least 75% in the departmental examination.<sup>2</sup>

In 1940, the Advisory Board passed new regulations on conditions of admission to the Normal School.<sup>3</sup> The academic requirement for

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1 Minutes of the Advisory Board, December 28, 1927. p.77

2 Minutes of the Advisory Board, November 1936, p.273

3 Report of the Department of Education, 1939-40 p.130

admission to the Normal School was Grade XII standing clear of all conditions, with an average on the first examination of not less than 60% in the prescribed English and 55% in the other subjects as a group. Those who did not obtain the above standing in English subjects at the first time of writing were required to rewrite any English papers on which their marks were below 60% and secure at least 60% in each of these papers. Those who did not attain an average of 55% in the other subjects as a group, at the first time of writing, were required to rewrite any of the papers of this group in which their marks were below 55% and secure at least 60% in each of these papers.

The war impact on man power became more evident in the educational system. In 1943, the admission standard was still Grade XII although English was the only required subject. Even though the standards of admission were lowered, it failed to provide enough teachers for the Manitoba classrooms. In 1942<sup>1</sup> the Department of Education instituted the special training course for a six-week period. For the first session, only Grade XII students were admitted but in 1943, the teacher shortage was so acute that students were admitted to the course with Grade XI. In 1951, the admission requirement again was raised to Grade XII. The special training course continued until 1959.<sup>2</sup>

The academic admission to Normal Schools moved higher very slowly. In 1959, the minimum entrance requirement was raised from two to four

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1 Report of the Department of Education, 1941-42, p.10

2 Ibid., 1958-59, p.128

papers in Grade XII.<sup>1</sup> Further changes ensued in September 1961 when preference was given to candidates with a full Grade XII. However, some students were admitted with a deficiency of one Grade XII subject. The year 1962 marked the introduction of a complete Grade XII entrance standard.

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<sup>1</sup> Report of the Department of Education, 1960, p.13

## CURRICULUM

The curriculum of any educational system has been formulated by a number of contributing forces. The contributing forces may well rise out of backgrounds such as; known knowledge in the various fields, traditions, structure and needs of the society, stability of the social group, financial status of the system and the main current educational theories.<sup>1</sup> The curriculum changes must be viewed against this background. It is very difficult to assess the full impact of a course of study. The printed curriculum or the descriptive curriculum is only a shadow of the course of study in actual practice. Therefore, the analysis of this chapter must be considered from the descriptive point.

The first Normal school course of study was drafted during August 1882 by W. Cyprian Pinkham, Superintendent of Education. In a circular letter to the Inspectors of Protestant Public Schools the course subjects were listed as; Reading and Elocution, Spelling, Composition, Penmanship, Hygiene, Theory and Practice of Teaching and Deportment.<sup>2</sup>

In addition to the above subjects, students were permitted to take high school subjects in the Winnipeg schools.

The first course of study was revised and expanded by 1885 when the purpose of the Manitoba Normal school was defined much more specifically. The normal school was identified as a purely professional school and the academic instruction was the responsibility of the collegiate departments. The professional normal school had three distinct aims:<sup>3</sup>

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<sup>1</sup> Luella Cole, A History of Education, (New York: Rinehart & Co. 1958) p.630

<sup>2</sup> Report of the Superintendent, Protestant Section, Board of Education, 1885, p.56.

<sup>3</sup> Ibid., pp.57-60

- 1) To train teachers,
- 2) To elevate the Educational Ideals of the people,
- 3) To assist in formulating a body of Educational Doctrine.

In order to realize the first aim, the subsequent course of study was drafted.

#### "PHYSIOLOGY

Mental activity depends largely upon physical conditions. The students learn how to secure the conditions most favorable to effective mental action how to utilize physical activity, how to made allowance for physical weakness, and how to regulate the strain upon the brain. They study the effects of food, air, light, heat, exercise, rest, etc., upon the human body, and how to apply this knowledge so that the pupils may increase in physical vigor as they grow in mental power.

#### PSYCHOLOGY

The teacher deals principally with the mind, and should be as familiar with its laws as the physician is with those of the body. Teaching is concerned with the imparting of knowledge and the training of faculty. To accomplish these aims intelligently a knowledge of psychology is necessary because it accounts for the manner by which the mind gains knowledge--'examines into the faculties, determines the manner and the conditions of their working, and traces the order of their development'. The teacher who is furnished with its resources will do his work rationally instead of empirically. Principles will direct his practice. All practices not in accord with the natural action of the mind in acquiring knowledge for itself will be condemned. He will be able to look beyond the knowledge he is imparting to the training which he desires to occasion and his work will be changed from a lifeless routine into an intellectual pursuit.

Psychology is studied by introspection, by observation, and by criticism, The students are led to examine their own acts, to observe and interpret the acts of others, children especially and to compare the views of different writers with their own experience.

## ETHICS

The formation of character is one of the leading aims of a school. The child needs to be so taught and governed as to develop the power of self-control. He needs to be surrounded by influences that will strengthen his will to choose the right and reject the wrong. He needs to be made conscious of his acts and of his obligations to perform them. He needs to be taught the duties that individuals owe to each other, and to be trained to act in accordance with the truths taught.

In order that the teacher may intelligently assist in accomplishing these aims, ethics, which is the 'rational explanation of our moral actions, moral nature and moral relations,' is carefully studied. Students are taught how to make practical application of its principles in the discipline of a school; how, by direct authority, by precept and by opportunity, the child may be guided from that period when as a man he should reason and reflect and act from principle; how habits founded on right motives may be formed and the moral constitution strengthened till the will is able to execute what the intellect advises and the conscience approves.

## HISTORY OF EDUCATION

"In order that we may share in what men are doing in the world of intellect, we must share in what they have done. The past alone can make the present and the future intelligible."  
 - Dr. Whewell, 'The first duty of a modern teacher is to begin by carefully collating the recorded results of the past centuries of effort.' - Compayre. These assertions cannot well be controverted. Through the history of education may be learned the results arrived at by those who have made themselves famous as educators. The ideas that inspired them their experiments, their successes, their failures are full of valuable instruction for him who would begin his work, as far as possible, where his fathers left off. He who would understand the systems of education that now exist, and, avoiding wasteful experiments and wrong tendencies, would diligently further sound school legislation, must study the systems that existed in the past, the causes that produced them and the effects upon national life that resulted from them.

Students read and discuss the doctrines and methods of Ascham, Comenius, Locke, Pestalozzi, Jacotot, Froebel, Spencer, Herbart, etc. comparing them with each other and with those of the present. The systems of instruction employed by the Greeks, the Romans, the Jesuits, etc., are briefly sketched and compared.

## METHODS

Each lecture begins with a 'conversation'. The method of investigation is followed. Lecturer and students together think out the objects to be aimed at in teaching a certain subject, say Reading, and the methods by which these objects may be accomplished. Suggestions are examined and retained or rejected according to the truth that is in them. The students are guided by suitable questions and forced 'to bring their notions to the light of day, to the test of facts.' The lecturer's business is to train them to think rather than to load their memories with the thoughts of others. When he has thus ascertained what knowledge they bring to the consideration of his subject, he proceeds with his lecture which consists of an orderly summary of the results just obtained, with such additional information as may be necessary to make his address complete and exact. At its close a class from the practice school is brought in, and the lecturer teaches a lesson illustrating the methods recommended. Next day the students accompany the lecturer to the practice school and observe a class teacher conduct a lesson on the same subject. They then return to the lecture room and report what was done. The lecturer also reports, in order to teach the students how to observe. After a time he contents himself with supplementing their reports and drawing attention to points of special excellence.

Every day a class of about ten children is brought into the lecture room and a student who has made special preparation teaches a lesson in presence of the others, who take notes. After the dismissal of the children, the students in turn state what was done and criticise the methods employed. The lecturer then criticises the criticisms.

At a later stage the students accompanied by the lecturer visit the practice school, and one teaches a whole class of children. The lesson is criticised immediately afterwards in the lecture room. In these criticisms constant reference is made to the principles which the lectures on the science of education are unfolding. Methods are explained and defended by an appeal to principles. At a still later stage the students are divided into small classes and sent to the different rooms in the practice school to take part in the instruction, management and general work of the school. They are under the supervision of the class teacher, who reports regularly to the Principal. They also act as substitutes for absent teachers.

In the preparation of lessons the selection, arrangement and presentation of matter receive careful consideration. Each student submits an outline of the lesson he proposes to teach and receives such assistance as may be needed. After considerable practice in this way, preparation is made independently.

## SCHOOL MANAGEMENT

This subject is discussed under the following heads:--

Buildings--Their location, drainage, heating, lighting and ventilation; their furniture, apparatus and outhouses.

Grounds--Their care, drainage and ornamentation.

Patrons--The duties that teachers owe to parents and trustees; the duties of these to the school; how to interest them in school work.

Children--Their registration, classification and attendance; the construction of timetables; school tactics; reports; promotions; discipline.

## SCHOOL LAW

Each student is supplied with a copy of the Manitoba School Act and the Regulations of the Provincial Board. The following topics receive special attention: School funds--how raised and how expended; formation and alteration of school districts; powers and duties of inspectors, trustees and teachers; annual and semi-annual returns; census returns; certificates; textbooks.

## LITERARY SOCIETY

Teachers have to speak much in school and should be trained to speak well. The literary society which meets once a week affords this training. Subjects are debated. Essays on professional topics, and abstracts of books obtained from the library are read and discussed. These with readings and vocal and instrumental music enable the students to spend a pleasant and profitable evening. The Principal acts as critic, but the society is managed by the students. The reading table is supplied with the leading English, American and Canadian School journals."<sup>1</sup>

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<sup>1</sup> Report of the Superintendent, Protestant Section, Board of Education, 1885. p.60



The Advisory Board was established in 1890 when the Manitoba Education Act was revised. A year later, the Advisory Board was made responsible for teacher education in Manitoba. The Board immediately undertook to draft a syllabus for the Normal schools and in January 1891, a new course outline was adopted by the Advisory Board.

#### "I FIRST CLASS

1. The science of education - Nature, form and limit of education, development and training of man, educational values, psychological and logical sequence of subjects, general method.
2. The art of education - (1) Application of principles derived from method and sequence to the teaching of each subject on the course of study, school organization, school management, physical culture, practical training in music and drawing.  
(2) Practice in teaching.
3. The history of education - Systems and theories of education, eminent educators - Socrates, Plato, Aristotle, Quintilian, Ascham, Aomenius, Locke, Rousseau, Pestalozzi, Jachot, Froebel, Herbart, Kant, Spencer.

#### II SECOND CLASS

1. The science of education - The nature and aim of education, teaching, and instruction, psychology and ethics as the scientific basis of the art of education: their application to the development and training of the intellectual and moral powers.
2. The art of education - (1) Outlines of general method; its application to the teaching of each subject on the public school course of studies--school organization, school management, physical culture, practical training in music and drawing.  
(2) Practice in teaching.
3. The history of education - systems and theories of education, eminent educators.

## III THIRD CLASS

1. The science of education - Nature and aim of education, teaching, instruction. Outline of useful portions of mental science; application of the principles derived therefrom to teaching and government.
2. The art of education - (1) Methods of teaching each subject on the programme of studies for rural schools. School organization, School Management. Duties of teachers and pupils as set forth in the public school law and regulations. Physical culture. (2) Practice in teaching".<sup>1</sup>

An analysis of the course indicates that the course was adapted to the academic background of the student teachers. History of education was deleted from the third-class course; consequently, the course was made much less demanding for the student with a Grade X background.

The Advisory Board reviewed the Normal School course in 1900 but only minor revisions were made.

In 1906, Dr. McIntyre submitted a report to the Department of Education which gave detailed information on the second-class course. The table<sup>2</sup> below shows the subjects, number of class periods and the hours of homework required.

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1 Minutes of the Advisory Board, January 6, 1891, pp.60,61.

2 Report of the Department of Education, 1906, p.24

SUBJECTS	CLASS PERIODS	HOURS OF HOMEWORK
Philosophy of Education	13	16
History of Education	25	20
School Management	20	12
Logic	30	15
Psychology	35	25
History	30	6
Mathematics	45	5
Geography	30	10
Nature Study	30	10
Composition	18	-
Grammar	12	-
Reading & Literature	35	15
School Law	7	5
School Arts	90	50
Drawing	16	-
Drill	16	-

Although the course of study shows an extensive course, the intensity of the course was questioned by teacher educators. Dr. McIntyre expressed a concern about the limited literary qualifications of the students in the normal schools. The students showed extensive deficiencies in some academic areas; consequently, the normal schools were compelled to teach some academic work.<sup>1</sup>

The Advisory Board assessed the course of study for normal school in 1907 and the ensuing recommendation was made by the Board.

"That it is the opinion of this Board that the syllabus relating to Third and Second Class Normal courses should be simplified and greater prominence given to the practical side of the work, . . ."<sup>2</sup>

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<sup>1</sup> Report of the Department of Education, 1906, p.24

<sup>2</sup> Minutes of the Advisory Board, June 28, 1907. p.398.

The modifications that were recommended gradually appeared in the course of study. The simplification was rather pronounced in the Science of Education and History of Education. The practical emphasis resulted in the introduction of Primary Methods in the Art of Education and in Special Studies, Music and Voice, Art and Handwork, Physical Education, and Tests and Measurements.

The subsequent course of study outline was basically observed from 1912 to 1924.

<u>Science of Education</u>	Psychology	30	periods
	Philosophy of Education	30	"
<u>History of Education</u>	School Organization	30	"
<u>Art of Education</u>	General Methods	40	"
	Special:		
	English	30	"
	Mathematics	30	"
	Science & Nature Study	20	"
	History	30	"
	Geography	30	"
	Primary Methods	50	"
<u>Special Studies</u>	Music and Voice	30	"
	Art and Handwork	30	"
	Physical Education	40	"
	Tests & Measurements	20	"
<u>Practice Teaching</u>		100	"

Periods: 45 minutes

In 1924, the course of study was further modified when Philosophy of Education was replaced by Principles of Education, School Organization was expanded to include School Organization and Management and further academic study in English was introduced in addition to the English Methods course. Gradually the special studies were incorporated with

the methods courses, in other words, the special studies became a part of the general course of study. The reorganization of the course of study increased the number of subjects on the required course which gave greater weight to the art of education. In addition, there was more emphasis on the practical aspects of a course. The revision resulted in the course described below.

1. Principles of Education
2. Psychology
3. School Organization and Management.
4. History of Education
5. English - Further study as well as Methods of Teaching
6. Teaching of:
  - Spelling
  - Grammar
  - History
  - Geography
  - Nature Study and Elementary Science
  - Mathematics
  - Music
  - Art
  - Handwork
  - Sewing
  - Physical Training.
7. Social Education
8. Observation and Practice
  - Visitation of Good Schools
  - Demonstration before Class
  - Practice in Classrooms in Country and City
9. Notebook and Seat Work

Academic deficiencies of the student teachers continued to be a major problem. The Normal School Faculties made recommendations in 1930, in order to help rectify the situation.

"1. As regards Grammar, the field is comparatively narrow and specialized so that it is possible to give the necessary review to teachers after they enter the Normal School and in connection with the regular course in Methods of Teaching.

2. As regards Arithmetic, the field is so broad that this is not possible. While much review work will necessarily be given in connection with Methods, it is felt that a certain minimum mastery of fundamentals is essential to profitable professional work and that this mastery should be attained before entrance to the Normal School.

3. A certain minimum of skill and power of comprehension in silent Reading is also essential and should be demanded for entrance to professional work.

4. Adequate Oral Expression should also be required. While it is hardly practicable to test this before entrance, it is suggested that school principals be asked to advise students contemplating attendance at Normal School that they will be tested immediately after entrance and that any marked deficiency therein will bar a student from continuing the course.

To help remedy this situation and to help to direct those who need a review or additional training in Reading and Arithmetic the following proposals are made:

1. That a brief test in Silent Reading and in Arithmetic, as per attached samples, be given by the High School Principals to all students who contemplate attending the Normal School.

a) A first test to be given to all such students about October the first, the tests to be returned to the Department of Education who will arrange with the Normal School staff for their marking. Students found deficient should be warned that the deficiency must be made up before they can be admitted to the Normal School.

b) A second test to be given in May to all those who showed themselves to be deficient on the first test. Also any students who had no opportunity of taking the first test might take the second. Students found to be markedly deficient on the second test should be refused admission to the Normal School.

c) A third test of a more complete nature to be given to all students on entering the Normal School. This would include Oral Expression as well as Silent Reading and Arithmetic. The test will serve as an additional check on the two tests preceding and students found deficient will be asked to withdraw."<sup>1</sup>

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<sup>1</sup> Minutes of the Advisory Board, June 20, 1930, p.69.

The recommendations were adopted by the Advisory Board in 1930 and teacher educators tried to prepare the students in academic work before they came to the normal school. In addition, the weaker students were screened before they made an appearance in the normal school. Thus the high school principals played a significant role in the selection of the teacher candidates.

In 1931, the Advisory Board appointed a number of educators to work on the content of courses in the course of studies. The ensuing outline was drafted and adopted by the Advisory Board.

#### "OUTLINE OF COURSES<sup>1</sup>

(This does not take into account training for the Senior High School grades)

Group I - Methods in the Elementary Grades.

1. Art, Grades I to III (Including Handwork)
2. Art, Grades IV to VI (Painting and Drawing)
3. Music, Grades I to III
4. Music, Grades IV to VI
5. Primary Methods (Not including Art)
6. Language and Reading Problems
7. Geography and History, Grades I to VI
8. Nature Study, Grades I to VI
9. Speech Arts (Story Telling and Voice Culture)
10. Mathematics, Grades I to VI
11. Health, Physical Exercise, Grades I to VI

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<sup>1</sup> Minutes of the Advisory Board, May 22, 1931, p.99C

## Group II - Methods in the Junior High School Grades

12. Art, Grades VII to IX
13. Music, Grades VII to IX
14. History, Civics and Geography, VII to IX
15. General Science, VII to IX
16. Composition and Grammar, VII to IX
17. Mathematics, VII to IX
18. Latin, VII to IX
19. French, VII to IX
20. Voice Culture and Dramatic Art.
21. Health and Physical Exercise, Grades VII to IX

## Group III - Academic Studies

22. English, Grade XII
23. One of English II, History II, Mathematics II, Botony II, Zoology II, French II
24. One Third Year University as prescribed by the Advisory Board. (For Grade A Standing)

## Group IV - General Courses

25. Child Psychology
26. The Psychology of Adolescence
27. Pupil Study Habits (2 wks) The Maladjusted Child (2wks)
28. Tests and Measurements
29. Educational Sociology
30. The History of Modern Education
31. Classroom Management and Organization
32. Extra-Curricular Activities and the Modern World



Course selection requirements for Second-class teachers were:

- 1) two courses from Group I;
- 2) one course from either Groups I or II;
- 3) courses 25 and 27;
- 4) one other course from Group IV; and
- 5) course 22

Course selection requirements for First-class teachers were:

- 1) one course from Group I;
- 2) two other courses from Groups I or II;
- 3) courses 23, 26 and 27; and
- 4) any other course from Group IV."

The course outline reveals a reduction in the total number of courses required and the students were permitted to select from a much greater range of subjects. The emphasis was less on the art of education and more on the science of education. Apparently, the course did not produce the results that were anticipated. It is possible that the range of selection was too great for the number of students attending the normal school.

The course of study underwent further modifications in 1934. The wide range of options was removed and the students were confined to a more rigid course of study. Higher entrance standards were set, in order to reduce the amount of academic work in the normal school.

## WINNIPEG NORMAL SCHOOL SUBJECTS (1934-40)

Methods in Mathematics	56	periods
Psychology	56	"
History of Education	28	"
School Management	28	"
Pedagogy	56	"
Voice Culture	56	"
Methods in Social Studies	28	"
Methods in Reading	56	"
Methods in Science	28	"
Art and Language Work	56	"
Physical Education	56	"
Methods in English	56	"
Music	28	"
Tests	28	"
Practice Teaching	2 weeks rural; 2 weeks city	

Each period consisted of 45 minutes.

World War II influenced considerably the course of study in the Normal Schools. The calibre of the Student teachers during this time was not as good as that of the student teachers during the depression years. Consequently, the course of study had to be modified to suit the situation. A number of courses were removed such as; History of Education, Art, Tests, Reading Methods and Science Methods and two other subjects were added; namely, Health Education and Writing.

## NORMAL SCHOOL COURSE OF STUDY 1941-46

	<u>No. of periods</u>	<u>No. of weeks</u>	<u>Total hours</u>
English Methods	4	34	102
Mathematics Methods	3	34	76
Social Studies Methods	2	34	51
Speech	2	34	51
Physical Training	3	34	76
Music	2	34	51
Health Education	1	34	25
Writing	1	16	12
School Management	1	20	15
Principles of Education	3	34	76
Psychology	3	34	76
Practice teaching - three weeks in Winnipeg and suburban schools			

Each period consisted of 45 minutes.

When the impact of World War II became less pronounced, the teacher educators were again able to provide a greater range of instruction. Academic work reappeared on the course of study in the form of Remedial English and Remedial Arithmetic. The art of education was strengthened by subjects such as; Art Methods, Reading Methods and Science Methods. The writing course was removed as a subject by itself and the material was incorporated with the English Methods course. The Psychology course was reduced to a specific phase of the course, namely, Child Development. In the general trend art of education continued to hold the prominent position on the course of study.

## NORMAL SCHOOL COURSE OF STUDY 1946-52

<u>Subjects</u>	<u>No. of periods</u>	<u>No. of weeks</u>	<u>Total Hours</u>
Art	2	34	51
Classroom Management	2	34	51
Social Studies	2	34	51
English I (Teaching English)	2	34	51
English II (Speech)	2	34	51
English III (Remedial)	2	34	51
Basic Techniques	2	34	51
Physical Education	2	34	51
Health	2	34	51
Mathematics "A"	2	34	51
Mathematics "B" (Remedial)	2	34	51
Science	2	34	51
Child Development	2	34	51
Music	2	34	51
Library (Part time instruction and part time study)	2	34	51
Practice teaching - three weeks in Winnipeg and suburban schools.			

Each subject consisted of two 45 minute periods per week as above.

The revision in 1952 resulted in two additions to the course of study, Primary Methods reappeared on the course and French Methods was offered as an option. Since 1952, there have been no significant changes in the course of study.

## CURRICULUM FOR THE WAR EMERGENCY TEACHER TRAINING COURSE

The course of study for the permit teachers was similar to the regular course. It was impossible to cover in six weeks what was normally done in ten months, therefore, the regular course was modified and adjusted to the need. From 1943 to 1945, the ensuing subjects of instruction were given.<sup>1</sup>

- Social Studies
- Speech
- Music
- Physical Education
- Health Education and Guidance
- Arithmetic
- Art
- Primary Seat Work
- School Management
- Library and School Problems
- English (Language)
- Tests

In 1946, two courses were deleted from the prescribed courses, namely, Primary seat work and Tests. But at the same time, a number of courses were added to the course of study.<sup>2</sup>

- Dramatics
- School Administration
- Nature Study
- Primary Reading

In 1950, Psychology was added to the course while Mental Health and Teacher Relations was included on the course of study only during 1952 and 1953. In 1959, Alcohol Education was included with the General Course of Studies.

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<sup>1</sup> Report of the Department of Education, 1942-43, p.89

<sup>2</sup> Ibid., 1959 p.184.

The subjects that constituted the basic core of the curriculum from 1945 to 1959 were the following:<sup>1</sup>

- Nature Study
- Social Studies
- Speech
- Music
- Physical Education
- Health Education
- Arithmetic
- Art
- English
- School Administration
- Primary Reading

The addition and deletion of subjects at various times indicated a conscious effort on the part of teacher educators to fill in the basic deficiencies of permit teachers. The introduction of courses such as: Teacher Relation and School Problems indicated a serious problem in public relations. Although, the courses undoubtedly assisted the permit teachers, many of the public relation weaknesses did not stem basically from lack of instruction. The basic problem of public relations had its root in the immaturity of the permit teacher. The social and personal immaturity of the teacher contributed to many of the public relations problems.

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<sup>1</sup> Adapted from the Department of Education Reports, 1945 - 60.

## CHAPTER VI

### PROFESSIONAL TEACHER EDUCATION OF SECONDARY SCHOOL TEACHERS

Prior to 1922, the Manitoba teacher education program did not make special provisions for training high school teachers. Graduates of the University of Manitoba in 1899, who had first or second class standing in Honor Courses, or in the General Course were required to pass examinations in bookkeeping, agriculture, botony, music, and drawing as prescribed for second class certificates, in order to obtain the first-class non-professional Grade A certificate.<sup>1</sup> Undergraduates of the University of Manitoba received the first-class non-professional certificates subject to the ensuing conditions. Candidates credited with the Preliminary Examination (1892 and thereafter) were required to pass the same examination subjects prescribed for the graduates. However, the candidates were required to obtain 50 percent of the aggregate marks, and 34 per cent on each subject.<sup>2</sup> To qualify for professional certificates the subsequent conditions were required.

#### A. COLLEGIATE OR HIGH SCHOOL CERTIFICATE

(Principals of Collegiate or High Schools must hold this certificate)

1. To have the degree of Bachelor of Arts from some University in Her Majesty's Dominions.
2. To have a professional first class certificate.

#### B. COLLEGIATE OR HIGH SCHOOL ASSISTANT'S CERTIFICATE.

1. To have standing equivalent to that of the previous examination in the University of Manitoba.

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<sup>1</sup> Report of the Department of Education, 1899, p.10

<sup>2</sup> Ibid., p.10

2. To have a professional first class certificate.<sup>1</sup>

Until 1922, the first-class Normal Course was the professional course for all secondary school teachers which was under the direction of the Department of Education.

In 1920, the Advisory Board recommended to the Minister of Education, a first class professional course for secondary school teachers. During the 1921-22 session the Winnipeg Normal school included a class of university graduates. The course, however, was only of a five month duration and Dr. McIntyre recommended in 1922 that the course should be extended to ten months. It was further recommended that; half of the year should be spent in High Schools and after the year of training a suitable reading course should be required.<sup>2</sup> In 1924 the Advisory Board required university graduates to attend normal school for ten months in order to obtain a first-class professional standing. The course was primarily on elementary school teaching during the first term.<sup>3</sup>

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1 Ibid., p.10

2 Report of the Department of Education, 1921-22, p.98.

3 Minutes of the Advisory Board, March 27, 1924, p.335



## COURSE OF STUDY

The course of study for the graduate class resembled closely the course of study prescribed for the first-class normal school but at the same time, the teacher educators recognized the deficiencies of the course. In 1925, the course of studies was revised to include the following subjects.<sup>1</sup>

1. Philosophy of Education
2. History of Education
3. Psychology
4. Tests and Measurements
5. School Management
6. General Method
7. Elementary Methods
8. Advanced Elementary Methods
9. English
10. History
11. Geography
12. Composition
13. Arithmetic
14. Latin
15. French
16. Science

The emphasis during the first half of the course was mainly on the elementary school work. The mid-year tests terminated the Elementary and Geography courses.

In 1929, further revision in the course of study was introduced which change remained in effect until 1935.

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<sup>1</sup> Minutes of the Advisory Board, April 29, 1926. p.12

"COURSE OF STUDY (1929-35)"<sup>1</sup>General and Elementary Methods

English Grammar  
 Junior Mathematics  
 Junior Reading and Language  
 Composition and Literature  
 Geography  
 History and Civics

General Courses

History and Theory of Education  
 Practice of Teaching  
 Classroom Management in the Elementary School  
 School Administration and Law  
 Mental and Achievement Tests  
 Educational Psychology "a"  
 Educational Psychology "b"  
 Philosophy of Education "a"  
 Philosophy of Education "b"

Practice Teaching

At least 20 per cent of the time.

OTHER COURSES GIVEN

Physical Education - one-half day per week  
 Drawing and Painting  
 Music  
 Speech Arts  
 Health Teaching  
 Writing and Printing."

Although the graduate class was discontinued in the Normal School in 1932, the course of study was used in the School of Education and in the Faculty of Education during the first year

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<sup>1</sup> Information released by the Director of Teacher Training, Department of Education.

it functioned.

The enrolment figures from 1922 to 1935 show only slight variations with one pronounced increase in 1932. The economic recession of Canada could well account to some degree for this unusual increase in the enrolment.

TABLE XIII<sup>1</sup>  
ENROLMENT OF UNIVERSITY GRADUATES  
IN  
NORMAL SCHOOL AND SCHOOL OF EDUCATION

<u>Year</u>		<u>Number of Students</u>
	<u>NORMAL SCHOOL</u>	
21-22		30
23	(no figures)	58
24		45
25		45
26		48
27		55
28		33
29		42
30		42
31		50
32		71
33		48
	<u>SCHOOL OF EDUCATION</u>	
33-34		54
34-35		45

The demand for high school teachers increased gradually. The enrolment figures indicate the steady rise in the percentage of high

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<sup>1</sup> Figures compiled from Department of Education Reports and University of Manitoba reports.

school students as compared with the percentage of elementary school population.

TABLE XIV<sup>1</sup>

DISTRIBUTION OF ENROLMENT BY GRADES AT INTERVALS  
(1921 - 1936)

<u>PERCENT ENROLLED</u>			
<u>Year</u>	<u>Grades I-VI</u>	<u>Grades VII-IX</u>	<u>Grades IX-XII</u>
1921	82.9	13.8	6.7
1926	78.5	16.4	9.2
1931	73.4	19.7	11.9
1936	68.9	22.5	14.5

The enrolment in grades IX to XII, generally classified the high school grades, increased from 6.7 percent in 1921 to 14.5 percent of the total enrolment in 1936. The school population in these grades increased from 8,615 in 1921 to 20,712 in 1936. The total school<sup>2</sup> enrolment decreased by 11,071 during the period from 1931 to 1936 while the secondary school population increased by 2,368.

From 1922 to 1932, the Normal School and the School of Education trained a total of 567 university graduates. Except for the pronounced surge in the high school population during 1922, 1923, 1931 and 1932; the Normal School provided an adequate number of graduates to accommodate the increase. Although the supply of high school teachers was satisfactory, there appeared to be a deficiency in another phase of the

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1 D. S. Woods, Education In Manitoba, Part I, p.63

2 Ibid., p.63

teacher education programme. The demand for teacher education beyond the diploma course was becoming more evident.

Dr. D. S. Woods, Director of the School of Education from 1933 to 1934 recognized the need for post-diploma education courses. Dr. Woods envisaged a Faculty of Education that would meet this growing demand for education courses. The support of the University Council was solicited, however, the University authorities were not favorably disposed to the idea of a Faculty of Education. In 1934, President J. A. MacLean clarified the position of the University authorities in the manner given.

"As a part of the public schools system the University has a very vital interest in the professional training of teachers. Although all the other provincial universities have recognized their responsibility in this field by establishing faculties of education, Manitoba has made no advance in this direction and a comparison of our educational literature with that of any of these provinces will indicate the extent of our loss. There were two chief reasons for the delay. First, a practical moratorium on all forms of expansion was declared almost at the beginning of the present financial depression and second, it was believed--and there is much material in the histories of other universities to warrant this belief--that a university faculty of education is not the best solution to the problem."<sup>2</sup>

The concern of the University administrators about the financial limitations can readily be conceded. The full impact of the economic recession at the time was felt in every phase of the educational programme in Manitoba.

The University authorities proposed an alternate plan which

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<sup>2</sup> Annual Report of the President, University of Manitoba, 1934, p.2.

included the basic content of the plan cited.

"A. That the field of the Winnipeg Normal School be extended to include the whole professional area represented by a Teachers' College.

B. That some of the courses be indeterminate in length and include not only the professional training but all the necessary non-professional instruction not furnished by the public schools.

C. That there be a college division for the training of teachers for the secondary schools and that this division be granted some form of affiliation with the University.

D. That the administration and maintenance of the Teachers' College be continued as at present in the office of the Minister of Education, or as he may determine, in an advisory board reporting directly to his office.

E. That in the appointment, promotion, and tenure of the heads of departments in the college division, the initiative rest in the joint recommendation of the Minister of Education and the President of the University.

F. That those heads of the departments in the college division--at least three in number--receive the status of university professors, and that the subjects taught by them be made electives for University credit."<sup>1</sup>

The recommendations in sections C, E, and F appear to be inconsistent with the whole purpose of the University and also, there appeared to be biased views on education faculties. However, the bases for the position of the University authorities were not given to substantiate the position.

The disadvantages of a Faculty of Education were given by the President.

"A. It leaves the Normal School with a one year course at a dead end.

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<sup>1</sup> Annual Report of the President, University of Manitoba 1934, p.3.

B. It perpetuates an unfortunate division between two types of teachers--those trained in Normal School and those trained in the University.

C. The graduates from the faculty of education are handicapped by the fact that they receive their training under one jurisdiction, the University, and expect to do their work under another, the Department of Education.

D. Members of the staff and students do better work in a Teachers' College devoted entirely to teaching.

E. Friction with the Minister of Education is almost unescapable under this form of organization."<sup>1</sup>

The attitude towards a Faculty of Education on the campus changed when Dr. Smith became the President of the University of Manitoba. Dr. Smith visualized the Faculty of Education as an essential part in realizing the basic objective of the University. The objective of the University was stated explicitly by the President as follows:

" . . . raising the standard of higher education in the province and enabling members of all classes and denominations to obtain the advantages which may be afforded by universities."<sup>2</sup>

The institution of an education faculty was reconsidered by the University Senate when Dr. Smith became the President. The reassessment was done within the framework which is cited below.

"It has been possible to formulate the plans of the new Faculty in the light of the development of the course and the Method of its administration during the past five years in the Summer School and the two years of the Graduate Training Class on the University premises."<sup>3</sup>

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1 Annual Report of the President, University of Manitoba 1933-34, p.3,<sup>4</sup>

2 Annual Report of the President, University of Manitoba 1935-36, p.9.

3 Annual Report of the President, University of Manitoba 1935, p.5.

Dr. D. S. Woods had been closely associated with the teacher education of university graduates from the very beginning. The outstanding work of Dr. Woods and his associates gave the University Senate confidence in the proposal for the education faculty. In 1935, the Board of Governors officially established the Faculty of Education on the following bases:

"After several months of study and investigation, the Board of Governors, acting upon the recommendation of the University Council, created a Faculty of Education and established the degrees of Bachelor and Master of Education.

The plans of the new Faculty were previously endorsed by the General Faculty Council and the Advisory Board of the Provincial Department of Education. The prescribed course of study provides three years of professional training for graduates with the degree of Bachelor of Arts or an equivalent degree. The first year, which will be taken during the regular session of the University, will qualify the successful candidates for an Interim Collegiate Certificate granted by the Advisory Board. In the second year extramural study and instruction in the Summer School will lead to the degree of Bachelor of Education. The third year, similarly administered, will lead to the degree of Master of Education."<sup>1</sup>

There is evidence that Dr. Smith realized the problems in introducing a new faculty in a university. The major problem appeared to rest within the ranks of the academics. The insight of Dr. Smith is substantiated in the statement which he made.

"No spirit of rivalry between Faculties and affiliated Colleges should be permitted to obscure that (University) objective."

The challenge of Dr. Smith remains as valid today as it was in 1935.

A Liaison Committee was established in 1935 as a channel of communication between the University of Manitoba and the Department of

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<sup>1</sup> Annual Report of the President, University of Manitoba 1935, p.5.



Education. The University Council and the Advisory Board each appointed four members to this committee. This committee was responsible for the germination of ideas on academic policies which were of common interest to the University and the Advisory Board.<sup>1</sup> The Liaison Committee was the medium whereby harmonious relations were maintained between the University and the Department of Education.

Dr. D. S. Woods was the key educator in the development of the secondary school teacher education programme from 1932 to 1952. He gave leadership in the development of courses for graduates under the auspices of the Department of Education. The thorough work in the School of Education was the fruit of his untiring effort and drive. The establishment of the Faculty of Education was approved largely on the basis of the good work done in the School of Education.

The Faculty of Education was established with definite objectives in mind and Dr. D. S. Woods, Dean of Education, insisted that those objectives be maintained. The Faculty of Education was established to fulfill a function which the Teachers' College could not perform. The University students were much more mature and had better academic qualifications. Consequently, the curriculum for the Faculty students could have greater emphasis on fields of study such as principles of education, psychology, and research. The amount of time devoted to methods was much less than the time spent on methods at the Normal Schools. There were two factors which determined this variation.

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<sup>1</sup> Annual Report of the President, University of Manitoba, 1934-35, p.5

1. The necessity for extended study in subject matter at the Normal School as a background for method.

2. The University graduate had greater range and power in reading and in the use of the library.<sup>1</sup>

The Faculty of Education therefore was able to make greater provision for background professional theory in education than the regular normal school provided.

The basic purpose of the diploma course was given by the Dean of Education.

"The instruction and practice of the First Year of Education is intended to create an awareness of the many problems of the continuous school extending, as it does, from the primary grades to entrance upon university work. It is also intended to equip the student with a mastery of method and management necessary for admission to the teaching profession. Accordingly, the course of the First Year of Education although broad and general, provides opportunity for the co-ordination of theory and practice, in so far as that may be done within one year. This is not considered a completion year, neither is it thought that growth through the experience which follows will constitute a well-rounded training. Hence, the work of the First year is considered but a step toward the degree of Bachelor of Education."<sup>2</sup>

From 1935 to 1939, the diploma course was geared for secondary school teaching however, in 1939, the shift of emphasis started. The elementary work gradually became recognized as an essential part of the high school teacher education programme.

"The distribution of diploma students to teaching positions has made it advisable to provide professional training during the first year to meet the needs of elementary grades as well as the secondary. In any case, this is sound practice as the problems of the classroom are the problems associated with the growth of children and these problems are not peculiar to, nor may they

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1 Annual Report of the President, University of Manitoba 1938, p.92.

2 Education Calendar, University of Manitoba 1936-37, p.10

necessarily have a beginning at a particular level of learning. It is essential to the teacher of any grade that she understand, rather clearly something of the nature of child growth and learning at all levels, and the problems peculiar to the different types of subject matter across the entire school life of the individual."<sup>1</sup>

The dual emphasis can be justified on two counts. The first point, is clarified in the quotation and the second point is related to the individual difference of teacher candidates. To assume that all university graduates are suited to secondary school teaching is a fallacious assumption. Some graduate students fit more readily into the elementary school setting; therefore, the teacher education programme should make provision in the course of study, for the individual differences of teacher candidates. The provision for individual differences was exercised to a limited degree. However, it remained impractical to provide an elementary course and a secondary course when the enrolment was low.

The underlying educational philosophy of Dr. D. S. Woods played a significant role in the development of the secondary teacher education programme. The ideas might well be considered as guidelines in the development of future teacher education policies.

"There is no substitute for longer periods of training if instruction would rise above formal routine. Professional maturing is a life-long process, initiated only by a year or more of training in which theory and practice dovetail, and immediately following which professional study should continue to enrich and guide experience. Experience implies the continuous examination of pupil personality, and work and play problems and growth in ability to make appraisal thereof. So it may be that continued study by way of reading, supervisory guidance and graduate classes

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<sup>1</sup> Annual Report of the President, University of Manitoba, 1940, p.106.

is becoming a fundamental part of the process of professional growth. Above all, the problem of training involves the growth of an attitude of inquiry which seeks the best from all that has been accumulated by way of principles and ideals, plus being well informed in the best which the immediate present is acquiring through experimental and other research studies."<sup>1</sup>

In order to develop professional insight and professional class competency, the Dean of Education instituted the subsequent approach in the diploma course.

"The programme of the First Year is a mosaic of many important parts directed by specially qualified instructors. A course on Principles of Teaching and school management is the guide for observation and practice teaching; sets the standards for general method and serves as the unifying agent for all courses. In so far as it may be done within one year, students make vital contacts with many aspects of the changing elementary and secondary school and are given every possible opportunity for classroom practice.

A course paper, prepared during the first year of teaching, provides opportunity for critical examination of some school problem and points the way to the advanced study of post-graduate years."<sup>2</sup>

Dr. Woods classified practice teaching as one of the most significant phases of the teacher education programme. He was fully aware of the problems which were related to the fusion process of theory and practice, nevertheless, his position on this matter can be assessed from the citation.

"Although, in general, all such information provides for a more intelligent approach to the study and guidance of students of the first year, nevertheless, practice teaching and the continuous execution of pieces of work, dovetailing lectures with practice, reveal personality characteristics and attitudes which, in the final analysis, are important elements in professional success and growth. Every effort is made to secure impressions from classroom teachers and principals and, regardless of what the standards of faculty

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<sup>1</sup> Annual Report of the President, University of Manitoba, 1943, p.10

<sup>2</sup> Annual Report of the President, University of Manitoba, 1940-41, p.97

staff members may be, these additional gleanings from an outside instructional body has great value. Continuous observation and practice teaching in the laboratory of the schools, builds courage and wisdom, makes faculty lectures intelligible and provides a golden opportunity for the study of each individual in action under the greatest of all character builders, acceptance of responsibility."<sup>1</sup>

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<sup>1</sup> Annual Report of the President, University of Manitoba, 1942, p.107.

## COURSES OF STUDY

In 1935, the Faculty of Education followed the same course outline which was observed by the School of Education. A new course was drafted during the first year that the Faculty of Education functioned which became the basis for the successive modifications in the course.

### "OUTLINE OF COURSE IN EDUCATION"<sup>1</sup> (FIRST YEAR)

- a. (1) Elementary School Methods: Oral and Written Expression, Reading, Grammar and Composition, Arithmetic, History and Civics, Geography, Music and Drawing, Art and Art Appreciation.  
(2) Observation and Practice Teaching in the elementary and intermediate grades.
- b. (1) Students may elect any two of the following methods courses for the secondary school: Latin, French, Science, Mathematics, English, History and the other Social Studies.  
(2) Observation and Practice Teaching in the intermediate and high school grades. Throughout the year, each student will be required to teach at least 50 periods.
- 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 certificates.
- d. History and Philosophy of Education.  
The Philosophy of Education, (Winter Term).  
The School in the Social Order. (Winter Term).
- e. Science of Education.  
Principles of Teaching and Classroom Management.  
Educational Psychology.  
Mental Achievement Tests.
- f. School Administration and Law.  
(1) School Law and Regulations.  
(2) School Administration.

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<sup>1</sup> Education Calendar, University of Manitoba, Winnipeg, Manitoba. 1936-37, p.10.

- 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 after the close of the year's work as a requirement for permanent certification."

The course for Education I had only minor modifications for a number of years. In 1944, the course of study for Agriculture and Home Economics graduates underwent a change; in which the Faculty of Education, Faculty of Agriculture and the Faculty of Home Economics agreed in principle that the Faculty of Agriculture and the Faculty of Home Economics would devote half of the last two years of a student's training in the University to courses in Education. On successful completion of the University career there would be conferred a degree in Agriculture or in Home Economics and a diploma in Education.<sup>1</sup>

The course of study for Honours Graduates was the same as the course for pass course graduates. However, the Department of Education gave special recognition of the academic status in the ensuing manner.

"Acting on the suggestion of Dr. R. O. MacFarlane, Deputy Minister of Education, the Faculty Council recommended to the Senate, and it was approved, that Honors Graduates upon completion of the Diploma Year, be granted a Specialist Certificate by the Provincial Department of Education in the field of each student's academic specialization."<sup>2</sup>

In 1949, Art and Music courses were removed from the compulsory list and were placed with the optional courses. The courses were classified with the auxiliary courses in methods, thus students were permitted to select one of the series in the auxiliary methods courses listed.

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<sup>1</sup> Annual Report of the President, University of Manitoba, 1944, p.108

<sup>2</sup> Annual Report of the President, University of Manitoba, 1946, p.88

Art  
Music  
Advanced Physical Education  
Manual Training

The following year, Mental Health was introduced and in the succeeding year the Speech course was incorporated into the diploma course.

#### ADMISSION REQUIREMENTS

The minimum academic entrance requirements to the Faculty of Education have varied from the time of establishment. In 1935, the teacher candidate was required to have a degree from a recognized university and this regulation remained the minimum academic requirement for many years. Gradually the admission requirements were specified more in detail in the undergraduate course requirements. The graduates in Arts, Science, Home Economics and Agriculture had to meet specific details in order to gain admission. The specific details were as indicated in the subsequent material.



## REQUIREMENTS FOR ADMISSION TO THE FIRST YEAR IN EDUCATION<sup>1</sup>

### I Graduates in Arts and Science:

A student applying to enter upon the work of the First year in Education on the basis of standing of the degree of Bachelor of Arts or Bachelor of Science must have the following course requirements.

- A. For the applicant presenting the General Degree: In the Junior Division, (1) 8 units in English, (2) at least 4 units in either History or Economics.

In the Senior Division, an 8-unit sequence from at least two of the following fields which are applicable to teaching programs in the Secondary Schools, English, Foreign Languages, History, Mathematics, Science.

- B. For the applicant presenting the Honors Degree: In the Junior Division, 8 units in English. 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 four-year sequence (over the course as a whole) in one other such field of study. The new requirements in Arts and Science for admission to the First Year in Education will be put into effect fully for the first time at the opening of the Session 1939-40.

### II Graduates in Home Economics:

There will be required from students holding the degree of Bachelor of Home Economics, beginning with the Session 1939-1940, credit as follows for admission to the First Year in Education:

ENGLISH: -- 12 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 the Fourth Year.

ART: -- 8 units, being the required First Year course in Art and an elective course in Art of 4 units in the Fourth Year.

EDUCATION: -- 2 units, being the course in the Fourth Year in History and Philosophy of Education and Art Appreciation

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<sup>1</sup> Education Calendar, University of Manitoba, 1938-39, p.28.

which anticipates the work in these subjects taken by students, other than Home Economics graduates, in the First Year in Education.

### III Graduates in Agriculture:

Graduates in Agriculture holding the B. S. A. degree who have taken the General option on the basis of the present curriculum will be admitted to the First Year in Education."

The academic entrance requirements had served as a valuable screening agent, but the academic screening process showed definite limitations. The Liaison Committee recognized more and more the limitations of this approach as the Faculty of Education continued its work. The Admissions Committee recommended that factors other than academic qualifications should be considered.

"The Admissions Committee, appointed by the Liaison Committee to study the academic qualifications and personality records of students seeking admission to the first year has endeavored to do as thorough a piece of work as information available permitted. The appointment of a University Personnel Committee, the aim of which is to secure data on pupil success in high school and to add, through examination upon entrance to the University, data on general intelligence and reaching ability, will afford the Admissions Committee a broader base for estimating the probable success of students entering the Faculty of Education. It has been the practice in the Faculty, for several years, immediately after the opening of the Autumn session, to administer tests of intelligence, reading and general information."<sup>1</sup>

The Admissions Committee did not underestimate the value of academic knowledge in teaching. In fact, academic work was considered an enrichment in the cultural background of the teacher. But it was difficult for the Admissions Committee to maintain the academic requirements when there was an acute shortage of secondary school teachers. The

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<sup>1</sup> Annual Report of the President, University of Manitoba, 1942.  
p.107

secondary school teacher shortage after World War II called for definite changes in the academic entrance requirements. The first adjustment was within the framework of sequences in undergraduate work.

"The shortage of the high school teachers has caused a measure of relaxation in the academic sequence requirements for admission to the Diploma Year in Education. The present regulation requires two sequences applicable to high school teaching."<sup>1</sup>

Further changes were introduced during the following year when a Bachelor of Pedagogy degree was instituted.<sup>2</sup> The change was designed to encourage the teacher to improve his academic and professional status. This measure was particularly introduced for teachers without a degree.

The entrance standards were relaxed further in 1952 when the diploma course was made available to second, third, and fourth year Arts and science students. Successful candidates in the diploma course were awarded according to the academic status. A student with a complete second year received an Associateship in Education and a student with third year completed obtained a Bachelor of Pedagogy General Degree. Students with a pass degree were awarded the Bachelor of Pedagogy degree.<sup>3</sup>

In 1957, the academic entrance requirements were changed and the minimum requirements to the diploma course were raised to a complete third year university standing.<sup>4</sup> The change called for an adjustment

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1 Annual Report of the President, University of Manitoba, 1947.p.106

2 Annual Report of the President, University of Manitoba, 1948.p.104

3 University of Manitoba Calendar, 1952-53. pp.280,281.

4 Annual Report of the President, University of Manitoba, 1957-58,p.132

in the awards that were made in the Faculty of Education. After January 1, 1959, the Bachelor of Pedagogy (general) was withdrawn. The Bachelor of Pedagogy replaced the Bachelor of Pedagogy (Honors) degree.<sup>1</sup> Further changes in minimum entrance requirements have not been instituted since 1957.

The demand for high school teachers has been subject to a number of influences, the main one being a fluctuation in high school population. The high school population changes could possibly stem directly or indirectly from the economic, social and political overtones of any particular period. The economic recession from 1930 to 1937 caused a decrease of the high school population for a short period of time.

TABLE XV<sup>2</sup>  
(1932-1939)

The increase (+) or decrease (-) in the number of high school students in Manitoba.

<u>YEAR</u>	<u>NUMBER</u>
1932	‡ 1472
1933	+ 568
1934	- 374
1935	- 11
1936	+ 713
1937	+ 708
1938	‡ 479
1939	+ 509

The world political upheaval during the time of World War II

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1 Ibid., 1958-59, p.136

2 Compiled from Department of Education Reports.

influenced the high school population in two ways: in the first place, the immediate impact caused a pronounced decrease in the high school population because employment was readily obtained, and in the second place many young men entered the armed forces.

TABLE XVI<sup>1</sup>

The increase (+) or decrease (-) in the high school population in Manitoba 1940 - 1949.

<u>YEAR</u>	<u>NUMBER</u>
1940	+ 71
1941	- 394
1942	- 645
1943	-1,739
1944	- 870
1945	+ 719
1946	+1,354

In addition, the period of national upheaval caused generally an increase in birth rates. The increase in birth rates during World War II became evident in the high school population changes from 1952 to 1960.

TABLE XVII<sup>2</sup>

<u>YEAR</u>	<u>NUMBER</u>
1952	- 550
1953	+1,305
1954	+ 868
1955	+2,810
1956	+2,174
1957	+1,736
1958	+2,061
1959	+3,127
1960	+2,623

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1 Data compiled from Department of Education Reports.

2 Data compiled from Department of Education Reports.

The rapid increase in the student high school population from 1953 to 1956 caused a serious shortage of qualified high school teachers and the Department of Education took definite steps to correct the deficiency in qualified teachers.

To rectify this shortage, the Minister of Education requested the institution of a special measure. The Faculty of Education at the University of Manitoba was asked to conduct a series of three summer school sessions which were equated to the regular diploma course. In May 1957, the special program was initiated consisting of three summer sessions of twelve, six and six weeks respectively.<sup>1</sup> The course of study was the same as the course for the regular winter session. The only difference in the summer course appeared in the deletion of practice teaching. The summer school course did not include practice teaching under the supervision of Faculty advisors. This was replaced by the reports of the Inspectors for the ensuing two years.

The special measure introduced in 1957 appeared to increase the number of newly licensed teachers each year.

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1 Annual Report of the President, University of Manitoba, 1957-58  
p.131.

TABLE XVIII<sup>1</sup>

Attendance figures for the twelve-week course (1957-1961)

<u>YEAR</u>	<u>NUMBER OF STUDENTS</u>
1957	42
1958	59
1959	64
1960	120
1961	106

Although there are indications that the new measure produced the desired result, the increase could not be solely credited to the new measure. The revision of the public school grant structure, which in turn increased teachers salaries, gave support to the higher enrolment in the diploma course. The enrolment figures of the Faculty of Education are given in the subsequent table.

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<sup>1</sup> Data compiled from Department of Education Reports.

TABLE XIX<sup>1</sup>

## ENROLMENT FIGURES, FACULTY OF EDUCATION

YEAR	UNIVERSITY OF MANITOBA and BRANDON COLLEGE			UNIVERSITY OF MANITOBA	
	<u>Regular Course</u>			<u>Twelve Week Course</u>	
	NUMBER OF STUDENTS			NUMBER OF STUDENTS	
	Male	Female	Total		
1935-36	19	40	59		
37	17	31	48		
38					
39	12	30	42		
40	9	25	34		
41	5	24	29		
42	7	24	31		
43	8	10	18		
44	3	8	11		
45	1	14	15		
46	5	18	23		
47	16	23	39		
48	26	27	53		
49	37	28	65		
50	37	34	71		
51	60	24	84		
52	24	18	42		
53	34	33	67 <sup>2</sup>		
54	20	43	63		
55	34	62	96		
56	56	35	91		
57	40	32	72	42	
58	34	38	72	59	
59	34	25	59	64	
60	51	56	107	120	
61	41	36	77	106	

<sup>1</sup> Data compiled from Department of Education Reports.

<sup>2</sup> The figures from 1953 to 1961 include the number of students enrolled in the Brandon College Diploma Course



## BRANDON COLLEGE, FACULTY OF EDUCATION

The Faculty of Education in Brandon College was established largely due to the foresight of D. J. R. C. Evans, President of Brandon College. Dr. Evans gained the sanction of the University Senate and the Department of Education to begin the work of teacher education in 1952. Dr. J. E. M. Young, the first Dean of Education, assumed the leading role in the initial development of the education diploma course in Brandon College. In 1955, Dr. W. W. McCutcheon replaced Dr. Young, as Dean of Education.

The Faculty of Education was subject to the regulations set by the University Senate, consequently, the education diploma course has paralleled the diploma course at the University of Manitoba.

The Education I enrolment figures for the Faculty in Brandon College are given below.

TABLE XX<sup>1</sup>

### STUDENT ENROLMENT BRANDON COLLEGE (Diploma Course) Education Diploma Course

<u>Year</u>	<u>Number of Students</u>
1952-53	7
1953-54	9
1954-55	7
1955-56	16
1956-57	13
1957-58	5 (one withdrew)
1958-59	8
1959-60	13
1960-61	11 (one withdrew)
1961-62	22 (one withdrew)

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<sup>1</sup> Compiled from the files in the Faculty of Education, Brandon College

The philosophies of many teacher educators have determined the trends in teacher education but the educational philosophy of Dr. D. S. Woods has been the main guide for the secondary teacher education programme for a number of decades. The program included the acquisition of practical knowledge and skills, although the professional training extended beyond mere technical training. An understanding of educational theories has been foundational in the preparation of elementary and secondary school teachers. The teacher educators have held the view that teachers should be educators and not mere technicians in the classroom. This is a significant point when future teacher education curriculum revisions are under consideration. The learning experiences in the classroom have philosophical, psychological and sociological implications, therefore educators are required rather than mere technicians.

## CHAPTER VII

### GENERAL POLICIES IN THE DEVELOPMENT OF TEACHER EDUCATION IN MANITOBA

The teacher education programme has been influenced by various sociological, psychological economic forces. The organization, the scope of the work and the procedures employed have undergone change as the conditions changed in the Province. Teacher educators have endeavored to make adjustments as the conditions in the Province have changed.

In 1871, the Manitoba School Act made provisions for teacher certification but the Act failed to provide for teacher education because the members of the Manitoba legislature did not see the need for such a provision. The need was not recognized due to the fact that the trends in population changes had not emerged. The Legislators did not envisage the population changes from 1871 to 1910. However, the leading educators were aware of the rapid changes that were taking place and as early as 1875, the Protestant Superintendent expressed the need for teacher education.

"The need of properly trained teachers is a great drawback to the efficiency of most of our schools. It is a matter for very great regret that no provision has yet been made for training teachers."<sup>1</sup>

The need was constantly held before the Legislators by the Superintendent and in 1881, the Superintendent made a strong appeal for a teacher education institution. The deficiencies of incoming teachers were

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<sup>1</sup> Report of the Superintendent, Protestant Section, Board of Education, 1875. p.5

explicitly put forward;<sup>1</sup> which in the opinion of the Superintendent could only be rectified through a training institution. The leading educators continued to urge their case upon the Legislators but the latter failed to perceive the significance of the recommendations for teacher education institutions. The persistent efforts of the Superintendent finally produced results in 1882.

Until 1882, the improvement of the teacher came through wasteful experimentation rather than through special training. After 1882, the best teaching results were envisaged through Normal Schools which were considered the agencies capable of providing the necessary professional training. The value of teacher education was expressed by a leading educator in the subsequent manner.

"All competent authorities agree in the opinion that a course of special training in the theory and practice of teaching should be insisted upon as a prerequisite to the occupation of teacher. In no department of school economy is there a greater waste of the public money than in the employment of untrained teachers. My own experience and observation in the direction and supervision of normal schools of all the different descriptions known among us, and of city schools lead me to conclude that during the first years of service, the trained teacher is worth about twice as much as the teacher who has had no professional training."<sup>2</sup>

The Normal Schools were considered to be exclusively professional schools in 1885. Although, academic requirements played a significant role in the selection of candidates, collegiate departments of the public schools assumed the responsibility of academic instruction. The purpose of the Normal Schools had three dimensions.

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<sup>1</sup> Report of the Superintendent, Protestant Section, Board of Education, 1881,

<sup>2</sup> Report of the Superintendent, Protestant Section, Board of Education, 1885, p.56.

#### "A. TO TRAIN TEACHERS

Education is a science and an art. Science consists in knowing, art in doing. The teacher should know child nature so well that through the art he practices he may do his share in bringing about the results which an education has intended to accomplish, viz: the giving a child command of his physical, mental and moral powers.

#### B. TO ELEVATE THE EDUCATIONAL IDEALS OF THE PEOPLE

The people of this province desire good public schools. That they have clear ideas of what a good public school is cannot be so readily affirmed. They are so occupied with matters pertaining to material progress that they are likely to devote little time to the consideration of those pertaining to intellectual advancement. The prosperity of the Province demands that the one shall keep pace with the other. The Normal School, through the Institute and the Press, undertakes to keep, so far as it can, this fact before them and to elevate their educational ideals. The Institutes that conducted during the summer months in the smaller towns afford the people opportunities of seeing advanced methods of teaching and cause them to value trained teachers more highly. At the public meetings held at the close of each institute prominent educationists address the people on the claims of public education, on the best methods of promoting the welfare of the schools, on recent legislation, and on the educational experience of other countries. The Press by publishing these addresses and contributed articles on similar topics helps to educate public opinion. How these institutes are valued may be inferred from the fact that there was not sufficient time to visit half the number of places applying for them.

#### C. TO ASSIST IN FORMULATING A BODY OF EDUCATIONAL DOCTRINE

There is every year an increasing number of investigators in the field of educational science. New ideas, new methods are promulgated. These need to be put to a practical test. The Normal School, through its experienced teachers, can do this work more effectively, more economically, and diffuse the results more widely than any other agency. Through it the successful experiments of the few may become the common property of the many. While doing this very necessary work and while making an independent study of educational science deductively and inductively, it is but reasonable to expect that some new applications of old principles will be made, some new methods of instruction invented, something added to that body of educational doctrine which is surely if slowly forming, and which will eventually elevate teaching from a vocation to a profession."<sup>1</sup>

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<sup>1</sup> Report of the Superintendent, Protestant Section, Board of Education, 1885, pp. 59, 60

In 1890, the changes in the Public School Act did not alter the basic function of the Normal Schools. The professional preparation of teachers remained the main purpose but the Advisory Board defined the purpose more in detail. This definition of purpose provided a sense of direction when the new Normal School syllabus was drafted in 1891. The emphasis in the syllabus was placed in three major areas: history of education, science of education, and art of education. In the first-class course, the three major areas received equal attention but in the second-class course the emphasis was less on history of education and science of education. In the third-class course the major emphasis was in the art of education.

From 1890 to 1910, there was a gradual shift in policy which was caused by the changes in the course of studies in the public school system. The Advisory Board expanded the public school curriculum with the addition of new subjects to the course of study. The Board retained the established subjects even though it added new ones and as a result, the public school course of study was more demanding for the pupil and the teacher. The table illustrates the preceding point.

TABLE XXI<sup>1</sup>

## SUBJECTS OF THE PUBLIC SCHOOL CURRICULUM

1890	1891	1893	1894	1895
Reading	Reading	Reading	Reading	Reading
Spelling	Spelling	Spelling	Spelling	Spelling
Composition	Composition	Composition	Composition	Composition
Grammar	Grammar	Grammar	Grammar	Grammar
Arithmetic	Arithmetic	Arithmetic	Arithmetic	Arithmetic
Bookkeeping	Bookkeeping	Bookkeeping	Bookkeeping	Bookkeeping
Writing	Writing	Writing	Writing	Writing
Geography	Geography	Geography	Geography	Geography
English History	English History	English Hsty	Eng. History	English History
Physiology	Physiology	Physiology	Physiology	Physiology
	Morals	Morals	Morals	Morals
	Literature	Literature	Literature	Literature
	Algebra	Algebra	Algebra	Algebra
	Physics	Physics	Physics	Physics
		Can. History	Can. History	Can. History
		Botany	Botany	Botany
		Euclid	Euclid	Euclid
		Music	Music	Music
			Agriculture	Agriculture
			Temperance	Temperance
			Drawing	Drawing
				Nature Study

In order to prepare the student teacher for the task of teaching all the subjects, more emphasis was gradually placed on the art of teaching. At first the methods courses for the new subjects were classified as special studies. The practice was continued until the early 30's when the special studies became classified with the art of education subjects.

Greater emphasis on the art of education could only be given at the

<sup>1</sup> I. W. M. Wall, "The Advisory Board In the development of Public School Education in Manitoba." (Unpublished Master's Thesis University of Manitoba, 1939,) p.150.

expense of the two other major fields. History of Education courses were reduced gradually and by 1931, many of the courses were optional. In 1934, History of Education and School Management courses were again made compulsory. In 1941, History of Education was removed from the course of study. Only School Management, Principles of Education and Psychology remained from the two major fields, Science of Education and History of Education.

The general trend in emphasis over the period of years indicates a definite change in basic philosophical views on teacher education.

In 1893, Dr. McIntyre made the following observations.

"An increase in the scholarship of some of those who present themselves, in the direction of a wider acquaintance with general literature, would enable the school to do much more effective work than is now possible. But, although the work that is attempted is affected by the wide differences in the age, experience and scholarship of the students, its general nature is determined by the needs of the public schools of the country. Most of those who graduate enter rural schools, and their work is for the most part with junior pupils. Hence it is necessary for the Normal School in its instruction to have special regard to the work done in the lower grades. This, however is no misfortune, since the principles of teaching are best illustrated by reference to junior classes. The discussion and application of these principles lead to the great studies of a Normal School, the Science of Education, the Art of Education and the History of Education.

Nothing is more important for the teacher than clearly defining in his own mind the aim of education. Because of misapprehension on this point, the almost universal effort of the school in the past has been to produce finished scholars rather than good men and good women. The products of education should not be only knowledge and skill, but power, self-emancipation, character. The teacher who would secure such products in the lives of his pupils must understand the laws of development of the human mind, must be able to estimate the value and determine the order of studies and exercises, rise above custom and imitation, and in everything relate his practices to the principal revealed through the study of physiology, psychology, logic and ethics. These are the foundation



studies in a Normal School. In order that these are pedagogical principles may have a real value, it is not enough that they should be assented to, they must be self-discovered. This indicates the necessity of limiting the number of text books in order that independent work may be done"<sup>1</sup>

In 1906, Dr. McIntyre pointed out the basic problems in maintaining a balanced teacher education program.

"The single purpose of the Normal School is to fit teachers in training for service in the schools of the Province. Everything that is done in it should contribute to that end. The course of study cannot be determined in the abstract, but must be fixed by the changing demands of the public schools. What was a suitable course ten years ago will not suffice today, and the course today will be inadequate to the conditions prevailing ten years hence. Yet there are certain well-defined activities which must characterize the work in every age. First of all must come direct instruction in the science and art of teaching and government. In this there is ever the danger of running to either one of the two extremes. The instruction in the science of education may be such as to seem to those in training to have no bearing on school-room procedure, and on the other hand the instruction in methods may be superficial because given without reference to the sciences which are the foundation of all sound practice. It is found that with beginners it is well to emphasize the art of teaching and government, but that with those who have had some experience in teaching more attention may be given to the study of the sciences which underlie the arts. It is not to be thought that in a short course of eighteen weeks there can be any exhaustive study of psychology, physiology, aesthetics, ethics and logic; but the main findings of these sciences in so far as they had pedagogical significance can be reviewed and interpreted. None of the sciences mentioned should be studied for its own sake, but because of pedagogical bearing."<sup>2</sup>

Fifty-six years later, the teacher educators are still struggling to maintain the proper balance in the Science of Education, History of Education and the Art of Education referred to by Dr. McIntyre. There

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<sup>1</sup> Report of the Department of Education, 1893, p.50

<sup>2</sup> Report of the Department of Education, 1906, pp.22,23.

are strong indications that this balance is being disturbed. Art of Education appears to hold such a prominent position in the course of study that the two other major fields are over-shadowed seriously. The emphasis on Science of Education and History of Education has been reduced consequently the Art of Education courses lack psychological and Sociological foundations.

The personal qualities of student teachers have received extensive consideration on the part of teacher educators. Competence depends on the personal qualities of the teacher in addition to the professional training. The background of experiences, capabilities and the stage of maturation are factors which play a significant role in the professional training of student teachers.

The teacher educators in 1882 set a regulation which has remained in force until 1960 with only a slight modification in 1916. In 1882, the first admission regulations required the candidates to be, if males eighteen; if females sixteen years of age. In addition the candidate was required to have good moral character.<sup>1</sup> By 1893, the teacher educators realized the immaturity of student teachers which is indicated in the following observations made by Dr. McIntyre.

"The age at which persons are permitted to teach in this Province is, for ladies sixteen years, and for gentlemen eighteen years. This may be a necessary provision just now, but at as early a date as possible the age limit should be raised. It is a mistake for any one to take charge of a school who is not old enough to take a serious view of life, or who cannot appreciate the responsibilities of the teacher's office. The extreme youth of many of

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<sup>1</sup> Report of the Superintendent, Protestant Section, Board of Education, 1882, p.6.

those who attend the school from year to year prevents them from receiving the full benefit of the instruction given."<sup>1</sup>

The immature student teacher has been at a disadvantage in two respects. The immaturity hinders the student teacher in receiving the full benefit of the courses and the student is not ready to assume the full responsibility of a class room teacher after the professional course is completed.

In 1916, the Advisory Board established the policy that all female candidates were required to be eighteen years of age. This requirement has not changed since 1916. Since 1916 there have been no further modifications in the policies related to age. It is true that maturity cannot be gauged entirely by age; since there are many other factors in the consideration of student maturation. However, age is one very important factor which determines the type of academic and social experiences of the student which provide the basis for maturation.

The general qualities of teacher candidates have been of vital concern throughout the period from 1882 to 1960. Teacher educators have recognized the importance of personality characteristics in teacher preparation. In 1906, Dr. McIntyre made reference to rather significant personality attributes.

"Notwithstanding all that High Schools and Normal Schools might do, it is impossible that they should fit some persons for the calling of the teacher, for some have been denied by nature, home environment or self-culture, the possession of those qualities which are essential to men and women who are to mingle with little children. The listless air, the peculiar speech, the rude or awkward

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<sup>1</sup> Report of the Department of Education, 1893, p.49.

manner, the harsh temper, and, above all, the unsympathetic attitude to child-life, are all inimical to success. It would be a very great gain if some of those who present themselves for admission to Normal School had been kindly advised by their teachers in the elementary or high school to enter some other calling. It seems somewhat unfair that those who have been hopefully working for several years, and at great expense, should be denied admission to the profession at the last moment."<sup>1</sup>

The selection of student-teacher candidates on qualifications other than academic grounds, has presented always a difficult problem. In 1934, the committee on Normal School Admissions reported to the Advisory Board.

"The committee advised that it was having difficulty in appraising some students, who, while their academic work might be satisfactory, possibly lacked the cultural background necessary to teach."<sup>2</sup>

In that same year the committee recommended to the Advisory Board that doubtful candidates were to be interviewed by the Principal of the Normal School. Thus, the final decision was left to the head of the teacher education institution.

One factor remains fundamental in the selection of teacher candidates. The Admissions Committee should concentrate on the social and educational changes within our society which will determine the primary roles and the secondary roles of the classroom educator. The defined roles would have a bearing on the selection of candidates; in that, the candidates selected for teacher education should have the potentials to prepare for the defined roles.

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<sup>1</sup> Report of the Department of Education, 1906, p.24.

<sup>2</sup> Minutes of the Advisory Board, January 26, 1934, p.162.

## PRINCIPLES GOVERNING TEACHER EDUCATION DEVELOPMENT

Teacher educators face the same fundamental problem today as the educators faced five decades ago. Dr. McIntyre pin-pointed the fundamental problem in teacher education in 1914.

"It was impossible in a country developing so rapidly, to pursue any other course than that adopted, according to which the organizations and activities of the Training Schools were modified from time to time to meet the changing conditions of settlement. No one could foresee, even in a dim way, the scope and nature of the work that would be demanded when the land became settled, and centres of population fixed."<sup>1</sup>

To foresee and predict future needs is very difficult. Nevertheless, it is imperative that significant trends related to education are identified to the maximum degree possible.

The growing complexity of our society gives rise to many problems which are experienced collectively. The problems could be classified under headings: the increase in population, the rapid technological changes, the discovery of new forms of energy, the extension of knowledge, the rise of new nations and the world-wide rivalry of ideologies.<sup>2</sup>

The public school teachers must take into consideration the trends in the society because the learning experiences in the classroom are designed to meet the needs of the society. In turn, the teacher educators carry the responsibility of preparing teachers who will be able to provide the learning experiences.

The complex society influences and problems will alter the roles of the classroom teacher. These roles will in the future exceed the

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<sup>1</sup> Department of Education Report, 1913-14, p.46

<sup>2</sup> J. L. Trump and D. Baynham, Guide to Better Schools, Chicago; Rand McNally and Company, 1961, p.3.

present roles. During the last decade studies have been conducted to determine the present roles of the classroom educator. This information would indicate the trends in the roles of the future teacher.<sup>1</sup> These six major roles<sup>1</sup> indicate a need for further evaluation of our present teacher education program.<sup>2</sup>

1. A Director of learning
2. A counselor and guidance worker
3. A mediator of the culture
4. A member of the school community
5. A liaison between school and community
6. A member of the profession

The preparation of teachers will require a longer period of time than the time presently allotted. A one-year program makes provision for enough time to start the students on the art of education, but this does not provide for a thorough background in history of education and the science of education. The background information in history of education and in science of education will be much more significant for the classroom educator of tomorrow.

The ensuing quotation provides a general summary of the current teacher education trends.

"None of the various programs for teacher education has ever been evaluated adequately in terms of the ultimate criterion--the effect of the program on the learning experiences of the children whom the teachers will teach. The variables are too complex; the results cannot be known until the teacher has taught for many years; and there is insufficient agreement about proper goals of education.

There is, however, widespread agreement that any sound

<sup>1</sup> Teacher Competence, Its Nature and Scope, 1957, San Francisco: California Teachers Association, 1957, pp.20,21

<sup>2</sup> Appendix H, pp.184-189

program for teacher education must include; a substantial program of general or liberal education; a knowledge of the subject or subjects to be taught, which for a secondary teacher should be provided by a strong academic major at the undergraduate level plus some graduate work in an academic discipline; a knowledge of the contributions of philosophy, history, psychology and the other social and behavioral sciences to an understanding of the place of the school in the social order and the processes of learning; and a period of practice teaching or an extended internship, during which time the prospective teacher tries various methods of teaching under competent supervision . . . . It seems clear, however, that, in the years ahead, teacher education will not be a thing apart, provided by separate institutions for teachers, but will be a part of the main stream of higher education."<sup>1</sup>

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<sup>1</sup> Paul Woodring, "A Century of Teacher Education," The Education Digest, Volume XXVIII, Number 2, October 1962, p.50

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APPENDICES

APPENDIX A

TEACHER EXAMINATION REGULATIONS<sup>1</sup>  
1885

I. DIRECTIONS FOR PRESIDING EXAMINERS

(1) The examination papers will be sent to the presiding examiner at each of the appointed places--those on each subject enclosed in a separate envelope.

(2) The presiding examiner shall have responsible charge of the papers, and each envelope shall be opened by him only at the time indicated in the time table, and in the presence of the candidates.

(3) He shall have the necessary stationery ready at the proper time, shall see that all maps, diagrams, or books having reference to the subjects of examination have been removed from the room, and shall assign an isolated position to each candidate.

(4) Punctually at the time appointed for the commencement of the examination in each subject, he shall distribute the question papers to the candidates and at the expiration of the allotted time, shall cause the candidates to stop writing and to hand in their papers.

(5) The presiding examiner shall be present in the room during the whole of the time appointed for each subject.

(6) In the event of a candidate copying from another, or allowing another to copy from him, or taking into the room in which the examination is held any books, notes, or anything from which he can derive assistance in the examination, it shall be the duty of the presiding examiner, if he obtains clear evidence of the fact at the time of its occurrence, to cause such candidate at once to leave the room; neither shall such candidate be permitted to enter during the remaining part of the examination, and his name shall be struck off the list of candidates. If, however, the evidence of such copying be not clear at the time, or if it be obtained after the conclusion of the examination, the examiner must report the case to the Superintendent.

(7) At the close of the examination the presiding examiner shall secure in separate parcels the papers in each subject and shall forward the package containing these parcels to the Superintendent of Education together with the surplus examination papers, and an alphabetical list of the names of the candidates, males and females separate, and necessary information as to age, etc., place opposite each number.

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<sup>1</sup> Report of the Superintendent, Protestant Section, Board of Education, 1885, pp. 51, 52.

## II RULES TO BE OBSERVED BY CANDIDATES

(1) Candidates in preparing their answers, shall write on one side only of each sheet, placing the number of each page at the top in the right hand corner. Having written his name at the bottom of each page, and having arranged his answer papers in the order of the questions, each candidate shall fold his papers once across from the bottom upward, and write on the outside, on separate lines.

(1) the name of the place of examination, (2) his name, (3) the class of certificate for which he is candidate, and (4) the name of the subject.

(2) Candidates shall be in their places punctually at the appointed time, and shall, when the order to stop writing is given, obey it immediately. No candidate shall be permitted to make any alterations in his answers after they are once handed in; or to put in supplementary answers, and no extra time shall be given those who arrive late.

(3) Any candidate found violating the provisions of regulation 6, as above, or giving or receiving assistance of any kind in the examination, shall be reported to the Superintendent by the presiding examiner.

(4) Each candidate shall, upon the first day of examination hand to the presiding examiner, a slip of paper containing the following information:

1. Age on last birthday.
2. Kind of certificate last held (if any) and where obtained.
3. Name of Normal School (if any) where trained.
4. Length of experience in teaching.
5. Name and address of person signing certificate of moral character.
6. Candidate's name in full
7. Candidate's post-office address.

## APPENDIX B

NORMAL SCHOOL ATTENDANCE TABLE<sup>1</sup>  
 (Sessions from 1882-1893)

Year	Session	Males	Females	Total	Average age	First Class	Second Class
1882	1st	2	6	8	19		
1883	2nd	2	6	8	23		
1883	3rd	5	10	15	17		
1884	4th	5	15	20	20		
1884	5th	4	19	23	19	2	13
1885	6th	17	21	38	21	3	24
1886	7th	12	19	31	21	7	21
1887	8th	24	20	44	25	10	34
1888	9th	17	25	42	22	18	23
1889	10th	8	23	31	21	5	25
1890	11th	12	12	24	22	9	15
1891	12th	22	46	68	21	11	57
1892	13th	24	35	59	23	5	54
1893	14th	36	36	72		15	57

The table omits the 694 teachers who received training in the Provincial Normal School during the short sessions for the third-class teachers.

<sup>1</sup> Report of the Department of Education, 1893, p.52

## APPENDIX C

The tables indicate the number of Normal School Instructors, the number of sessions and the attendance figures.

TABLE I<sup>1</sup>

Year	No. of Instructors		Students at Long Sessions	Students at Short Sessions	Number of Long Sessions	Number of Short Sessions
	Prov.	Local				
1883	1		16		2	
1884	1		35	89	2	5
1885	1		31	93	1	4
1886	1		38	83	1	3
1887	1		31	99	1	1
1888	2		42	108	1	2
1889	2		35	122	1	3
1890	2		28	59	1	2
1891	2	5	67	122	1	5
1892	3	12	60	153	1	6
1893	3	9	63	85	1	4
1894	4	8	75	124	1	5
1895	4	9	189	149	2	5
1896	4	9	136	102	2	5
1897	4	9	143	101	2	4
1898	6	9	184	204	2	5
1899	6	13	37	247	1	7
1900	6	13	66	197	2	7
1901	7	13	90	161	2	7
1902	7	14	86	234	2	7
1903	7	14	82	237	2	7
1904	7	14	129	261	2	7
1905	8	18	171	320	2	8
1906	6	14	148	328	2	9
1907	5	11	128	272	2	8
1908	5	10	131	279	2	8
1909	5	10	136	312	2	7
1910	5	10	122	381	2	9
1911	6	11	126	502	2	11

<sup>1</sup> Report of the Department of Education, 1901, p.6.

TABLE II<sup>1</sup>  
(1913 - 1920)

Year	Normal School Sessions			Number of Instructors		Students Attending Normal			
	10 Mos. Session	6 Mos. Session	4 Mos. Session	Prov. School	Local School	10 Mos.	6 Mos.	4 Mos.	Total
1913		2	9	6	11		139	390	529
1914		1	9	10	10		180	401	581
1915		2	10	6	14		206	466	672
1916	2	2	9	14	12	132	199	406	737
1917	2	3	6	13	11	136	173	290	599
1918	2	3	4	10	7	128	160	225	513
1919	2	3	5	10	5	112	139	303	554
1920	2	2	7	10	4	145	140	308	593

Beginning July 1st, 1916, the entrance grade to Normal School was raised by regulation of Advisory Board from Grade X to Grade XI. 1915 and 1916 were the last years that students were admitted to Third Class Normal on Grade X standing. This accounts for the big increase over the previous year.

<sup>1</sup> Report of the Department of Education, 1920, p.148.



TABLE III<sup>1</sup>  
(1919-1930)

Year	Normal School Sessions				Number of Instructors		Number of Students Attending								
	10 Mos	6 Mos	4 Mos	Prov.	Local	10 Mos 1 class	5 Mos Grad.	1 class	2d class	3d class	Short	2d	3d	Class	Tl
1919	2	3	5	10	5				112		139		303		554
1920	2	2	7	10	4				145		140		308		593
1921	2	2	6	10	4				162		159		321		642
1922	2	2	4	11	5		43	26	206		157		220		652
1923	3	3	3	11	5		43	58	259		149		174		683
1924	3	3	3	11	6		84	45 <sup>a</sup>	248		185		177 <sup>b</sup>		739
1924-25	3	2	3	11	6		77	45	244		156		173		695
1925-26	6	2	-	13	-		86	47	352		151				636
1927	6	2		15			84	55	341		146				626
1928	6	2		15			134	33	311		139				617
1929	6			15			153	42	341						536
1930	6			15			130	41	354						525

<sup>1</sup> Compiled from Department of Education Reports, 1919 to 1930.

a 10 Months University Graduate

b 5 Month 3rd Class

APPENDIX D<sup>1</sup>

NORMAL SCHOOL ATTENDANCE FIGURES FOR WINNIPEG, BRANDON, MANITOUB, DAUPHIN.  
(1930-1942)

Year	WINNIPEG				BRANDON				MANITOUB		DAUPHIN	
	Grade XI Men	Grade XI Women	Univ. Graduates Men	Univ. Graduates Women	Grade XI Second Class Men	Grade XI Second Class Women	Grade XII First Class Men	Grade XII First Class Women	Grade XI Second Class Men	Grade XI Second Class Women	Grade XI Second Class Men	Grade XI Second Class Women
1930-31	16	67	14	36	25	102			8	42	14	42
1931-32	11	42	24	47	27	96			12	39	13	42
1932-33	7	48	15	33	26	62			10	25	20	30
1933-34	11	28	School of Education		22	33			School Closed			24
1934-35	20	38			9	39			School Closed			School Closed
1935-36	12	40	Faculty of Education		10	23			School Closed			
1936-37	16	55			6	32			School Closed			
1937-38	11	23			3	22	13	40	School Closed			
1938-39	Terminated				Terminated		9	35	School Closed			
1939-40							4	57	School Closed			
1940-41							0	62	School Closed			
1941-42							0	51	School Closed			

<sup>1</sup> Compiled from Department of Education Reports, 1930-1942.

APPENDIX E<sup>1</sup>

The table shows the number of students attending the normal courses in Winnipeg and Brandon College. (1942-1960)

Year	Male	Female	Total	Number of Withdrawals	Number Successful	Number with Conditions in Normal Subjects	Academic Status	
							Full XII	Partial XII
1942-43	35	268	303	10	272	17		
1943-44	15	301	316	21	249	44		
1944-45	9	237	246	6	228	5		
1945-46	36	236	272	8	235	24	145	127
1946-47	91	279	370	10	315	44	199	171
1947-48	98	289	387	24	329	33	213	174
1948-49	96	301	397	15	316	54	190	207
1949-50	93	267	360	15	314	31	192	168
1950-51	79	287	366	5	312	49	213	153
1951-52	124	305	429	5	352	72	204	225
1952-53	100	287	387	7	326	54	137	250
1953-54	85	357	442	5	339	97	177	265
1954-55	158	408	566	15	356	194	208	358
<sup>a</sup> 1955-56	190	462	652	14	499	136	256	396
1956-57	131	424	555	18	391	139	211	344
1957-58	131	470	601	19	431	150	238	363
1958-59	179	544	723	24	529	164	293	430
1959-60	195	495	690	21	489	173	296	394

a Note: The figures from 1957 to 1960 include the students in the Brandon College, Teacher Training Course

<sup>1</sup> Compiled from the Department of Education Reports 1943-1960

APPENDIX F<sup>1</sup>

The table shows the number of students attending the six week emergency teacher training course and the number of permits issued each year under the auspices of the Department of Education.

Year	Number of Students	Number of Permits Issued
1939-40		21
1940-41		129
1941-42	300	389
1943	415	575
1944	308	641
1945	447	654
1946	525	732
1947	562	871
1948	547	795
1949	505	721
1950	575	657
1951	423	634
1952	358	568
1953	315	556
1954	373	567
1955	375	438
1956	297	335
1957	177	264
1958	134	340
1959	171	235

<sup>1</sup> Data compiled from the Department of Education Reports, 1939-59

## APPENDIX G

The table shows the number of teachers employed and the professional status of the teachers (1883-1960).<sup>1</sup>

## TEACHERS EMPLOYED AND STANDING

Year	Number of Teachers		Female	Collegiate Certificate	Class			Interim Certificate	Special Permits	Special Certificate
	Male				1st	2nd	3rd			
1883	246	123	123	9	37	77	88	35		
1884	359	170	189		47	118	138	56		
1885	476	231	245	6	47	148	200	75		
1886	525	242	283	7	44	148	236	81		
1887	581	285	296	7	55	149	255	186		
1888	675	267	408	8	62	190	298	159		
1889	668	320	348	9	71	207	258	137		
1890	840	451	389	5	68	279	369	124		
1891	866	412	454	6	88	318	414	40		
1892	902	390	512	9	86	392	341	74		
1893	997	435	562	10	94	448	392	53		
1894	1047	500	547	15	126	467	383	56		
1895	1093	570	523	18	121	525	395	34		
1896	1143	585	558	20	140	539	401	43		
1897	1197	601	596	23	219	625	319	11		
1898	1301	654	647	25	224	658	379	4		
1899	1472	581	891	28	255	743	434	12		
1900	1596	592	1004	42	243	767	497	47		
1901	1669	618	1051	46	267	725	541	90		
1902	1849	629	1220	44	269	903	444	189		
1903	2094	628	1466	50	261	853	591	339		
1904	2218	682	1536	53	268	981	583	333		
1905	2272	597	1675	59	240	1092	602	279		
1906	2365	596	1769	66	256	1103	626	214		
1907	2480	595	1885	58	261	1368	567	226		
1908	2526	598	1928	56	240	1350	642	238		
1909	2662	637	2025	59	280	1331	799	187		
1910	2774	621	2153	80	273	1452	718	251		
1911	2868	651	2217	85	305	1283	938	257		
1913	2964	500	2464	99	254	1278	1153	180		
1914	2864	478	2390	70	264	1243	1134	153		
1915	2976	598	2378	93	298	1359	1130	96		
1916	2291	491	2500	104	260	1611	889	45		
1917	3024	530	2494	121	244	1439	1028		140	52
1918	3097	524	2573	81	251	1603	849		160	53
1920	3479	669	2810	103	365	1758	816		376	61
1921	3708	796	2912	140	409	1928	965		331	75

<sup>1</sup> Compiled from Department of Education Reports, 1901-1961.

Year	Number of Teachers		Collegiate Certificate		Class			Special Certificate	Permits	Exchange
	Male	Female	1st	2nd	3rd	2nd	3rd			
1922	3893	924	2969	152	492	2140	941	78	242	
1923	3936	1046	2890	175	560	2194	1035	86	52	9
1924	3980	953	3027	220	649	2212	960	90	66	3
1925	4028	815	3213	225	713	2284	841	80	100	11
1926	4067	849	3218	287	818	2335	751	89	66	8
1927	4096	821	3275	295	926	2357	688	85	33	7
1928	4189	797	3392	308	1050	2648	370	85	30	6
1929	4272	832	3440	333	1344	2682	129	85	30	2
1930	4378	831	3547	338	1368	2819	73	87	30	1
1931	4427	881	3546	350	1406	2839	72	85	17	8
1932	4425	921	3504	366	1582	2748	20	62	7	6
1933	4406	955	3451	564	1198	2581		62		1
1934	4396	994	3402	575	1296	2467		55		3
1935	4396	1102	3294	589	1388	2358		56		5
1936	4426	1172	3253	676	1401	2267		72		10
1937	4458	1170	3288	704	1599	2077		78		
1938	4462	1158	3304	726	1657	1992		87		
1939	4457	1192	3265	773	1755	1847		80		2
1940	4497	1174	3323	781	1911	1705		79	21	
1941	4491	1138	3353	778	2013	1491		80	129	
1942	4484	1057	3427	730	1958	1329		76	389	2
1943	4402	942	3460	706	1914	1140		67	575	
1944	4354	778	3576	681	1938	1039		55	641	
1945	4353	803	3550	680	2027	923		69	654	
1946	4475	920	3555	664	2146	852		81	732	
1947	4568	1028	3540	673	2127	792		105	871	
1948	4595	1135	3460	744	2272	684		96	795	4
1949	4683	1251	3432	758	2406	699		94	721	5
1950	4811	1404	3407	775	2570	693		111	657	5
1951	4961	1405	3556	860	2723	626		115	634	3
1952	5118	1405	3713	908	2839	666		122	568	5
1953	5325	1528	3797	931	3062	666		107	556	3
1954	5560	1597	3963	1001	3219	661		112	567	
1955	5837	1668	4169	1055	3584	644		116	438	
1956	6080	1744	4336	1084	3905	624		132	335	
1957	6345	1866	4479	1129	4176	646		130	264	
1958	6645	1985	4660	1170	4361	624		150	340	
1959	6919	2089	4830	1224	4664	618		178	235	
1960	7300	2283	5017							
1961	7622	2494	5128							

	Elementary School		Secondary School			
	4 years	college or better	Others	Collegiate	Cert. or better	Others
1960		426	5022	1041		811
1961		441	5165	1218		798

## APPENDIX H<sup>1</sup>

### Factors in Teaching Competence

1. A Director of learning
  - 1.1 Adapts psychological principles of learning to individuals and groups in providing:
    - 1.11 Effective and continuing motivation.
      - 1.111 Recognizes and utilizes pupil interest, abilities, and needs.
      - 1.112 Utilizes pupil experiences and life situations.
      - 1.113 Draws on interest appeal of the subject matter
      - 1.114 Uses intrinsic motivation primarily.
    - 1.12 A variety of learning experiences.
    - 1.13 Effective practice procedures.
    - 1.14 Effective review procedures.
    - 1.15 Experiences which possess meaning and structure for the pupil.
    - 1.16 For effective transfer
    - 1.17 For individual capacities of pupils.
  - 1.2 Adapts principles of child growth and development to planning of learning activities
    - 1.21 Adapts learning experiences to needs and capacities, recognizing
      - 1.211 A developmental sequence of growth
      - 1.212 Social dynamics in children's groups
      - 1.213 Home influences
      - 1.214 Community influences
    - 1.22 Provides for differentiated activities and assignments
    - 1.23 Observes principles of mental hygiene in classroom activities
    - 1.24 Demonstrates intelligence in problems of pupil health and hygiene.
  - 1.3 Maintains an effective balance of freedom and security in classroom
    - 1.31 Demonstrates ability to plan cooperatively with pupils
    - 1.32 Develops increasingly pupil leadership and responsibility
    - 1.33 Provides democratic classroom organization and procedure
      - 1.331 Large and small group activities
      - 1.332 Opportunities for leadership and cooperation
    - 1.34 Provides opportunity for independent critical thinking
      - 1.341 Emphasis on freedom of expression, open-mindedness
    - 1.35 Provides for wide participation, at various levels of ability
    - 1.36 Provides opportunity to develop attitudes deemed socially, psychologically, biologically desirable.

- 1.4 Demonstrates effective instructional procedures
  - 1.41 Skill in making assignments
  - 1.42 Presentation techniques
  - 1.43 Discussion techniques
  - 1.44 Effective development of pupil participation
  - 1.45 Stimulation of individual interests and creative activity
  - 1.46 Skillful use of supervised study
    - 1.461 Providing facility for study helps
    - 1.462 How-to-study techniques
  - 1.47 Developing self-evaluation procedures in pupils
- 1.5 Plans learning experiences effectively
  - 1.51 Leads pupils to define acceptable objectives
    - 1.511 For the longer units
    - 1.512 For daily classwork
    - 1.513 For special class activities
  - 1.52 Integrates subject material and teaching procedure with pupil need through selection and organization of:
    - 1.521 Subject matter content
    - 1.522 Learning experiences
    - 1.523 Materials of instruction
  - 1.53 Selects, makes and utilizes multisensory learning aids.
    - 1.531 Blackboards, Bulletin Board, flat pictures
    - 1.532 Models, specimens, exhibits
    - 1.533 Radios, recordings
    - 1.534 Films, slides sound
    - 1.535 Collateral literature
      - 1.5351 Teaching Use of Library
      - 1.5352 Utilization of references and supplementary material
      - 1.5353 Utilization of periodicals and newspapers
    - 1.536 Resource personnel
    - 1.537 Community resources
      - 1.5371 Life and home applications
      - 1.5372 Use of Community surveys
      - 1.5373 How to study the community informally
- 1.6 Is effective in classroom management
  - 1.61 Routinizes activities where appropriate
  - 1.62 Demonstrates careful planning in handling materials, equipment
  - 1.63 Uses time efficiently
  - 1.64 Controls physical aspects - heat, light, ventilation, etc.
  - 1.65 Is sensitive and competent in dealing with health and hygiene.
- 1.7 Uses diagnostic and remedial procedures effectively
  - 1.71 Is familiar with common diagnostic tests in his own and related fields
  - 1.72 Can construct a simple diagnostic test
  - 1.73 Can use other appropriate diagnostic procedure



- 1.8 Utilizes adequate evaluation procedures
  - 1.81 Informal evaluation procedures (anecdotal record, interview questionnaire)
  - 1.82 Standard achievement tests
    - 1.821 Is familiar with the more common ones in her field
    - 1.822 Is able to select the ones appropriate for the occasion
    - 1.823 Can administer them
    - 1.824 Can interpret their results
    - 1.825 Can use test results effectively
  - 1.83 Teacher made tests
    - 1.831 Is skillful in constructing appropriate tests
    - 1.832 Can appraise the test as to its principal characteristics
    - 1.833 Can interpret test results
    - 1.834 Can utilize test results
  - 1.84 Accurate and adequate records
    - 1.841 Case studies
    - 1.842 Cumulative records
  - 1.85 Grading and reporting

## 2. A counselor and guidance worker

- 2.1 Adapts principles of child development and mental hygiene to individual and group guidance
  - 2.11 Knows each pupil as an individual
  - 2.12 Recognizes range of emotional maladjustments
  - 2.13 Cooperates with specialists in remedial programs
  - 2.14 Provides experiences through which pupils gain insight into vocational and avocational needs
  - 2.15 Provides opportunity for success experiences for all pupils
- 2.2 Is competent to collect and utilize significant counseling data
  - 2.21 Can administer aptitude interest and intelligence tests
  - 2.22 Can interpret results of such tests
  - 2.23 Keeps records suitable for personal guidance
  - 2.24 Maintains effective relationship with homes
- 2.3 Can utilize suitable counseling techniques
  - 2.31 Is familiar with individual and group techniques
  - 2.32 Differentiates between directive and non-directive counseling
  - 2.33 Employs adequate informational and diagnostic procedures
  - 2.34 Recognizes own abilities in counseling
    - 2.341 Understands symptoms of maladjustment
    - 2.342 Refers severe cases to specialist
  - 2.35 Understands basic principles of effective counseling

## 3. A mediator of the culture

- 3.1 Can direct individual and groups to significant life applications of classroom learning
  - 3.11 Can utilize his field of subject matter to develop an understanding of social and economic problems.
  - 3.12 Can develop an understanding of the wide significance of his own field of subject matter.

- 3.2 Draws on an experiential background to enrich cultural growth of groups and individuals.
- 3.3 Develops an understanding and appreciation of current social problems
  - 3.31 Is able to identify key problems, describe their inter-relationships and define the issues.
  - 3.32 Develops in pupils a desire to find democratic solutions to current social problems.
- 3.4 Can direct pupils in learning to use those materials from which they will continue to learn after leaving school
  - 3.41 Knows source of current information
  - 3.42 Can teach effective procedures for using current materials as sources of information
  - 3.43 Can plan learning materials which necessitate the use of current materials
  - 3.44 Can evaluate the progress of the current materials program
- 3.5 Can develop pupil attitudes necessary for democratic participation in society
  - 3.51 Through pre-planning of teaching unit
    - 3.511 Knows an effective unit structure for the problem approach
    - 3.512 Is familiar with many types of classroom activities
    - 3.513 Has a resource of related projects suitable to individual differences so that the problem becomes personalized
    - 3.514 Can list outcomes useful as the basis for teacher evaluation
  - 3.52 Through teacher-pupil planning
    - 3.521 Develops the problem in terms of pupil needs and interests
    - 3.522 Plans and directs research so that each pupil may make a contribution to the group
    - 3.523 Plans a culminating unit that will necessitate full use of available resources and talents
    - 3.524 Provides for evaluation that will effectively indicate progress.
- 3.6 Can develop pupil skills necessary for effective participation in a democratic society
  - 3.61 By developing effective discussion practices
    - 3.611 Knows discussion techniques
      - 3.6111 Types of discussion
      - 3.6112 Preparation for discussion
      - 3.6113 Effective discussion
      - 3.6114 Evaluation of discussion
    - 3.612 Has the skills for carrying on discussion
      - 3.6121 Stimulating discussion
      - 3.6122 Following through steps in thinking
      - 3.6123 Conducting self-evaluation
      - 3.6124 Securing effective participation
    - 3.613 Has the ability to develop these skills in the pupils
      - 3.6131 Recognition of the steps in thinking
      - 3.6132 Effective participation procedures
      - 3.6133 Effective self-evaluation

- 3.614 Can develop pupil discussion leaders
  - 3.6141 Knows the role of leader
  - 3.6142 Understands responsibilities of each at different steps in the discussion
  - 3.6143 Aids pupils to appreciate these factors
  - 3.6144 Stimulates pupil growth in role
  - 3.6145 Directs self-evaluation for role
- 3.62 By Developing intelligent committee participation
  - 3.621 Uses the committee as a learning experience
    - 3.6211 Develops techniques of committee organization and participation
    - 3.6212 Aids pupils to progress from individual to group responsibilities
    - 3.6213 Recognizes and meets the needs of individual pupils
    - 3.6214 Prevents exploitation of members
    - 3.6215 Stimulates, holds directs pupil interest
    - 3.6216 Evaluates effectiveness of organization and participation
  - 3.622 Use the committee as a contribution to classroom activities
    - 3.6221 Preplans in terms of pupil needs and available resources
    - 3.6222 Correlates each job to the total program
    - 3.6223 Provides for individual and group contributions
- 3.63 By Developing effective community participation
  - 3.631 Knows the community, its resources, and key people
  - 3.632 Knows the broad implications of subject matter and how it ties into the community
  - 3.633 Has a sensitivity for planning, for follow-up, for adapting jobs to the individual
  - 3.634 Is sensitive to those community resources which are for purposes of information only and to those which are fields for active pupil cooperation
  - 3.635 Can evaluate the effectiveness and the quality of participation and of pupil growth
  - 3.636 Is sensitive to possible exploitation of pupils by community agencies

#### 4. A member of the school community

- 4.1 Is able to plan cooperatively on educational and administrative objectives
  - 4.11 Is competent in curricular planning
  - 4.12 Is competent in evaluation projects
    - 4.121 Definition of objectives
    - 4.122 Collection of data
    - 4.123 Making diagnosis
    - 4.124 Improving the program
- 4.2 Reveals sense of responsibility for his share in the overall effectiveness of the school
  - 4.21 Shares willingly in administrative responsibility
  - 4.22 Participates in planning and administering extra-curricular activities

- 4.23 Is willing to start with schools as they are and work for improvement
- 5. A liaison between school and community
  - 5.1 Utilizes available education resources of the community in classroom procedures
  - 5.2 Secures cooperation of parents in school activities
  - 5.3 Interprets the school to the community
  - 5.4 Demonstrates ability to assist lay groups in developing understanding of modern education
  - 5.5 Participates in definition and solution of community problems
    - 5.51 Draws on available and appropriate school resources
    - 5.52 Assists in defining and developing awareness in pupils and parents
- 6. A member of the profession
  - 6.1 Demonstrates an appreciation of the social importance of the profession
    - 6.11 To parents
    - 6.12 To pupils
    - 6.13 To other members of the profession
    - 6.14 To the community at large
  - 6.2 Develops and adheres to a professional code of ethics
  - 6.3 Contributes to the profession through its organizations
    - 6.31 Belongs to the professional organization
    - 6.32 Works effectively in the activities of the organization
      - 6.321 Works within the organization through democratic processes
        - 6.3211 Demonstrates skill in group processes
        - 6.3212 Develops cooperation among workers in the group
        - 6.3213 Forms policies in cooperation with other workers
        - 6.3214 Meets individual responsibilities for accomplishing goals of the organization
      - 6.322 Secures public cooperation and understanding in audience situations
        - 6.3221 Speaks effectively to formal and informal audiences
        - 6.3222 Explains topics in his special field of knowledge
        - 6.3223 Presents controversial topics effectively so as to increase understanding
        - 6.3224 Participates effectively as a member of a panel or discussion group
    - 6.323 Maintains working relationship with lay groups and individuals
      - 6.3231 Finds appropriate occasions to discuss educational issues with lay individuals
        - 6.32311 With lay associations interested in the study of school problems
        - 6.32312 Maintains contacts based on understanding of power structure in the community
    - 6.324 Recognizes and identifies sources of community concern on the school problems
      - 6.3241 Enters into other-than-school problems
      - 6.3242 Participates in other-than-school meetings
      - 6.3243 Participates with lay organizations in analyzing and interpreting information about schools

- 6.325 Contributes to the development of an effective organization
  - 6.3251 Contributes to activities designed to strengthen the organization for meeting its responsibilities
  - 6.3252 Communicates effectively across subject-matter and grade-group lines
  - 6.3253 Makes special talents available to the services of the organization
    - 6.32531 Writes articles for organizational purposes
    - 6.32532 Participates in arranging for formal meetings and convocations
    - 6.32533 Edits and reviews materials for organizational publications
    - 6.32534 Participates in plans of group projects and researches
    - 6.32535 Participates in organizational research program
    - 6.32536 Serves effectively as moderator, chairman, or in other leadership roles.

Table shows the increase or decrease in the number of students enrolled in secondary grades (1916 - 1960).

Year	Increase	Decrease
1916	309	
1917		402
1918	285	
1919	224	
1920	1193	
1931	619	
1922	2114	
1923	2074	
1924	73	
1925	491	
1926	184	
1927		131
1928	743	
1929	1129	
1930	527	
1931	2525	
1932	1475	
1933	568	
1934		374
1935		11
1936	713	
1937	708	
1938	479	
1939	509	
1940	71	
1941		394
1942		645
1943		1739
1944	8	870
1945	719	
1946	1354	
1947	641	
1948		48
1949		710
1950	93	
1951	363	
1952		550
1953	1305	
1954	868	
1955	2810	
1956	2174	
1957	1736	
1958	2061	
1959	3127	
1960	2623	

<sup>1</sup> Data Compiled from Department of Education Reports, 1916-1960

APPENDIX J<sup>1</sup>

## List of Schools Established in Manitoba (1815-1871)

<u>Roman Catholic Schools</u>	<u>Protestant Schools</u>
1818 - Catholic Mission School at St. Boniface	1815 - John Matheson's School in the Selkirk Settlement
1823 - Secondary School at St. Boniface	1820 - Boarding School At P. Douglas
1827 - Schools at St. Francois Xavier, and on the plain.	1829 - Boarding school for girls
1829 - Girls' School at St. Boniface (St. Joseph's Academy)	1831 - School at St. Andrew's
1833 - Experimental Schools at St. Eustache, etc.	1833 - School at Kildonan
1855 - St. Boniface College	1836 - Red River Academy - St. John's College
1860 - Girls' schools in convents at St. Norbert, St. Vital, and the White Horse Plains	1844 - Nine schools in Protestant parishes, enrolling 485 scholars.
1871 - Twelve school districts under the jurisdiction of the Catholic Section of the Board of Education. (#1, 5, 6, 7, 9, 11, 12, 13, 14, 15, 16, 17.)	1847 - School at Kildonan - Presbyterian
	1850 - Five more Protestant parish Schools
	1853 - School at Portage la Prairie
	1850-1860 - Many private schools began
	1866 - St. John's College and College School.
	1871 - Manitoba College
	1867 - 16 Protestant Schools at the Red River Settlement
	1871 - 12 school districts under the jurisdiction of the Protestant Section of the Board of Education. (#2, 3, 4, 8, 10, 18, 19, 20, 21, 22, 23, 24.)

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1 W. M. Wall, "The Advisory Board In The Development Of Public School Education In Manitoba", (Unpublished Master's Thesis, University of Manitoba, 1939,) p.40.

APPENDIX K<sup>1</sup>Second-Class English Examination  
Brandon Normal School  
June 1919

## SECOND CLASS JUNE 1919

## ENGLISH

1. Outline in some detail your method of teaching "A Man's A Man for A'That". Book V. page 322.
2. Write brief notes on the teaching of Spelling - the value of the subject - the method of conducting a lesson and the correction of pupils' mistake.
3. Write a short account for a local paper of a patriotic entertainment held in your school. Supply all necessary data.
4. Outline your method of teaching the lesson on page 39, the Beginners Reader.
5. (a) What is a transitive verb? a clause? a phrase? subjective complement? Illustrate by examples of each.  
(b) Outline how you would teach the Relative or Conjunctive pronoun.
6. How would you endeavor to improve the oral composition of your pupils?
7. (a) Outline your method of teaching the memorization of "The Minstrel Boy" Book IV.  
(b) What are some of the values of memorization in the different grades of the public school?

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<sup>1</sup> Information provided by Betty Gibson, Primary Supervisor, Brandon Elementary School Division.



APPENDIX L<sup>1</sup>

## BOARD OF EDUCATION, MANITOBA

## PROTESTANT SECTION

## Examination of School Teachers, 1875

## Programme

Tuesday, December 28th

Geography . . . . .	10 to 11:30 a.m.
Dictation and Writing . . . . .	11:30 to 12 noon
Arithmetic . . . . .	Afternoon
Reading . . . . .	do

Wednesday, December 29th

History . . . . .	9 to 10:30 a.m.
Grammar . . . . .	10:30 to 12 noon
School organization, etc. . . . .	1 to 2 p.m.
Composition . . . . .	2 to 3 p.m.

Thursday, December 30th

Book-keeping . . . . .	9 a.m. to 10:30 a.m.
Algebra . . . . .	10:30 a.m. to 12 noon
Euclid. . . . .	1 to 4 p.m.

GEOGRAPHY - Time -- One hour and a half.

1. Define Physical, Political and Astronomical Geography.
2. Mention the different countries of Europe, and any recent changes in the map of that part of the world; and give the principal cities of each country, distinguishing the capitals.
3. Trace the mountain ranges of Europe and America, and mention the principal rivers, their courses, and where they empty.
4. What are the principal rivers, lakes, and capes of Africa; and the names of some of its great travellers and explorers?

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<sup>1</sup> Report of the Superintendent, Protestant Section of the Board of Education, 1875.

5. What are the principal countries of Asia, and their exports?
6. Mention all the colonies and dependencies of Great Britain, the time and occasion of their acquisition, and their principal exports.
7. What provinces compose the Dominion of Canada? What are their chief cities, their rivers and lakes, and exports?
8. Give the different States and Territories of the American Union, showing those bordering on the Dominion of Canada; and mention the principal cities and towns in that country.
9. What are the inlets on the West Coast of England?

#### DICTATION, SPELLING AND WRITING

A ROMAN'S HONOR: - The Carthagenians were driven to extremity, and made horrible offerings to Moloch, giving the little children of the noblest families to be dropped into the fire, between the brazen hands of his statue: and grown up people of the noblest families rushed in of their own accord, hoping thus to propitiate the gods, and obtain safety for their country.

Their time was not yet fully come, and a respite was granted them. They had sent, in their distress, to hire soldiers in Greece, and among these came a Spartan, named Xanthippus, who at once took his command, and led the army out to battle, with a long line of elephants ranged in front of them, and with clouds of horsemen hovering on the wings.

The Romans had not yet learnt the best mode of fighting with elephants, viz: to leave lanes in their columns, where these huge beasts might advance harmlessly: instead of which the ranks were thrust and trampled down by the creature's bulk, and they suffered a terrible defeat. Regulus himself was seized by the horsemen and dragged into Carthage, where the victors feasted and rejoiced through half the night, and testified their thanks to Moloch, by offering in his fires, the bravest of their captives.

#### ANALYSIS

Give solutions of the following by analysis:

1. A man sold  $4\frac{1}{2}$  cords of wood at  $\$2\frac{1}{2}$  a cord, which was  $\frac{3}{4}$  of what he received for a ton of hay; how much did he receive for the hay?
2. Bought a horse for 20 per cent less than \$150, and sold him for ten per cent. more than \$150: what per cent was gained?

3. A man having a span of horses for sale offered them for \$480 cash in hand, or a note of \$550 due in one year and eight months without interest. The buyer accepted the latter offer; did the seller gain or lose by his offer, and how much, allowing money to be worth six per cent?

## ARITHMETIC

4. From a hogshead of molasses, 28 gals. 2 qts. were drawn; what fraction of the whole remained in the hogshead?

5. What part of a cord of wood in a pile  $7\frac{1}{2}$  ft. long, 2 ft. high and  $3\frac{1}{4}$  ft. wide?

6. A physician bought 1 lb. 10 oz of quinine at \$2.25 an ounce, and dealt it out in doses of 10 gr. at  $12\frac{1}{2}$  cts. each; how much more than cost did he receive?

7. If 248 men in  $5\frac{1}{2}$  day of 12 hours each dig a ditch of 7 degrees of hardness  $232\frac{1}{2}$  yds. long,  $3\frac{2}{3}$  yds. wide and  $2\frac{1}{3}$  yds. deep; in how many days of 9 hours each will 24 men dig a ditch of 4 degrees of hardness  $387\frac{1}{2}$  yds. long,  $5\frac{1}{4}$  yds. wide and  $3\frac{1}{2}$  yds. deep?

8. Sold a lot of books for \$480 and lost 20 per cent; for what should I have sold them to gain 20 per cent?

9. If a man borrows \$1,000 at 10 per cent interest, and with it buys a note for \$1,100 maturing in 5 mos. without interest, but which not being paid when due was allowed to run 1 year 6 mos. beyond maturity, drawing 6 per cent interest; will he gain or lose, and how much?

10. Find the value of  $\sqrt[3]{\frac{5}{6}}$  to 3 decimal places.

11. What is a simple number, and what is a compound number?

12. What is a Power, and what is a Root?

13. What is Analysis in arithmetic?

14. What is a common multiple, and what is a least common multiple?

15. What is a Ratio -- what is a compound Ratio?

16. Give Rules for the four following cases of percentage:

- a. To find a **given** per cent. of any number or quantity.
- b. To find what per cent. one number is of another.
- c. To find a number when a certain per cent. of it is given.
- d. A number being given, which is a given per cent. more or less than another number to find the required number.

17. What is Interest, Amount and Principal?
18. Explain Simple Interest, Annual Interest, and Compound Interest.
19. Explain Arithmetical Progression and Geometrical.
20. Give the signs of Addition, Subtraction, Multiplication, Division, Decimal, Equality, Ratio, Involution and Evolution, and explain Rotation and Numeration.

HISTORY - Time--one hour and a half

1. Give a brief account of the different races that inhabited Great Britain, and their permanent influence respectively.
  2. State the circumstances under which England and Scotland were united, and Great Britain and Ireland.
  3. When and by whom were the Wars of the Roses waged, and with what result?
  4. Mention the monarchs of the Plantagenet, Tudor and Stuart Houses, and give the date of their accession to the throne.
  5. Write brief notes on Alfred the Great, Saxon Heptarchy, Magna Charta, Bill of Rights, Cromwell, Elizabeth, Naseby, Flodden, Bannockburn, Crusades.
  - ✕ 6. What do you regard as the decisive battles of the world?
  - ✕ 7. By whom and with what result were the Punic Wars waged?
  - ✕ 8. Give a brief sketch of the conquests of Caesar, Alexander the Great and Napoleon Bonaparte.
  9. When, why, and by whom was Canada ceded to Great Britain?
  10. Sketch the American Revolution with the causes.
  11. Give any important incidents in the history of Canada.
- ✕ For 1st and 2nd class teachers

## ENGLISH GRAMMAR

1. How many parts of speech are there; name and define them.
2. Give the plural of the following Nouns, and the rules for forming each; loaf, wish, chimney, berry, monarch, staff, potato, cameo, radius, cherub.
3. Explain Case: name the Cases and define each.
4. How many degrees of comparison has the Adjective? What does each express? Compare good, tolerable, little, clear.
5. What class of Adjectives does not admit of comparison? Give examples.
6. What is Tense? How many simple Tenses are there, and what does each express?
7. Conjugate the Auxiliary Verbs: must, do, will.
8. How is the Passive Voice inflected? Explain the Middle Voice, and give examples.
9. Explain the term Adverbial Phrase; give the rule for the Adverb.
10. What is meant by Punctuation? Name and give examples of the points or marks so used.
11. Analyze the sentence: "Of the Latin Historians Tacitus was undoubtedly the greatest."
12. Parse and apply the rules of Syntax to every word of the following sentence: "The sun rose, and from the ramparts of Quebec, the astonished people saw the Plains of Abraham glittering with arms".

## SCHOOL ORGANIZATION AND MANAGEMENT

1. In taking charge of a school, how would you classify your pupils, and how would you maintain order?
2. Would you use a time table? and if so, make a rough draft of the one you would adopt.
3. How would you teach arithmetic to young beginners?
4. How would you teach a class of young children the alphabet?

5. Should corporal punishment be used in schools, and if so, state in what cases you would have recourse to it, and what kind of punishment you would inflict?

6. In teaching orthography, which would you prefer, the oral or written method, and give your reasons?

7. In teaching a class of pupils, say under eighteen years of age, state which of the two systems you would adopt, namely the mode of lecturing your class, or teaching by questions and answers, and give the reasons why you consider either the latter or former mode preferable?

#### COMPOSITION

Write a short essay of at least two pages of foolscap, on the benefits of a sound common school education.

#### EUCLID

1. What is meant by a Definition, an Axiom, a Postulate, a Problem, and a Theorem? Give an example of each. What is meant by a Reductio ad absurdum proof?

2. Define a plane angle, a right angle, a circle, parallel straight lines, a gnomon, and an angle in a segment. Write down the 12th Axiom.

3. If one side of a triangle be produced, the exterior angle is greater than either of the interior opposite angles.

4. Parallelograms upon the same base and between the same parallels are equal to one another.

5. If a straight line be divided into any two parts, the squares on the whole line, and on one of the parts, are equal to twice the rectangle contained by the whole and that part, together with the square on the other part.

6. Give an Algebraical proof of the proposition in question 5.

7. Draw a straight line from a given point, either without or in the circumference, which shall touch a given circle.

8. The opposite angles of any quadrilateral figure inscribed in a circle are together equal to two right angles.