

THE UNIVERSITY OF MANITOBA

THE HISTORY OF
SCHOOL CADETS IN THE
CITY OF WINNIPEG

BEING A THESIS SUBMITTED TO THE COMMITTEE
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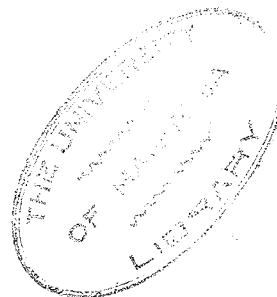


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CHAPTER ONE

HISTORY OF THE CADET MOVEMENT IN THE

SCHOOLS OF THE CITY OF WINNIPEG

Introduction

Purpose and Method of the Study

This study undertakes to present the history of the cadet movement in the schools of the city of Winnipeg from its inception as a phase of school training in 1888 until the present time. It will endeavour to present its importance within the school system under differing ideologies and attitudes of the public and the governing bodies of the school system. Tentative findings pertaining to causes of increasing or waning influences and, therefore, changing emphasis will be sought and possibilities for the future examined.

During the period in question Canada made her contribution to three wars - the Boer War, 1899-1902, involving the British Empire only; World War I, 1914-1918, and World War II, 1939-1945 which were of immediate concern to Canada; as to all peoples enjoying the privileges of democratic institutions. Each of these conflicts had an influence upon the establishment of the cadet movement in city schools, not only of the city of Winnipeg but of Canada as a whole, more especially those, the population of which was largely of Anglo-Saxon origin.

The period between World War I and World War II was characterized in the first instance by the belief that peace had been secured for a long period of time. Only the far-seeing believed otherwise until World War II was almost upon us. This period was characterized as well, by one of the most severe economic depressions of modern times,

an event which tended to concentrate the mind of the people upon their immediate problems while the fires of conflict were in the making for a second world war. These events set out in rather distinct outline the time-areas for this study; 1888-1918, 1918-1939, and 1939 onward. The three period are rather clearly defined in the deliberations of the Winnipeg city school administration, in the attitude of the public toward the question of cadet training, and in the nature of the training provisions. They form the basis for three of the major chapters of this study.

However, training of any type cannot be suddenly made available without the presence of a purpose, a curriculum, and a body willing and qualified to manage instruction. Naturally all these were present in the military establishments of all large cities and when public mind felt the urgency of such training it would respond to a purpose always present in degree. The nucleus of ideas favorable to such training had been reflected prior to 1888 in the provisions of the Militia Department of the Federal Government at Ottawa and in the extension of cadet training corps under the supervision of the regular and militia units in several cities of Canada, among them, the city of Winnipeg. It is of importance therefore to the purpose of this study to examine the provisions for youth training as conceived by the Department of Militia and something of the history of its growth and influence upon the cadet movement in schools.

Finally, in view of the experience of sixty-two years the study should undertake to evaluate the worth of the cadet movement as an

Sources and Treatment of Data

The main data pertaining to the study were obtained from the records of Winnipeg Public School District Number One. These records consisted of the Annual Reports of the School Board, the Reports of the School Board Management Committee, and at times a special sub-committee of the School Board Management Committee having responsibility for the supervision of the cadet programme. The writer made a thorough examination of the minutes of the Management Committee, of special cadet committees, and of the School Board and selected all references to cadet work throughout the entire period, sixty-two years. The data collected from these sources embraced sixty capsize pages of single space typewritten matter. These are the only authoritative data on the subject and they form the basis for the discussion and findings of this thesis. Unfortunately presentations of leaders representative of public opinion were not reported in full in School Board Minutes nor in the reports of School Board meetings and the writer was compelled at times to turn to the brief accounts found in the Press of the day.

Other data pertaining to military preparedness and the educational efforts of the Militia Department at Ottawa and its units across Canada were obtained through an examination of the Sessional Papers of the Dominion Government available in the Provincial Library, and other Documents of the Officer's Association of the Militia of Canada, The Canadian Military Institute, The Canada Gazette, King's Regulations and Orders, Fundamental Training Royal Canadian Army Cadets Prairie Command. Pamphlets - Royal Canadian Sea Cadets, Royal Canadian Air Force Cadets,

The Robert H. Smith School Cadet History, The Royal Canadian Air Cadet Syllabus of Training, Royal Canadian Air Cadet Training Manual, Air Cadets of Canada Rules and Regulations, Syllabus of Physical Exercises for Schools by Executive Council of Strathcona Trust, Cadet Training 1938, The Strathcona Trust Fund, and to a limited extent newspaper reports and comments.

The writer believed it important to make frequent use of quotations in the footnotes and likewise in the Appendices of the study. In this manner the thesis may well serve the purpose of preserving a history which could be forgotten, hidden as it is in the Archives of the Secretary's Office of the Winnipeg City School Board or in the Determinations and Reports of the Dominion Department of Militia and Defence. The thesis constitutes a body of documentary matter which should have more than passing interest to the public and to those who manage and instruct the children of our schools.

CHAPTER II
OBJECTIVES AND HISTORY OF THE
CADET MOVEMENT IN CANADA

Objectives

Two fundamental objectives are apparent in the literature which contains information concerning the history and organization of the cadet movement in Canada. That from the army sources has long stressed "preparedness" for defence of one's country, with emphasis upon physical fitness and patriotic attitude toward obedience to law and to command. An examination of army and school programmes shows that both emphasize company drill and some acquaintance with use of military weapons. In time, "preparedness" was interpreted to embrace mental and moral character, physical fitness, the simpler forms of military drill and all-round training in good citizenship, and more highly specialized basic training for specific aspects of military education. The tendency has been toward those qualities in manhood essential to the defence of good citizenship, as the democracies understand that term.

Schools have tended toward the objective of good citizenship, using much of the training programme as conceived by the militia; but with the thought that such training was one essential in good living, which would of itself provide for basic training in defence of one's country, in times when it became necessary to resist armed invasion, first at home, then abroad, if the disturbance endangered the homeland.

The two concepts are not far removed, the one from the other, and

indeed the training outcome would aim to become more one of the environment in which such training was conducted. The army atmosphere on the one hand could be and would be in some respects quite different from that prevailing in the school hall, classroom or playground. Regardless of who supervised the training, the over-all aim and ambition of the governing body and locality of activity would become an influence toward the maturing impressions of the boys enrolled.

A full statement of aims is contained in the present Precis of the Royal Canadian Army Cadets, Prairie Command, which is quoted in toto in the Appendices of this thesis. This represents a point of view which has matured since the inception of the Army Cadet movement in Canada in 1862.

"To develop the mental, moral, and physical education of boys and so to form their characters as to assist them to start well in life; to develop in them principles of leadership, patriotism and good citizenship, and, through association, encourage them to train, in due course with the armed forces of Canada and thus fit themselves to do their part in the defence of their country." ¹

Four areas of training are developed in the Precis:

(a) The development of leadership qualities.

"The first requisite of a leader in any field of endeavour is willingness to accept responsibilities

It is quite feasible that a cadet corps could be administered and trained

1. Precis, Royal Canadian Army Cadets, Prairie Command, 1948. Section 2.

entirely by cadet officers under the supervision of cadet instructors." ²

(b) The reaching of responsibilities of citizenship.

"Citizenship and patriotism are synonymous abstract nouns. In this materialistic day and age the most productive method of teaching either citizenship or patriotism is through education..... Many school authorities believe that the part cadet training plays in teaching citizenship is its most important." ³

(c) The training of the boy physically.

"A large part of the training programme has been allotted to physical training and organized sports. Sufficient equipment is available and the programme is varied sufficiently to maintain the interest of the cadet throughout the training years." ⁴

(d) Training youth for service in the defence of Canada.

"Should the need to resort to force become necessary, the time will be short between the commencement of hostilities and the commitment of Canada's armed forces. Preparedness is the only insurance at present against war." ⁵

History of Dominion Policy

By the Militia Act of 1855 the male population of Canada between the ages of six and sixty, if not exempt or disqualified by law, were either members of the "Sedentary Militia" and took no part in military activities; or the "Active Militia", volunteer units, formed from the Sedentary, who did a certain amount of training. Units drawn solely

2. Ibid.
3. Ibid.
4. Ibid.
5. Ibid.

from bodies of students became the forerunners of our present cadet corps. College Ste.-Hyacinthe and Bishop's College School were Number One and Two Cadet Corps, respectively, and both established an association of interest in the year 1861. However, any claim as to what corps was actually formed first, could be contested by at least four other organizations. ⁶

Probably with the hope of expanding military drill activities across the country, an amended militia bill was passed in the year 1862 that provided for the organization of "Associations for the Purpose of Drill". ⁷ "The first to appear in General Orders was, one Militia Drill Association.....at Toronto, in connection with the Department of Education." ⁸ Twelve more units of the foregoing type were organized by 1864 but it was not until 1865 that the words "Cadet Corps" appeared in the official designation of a unit. ⁹

A new basis was adopted for the formation of Drill Associations in 1879 and each province was allocated a number of such associations.

6. "In point of fact any claim to the distinction of having been the first to organize a cadet corps might reasonably be contested by College Ste-Anne de la Pocariere, by Upper Canada College, Toronto, by an unidentified adjunct of the Department of Education, Toronto, and by the ghost of the English Cathedral School, Montreal."
Ibid. Section 3. n.p.

7. "Associations for the Purpose of Drill composed of professors, masters and pupils of Universities, schools, and other public institutions was authorized."
Ibid. n.p.

8. Ibid. Section 3

9. "The English Cathedral School, Montreal, under the direction of Reverend Mr. Wood, 24th March, 1865. This unit which has long since disappeared was the first to use the phrase "Cadet Corps" in the official designation - "Lady Alexander Russell's Own Cadet Corps Drill Association."

Ibid. Section 3

Manitoba was allotted two at this time. Provision for a redistribution was granted in 1892 resulting from the fact that some provinces had exceeded their quota while others had not completed theirs.

Regulations and Orders from Militia Canada, 1887, included detailed and uniform regulations governing the formation and internal economy of Military Companies in schools, colleges and universities. The age of twelve years was taken as the minimum age for cadets. This minimum age must have been up for discussion from time to time for we find the Reverend C. G. Gull M. A. Captain-Commandant 4th London Volunteer Rifle Corps, Headmaster of Grocers' Company's School, a man with twenty-four years experience in school military work, has made the following contribution

Boys do not, in my experience, find drill training irksome; partly because they pick up the routine work far more quickly than men, partly because they enjoy more the precision and rhythmic movements of drill, and also because their imagination is caught by the military ideal. And may I venture here to disagree with one sentence in Dr. Warre's scheme as adopted by the Head Masters' Conference - "that it is not advisable to deal with boys under the age of fifteen. To begin military drill with boys before that age can do but little good to them, and will only make them, in too many cases dislike the idea of military service of any kind." Rev. Gull challenges this statement - My experience leads me to an exactly opposite conclusion. Our boys take their places in the battalion at the age of eleven. The school battalion is exceedingly popular both with the boys and their parents. ¹⁰

10. Canadian Military Institute Selected Papers: Volume No. 10 "Military Training in Secondary Schools - Date 1900. p. 89.

The regulations asked the schools for the first time to include drill in their educational course. For the first time also is found district control introduced through having applications for permission to form companies forwarded to Militia Headquarters through the Militia District. They also placed responsibility on the universities, colleges and schools for the value or return of equipment loaned, the providing of a suitable armoury room, and annual nominal roll and the appointment of suitable officers. In return, the companies were provided, free of charge, the services of a drill instructor and suitable books for military training.

In the separate agreement made between the Department of Militia and the Province of Ontario in the year 1898 it was provided that the instructor would be a member of the teaching staff of the school instead of a temporary instructor sent from one of the militia units. For the first time too, the designation "Cadet Corps" was used instead of "Rifle Company" or "Drill Association" and despite misuse of the term by all three forces, a Cadet Corps is a body of school boys.

In 1906 regulations for cadets were first issued permitting Cadet Corps of three types depending on whether cadets were (1) pupils of colleges or schools controlled by the provincial government (2) pupils of schools not under government control, (3) boys who preferred to join a corps unconnected with any educational establishment. (This latter is the forerunner of the modern "open corps").

Payment of instructors was embodied in the regulations following acceptance, by the Minister of National Defence, of a programme of training proposed by the Province of Nova Scotia. Orders-in-Council of August,

1908 not only approved of the agreement with the Province of Nova Scotia¹¹ but also approved of proposals being made applicable to any other province in the Dominion, by agreement therewith. The principle of Provincial sanction was in keeping with the provisions of the British North America Act relative to schools.

The Strathcona Trust

The Rt. Honourable Lord Strathcona and Mount Royal, who was at the time High Commissioner for Canada in Great Britain, became interested in promoting physical and cadet training in the schools. He wrote to Sir Fredrick Borden, then Minister of Militia and Defence, on the 18th March, 1909, and expressed his views and made certain proposals. Sir Frederick lost little time in translating the views and proposals into what is now the Constitution of the Strathcona Trust. In reply, dated April 17th, 1909, Lord Strathcona wrote: "It is not my desire to make any alteration in the Trust Deed, as formulated by you."¹² The Strathcona Trust, the

11. In an agreement signed by both parties the Minister undertook, on behalf of the Dominion of Canada, to

(a) Provide instructors in PT and military drill competent to qualify all teachers.

(b) Examinations for the qualification of the candidate.

(c) Necessary equipment and drill books.

(d) Payment of a bonus for qualified teachers.

In return the Province undertook to -

(a) Enforce their regulations respecting PT and Military Drill in the schools.

(b) Encourage the formation of cadet corps and rifle practice.

(c) Require all teachers to obtain certificates of competency to instruct in PT.

(d) Encourage all male teachers to obtain certificates in advance PT, military drill and rifle shooting.

Op. Cit. Section 3.

12. Constitution of the Strathcona Trust. (Ottawa: Government Printing Bureau, 1910), p.7

Constitution of which is included in the Appendices to this study, became an important factor in the subsequent development of cadet training in Canada.

The Dominion Government consented to receive the Trust Fund of \$500,000.00 and to pay interest thereon at 4% and to place the amount of such interest half-yearly to the credit of the Executive Council of the Strathcona Trust. In November of 1909 the Executive Council wrote a letter (a copy of which is included in the Appendices of this study) to each of the provinces outlining the aims of, and the advantages offered by, the Strathcona Trust Fund for the encouragement of Physical Training and Military Drill in the schools. The letter took particular care to assure the governments that the Strathcona Trust

was not designed to be used as the vehicle for the introduction of a system of compulsory military training but it did desire to foster military drill and rifle shooting, to teach patriotism and that the first duty of a free citizen is to be prepared to defend his country. ¹³

Some of the proposals of the Trust were:

- (1) The encouragement of the formation of cadet corps.
- (2) Physical Training was to form a part of every school's curriculum.
- (3) Every teacher was to qualify himself to instruct in P.T., if not already qualified.
- (4) The Militia Department was to afford facilities to teachers to enable them to qualify in P.T. and Military Drill.

The Provinces of Prince Edward Island, New Brunswick, Ontario, Alberta, and British Columbia signed agreements during 1910 and 1911.

13. Precis, op. cit., Sec. 3, N.P.

Manitoba and Saskatchewan were accepted as being eligible to participate in the benefits of the Trust, on stating that they would support the proposals although they did not sign a formal agreement. Quebec did not sign, but through the Protestant and Roman Catholic Committees gave assent to the proposals.

Two direct results of the study of cadets through the provision of the Strathcona Trust, were the creation of a Corps of School Cadet Instructors, now known as the Cadet Services of Canada, and the authorization of payment of an instructional grant and a uniform allowance to the proper persons, upon the satisfactory report of the cadet inspection officer.¹⁴

The general principles that governed the administration of the Strathcona Trust Fund as proposed by Lord Strathcona were as follows:

- (a) His object being not only to improve the physical and intellectual capabilities of the children, by inculcating habits of alertness, orderliness and prompt obedience, also to bring up the boys to patriotism, and to a realization that first duty of a free citizen is to be prepared to defend his country. The intention of the Founder is that while physical training and elementary drill should be encouraged for all children of both sexes attending public schools, especial importance is to be attached to the teaching of military drill generally to all boys, including rifle shooting for boys capable of using rifles. All boys should so far as possible, be made to acquire while at school, a fair acquaintance with military drill and rifle shooting.
- (b) The administration of the Trust shall be such as to enable, both sexes, whether teachers or pupils, to share in the rewards, and the allotments of money should be so made as to afford an inducement both to the teacher to instruct, and to the pupils to perfect themselves in the training specified above.
- (c) The whole of the money grant, in the preliminary stages at least, is to be devoted to encouraging the training referred to in those schools and other educational establishments which are maintained out of public funds.

14. Ibid. n.p.

(d) The allotment of the funds available for rewards between the several provinces shall, broadly speaking, be in proportion to their population of school age.

(e) Service, whether on the Executive Council or the local committees shall be gratuitous. There shall be no fees chargeable against the Trust. ¹⁵

Post-War Apathy: Every war appears to produce a post-war period of apathy. The first noticeable period in Canada came, following the ending of the American Civil War and the defeat of the Fenian Raid. During this time, in Canada, the militia was neglected generally and from 1870 - 1878 inclusive, there is no record of the formation of a single cadet corps.

The Boer War, probably due to fact that it was a very distant struggle to Canadians, does not appear to have produced any great effect upon the Cadet Movement in Canada. World War I, however, contributed to an outstanding and dangerous period of apathy, possibly because it had been advertised as the War to end all Wars. The opinion became prevalent at that time that, if peace-loving nations would all disarm, there would be no further excuse for war. Militarism was frowned upon and cadets were adversely criticized, on the grounds that they fostered the military spirit which was not only no longer needed, but which might become dangerous.

The great financial depression suffered by the World as a whole, during the early thirties also contributed greatly to the lack of preparedness. The uniform allowance for cadets was cancelled in 1931 and in 1934 the instructional grant for Junior Cadets was abolished. Many provinces

15. Op. cit. P.

with their income thus reduced lost interest in cadet training. In the three prairie provinces cadet corps disappeared almost entirely while in the remaining provinces they carried on at greatly reduced strength.

The beginning of World War II brought about a very definite change in cadet training policy. With the change of policy a considerable improvement in cadet training was noticeable and in 1942 National Defence Headquarters set up a Directorate of Army Cadets, whose first duty would be to obtain for the Cadet Corps and their administrative staff, the recognition they had long been lacking.

A few of the achievements of the Directorate were:

His Majesty the King in November 1942 conferred the title of Royal Canadian Army Cadets upon all Canadian Cadet Corps.

The following month authorization for the manufacture of uniforms to be sold to Senior Cadets at half price (and later extended to juniors) was approved.

Royal Canadian Army Cadets were reclassified to provide for School Corps; Open Corps to be organized by Reserve Army or Service Clubs; and Independent Open Corps.

Winter training equipment was distributed and an increased scale of issue of other equipment was provided early in the winter of 1943. Summer Camps were lengthened at the same time from six to ten days.

An Inter Service Cadet Committee was organized. This committee was composed of Director of cadets in the three branches of National Defence. They were to report direct to the Chiefs of Staff Committee, and were authorized to handle all matters concerning cadets of the three services. The significant achievement of this group consisted in elimina-

tion of the vicious competition existing between the three services, in their effort to bring their own organization up to strength.

Resotation of Junior allowance and compensation for injury or disease incurred by an instructor or cadet while on duty.

Revised establishment to look after the increased cadet activity in 1944, including a new scheme of appointments, promotion and pay.

Revised training syllabus with emphasis on physical fitness and markmanship.

Public opinion during the war endorsed the cadet movement. Ontario included cadet training in its Secondary School curriculum. Cadet strength in Quebec was nearly 38% of the Canadian total and other provinces co-operated in varying degree.

Following the war, Public Opinion through Parliament has indicated that the cadet movement shall continue and over three million dollars was voted for cadets in the first post war session.

The training programme has again been revised; the minimum age limit has been raised to 14, and all necessary clothing, except boots and shirts, is now a free issue.

The Directorate of Military Training is now responsible for cadet training.

Historical Sketches of Winnipeg Army Cadet Corps ¹⁶ No. 258 Lord Strathcona's Horse (SW) CC.- The Corps was first raised in March 1913 as a horsed Cavalry Troop. Its strength was approximately 40 all ranks. The uniform was copied from the original dress of the Regiment, raised for

service in South Africa by the first Lord Strathcona and Mount Royal, and featured Stetson hats and brown leather field boots. The corps had as patrons, Colonel (afterwards Lieut.-General and Sir) Archibald Cameron Macdonell and the then Attorney-General, the Honourable Colin Campbell, K. C. The corps became inactive during the days of Great War I. Many officers of the Canadian Army of those days, however, gained their commencement of military within the corps.

The post-war cadet activities saw the reinstatement of the corps early in 1922. The first establishment was as a Horsed Cavalry Squadron under the patronage of Major-General Huntley Douglas Brodie Ketchen, District Officer Commanding M.D. 10. In a short two years the Corps was granted a regimental standing, as it was reaching a strength of over 200. Three squadrons were organized and filled in 1924. The trumpet band of these days was considered to be one of the best in the district. Trophies covering many angles of cadet athletics and other subjects were won and retained by the corps. In 1939 the strength was still on a regimental basis and totalled over 300. On the outbreak of war in 1939 the corps still maintained the traditions gained during the period of World War I, namely, provision of officers for the new Canadian Army who started as cadets in the corps. A total of twenty-seven cadets were serving as officers in units from Winnipeg. Additional, of course, were those ex-cadets who served in the ranks and of whom no record is available.

The vicissitudes of the period of World War II were weathered in fair fashion, although the corps suffered many ups and downs. A re-organization took place in the spring of 1947.

No. 323 Provencher School CC.- The Royal Canadian Army Cadet

Corps was organized at Provencher School on the 29th of October, 1911. This cadet corps has operated since that time. A ceremony in the Cathedral of St. Boniface officially inaugurated what was known as "Une Ligue Du Sacre Coeur" or the Sacred Heart Cadets. Numbering 50 cadets this organization was the forerunner of the present cadet corps numbering 130 cadets.

In 1912 the Sacred Heart Cadets were affiliated with the Royal Canadian Army. Many of the former pupils saw action in the First and Second World Wars. Many of the former pupils distinguished themselves on the battlefield and many decorations were received.

No. 407 QOCH of Canada C BN.- No. 407 Queen's Own Cameron Highlanders of Canada Cadet Battalion was organized on April 17, 1913, being known at that time as the Winnipeg Highland Cadet Battalition.

Major W. G. Bell was appointed as Bn. Commander

A. P. Cameron	" 2 L/C
A. C. Wingood	" Adjutant
W. McLandress	" Quartermaster
Capt. F. T. Cadham	" Medical-Officer

Colonel G. Carruthers was appointed Honorary Cadet Battalion Commander.

Mrs. G. A. Carruthers presented a set of colours (The King's Colour and Regimental Colour) during the Spring of 1914. These flags are now in the First Presbyterian Church, Winnipeg, where they were placed for safe-keeping.

During the war 1914-1918, although this was a very young cadet corps as far as experience was concerned, the Winnipeg Highland Cadets

responded nobly to the call as may be seen from the following summary:

Enlisted for service	93
Killed in action	7
Died of wounds	2
Wounded	15

Honours & Awards

C. M. G.	1
D. S. O.	1
M. C.	1
M. M. & Bar	1
M. M.	6
Granted commissions	7

Following the conclusion of hostilities, the Cadet Corps' attendance was rather indifferent, due to some extent to the fact that it was very difficult to find experienced and qualified instructors to continue with the work.

In succession the following gentlemen assumed command of the unit as Chief Instructor:

Lt. Colonel W. G. Bell	1919-20
Major W. McLandress	1920-23
Major J. W. Forbes, D.S.O.	1923-25
Major W. McLandress	1925-26
Lt. M. Hutchison	1926-27
Lt. T. Rutherford	1927-35
Capt. A. C. Newell	1935-46
Capt. J. E. Mavins	1946-48
Lt. J. W. Thompson	1948-

On the first of September 1926 the unit had almost disappeared and only nine cadets answered the roll-call. However, with a very hard pull and with the assistance of several interested adult friends of the corps, the strength went up to 227 all ranks and during the period 1929-33 that prevailed and from 1933-38 remained fairly steady at 200.

In 1931 affiliation with the Queen's Own Cameron Highlanders of Canada was sought, and being accepted, the name "Winnipeg Highland Cadets" Battalion disappeared to be replaced with "Cameron Cadets".

During the fall of 1927, 100 cadets and their friends held a picnic and sports day at Matlock Beach and it was voted a success. This became an annual affair and in 1928 and 1929 was held at Grand Beach. Each year 200 cadets and friends attended.

1930 saw a change of scene to River Park and on that occasion the idea of an annual summer camp was discussed by cadets and their friends.

In July 1932, 114 ranks, under the command of Lt. Rutherford, entrained for Matlock Beach, being greeted on arrival by Mr. J. Black, Mr. A. M. Cattanach, and Mr. A. Millar who had prepared the lines for their arrival. These camps were continued until 1942 when the financial burden was too great and they were discontinued.

This did not remain long in effect as the Manitoba - Lakehead Area Cadet Camp at Clear Lake took over and has proved most satisfactory. All ranks attending bring back very good reports that the food, training and sports have been excellent.

The following is a brief summary of the part played by Cameron Cadets during the Second World War 1939-45:

<u>Enlistments</u>		<u>Casualties</u>	
RCN & RCNVR	140	Killed in Action	56
RC ARMY	477	Accidentally Killed	7
RCAF	217	Died	1
RAF	7	Died of Wounds	2
USA NAVY	1	Wounded	67
MERCHANT MARINE	1	POW	28
	—	Missing	<u>3</u>
Total	843		165

Commissions Army - 110, Navy - 3, Air Force - 65, Decoration: DSO - 2, DFC - 7, MBE - 3, MC - 1, OBE - 1, AFC - 1, C de G - 2, DFC & Bar - 1, BEM - 2, Mentioned in despatches - 12, Total 32.

No. 526 Winnipeg Grenadiers CC: - This unit was organized after the reorganization of the Canadian Militia in 1922 and functioned until the early thirties. Scarlet uniforms were the dress and the Corps excelled in Rifle Shooting. From 1926 until 1930 the unit was commanded by J. A. Baillie who later served as a Lt.-Colonel with the parent unit at Hong Kong.

In 1946 the present corps came into existence and has taken part in all the activities of the Cadet Movement. Cadets have attended all Camps and Courses. Two of the present instructors enrolled as cadets at the first parade of the corps in 1946 and have now received their qualifications as instructors. The unit also has been presented with the flag of the RCAC and the Union Jack.

No. 1226 "A" Squadron The Fort Garry Horse CC: - The Fort Garry Horse Cadet Corps was organized in 1925 by Lt.-Colonel R. F. Bingham,

Officer Commanding, The Fort Garry Horse.

Although the numbers have never been great since organization, the unit has taken a pride in the qualities of leadership taught to cadets. This unit has always been respected for its smart appearance and steadiness on parade and the aggressive attitude taken towards training.

At the outbreak of war, all cadets of military age, and many under, volunteered for active service, where they served with distinction, and more than a few were decorated.

The last Inspection of the cadet corps placed them ahead of all other open corps in the area, and they are intending to increase their proficiency to become one of the leading corps in this Command.

No. 2295 Royal Winnipeg Rifles CC:- In October, 1940, No. 1640 Norwood Schools CC, Norwood, Manitoba was formed under the sponsorship of the Norwood School Board and continued in that authority with enrolments made up chiefly of Juniors until October, 1945, when Norwood School Board relinquished sponsorship.

In February, 1946, the Norwood Branch of the Canadian Legion was requested to accept sponsorship and they did.

In April, 1946, the Corps, as a School cadet corps, was disbanded and the Royal Winnipeg Rifles (R) were approached to take over as sponsors, and in September, 1946, No. 2295 Royal Winnipeg Rifles Cadet Corps was formed as an open corps.

History of Sea Cadets of Canada

The Navy League of Canada, modeled after its namesake in England, has functioned in Canada since 1893. It was a civilian organization of public-spirited men who gave freely of their spare time because they felt

they had something to offer the boys of Canada by way of preparation for their part in our democratic way of life. Most of these men were not sailors and only a few knew very much about the navy, but they realized that "the Navy is one of the Empire's oldest symbols of discipline and that the sailors who make up its personnel were men who were proud of their uniforms and who had developed a spirit of loyalty." 17

In cities and towns across Canada, in barracks, schools, auditoriums and sometimes cellars, a few boys were recruited here and there to take part in the Sea Cadet Movement. 18

The beginning of the Second World War found Canada short of ships and of experienced crews to man them. Sea Cadets because of their early training proved very capable in meeting the demands for an immediate Navy personnel. While they had not been trained for war, "they were ready to assume the responsibilities for defence of the sea when the need arose." 19

During the war, paralleling action in the other two Services, the Department of Naval Service added its assistance to the Sea Cadet Movement.

17. The Royal Canadian Sea Cadets (The Navy League of Canada), n.p.

18. "which trained them in certain skills for the sea and certain qualities of good citizenship. These boys were not trained because it was thought another war was on its way. Nor were they trained because Canada needed to man a large Navy. These boys were put into uniform because it was felt that in this way they could learn something to prepare them for their part in a democratic way of life."

Ibid. n.p.

19. Ibid. n.p.

Naval Service supplied training equipment, and laid down rules and regulations for training the young cadets in the Navy way. Frequently, where possible, Naval establishments three open their doors to Sea Cadets, and Sea Cadet Officers took training under the guidance of commissioned officers with the Canadian Navy. By special authority of the Crown, the cap-ribbon bearing the name "Sea Cadet" gave way to the tally, "R. C. S. C." (Royal Canadian Sea Cadet). Six thousand boys passed from the Sea Cadet Corps to active service. ²⁰

The Navy League of Canada and the Department of National Defence (Naval Service) although inter-related, remained autonomous organizations "in full co-operation with respect to training boys as member of society under naval methods and discipline." ²¹

The Aims and Ideals of Youth Training as set out by the Navy League of Canada are - "The Navy League goal for Sea Cadet Training is the development of good citizenship. A country is no better than its citizens - and the boys of today are the citizens of tomorrow. Character education is based upon the ideals of social welfare and the development of the individual. A good Canadian is one who contributes to the welfare of the community because he, himself, has developed a sound moral character.

All parents want their boys to grow up to be good citizens in a world of peace. Their natural question is, "How does Sea Cadet Training develop good citizenship?" In the first place it is felt that the best way to teach is by giving a boy interesting and purposeful activities. He must be made to feel that he is a member of a team and that he has certain responsibilities to his team-mates.

Each cadet is dressed in uniform because once in uniform he feels the team spirit more vividly. He learns the fundamentals of cleanliness and tidiness and above all, he develops self-respect.

In a democratic country the rights of the individual are of primary importance - but for a democratic country to be successful, its citizens

20. Ibid. n.p.

21. Ibid. n.p.

must learn self-discipline. Sea Cadet Training stresses this aspect of character. Once a boy realizes that he has certain responsibilities, he is on the road to becoming a better Canadian.

The Sea Cadet Movement sponsored by the Navy League of Canada, by developing the characteristics of cleanliness, honesty, self-reliance, self-assurance, self-discipline, and the spirit of co-operation, helps a boy to become a finer Canadian in the world of tomorrow.²²

Winnipeg Sea Cadets

The Winnipeg Sea Cadets have no published history but through the courtesy of one of the members of the Navy League²³ the following story was obtained. He became active in the Navy League in Winnipeg in 1922. It was in 1926 however, when the Sea Cadet Movement appeared to be at very low ebb that he arrived at Minto Barracks, where the Sea Cadets were then training some fifty boys. In a short time the Sea Cadet strength in Winnipeg was up to 200. The following nine years saw a steady growth until the strength reached 400-450.

During World War II the Royal Canadian Sea Cadets, Manitoba Division, grew to a strength of over 1000, the only group in Canada to reach that enrolment.

Today with one of the finest training bases on the continent, H.M.C.S. Chippawa, and one of the finest summer camps in the world, Camp Ruttan, the enrolment is again quite small.

History of Air Cadets in Canada

While it was apparent to many people long before World War II, that the youth of Canada should be given an opportunity to obtain organized elementary training in aviation, it took the conflict to focus both public and private attention not only on the desirability but upon the necessity of

²². Ibid, n.p.

²³. Mr. J.R.K. Millen, Vice-President, the Navy League of Canada, Manitoba Division.

providing such a programme. From Canadian youth, intrigued by air development came an overwhelming and irresistible appeal for this training.

Any adequate plan for Air Cadets was inseparable from the blessing of, and some measure of co-operation from, the Department of National Defence for Air. This fact made it impossible to make any appreciable headway during the first year of the war. The British Commonwealth Air Training Plan was being born and reared and no diversion from that effort on which the very safety of the Empire depended could be justified. By the year 1941, however, the Department for Air saw its way clear to act as supporter and guide to the Air Cadets of Canada. "Officers of the Royal Canadian Air Force were appointed at Air Force Headquarters and at both of the Royal Canadian Air Force Commands to act as liaison between the Service and properly established Air Cadet Units."²⁴

The Air Cadet League of Canada

The Air Cadet League of Canada, a civilian organization, was recognized by the Department of Defence for Air as the official organizing and administrative body for Air Cadets. The Air Cadet Corps of the United Kingdom, organized by the Air League of the British Empire, by its great contribution to the war effort provided an inspiration and a record and guide for the Air Cadet League of Canada. Provincial Committees of the League were established in the Provinces to provide assistance in the organization and conduct of local units.²⁵

Decentralization is the key-note of the Plan.
Each Air Cadet Unit will be a distinctly local
endeavour representative of Municipal, School

24. Air Cadets of Canada, Rules and Regulations, 1st Edition, p. 8, 1941.

25. Ibid. pp. 8-9.

or other Local Authorities, or of the private or industrial life of the community. From such groups Local Committees are formed, to be responsible for the financing and administration of a Unit under the guidance of Air Cadet Headquarters. Air Cadet Units will thus be formed wherever there are sufficient boys wishing to secure Air Cadet Training, together with sufficient adults desirous of serving on Local Committees or as officers of units. The method of financing is left to each Local Committee, and the cost will naturally vary in each locality. The initial cost of uniforming is approximately \$15. per cadet. It is suggested that each Local Committee provide the greater part of the cost, but that the Air Cadets be permitted to share in some small way by fees or subscriptions. While units must be self supporting, it will be the endeavour of the League, through whatever national funds are available from memberships or other sources, to be of assistance to the movement generally.

Air Cadets 15 to 17 years inclusive, were classified as Senior Cadets while those from 12 to 14 were classified as Junior Cadets. A protecting clause for cadets found in all three branches of the service stated that -

"No Air Cadet, as such, will be liable to compulsory service in the Royal Canadian Air Force." ²⁶

The stated objectives of the Air Cadets of Canada were "to provide Canadian boys and young men with training and instruction similar to the elementary training of the Royal Canadian Air Force that (a) There may be created a body of trained and disciplined young men, conscious of the vital importance of air supremacy to the Empire's security and defence, and capable of being of service to their King and Country, should they subsequently wish to enter the Royal Canadian Air Force. (b) They may prepare themselves in their youth for a time when they might wish to follow one of the many useful careers in the field of civil aviation." ²⁷

26. Ibid. p. 9.

27. Ibid. pp. 8-9.

Primarily, an Air crew "feeder" was required during World War II. The needs of the Air Force were different from those of the other two services in that the very young men were needed to act as pilots, particularly in the fighter type group. A High School education was a pre-requisite for many fields of the Air Force. Consequently, a strong effort was made to attract as many High School students as possible into the Air Cadet Corps and this of course produced a very unsatisfactory type of competition between the three services. A general statement on Air Cadet Training is quoted in the Appendices to this study.

Winnipeg Air Cadets

Air Cadets arrived in Winnipeg in 1938 unknown to the R.C.A.F. and the Air Cadet League of Canada. A Mr. Al. Bennett attended meetings at Christ Church on Henry Ave. He frequently found, when ready to leave the church, that the air was out of his tires or the hub or radiator cap of his car was missing. The boys of this district needed someone to guide them. Mr. Bennett contacted the boys and arranged for meeting with them. The need for a name soon came to the fore and out of many suggestions came the title Air Cadet, because when one of the boys declared he wanted to be a pilot a number of the others decided that was their wish also. This group known as Christ Church Air Cadets was officially established in October of 1938.

The group grew so rapidly that further assistance had to be obtained. M.D. 10 had no set up in the militia to take care of this type of situation. Mr. Bennett appealed to the Lion's Club for assistance. A committee from the Lions attended the next meeting of the boys, but they came with their minds partly made up to say no to the request of Mr. Bennett.

Following their evening with the boys they decided that the work was a distinct necessity and deserved their support. The Lion's Club provided a blue and gold wedge cap, gold tie and blue shirt. Blue denim pants provided by the boy himself, completed the uniform.

In the earlier period of development a boy had to be on relief to be eligible for membership. Later Judge Hamilton of the Juvenile Court sent many boys to this group for training. By December the enrolment was over 200. Eleven rooms in the Daniel McIntyre Collegiate were used for training purposes. Messrs. A. Bennett, Officer Commanding, W. S. Presse, second in command, in charge of Technical Training and Gilbert Eaton, Adjutant formed the nucleus of a fine staff of instructors. A two year course of studies was drawn up (later forwarded to the Cadet League for their guidance). Medical and Dental inspection was provided for each cadet.

By 1940 Squadrons of this original group were being formed in various parts of the city and suburbs. A committee met monthly to direct and supervise the work being done. Among the Committee members were Ralph Maybank, Alderman Coulter, now Mayor of Winnipeg, Alderman J. Black, H.E. Sellers, Frank Mathers, Bill Hanks, J. Scott, Wm. Fleming, Lionel Wood, R.W. Rutherford, E. Snider.

Canada Packers, Swift's, McDonalds, McCurdy Supply Co., Eaton's, Hudson Bay Co., Winnipeg Electric and many other city firms contributed a great deal to the welfare of this growing group of boys.

When the Air Cadet League arrived in 1941 there were over 800 Air Cadets in Greater Winnipeg with a syllabus of training and first class organization. Mr. Eaton was invited to attend the organization meeting of the Provincial Committee for Manitoba and has been a member of that body since.

The Christ Church Squadron became No. 6 Squadron and later was given the name Jim Whitecross Squadron. In so far as seniority is concerned there is no doubt that they were entitled to be No. 1 Air Cadet Squadron in Canada. Group Captain Bonham-Cartier, R.C.A.F., Officer Commanding No. 3 Wireless School had received his training and had been a member of No. 6 Squadron R. A. F. He was very proud of that Squadron and was therefore responsible for the Christ Church being given the No. 6.

CHAPTER III
CADET TRAINING IN THE CITY OF
WINNIPEG PUBLIC SCHOOLS, 1888-1923

Preceding chapters have revealed the presence of cadet training, as an out-of-school service in the city of Winnipeg, from very early in the organization of the city as a school district. Doubtless the presence of the headquarters of the permanent military staff and meeting place of training for the local militia on Broadway close to the heart of the city, the part taken by military officers in the social and political life of the community and the growing feeling of Canadian Nationhood within the structure of British Empire would constitute a persistent influence toward some more widespread provision for the extension of military training to the youth of the city than than provided by the local military units. On the other hand, Western Canada being far removed from Eurpouse, the hitherto center of Imperialistic conflicts and wars, could not, prior to the time of World War I have felt the necessity for a measure of compulsory military training for either adolescents or adults. The basis for difference of opinion on the question would be accentuated further by the increase in the cosmopolitan character of the population and by the fact that since it was an isolated pioneer community almost its entire attention would be directed toward caring for its own economic security. The political security of the West was framed in the achievement of responsible government and in its sincere confidence in the ability of the North West Mounted Police to preserve peace in the country.

Difference of opinion in the matter of cadet trining in the Winnipeg city schools has been in evidence more frequently since World War I

than prior to that conflict. The history of school policy on the issue has varied pretty much according to the stresses of the times. It is not the purpose of this thesis to concentrate the thought of the reader around this issue, but one cannot overlook its influence in all the ups and downs of the cadet movement across the sixty-two years of aggressive and regressive school policy on the matter. Neither can one treat in detail all the incidents and determinations related thereto. The writer believes it sufficient to sketch the ebb and flow of interest and activity, by revealing periodical and definite changes of policy or growth, and recording some of the more important discussions and decisions thereon in the Appendices to this thesis.

Military Drill Authorized

Apparently military drill was introduced in the Winnipeg Collegiate without definite plan or authorization as Mr. Borrowman, the principal, wrote the Board of Trustees on March 13, 1888 recommending a definition of school policy.

In the present year some feeble attempts were made to introduce military drill. I do not know whether by your consent or not. I think military drill should be introduced and made imperative. It is of great value in several ways and it would be popular, but it is deprived of half of its value if left to the mere whim of a teacher or his pupils. The time and place and extent of drill should be a matter of regulation and a military instructor would soon put teacher and pupils in a state to carry on the drill alone.

Likewise there was evidence of a public movement favourable to implementing such a policy.

1. Winnipeg School Board Management Committee Reports, Collegiate Principal's Report - Mr. Borrowman. p.524.

That in reply to the communication of Mr. Blakely and others with reference to the introduction of Military Drill into the Public Schools your committee would recommend that a trial be made for the months of May and June next and that a competent drill instructor be employed whose remuneration will not exceed \$40.00 per month for the above period (and that the inspector and secretary-treasurer be appointed to ascertain what a competent person can be procured for). Signed Joseph Wolf - Chairman, E. Benson, I. H. Houser, Joshua Calloway.²

A committee of the School Board reported in favour on April 7, and by a vote of six to three approved trial of compulsory military drill within school hours during the months of May and June.

During the summer months a drill master was employed (John Watson) who gave instruction in military drill to the boys in the various schools twice a week. These exercises have been of great benefit to the boys - training them in habit of attention and obedience to the several school commands. It has also afforded the teachers an opportunity of acquiring a partial knowledge of the necessary drill to enable them in future to keep up these exercises in the school. (11 schools)³

Arguments for establishment of such a course emphasized training in habits of attention and obedience and at no time prior to World War I did anything concerning military preparedness appear in School Board references. On December 8th, 1899 the Board authorized the formation of cadet companies in the Collegiate "provided that the formation of such corps does not place students of the school in anyway under the control of the Militia Department."⁴

2. Ibid. April 7, 1888. p.529

3. Annual Report of the School Trustees of the Protestant School District of Winnipeg No. 1 for the year 1888.

4. Op. cit. p. 138

It is not clear from the School Board minutes as to the date in which cadet training was extended down to the upper grades of their elementary schools, Grades I to VIII. However reference was made in August 1904 to the neglect of drill instruction in the Gladstone and Fort Rouge elementary schools, and on January 5th, 1905, concerning the presentation of rifles to the Norquay, Argyle and Somerset schools, all three having been awarded second place in the drill competitions held during June prior to that date. The movement apparently was wide-spread throughout the school system and generally accepted as a phase of school training. The School Board minutes of June 8th, 1911, approved a plan of School Cadet competition embracing three elementary school city divisions:

North Division - on the grounds of Lord Selkirk, Elmwood;

Center Division- on the Victoria School grounds;

South Division - on Mulvey School grounds;

Collegiate Companies - on Central Collegiate grounds. ⁵

Throughout the entire period of thirty years 1888 to 1918, the School Board was resolute in its determination to have the school cadets wholly under school direction, and on one occasion only does there appear to have been a concerted action against cadet instruction in the city schools. The Superintendent of city schools reported to the School Board at its meeting of October 3rd, 1912:

That a delegation from the Trades and Labour Council had waited upon him to protest against the spirit of militarism, which they claimed was being developed in connection with the public schools of the city. The Superintendent stated, that after he had explained to the deputation, the manner in which the matter of military and

5. Op. cit. Book 6. p.32.

physical drill was being dealt with⁶ by the Board, the deputation withdrew satisfied.

The evidence is entirely in support of this statement and indicative of the care exercised to prevent anti-military claims even during the period of World War I. In all instances where the military might be assumed to exercise control, it was stipulated that the consent of parents must be obtained and responsibility assumed by some authority other than the School Board.

Colonel Steele appeared before the Board on March 8th, 1912, to explain the importance of city schools participating in the benefits of the Strathcona Trust Fund and assured the Board, that apart from some reorganization of the City School Corps, no alteration in control would result.

Colonel Steele, however, pointed out that there was no desire to interfere to any extent with the manner in which this branch of the work had been carried on in Winnipeg schools for many years. It would be necessary for Colonel Billman to pass an examination covering the work of Physical Culture, and they would be glad to see as many of the Principals as possible take the School Cadet Instructors' Course in order to become qualified instructors. In regard to musketry instruction, the matter would be left optional with the Board, and the amount of funds allotted to the Winnipeg district would be distributed in accordance with the views of the Board. Colonel Steele assured the committee that they would be glad to assist the Board in every way possible in connection with the work, and if any special regulations were required in order to insure that the control of the Cadet Corps would not in anyway be removed from the jurisdiction of the school authorities; that he was quite sure that the general committee would immediately pass the necessary regulations, also that there be no necessity to change the uniforms of the cadets.

6. Ibid. p. 164

7. Ibid. p. 114

On October 3rd, 1912, the School Board refused the offer of a deputation from the 79th Regiment to have its Bandmaster take over the training of the Schools' Cadet Band. On the same date the Board expressed itself as unfavourable to Colonel Macdonnell's suggestion for the organization of a mounted cadet corps in connection with the public schools.

Even during World War I when implementing the provisions of the Military Act, the position of the Board as to cadet control was maintained.

The question of the formation of a High School Cadet Battalion under the provisions of the Military Act was discussed at some length. It was decided that the matter be further dealt with at the next meeting and that the Superintendent secure information as to cost of uniforms etc.

The question of authorizing someone on behalf of the School Board to make application for the organization of High School Cadets under the provisions of the Military Act, was discussed at some length. It was pointed out that the drill instruction would take place outside of school hours by a qualified teacher, and that the Board would be involved in no expense in connection with the organization of such Cadet Corps. Some discussion took place as to what authority the Military Authorities would have over the cadets in the event of the School Board making application as requested, and it was decided that no definite action would be taken at the present time, and that a meeting of the committee would be held on the following Tuesday evening by which time full information would have been secured as to what authority over Cadet Corps was vested in the Military Authorities under the regulations of the Military Act.

The Superintendent submitted the military regulations governing Cadet Corps. These provided that the instructor to be appointed by the military authorities must be a school teacher who is duly qualified to give instruction in drill, and that the school authorities were in complete control of the Cadet Corps organized under the Military Act. On motion of Mr. Billman it was unanimously decided that the Superintendent be authorized to make application on behalf of the School District for the organization of the High School Cadet Company Corps in each of the three High Schools. 8

8. Ibid. Book 7, pp. 85, 92, 97.

Again, on April 5th, 1917, the Board refused to take action on the suggestion of Mr. C. W. Crowley on behalf of the 100th Grenadiers that the Board co-operate in the matter of organizing A Cadet Corps that would be under the direction of the militia. From all this it may be truly said that even during the period of World War I the school authorities gave persistent support to the movement as a phase of school training, and in so doing maintained happy relations with the permanent force and militia and incurred negligible criticism from the public. Efforts continued throughout to maintain a balanced programme and prevent interference with the regular programme of the schools, elementary and collegiate.

The Cadet Training Programme in School and Camp

The school cadet training programme included company drill, physical exercises, rifle target practice and band music. Not all phases of this programme were emphasized equally, if at all, at the inception of the original undertaking which could be attributed in some respects to military influence and in others to educational trends. Company drill, parades in uniforms and physical exercises formed the initial curriculum.

The Annual Review held on a late afternoon or evening during the month of June was an event of considerable importance. The Superintendent of Education and the School Board devoted much time and discussion to ensure success of the undertaking. The minutes of the sub-committee of the Board in charge for June 17th, 1909, reserved seats in the Grandstand at Happyland for the invited guests of the Board. The Lt. Governor of the Province, members of the City Council, Parks Board, ex-members of the School Board and of the existing Board as well as other prominent citizens were extended invitations. The committee arranged to provide and pay for

transportation to and from the Park for all Cadets. Following this programme, Sir Daniel McMillan wrote the School Board expressing his pleasure with the event and requesting a photograph of same for Government House. The cadets were reviewed on the University grounds on the occasion of a visit by His Excellency the Governor General, October 7th, 1909. Company Drill and Physical Training competitions between schools had become an annual event by 1897 and prizes were awarded the winning schools. The Board consistently refused to permit parades sought by private or institutional bodies not under school jurisdiction.

Company Drill with rifles and rifle target practice were introduced for the first time in April 1903 upon receipt of 120 rifles from Mr. Millican, this number being sufficient to outfit the three collegiate companies. Such training rapidly became an integral part of the programme and on October 8th, 1907, the Superintendent recommended to the Board that Sub-Rifle Target Machines supplied under Bond of \$250.00 by the Dominion Government, be requested. On motion, one was authorized for each of the sixteen schools. It would appear from all that has been reviewed up to this point that while adhering to the principle of complete control, limiting instruction and activity to school management, and coordinating the cadet training with all other school activities, the training curriculum, within the range manageable by the school and of a character suited to the age of the boys involved, was in essence military in character.

Physical Training Aspects of the Cadet Curriculum

Although Physical Training may not have been the chief objective in the early military drill programme, the School Board in 1895 appointed

an instructor in Physical and Military Drill.⁹ The Strathcona Trust Fund stimulated the work in Physical Training by requiring instructors specially trained in this field of work if their grant was to be payable. In April 1912 an additional instructor was added to the staff,¹⁰ and in May of the same year it was suggested "that a Physical Director for boys in Technical High School be appointed."¹¹ In January of 1913 a Physical Training man was borrowed from Y.M.C.A. at a salary of \$130.00 a month, but where he was used is not indicated. However, the foregoing indicated an interest on the part of the Board in that aspect of the work. The Dominion Government, Department of National Defence, provided an added incentive by giving special courses in this field.

A letter was received from the District Officer Commanding Military District No. 10 (Winnipeg) suggesting that Colonel Billman be allowed to take a course in Physical Training, covering a period of a month or six weeks, which would be held in Toronto shortly. The Government defraying all expenses. The committee approved and it was also suggested that Captain Urquhart be granted leave to attend the course.¹²

During World War I both Directors of Physical Training on the School Board staff were granted leave of absence for overseas service. During this period temporary measures were adopted from time to time until

9. "That Captain and Adjutant Billman be appointed instructor in Physical Drill and Military Drill. Services to begin at once and continue until 15th November, the salary for the above term to be \$250.00."

Ibid. Book 2, p. 101.

10. "It was recommended that an additional instructor be assigned to the Department of Physical and Military Drill and that Mr. Hugh M. Urquhart be appointed to the position at a salary of \$1,500.00 per annum duties to begin May 1st."

Ibid. Book 6. p. 121.

11. Ibid. p. 153.

12. Ibid. p.200.

October 1919 when the Superintendent reported on the advisability of reorganizing this important branch of the service.

Superintendent reported the return of Colonel Urquhart, Associate Director of Physical Education, who had been overseas since 1914. In this connection he outlined the interruption to this department of the services through the absence for military services of both Colonel Billman and Colonel Urquhart, reminding the committee of former discussions that have taken place in the committee looking toward the reorganization of the service. The Superintendent advised that pending the complete recovery of Colonel Urquhart when a more systematic organization should be made in accordance with the importance of the Department of Physical Education, help should be given to Colonel Billman to enable him to carry on the work on the present basis, the men to be selected in consultation with Colonel Urquhart who has had exceptional opportunities for judging men suitable for the work. Two additional men would be required.¹³

The apathy, following war, regarding military drill had apparently set in as there is no mention of military drill at this time. In spite of the fact that the School Board was desirous of reorganizing the Physical Training Department, no progress was made during the school year of 1919-1920 as is indicated by the Superintendent's report in September 1930.

Major Duncan reported that the reorganization of the Physical Education Department had been delayed for some considerable time, first through the outbreak of war when the department became disorganized by the staff enlisting for overseas service and more recently owing to the fact that such reorganization was delayed pending the return of Colonel Urquhart from overseas service, whom it was expected would be placed in charge of this service. Word had just been received from Colonel Urquhart that his Doctor advised that, as a result of injuries received overseas that it was inadvisable that he take up work of the nature referred to and he would not therefore be returning to the school services. Major Duncan recommended that immediate steps be taken to reorganize the Department.¹⁴

13. Ibid. p. 680

14. Ibid. p. 24. Book 8.

Cadet Bands

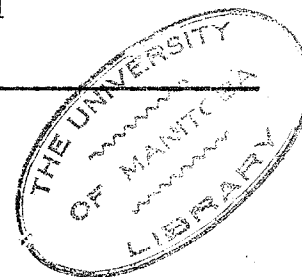
That the citizens of Winnipeg were vitally interested in the school cadets is probably best illustrated by the action of a group offering, in November of 1908, to equip and train a school band at an estimated cost of \$4000-\$5000. The citizens were apparently quite familiar with school policy regarding cadets as Captain W. G. Bell on behalf of the group stated

That the selection of the Bandmaster and the Band would be under the control of the Board, that no attempt would be made to collect funds for the foregoing purpose through the schools or the school children and that it was understood that the practices would be held at such hours as not to conflict with regular school work.¹⁵

The Bank instruments were officially turned over to the School Board on October 21st, 1909 but must have been in the hands of the cadets much sooner as the School Board refused requests from the Decoration Day Parade Committee that the Bugle Band be allowed to take part, and the 12th of July Celebration Committee that the Cadet Band be allowed to take part in their parade, and the secretary of local committee of the British Association for Advancement of Science for the use of the Band during their convention in Winnipeg.

Captain W. G. Bell organizer of School Cadet Bands was present and reported that he was prepared to turn Bands over to the Board fully equipped with the amount necessary to bring about this result viz. \$4000 having been subscribed by the citizens. The Band would be turned over to the Board fully equipped without any expense whatever. The Bandmaster Mr. Plumeridge was engaged at \$400 per annum and

15. Ibid. p. 46. Book 5.



had been paid up to October 12th. Mr. Congdon on behalf of the Board expressed appreciation of the work done by Captain Bell in connection with the organization of the School Cadet Bands and stated that the Board would take up the matter in the next meeting. ¹⁶

They did grant Captain W. G. Bell permission to allow the School Cadet Band to parade at the Winnipeg Exhibition under his supervision, provided that the consent of the parents of the boys had been secured, but refused him a second request in connection with the convention for the Advancement of Science.

Chairman of the Board submitted a letter received from Captain W. G. Bell asking for permission for School Cadet Bands to take part in reception at Fort Osborne Barracks during Convention of British Association for the Advancement of Science, also to allow Bands to be the guests of the Conductors at Excursion to Kenora on August 20th. In view of the recent organization and the inefficient state of the Band, the committee were of the opinion that it was inadvisable for the Band to take part in either the reception or excursion. ¹⁷

The School Board appointed Mr. Plumeridge, Bandmaster of the School Cadet Bands as from October 1st 1909, Fife Bands, Bugle Bands and Brass Bands were under his supervision as is indicated, in the Board Minutes of January 6th, 1910, when the "Superintendent reported that the Supervisor of Bands had requested permission to hold practice of Brass Bands two evenings per week and the Bugle and Fife Bands one evening per week on the same nights as Brass Bands were practicing." ¹⁸ That the Bands made successful progress is indicated by the arrangements made with the Exhibition Board for the Exhibition of 1911.

16. Ibid. P. 177. Book 5

17. Ibid. P. 153. Book 5

18. Ibid. P. 212. Book 5

The Superintendent reported that, subject to the approval of the committee the Bandmaster had made arrangements for the School Cadet Band to play at the Exhibition Ground on Thursday July 20th. The exhibition Board giving a grant of \$50. to meet the expense of bringing the members of the Band who were at the different beaches into the city for the event. The committee approved. ¹⁹

In 1912, the Fife Band equipment which had not been in use for sometime had been turned over to Mr. Sisler, Principal of Strathcona School and apparently interest in this section waned. Such was not the case with the Brass Bands as in March, 1914, the Board increased once more the Bandmasters salary because of additional duties.

Mr. Plumeridge, the instructor of the School Cadet Band made application for an increase in his present salary, which is at the rate of \$550. per annum, pointing out that there had been several increases in the duties devolving upon him. It was decided that his salary be increased to the rate of \$720. per annum, to cover three nights per week and Saturday morning or their equivalent, and his services to be at the disposal of the Board on all occasions that the Bands were on parade. ²⁰

Cadet Camps

Sir Daniel H. McMillan, Lt. Governor of the Province, had informed the Superintendent of Schools that he would like to do something for the Cadet Company winning the Annual Review Competition; and had suggested a two week camp for the boys to be conducted along military lines and under proper supervision, with Sir Daniel bearing the entire expense. The Superintendent placed the matter before the committee for their opinion and pointed out the dangers connected with the acceptance of the

19. Ibid. Book 6. p. 45

20. Ibid. Book 7. p. 12

proposal and the responsibility resting on the Board. "The opinion expressed by the members present was that under proper supervision and with the consent of parents of boys taking the trip, the proposal would meet with their approval." ²¹

Nothing further is heard of Cadet Corps until 1914 when approval was given to Lieutenant Urquhart, Supervisor of Physical Drill, to take sixty Technical High School boys to camp if "the consent of the parents of the boys attending be obtained and that no responsibility be assumed by the Board." ²² It was understood the expenses of the camp were to be borne entirely by the Dominion Government but it later developed that the Board had to pay the original outlay for uniforms of \$300.

Mr. Duncan, Assistant-Superintendent, reported that in connection with the summer camp for high school cadets was in charge of Lt. Urquhart, physical instructor for the Board, it had been stated, that the government was to pay all expenses, and Lt. Urquhart now reported to Board would have to pay the original outlay for uniforms, amounting to \$300. and that this amount would be paid back by annual grants and that in the course of three years the grants received from this source would have reimbursed the Board to the extent of \$300. referred to. It was ²³decided to recommend the purchase of the uniforms.

A cheque for the sum of \$431. received from the Dominion Government Militia Department, being an instructional grant given by the Department for Military Drill work carried on by the High School Cadets led to the formation of a special financial account by the School Board. The Superintendent was of the opinion that this amount should not go into the general

21. Ibid. Book 5. p.47.
 22. Ibid. Book 7. p. 12.
 23. Ibid. Book 7. p. 50.

funds of the Board but into a special fund to be available for purposes of equipment etc., as required from time to time by such cadets.²⁴ The Board authorized the Secretary to open an account in the Canadian Bank of Commerce in which should be placed such monies as well as those received from the Strathcona Trust Fund.

Colonel Billman

It would be an injustice to omit at this time mention of the man who was in charge of the Military Drill and Physical Drill in the schools of Winnipeg for practically the entire period under discussion. Thomas Howard Billman was appointed to the Winnipeg School Board staff in April, 1895²⁵ and held this position until his death in September, 1923.

Colonel Billman, as he was later known, was born in Manchester, England, April 16th, 1859. He began his military career in April 1875 when he joined the 66th Battalion of volunteers at Halifax, Nova Scotia. He attended military school there that year, and obtained first and second class certificates. In the following year he enlisted in "B" Battery Royal School of Gunnery, Quebec, in which he rose through the various ranks to that of sergeant-instructor, which rank he obtained in October 1878. He acted as sergeant-major and instructor of branch schools of instruction for officers at Toronto, in 1880; Ottawa 1881; London, 1882; Shediac, 1884; Aldershot, 1885. He also acted as Brigade Sergeant-Major of the camp at London 1882 and in 1883 he was transferred to the Royal School of Infantry at Fredericton, New Brunswick, as Sergeant-Major. His next position was that of Regimental Sergeant-Major of the new School of Mounted Infantry

24. Ibid. Book 7. p. 322

25. "Resolved that Major Billman be appointed instructor in Physical Drill and Military Drill services to begin at once and continue until 15th November, the salary for the above term to be \$250."

Ibid. Book 2. p. 104.

at Winnipeg (now the R.C.M.P.) to which he was transferred in July 1885. He took his discharge from the regulars in 1888, but found the military spirit in him too strong, and after two years spent as a civilian he joined the 90th Battalion in 1890 taking the rank of Lieutenant and Adjutant. A year later he was promoted to a Captaincy in the regiment in which rank he served until 1901, when he was raised to the rank of major.

Colonel Billman was one of the most capable officers in the Canadian Militia. He held the first and second class military school certificate, 1875; second class gunnery certificates 1876; field officer's certificate 1900; and special mention and school of musketry certificate, 1902. In civilian life he acted as book-keeper and manager of the Commercial Printing Co., from 1889 to 1895 in which year he was appointed instructor of Drill and Physical Training to the Winnipeg Public School Board. While a strict disciplinarian, he combined with his exceptional qualifications as a drill instructor a genial whole souled personality which made him a general favourite in military circles.

In addition to his leadership in military fields, he was also a leader in the musical and social life of the city. He was a musician and, as a vocalist and actor in amateur theatrical productions, was for fully a quarter of a century considered in the front rank.

During the period of almost thirty years while Supervisor of Drill in the city schools, thousands of Winnipeg children passed through his hands and many of them still speak a very kindly word for their one-time popular instructor. The children of Brandon and Regina also had the privilege of working under him for a short time when he was loaned to these cities, a month each, by special leave of absence from the Winnipeg

School Board. Nor were his abilities as an expert in drill instruction confined to the juveniles. In 1900 he was appointed to give a course to the city police extending over a period of two years.

On the outbreak of war in 1914 he offered his services but it was not until the 203 Battalion was organized by Lt. Colonel J. E. Hansford, that he was appointed to the staff of a Battalion. Colonel Billman went overseas and saw service in France. He was taken ill and for a time was confined in the military hospital at Bramshott, and the following year returned to his home in Winnipeg.

Dr. Daniel McIntyre, Superintendent of the Winnipeg City Schools, paid tribute to Lt. Colonel Billman.

No one in the school service came into closer personal contact with so many children of all ages, and no one had a larger place in their affection than Colonel Billman. He was in charge of the Department of Physical Training for nearly thirty years and during twenty years of that time he personally visited and gave instruction in every school in the city. His understanding of children, his kindness and good temper were such that throughout his long term of service he never had occasion to resort to disciplinary measures. He was obeyed because the children liked him and because his enthusiasm had made them like their work. He was held in the highest regard by the teachers and the school board under which he served. 26
His death will be sincerely mourned by all.

Lt. Colonel A. W. Morl y at the funeral service two days later

Mentioned the great influence which Colonel Billman possessed in his career as an educationist, in which sphere he had set a high standard. Children idolized him, and counted those days as red letter days on which he visited their

schools. His name was a household word in Winnipeg and he would always be remembered as a gallant officer. With advancing years it might have been expected that he would take no active part in the Great War but when the call came his attitude to duty was such that he could not remain absent from the field.²⁷

Ready acceptance of the school cadet movement in the city of Winnipeg and its popularity over three decades may be well attributed in no small measure to the leadership of Colonel Billman. In addition to the military phases of the training it is a fact that gymnastic and rhythmic exercises constituted an important part of the school programme which came under his direction. He foresaw the modern approach to physical culture and gave it significant attention in his scheme of instruction. Training for healthful living as well as peace-time preparedness had become a part of the plan for physical training under his direction.

27. Ibid. September 5.

CHAPTER IV

CADET TRAINING DURING THE PERIOD

WORLD WAR I TO WORLD WAR II.

Several factors contributed to the disintegration of any well organized attempt to maintain cadet training in the city schools during the interval between World I and World War II. The organization across all city schools that had maintained a structure and interest, capable of producing the Annual Cadet Review, Inter-school competition in physical and military drill, and a number of promising school bands had disappeared. The personnel of this organization, in its leaders and in its ranks, had responded to the call of the country's need and in no small measure had given of life or had returned war weary and confronted with the necessity of making a livelihood in times of restricted opportunity for work. The rising generation, lulled into a sense of false security that World War I had ended all war, joined in the common spirit of lassitude and even antipathy toward anything that savoured of preparation to ensure peace. The Old Order did not possess a sufficient number of interested persons among the rank and file of the civil population to recreate anew any sense of necessity for preparedness and the New Order had no means of anticipating danger. Under such conditions it was comparatively easy for anti-preparedness leadership to become vocal and make strong appeal to a war weary and unsuspecting public.

Not only had the organization under which the cadet movement once flourished disappeared, but, as well, its contact man and popular leader in the Winnipeg City Schools. On October 5th, 1922, Dr. Daniel A. McIntyre, Superintendent of city schools, reported to the Board

"that Lt. Colonel Billman was seriously ill and had been unable to resume his duties upon the re-opening of schools in September, and it was very unlikely that Colonel Billman would again be able to return to work." ¹ Again on November 9th, the Superintendent stated

that he was assured that Lt. Colonel Billman, Director of Physical Training, would be unable to return to duty and he desired the opinion of the Management Committee with regard to reorganizing this Department of school work. If it was decided to do so, he suggested great care be exercised in the appointment of the new physical director, and if possible one who holds every qualification that can be desired. He mentioned one man that he had met last summer when in England with whom he was very much impressed, and suggested that he would immediately communicate with him and ascertain if his services were still available. The Committee agreed on motion of Mr. Bulman that the Department of Physical Training should be reorganized and requested the Superintendent to make all enquiries in this connection and that the Board should advertise for applicants. ²

These were important recommendations and decisions in that they determined future policy in respect to the nature of the physical training programme to succeed that which Lt. Colonel Billman had fostered and to which the Winnipeg City School Board had formerly subscribed. Further discussion will show a definite transfer of emphasis from physical training conducted in close association with the military preparedness need to that of physical training in relation to play, rhythm, health and all which may be designated as purely peacetime activities and interests. The Superintendent of Schools and the School Board were

1. Winnipeg School Board Management Committee Minutes Oct. 5th, 1922, p. A - 147.

2. Ibid. Volume No. 9, p. A - 150.

but interpreting the thought and trend of that time. The happenings in 1930 under the Superintendency of Dr. D.M. Duncan, confirm this change in viewpoint and direction of school policy in the matter of emphasis sought in any programme of physical training to be implemented in the Winnipeg city schools. On March 12th, 1929, the School Board entered into an arrangement with the Provincial Department of Education to jointly secure the services of Mr. Robert Jarman of Leeds, England.

During the period 1922 - 1929 data pertaining to physical training in the city schools are meagre and at no time clearly defined. The Strathcona Trust Fund Education text-book served as a guide to school principals and teachers but there was no driving force behind the movement such as had existed prior to World War I nor following the coming of Mr. Jarman with whom an appointment was ratified as at August 1st, 1929. It was immediately following this appointment that the Old and New theories of physical training clashed, the latter receiving vigorous support from the Superintendent of schools and the newly appointed Director of Physical Education.

Cadet Training Under Fire

The movement to reinstate Cadet Training was made on February 6, 1930 when a strong delegation of the following persons waited on the School Board, - Lt. Colonel Gillespie, District Cadet Officer, H.B. Shaw, Colonel H.G. Wells, H.H. Cottingham, Professor Kirkconnell, Colonel J.Y. Reid, E.W. Kneeland and members of the Civic Progress Association - Messrs. H.G. Tucker, C.F. Greene, N.J. Skidmore and C.W. Johnstone.

Colonel Gillespie introduced the members of the delegation and acted as spokesman. He

explained the formation of the Strathcona Trust and its purpose in encouraging the Cadet Movement throughout Canada. He asked that the movement be given the unanimous support of the Board and that it be re-introduced in the Schools of Winnipeg. Several other members of the delegation spoke, emphasizing the points; that Cadet Training is a valuable aid to character building and is an uplifting factor in the spirit of the schools, it encourages obedience, self-control, patriotism, loyalty, courteousness, etc.

The Chairman assured the delegation that the request would be carefully considered and the delegates then withdrew.³

Apparently, the exponents of the other theory of physical training had been advised of the intent of the Cadet Movement delegation as they sought and received a hearing immediately following.

Another delegation representing the Women's International League for Peace and Freedom consisting of Mrs. W.F. Osborne, President, Mrs. W.D. Bayley, Mrs. J.S. Woodsworth and Mrs. F. Haddock appeared before the Committee. These ladies had heard only a few hours before that representations were to be made to the Management Committee in favour of the Cadet Movement and they had come to oppose any suggestions of cadet training in the Public Schools. They asked for permission to arrange for a representative delegation to come before the Committee and an appointment was made for Thursday evening, March 6th, the next regular monthly meeting.³

The deputation of March 6th, consisted of 25 persons representing the following organizations:

Women's International League of Peace and Freedom,
Winnipeg Presbytery of the United Church of Canada,
Central Council of Social Agencies,
Boys' Work Board,
Women's Labour Group,
Trades and Labour Council,
Independent Labour Party,
Ministerial Association,

3. Ibid. February 6, 1930. p. 476.

Mrs. Osborne introduced the members of the deputation, many of whom spoke strongly opposing the proposed re-introduction of Cadet Training in the Winnipeg Schools. Each speaker stressed the close association of militarism with cadet training and the Board was commended for the physical training work which is now being carried out.⁴

On March 11th, The Board decided to take no action toward reinstating cadet training in the schools and Mr. Jarman was free to continue the new programme of physical education. He did as late as 1937 express himself publicly as opposed to the type of physical training represented by the cadet movement, but there is evidence in the School Board minutes to show that with the outbreak of World War II he was prepared to support the cadet method of training and cadet training objectives as a War-time necessity.

THE ROBERT H. SMITH SCHOOL REQUEST

The idea of reviving the school cadets was not again brought to the attention of the Board until 1949 just prior to the opening of World War II. On July 11th of that year Professor Watson Kirkconnell who had travelled in Western Europe presented a petition to the Board on behalf of the parents of Ward 1 requesting the re-introduction of cadet work in the Robert H. Smith school. Mr. Jarman advised that if such action were taken it would be under direct supervision of M.D. 10. As shown in a previous chapter this principle had been opposed consistently by the School Board. Subsequent happenings were to establish that this statement was no more true for the period of World War II

4. Ibid. March 6th, 1930, p. A - 479.

than had been the case prior to and during World War I. However, the Board decided against the petitioners. The matter was again raised by trustee MacInnes in a Board meeting of September 7th and reopened for further consideration.

A delegation from Ward 1 headed by Mr. Dunwoody and Mr. L.F. Pearce was heard on September 12th. Both speakers carefully stressed the point that the proposed Robert H. Smith School Corps "will not necessarily come under the supervision of Military District No. 10, that enlistment will be purely voluntary, the drills will be held after school hours and will in no way interfere with the regular school curriculum."

Mr. Jarman explained that the form of training in a cadet corps is entirely different from physical training as he teaches it. He also pointed out that the cadet corps trains men to be soldiers while his form of physical training is intended to turn out good citizens. He explained that he is not opposed to the formation of a cadet corps provided it takes no part in the school curriculum.⁵

The Board appointed a committee to meet with the parents petitioning for permission to organize a cadet corps in the Robert H. Smith school. The parents' committee submitted a plan of curriculum and administration which met with the approval of Mr. Jarman and later, with some amendments, by the Board of Trustees. The actual motion recorded immediately hereafter is indicative of the caution with which the school officials were prepared to move in the matter even at a time when the nation had entered upon a struggle the end of which could not be foreseen.

5. Ibid. September 12, 1939, p. A - 1254.

Permission from the School Board to have use of Robert H. Smith School premises for two one-hour periods weekly for the purpose of training a Boys' Leadership Cadet Corps, not as an enterprise of the School District, but, with voluntary instructors under the School Board and to the satisfaction of the School Board Superintendent.⁶

The history of the Robert H. Smith Cadet Corps is in fact, as well, the history of the untiring efforts of the Principal of the school, Captain J.J. Wilkinson, to bring the Junior High School under his charge into the stream for an all-out war effort of the Canadian people. The history and records of the corps for the year July 1st, 1940 to April 16th, 1946 are compiled in a well-preserved loose-leaf volume entitled L.C.C. - Loyalty, Citizenship, Courage. At a meeting of the Management Committee of the Board, Captain Wilkinson was charged by a member with "rank insubordination" but that was not the interpretation placed by the general public upon an out-of school activity undertaken as a national investment prior to the dilatory action of the Board.

K.M.H. in an editorial in the Winnipeg Free Press had this to say:

Couldn't steps be taken by someone somewhere to inform certain members of the Winnipeg School Board that a big war is going on and that Canada is in it? Perhaps it should be got over to some members that their own liberty to talk simultaneously in all directions is at stake. ----It took an hour and a half of heated debate - not necessarily generating any light - at the last meeting of the Management Committee, a committee of the whole, to decide, and then by a close vote, that a Boys' Leadership Cadet Corps might set up training classes after school hours in the Robert H. Smith School.⁷

6. Ibid. p. A - 1265.

7. L.C.C. 1939, N.P.

An editorial written in the Winnipeg Tribune was of like mind.

In the past there has been strenuous objection inside the School Board to the formation of cadet corps on the theory that this emphasis is upon military, rather than education training. Whether such objections ever had any merit is now beside the point. Canada is at war and Canadians of all sections must face matters realistically.

CHAPTER V

GETTING AN EFFECTIVE ORGANIZATION UNDER WAY

DURING THE YEAR 1940-1941

The Management Committee of the School Board, a committee of the whole, debated at length on June 10th, 1940, the whole question of establishing cadet training in the schools, and decided that a training corps should be organized for Junior and Senior High School Grades in association with Military District No. 10. Three problems of major importance received preliminary consideration, and lines for definite administrative action were initiated.--

1. To make provision for the training of a body of male teachers to manage the cadet programme of the city schools.
2. To agree with Military District No. 10 upon a suitable basis of co-operation with the military authorities.
3. To establish a committee or organization of management within the school system.

The present chapter is direct entirely to the formulation of this initial policy and framework of management.

Training a Body of Instructors

The city schools closed for the summer vacation before a definite policy had been agreed upon for teacher training of cadet work and it was

found necessary to delay action until the opening of the schools in September of 1940. It is amazing that World War II should have continued for a full year before this initial and all-important step had been taken. On August 13th, Mr. Knox, Chairman of the sub-committee on Cadet Training reported that arrangements had been made with Military District No. 10 to provide for a six weeks training course requiring attendance for three evenings each week for Instructors of School Cadet Corps. Over fifty teachers had signified their intention of attending such a course and undertaking training of the boys of the Junior and Senior High Schools.

The first organization meeting for the training of Cadet Instructors was held at the Isaac Brock School on Friday, September 6th with more than 100 male teachers in attendance. Captain Collins and Sergeant-Major Cummings of Military District No. 10, Headquarters' Staff, outlined the course of training to include infantry drill, small arms training, map reading, signalling and physical drill. The course would be given in the Gordon Bell High School during the hours 7:30 p.m. to 10:00 p.m. on Monday, Tuesday, and Thursday of each week for a period of six weeks, instruction to be given by trained personnel from the Headquarters' Staff.

Two facts should be kept in mind. The programme of training is more limited than that formerly under the direction of Colonel Billman and includes only those elements peculiar to the needs of war. Secondly, up to this point, there was not in existence within the school system the trained personnel competent to undertake this type of instruction with the boys. The school teachers entering this course on September

6th would be required to carry on their regular school duties and instruct the boys of the cadet companies of their respective schools.

However the matter of training Cadet Instructors could not be limited to a short term preliminary course nor could not be entirely at the expense of the trainee. This was but an emergency measure. The Cadet Committee on April 1st, 1941 suggested to Lieutenant Hart the possibility of a training camp for School Cadets during the summer months, but the military were so involved in military undertakings that a definite answer could not be given. The Committee was advised that plans were under way for a Summer Camp of Instructors. On June 16th, Dr. Pincock advised the Committee

That the Department of National Defence is arranging for two courses for cadet instructors to be held during July and August. Course I will be held at Minto Barracks for two weeks commencing August 18th ... Course II at Sarcee Camp July 13th to August 11th. The Winnipeg Schools have been asked to recommend four teachers for this course.

The foregoing indicated the limitations placed upon instruction when the Military became deeply involved in immediate needs. It creates an emergency that is beyond a non-trained personnel. The Schools of Winnipeg were confronted with the problem of some measure of training for over 6000 boys without having even a nucleus of staff, unless a group of World War I veterans could be considered qualified to train leaders.

Provision existed under the terms of the Strathcona Trust Fund by which the Instructor received a small allowance for his services. The sub-Committee of the School Management Committee recommended "that the

Instructor receiving grants from the Military District be required to pay over such grants to the School Board Trust Fund, such monies to be used in carrying on the work of the Cadet Corps." ² Up to this time the School Board had made no provision for any significant financial outlay in providing for the Cadet Training effort. The authority of the Board to make expenditures for such purpose was questioned at the Board meeting on May 8th, 1941. Legal advisors to the Board were instructed to approach the Government with a view to amending the Public Schools Act so that a School District would have the authority to expend monies for Cadet Training.

City Schools Organization, and

Relations with M.D. No. 10

The Management Committee of the School Board, acting in response to certain developments relative to the Robert H. Smith School Cadet Corps, at a special meeting on June 18, 1940 decided to appoint a sub-committee on Cadet Training to deal with the entire problem: Mr. MacInnes as chairman of the sub-committee had as his associates Messrs. Knox, Stringer, Beck and Mrs. Queen Hughes. Henceforth, on confirmation by the School Board, this was to become not only the Policy Forming but Clearing House Committee on all matters pertaining to School Cadet Training for the period of the war. A major problem arose immediately, namely the position of the committee in relation to cadet activities to be undertaken in the schools and the status of the school principals and Military District No. 10 in the whole matter of directing the work.

2. Winnipeg School Board Management Committee Minutes "Special Meeting called to consider matter of cadet training in the schools."
1940. p. A - 1343.

The Principals of the High Schools were first to raise the question of control. At a meeting of the Cadet Committee (sub-committee of the School Management Committee) on September 30th, Mr. MacInnes advised as follows:

The Principals of the High Schools had recently been present at a committee meeting after which they had expressed some concern over what they described as "equal control" of the school cadets. They were not clear as to how far the cadets were under the authority of M.D. 10 or to what extent this authority might conflict with the authority of the Principal who was held responsible for all activities of the pupils within school hours or under school auspices. They had learned through the press of possible appointment of a Senior Cadet Officer and were concerned as to the authority and duties of such an officer, the general feeling being that no such officer was needed. The Chairman drew attention the University of Manitoba Committee on Military Instruction which directs the activities of the University C.O.T.C. and suggested that a similiar committee be set up by the Board to direct the Cadet Training in the schools, and to deal with such things as uniforms, for the cadets, etc.³

A recommendation to this effect was forwarded to the Management Committee and through that body to the School Board. Further the Sub-Committee decided to discuss the matter fully with Brigadier Riley District Officer Commanding, M.D. 10. After discussion with the Brigadier the committee recommended the appointment of a sub-committee of nine members to be known as the Cadet Corps Committee to have responsibility for internal management relating to cadet work. The Brigadier had not thought it necessary to appoint a special officer in charge of all city cadets at that stage of development. He thought that such a committee might consist of such school men as Captain Wilkinson, Captain

3. Ibid., XVII, A - 1374.

Martin, Major Jewitt, Mr. E.H. Morgan, Dr. Pincock and others. The names suggested would be representative of Junior and Senior High Schools and of the Department of Superintendence. Evidently, the Brigadier expressed herein his desire to place the services of M.D. 10 in a position to co-operate under and with a civilian committee of school administrators. His position taken at a time when the military could have been expected to direct operations is typical of the position taken by M.D. 10 throughout the entire history of the Cadet Movement in the city of Winnipeg. So important is this that the entire statement of position by Mr. MacInnes is quoted in the foot-notes.⁴

4. 1. Brigadier Riley, on being interviewed on the 2nd instant on behalf of your sub-Committee, expressed the opinion that the cadet work in our schools can well continue to be carried on as at present, namely under instructors trained on behalf of the Military District by Captain Collins and QMS Cummings; these two officers to keep in touch with the work on his behalf and report to him thereon from time to time.

2. He further stated that the appointment of any other supervisor or director of the cadet work in our schools is not now imminent and may not be necessary.

3. He also expressed hearty approval of a suggestion made to him on behalf of your sub-Committee that the Board should appoint a Cadet Corps Committee, more or less similar to the University Committee of Military Education in connection with the COTC, and composed of such men as Captain Wilkinson, Captain Martin, Mr. Jewitt, Mr. Morgan, Dr. Pincock and a few others, to assist the Board in co-ordinating the cadet work with the academic and in other matters of internal management relating to cadet work.

Your sub-Committee recommends as follows:

1. That a cadet corps committee of nine members be formed, to assist the Board in co-ordinating the cadet work with the academic and in other matters of internal management relating to cadet work.

2. That your sub-Committee submit to the School Management Committee nine names, the proposed first personnel of the cadet corps committee.

This Committee replaced the original Sub-Committee on Cadet Training and the extent of its activities with the ever-mounting rapid development of allied war enterprises within the school system, may be estimated from the quotations foot-noted herewith. ⁵

Air and Sea Cadets

Dr. J. C. Pincock reported to the Committee on School Management on July 24th, 1941 that he had received a request from the Air Cadet League of Canada that the School Board co-operate in organizing Air Cadet Corps in the High Schools. The matter was referred to the Cadet Committee for consideration and recommendation. Prior to this at a meeting of representatives of both Air and Navy Cadets with the Cadet Committee it was decided to have representatives of the three armed services meet with the Minister of Education with "a view to including in the Cadet Training a

3. That the cadet corps committee meet monthly or more frequently and make reports in writing to the School Management Committee through the Superintendent except in the months of July and August.

Ibid. A - 1375.

5. Dr. Pincock drew attention to the fact that in some cases parents of boys attending in Grades 7 - 12 have objected to their boys enrolling in the Cadet Corps. During consideration of this matter it was mentioned that in several cases where the parents had personally discussed the subject with the Principal, any objections had been withdrawn.

It was finally agreed on motion of Mr. MacInnes and Jewitt that a letter be prepared by Dr. Pincock and Captain Martin to be sent to the Principals for their guidance in dealing with cases where parents raise objection to their children taking the cadet training. It was suggested that among other points to be incorporated in the letter, mention should be made of the fact that the School Board expects all boys to take the training.

common course for School Cadets that would suit the Army, Air Force and Navy." ⁶ It should be noted that the Air Force had already made arrangements with the Department of Education whereby a course of study could be introduced into the curriculum for which students would be given credit on the same basis as for any other subject.

The Hon. Ivan Schultz, Minister of Education, wrote a letter to the Committee on School Cadets recommending as follows:

Under the military regulations governing cadet corps, no cadet can be enrolled in more than one corps. This regulation affects boys who belong to the naval cadets or corps attached to militia units. In these cases it was generally agreed that the boys should take the physical training in the schools but that they be not officially enrolled in the school units, this matter to be referred to in the foregoing letter.

Dr. Pincock reported that the wood and metal tubing and other materials required will cost approximately 83¢ each rifle. They could be made in the High School shops at the rate of about 100 per week. It was agreed that the schools requiring dummy rifles be equipped to the extent of 900 and that a recommendation be made to the Finance Committee of the Board that it give consideration to the matter of defraying the cost out of the estimate placed in the budget for unforeseen expenditures.

The matter of providing the necessary equipment for instruction in First Aid was discussed. It was agreed that each school be asked to provide bandages for their own use, if possible, and to report to the Superintendent if they find they are unable to do so. With regard to the provision of splints, the Supervisor of Manual Arts was asked to look into the cost of the material and the making of the splints in the manual training centers.

Mr. Martin submitted a report on behalf of the committee of principals we had been requested earlier in the month to consider the matter of uniforms for school cadets.

Ibid. October 17, 1940, F-900.

6. Ibid. July 24, 1949, A - 1496.

1. That the present system of Army Cadet Training in the Junior High School be continued and the Air Cadet League agree not to allow any of the Junior High students to enroll in Air Cadet Corps either in or out of schools.
2. Students in High Schools be formed into Air Cadet Corps with the schools and Air Cadet League to agree that High School students must be attached to their High School Cadet Corps and no other.

After full discussion on Mr. Schult's letter the Cadet Corps Committee had adopted the following resolutions for submission to the School Management Committee:

1. That in response to the Air Cadet League of Canada, Air Cadet Corps be organized in two or three of the Senior High Schools under the sponsorship of the Air Cadet League of Canada, and that in all other Senior High Schools, school cadet corps be continued under the sponsorship of M.D. 10.
2. That substantially the same syllabus of training be given to school cadet corps as has been authorized by the Department of Education in co-operation with the Air Cadet League for Air Cadets.
3. That school cadet corps in all Junior High Schools be continued as at present under M.D. 10.
4. That the foregoing arrangement be put into operation as from 1st September 1941 on the understanding that the Air Cadet League will not permit the enrollment of Winnipeg Junior and Senior High School students in Air Cadet Corps organized outside the schools.

Commander Orde of the R.C.N.V.R. met with the School Cadet Committee on the same date and presented the needs of the Navy. "He pointed out that the basic training for all three branches is the same and he urged the Board to continue the present system of School Cadet Corps and let the boys themselves later choose the branch of the service they may wish to join." ⁸

7. Ibid.
8. Ibid.

The problem was not so easily resolved as suggested in the letter of the Minister of Education relative to Air Cadets. At a joint meeting of the members of the School Cadet Committee, the Management Committee of the School Board, Brigadier Riley, D.O.C., M.D. 10, Commander Orde, R.C.N.V.R. and Air Commodore, A.B. Shearer. Brigadier Riley presented an agreement arrived at between leaders of the three forces in consultation with the Hon. Ivan Schultz, Minister of Education to the effect that:

The cadet work in the Senior High Schools of Winnipeg be carried on under the sponsorship of the Air Cadet League and the R.C.A.F. these cadets to be known as Air Cadets; the cadet work in the Junior High Schools to be carried on as last term under sponsorship of M.D. 10, the cadets to be known as Army Cadets. The recommendation was concurred in by Air Commodore Shearer and Commander Orde.

In making this recommendation, Brigadier Riley stated that he had not changed his own personal views to the effect that cadet corps in schools should be known as School Cadets, but that he and other members of the Committee that had met with Mr. Schultz, had agreed to make the foregoing recommendations as the wisest solution of the present situation.

It was further understood that High School boys desiring to do so could join the Sea Cadets or Army Cadets authorized outside the schools; such students would take within the schools the common work outlined for all cadets but would attend certain parades with their independent units. In all such cases the same curricula credit would be given by the Department of Education as for members of the Air Cadet Corps.⁹

The Common Course of Training for High Schools prepared at Ottawa and recognized for Grade XI credit by the Department of Education

9. Ibid., September, 1941, F-931.

and the Senate of the University of Manitoba was as follows:

Administration	First Aid	Maps & Map Reading
Aircraft Recognition	Knots & Splices	Mathematics
Air Frames	Model Building	Theory of Flight
Airmanship	Physical Tr.	Meteorology
Armament	Signalling	Drill
Aero-Engines		

It was estimated that the course as outlined would provide for 156 hours of training common to all services, and 60 hours of special training for Air Cadets.

Progress as at September 1st, 1941

World War II had run two years, the School Cadet Organization in Winnipeg one year, by early September 1941. Through many vicissitudes and tremendous effort on the part of school officials and staff the movement had achieved not only an established plan of organization, but a curriculum, Grades VII - XII, and an instructional staff, all of which would be matured into an effective enterprise during the remaining years of World War II. A representative committee, now including members from the R.C.N.V.R. and the R.C.A.F., headed the undertaking and it was not found necessary to appoint an individual to direct activities. Lt. Hart reported on the quality of the training at a meeting of the Special Committee on May 6th, 1941 as follows:

He stated that the Military Authorities had been prepared for disappointment. However the standard achieved was remarkable when one took into account that no two schools are the same. The work in some of the smaller schools was amazing. In the Senior High Schools the quality

of the cadet work had surprised the inspecting officers. It was hoped that next year more detailed subjects would be taken by the cadets.¹⁰

The City of Winnipeg loves a show. Under the direction of Colonel Billman the Annual Cadet Review had become an important function. Besides, a military review has always proved a stimulus to those participating. To one familiar with the effort made already it may have appeared as unnecessary strain to have those responsible repeat a peace-time performance of other days. However, by May 27th arrangements had been completed for a Cadet Review to be held on June 6th. The details of the event need not be recorded in this study but that it could happen is but another indication of the vigour, determination and purpose which had characterized the entire effort of ten months.

When Mr. Morgan Chairman of Sub-Committee in charge of Review of Cadets presented his recommendations to the Winnipeg School Board one of the trustees suggested that Mr. Jarman should not be a member of the Program Committee. Mr. Morgan stated that he had suggested that Mr. Jarman be on the Program Committee and that Lt. Hart and Sgt. Major Cummings had been present when the proposals were discussed and approved. He thought "that if there is a possibility of securing harmony in tying in the regular physical training work of the schools with the cadet training, that this would be an excellent opportunity to do so."¹¹

A special meeting of the Cadet Corps Committee was called on March 10th, 1941 because of the objection raised. Mr. Morgan introduced the discussion.

10. Ibid., May, 1941, F-922.

11. Ibid., F-912.

He felt that a serious attempt should be made to draw the two aspects of physical training together; otherwise if they were pried apart it will jeopardize the cadet training program in the schools and the physical training program in the schools and the work for girls. If agreement cannot be reached in a matter of this kind, then the whole system of dual control would probably fail.

Mr. Jewitt - Two years ago the London County Council did not believe in cadets but this is now changed. Before the present war the Winnipeg School Board would not approve military training in the schools, but many people have now changed their minds.

Mr. MacInnes - recalled that in the spring of 1939 the School Board had turned down the establishment of cadet training in the schools. At that time Mr. Jarman had opposed it. Later the Board authorized the formation of cadet corps although Mr. Jarman was still opposed. About a year ago Mr. Jarman changed his view and he said he would loyally support cadet training. With his experience Mr. Jarman can be of considerable assistance in making the proposed review a success.

Major McMahon stated that he was present when Mr. R. Jarman had called at the Headquarters last summer and that the D.O.C. and other officers were prepared to work harmoniously with anyone that the School District decided to appoint. He felt that Mr. Jarman had placed himself in an unfortunate position with M.D. 10 and other Military Districts. However personal opinions should not be allowed to influence M.D. 10 and M.D. 10 will work with Mr. Jarman if he is appointed to assist with the cadet work.

Dr. Pincock stated that Mr. Jarman had said that he was not opposed to cadet training as such but only if it is to be introduced as an absolute substitute for physical training.¹²

Additional Training for Instructors

The Department of National Defence arranged for two courses for Cadet Instructors to be held during July and August of 1941. Course I

12. Ibid., F-913-914.

was held at Sarcee Camp, Alberta from July 13th to August 11th. Traveling expenses and pay at \$3.00 a day were allowed during the course. Three Winnipeg teachers (quota allowed) attended. Course 2 an intensive course, authorized without expense to the public, was held in Minto Armory, Winnipeg from August 18th to 30th. Forty-two Winnipeg teachers completed the course of instruction which included P.T., Map Reading, Hygiene, Signalling, both Morse and Semaphore, etc.

During the last week in August a short course conducted by the Air Force was held in the No. 3 Wireless School at Tuxedo, Manitoba. About 120 teachers from Winnipeg and outside points had attended. The course included some drill, lectures on several of the subjects in the Air Cadet syllabus, talks by returned pilots who had taken part in the "Battle of Britain", inspection of the MacDonald Aircraft Factory, The Standard Machine Plant, Wireless School Repair Depot, Trans-Canada Air Lines, and a flight in one of the service planes. The objective of this course was to stimulate interest in the work of the Air Force and the Air Cadet movement.

CHAPTER VI

TRENDS IN CONDITIONS - SEPTEMBER 1941-1944

In September, 1941, Dr. Pincock informed the Cadet Committee "that the School Board had agreed the cadet work be carried on during the coming term in the same manner as last term."¹ This decision was confirmed again on October 7 when Dr. Pincock reported to the Cadet Committee that its recommendation, "that the cadets in the High Schools be organized under the Air Cadet League had not been approved by the Board."² The Board had decided to adhere to its former decision of a common course of training for the cadets embracing the three armed services and conducted under the auspices of M.D. 10.

During the previous school year the matter of obtaining the necessary materials and equipment to properly train the cadets had been one of great difficulty. The introduction of the Air Cadet syllabus by the Department of Education added a number of new subjects and increased the difficulties that had not yet been surmounted. The Senior High Schools had 2132 boys, and the Junior High Schools had 3422 boys, taking cadet training. The Principals thought that each boy taking training should have a copy of the various precis of the subjects. Additional First Aid equipment, Rope, Maps, Protractors and Compasses, Model Planes, Internal Combustion Motors and Tools, reference material for School Libraries, Rifle Rests, etc., were needed in all the High Schools. Military District No. 10, the Department of Education and the School Board did the best they could to meet these increased demands.

1. Ibid., F-929.
2. Ibid., F-931.

One hundred and fifty one teachers were involved in cadet training at this time, 78 of them in the High Schools and 73 in the Junior High Schools. Monthly meetings of cadet Instructors called by Lt. Cummings of M.D. 10 gave an excellent opportunity to clear up difficulties, obtain advice, and compare progress.

Twenty-six of the city schools received cheques from the Strathcona Trust Fund for the term ending June 1941. A letter dated November 4th, 1941, from Brigadier H.G. Riley, D.O.C., M.D. 10 explained the basis of the distribution of these funds and mentioned that an accounting of the use of which these allowances are put is required annually by M.D. 10. Brigadier Riley also suggested that these funds be retained by the individual schools to be used to help defray expenses. A letter from G.J. Reeve, Principal of St. John's High School urged a similar line of action for High Schools. The Board agreed to these requests.

The Gordon Bell Air Cadet Development

On October 8th, 1942, Dr. Pincock explained to the School Board that at the last meeting of the Cadet Corps Committee, Mr. O.V. Jewitt, Principal of the Gordon Bell High School had reported that an Air Cadet Unit sponsored from outside had been organized in his district and a number of his students had joined or intended to join the new unit. The teachers in the Gordon Bell decided they would join the Air Cadet Unit as officers and thus keep the work of the corps under their control. They thought, that with the cadet work now being taken in the schools, it would not be necessary to meet more than one evening per week. Mr. Jewitt had asked the Air Cadet League to withhold the application for the

formation of this Air Cadet Unit until the School Board had an opportunity to consider whether or not it desired to sponsor the unit itself.

The School Board had taken the position that its duty was to provide a basic training in the schools that would be of value to the boys in any branch of the service that they might join later. The Board's Policy had also developed to the point that cadets in the schools should not be identified with any particular branch of the services but should be known only as school cadets (although the army was footing the bill at this time). The Gordon Bell situation was upsetting. Colonel Grier who had recently been appointed Director of Army Cadet Services was invited to come to Winnipeg to assist the Board in settling their problems concerning cadets.

Colonel Grier arrived in Winnipeg on October 22, 1942. That morning, he had a meeting with Colonel Graham, Officer Commanding 38th Reserve Group, M.D. 10, Captain Grant, Cadet Officer M.D. 10 and W. Martin, Chairman of the Schools' Cadet Corps Committee to study the problems facing the Board. He met the High School Principals at a noon luncheon and received from them a statement of the cadet situation in their schools. In the afternoon he had a meeting with the Minister of Education, the Acting-Superintendent of Education, Mr. MacInnes of the School Board, Mr. Martin of the Cadet Corps Committee, and representatives of the Army, Navy and Air Force. The history of the cadet movement and of events leading up to the formation of the Gordon Bell Air Cadets have been explained already. In the evening he attended a joint special meeting of the School Management Committee and Cadet Corps Committee. Mr. Black, school trustee, on a recent visit to Toronto, had

secured a copy of the report of the Superintendent of Toronto Schools on the question of cadet corps (a copy of this report is included in the Appendices to this study). He had secured also a copy of the resolution submitted to the Toronto School Board by the Principals in 16 Secondary Schools of Toronto (a copy of this resolution is included in the Appendices to this study).

The report of the Toronto Superintendent dated October 5th, 1942, states that all the Secondary Schools of Toronto had well established military cadet corps when the Air Cadet League approached the Toronto Board. The request of the Air Cadet League at that time, in Toronto, was similar to the suggestion of the Minister of Education in Manitoba to the Winnipeg Board that is, that in certain Secondary Schools military cadets be abolished and that they be replaced by Air Cadets. The Toronto Board believed that competition between the Services in the schools was undesirable. They discontinued Army Cadets and introduced a "Defence Training Course" prepared by the Ontario Department of Education. The course was common to all branches of the service and was compulsory to all secondary students. The report also dealt with the following matters:

(1) An analysis of the Air Cadet League Syllabus and the School Defence Training Course.

(2) The viewpoint of the Secondary School Principals.

(3) The Superintendent's opinion as to the desirable attitude of the Board of Education to the Air Cadet League as follows

(a) If requested, the Board will authorize the Superintendent of Schools to forward to Air Cadet League Officials, the names and addresses of boys who are leaving school, with the thought that they would be invited to join Air Cadet Squadrons.

(b) The Board will continued to give favorable consideration to requests for school accommodation for Air Cadet work when such requests are presented through the central committee.

(c) Direct appeals to all or part of the student body during school hours or in auditoria immediately after school to join the Air Cadets should be forbidden. ³

The resolution of the 16 secondary school principals expressed the opinion that the Defence Training and Health and Physical Education Course, provided the preliminary assistance needed by any boy to join the armed forces. They believed also that High School boys under military age allowed to do military drill in the evenings neglected their studies and failed to reach the educational standards required. They asked that the schools be left free to attend to the main job that of producing intelligent, educated, physically fit future citizens.

The Chairman pointed out that

The most important distinction in the present set up is that while Winnipeg wishes to retain cadet work in the Schools, Toronto has discontinued its cadet corps. ⁴

Colonel Grier then addressed the meeting. He stated that although his appointment as Director of Army Cadets had not yet been made public, he had submitted some recommendations to the Minister of National Defence. He said that he was seeking information and advice on cadet service while in Winnipeg. He outlined briefly some of the developments he had in mind for cadet work.

The immediate problem of the Board was the situation at Gordon Bell High School. Most of the boys had joined an Air Cadet Corps which meant that the Gordon Bell unit could not function under the School Board Cadet organization.

3. Ibid., 1942, A-1583-5.

4. Ibid.

Dr. Pincock stated:

Mr. Jewitt, Principal of the Gordon Bell High School saw this situation developing and in order to keep it under control, felt in the interest of the school the best solution would be to let the corps be formed in the school with the teachers as instructors. He felt that if the corps was formed outside, the boys would be meeting two evenings per week and that regular day school work would suffer. As a great portion of the work is now being done in the schools under the present cadet syllabus the teachers thought they could carry on with say one evening meeting every two weeks. The question of final organization of the unit has been left in abeyance by the Air Cadet League until the School Board has had an opportunity to discuss the matter. They would prefer the School Board to recognize the corps as a School Board Unit.⁵

The problem was returned to the Cadet Corps Committee and at a meeting of this Committee on October 14th, 1942, Colonel Graham of M.D. 10 said "that the cadet services now exist because the army fought to keep them alive."⁶ He informed the group that a new syllabus of training, new uniforms and new equipment would be made available. He hoped that no change would be made in the Winnipeg Schools cadet set up.

The Principals of the other four High Schools reported that there was no demand for Air Cadets in their schools, but before a year had passed Isaac Newton High School, on a vote of the student body, discontinued Army Cadets and formed a Ship's Company of Sea Cadets and St. Johns Technical High School formed an Air Cadet Squadron.

There is no evidence in the minutes of the School Board to

5. Ibid.

6. Ibid. A-1586.

indicate that the Gordon Bell Air Cadet Squadron problem was ever settled. Apparently the Board decided against sponsoring the Corps under pressure of an outside group of civilians consisting of Senator John T. Haig, (Chairman), P.H. Hammond (Honorary-Secretary), Dr. Bruce Chown, Messrs. Ben Parker and J. Combe who formed the Committee that organized the Squadron.

O.V. Jewitt, Principal of the Gordon Bell High School was persuaded to take charge of the Gordon Bell Squadron. This provided leadership which helped make the Gordon Bell Air Cadet Squadron the Backbone of the Air Cadet Movement in Manitoba.

The organization governing High School Cadets as established by 1942 was continued effectively until June, 1944. The growth of the Air Cadet movement in the High Schools constituted one major change in the over all school cadet training programme. In September, 1942 the Gordon Bell High School decided to devote its entire attention to Air Cadets and to discontinue further interest in either Army or Navy Cadets. A similar policy was adopted in the St. Johns Technical High School and continued to the close of the war. The Isaac Newton High School in October of 1943 formed a Sea Cadet Corps known as John Travers Cornwall S.C. No.4 under the leadership of Mr. W. Gresham, a teacher on the staff of the school. The Kelvin and Daniel McIntyre High Schools remained the only senior high schools fostering Army Cadet Corps until the close of the war.

With the formation of outside city school corps, the Winnipeg School Board decided to assign Board members to the various sponsorship committees.

Military Service Act

The question arose as to the relationship of the Grade XII students to their future military call-up. The School Board was informed that such students were on the same footing as University students and so long as they took school cadet instruction they could complete their school year. In the school year of 1943-44 arrangements were made for all Grade XII boys in the city to join and take their training with the C.O.T.C. of the University. This arrangement created time-tabling difficulties in the smaller High Schools. Lt. Colonel C. Hopper, Officer commanding University of Manitoba C.O.T.C. and a member of the Co-ordinating Committee of the School Cadet Corps (this committee replaced the School Cadet Corps Committee early in 1944) stated "that he would be pleased to re-attach boys now members of the C.O.T.C. to their former cadet corps and allow them credit at the University."⁷ Consequently, the following year some of the Grade XII boys continued training with their school corps.

The Junior High Schools found it exceedingly difficult to continue the Army Cadet owing largely to the enlistment of many of the younger men of the City School Staff. The first break in training at this level occurred in 1943 when the staff of the Victoria Albert Junior High School disbanded its Cadet Corps and maintained as far as possible, under the circumstances of war, the regular programme of physical training. This was the case in an increasing number of Junior High Schools up until 1945. The Robert H. Smith and a number

7. Ibid., E-41.

of other Junior High Schools did the best they could to maintain cadet corps until the closing day of war. There was neither a complete breakdown nor loss of interest in 1944 rather, apparent partial disintegration was the product of reduced man power for training purposes. The close relationship between school success in cadet training and qualified instruction continued as a major problem throughout.

Cadet Summer Camps

In 1941 the Army had not been able to provide school cadets with the opportunity of attending summer camps. In 1942, however, they provided facilities for boys wishing to go to camp for a six day period. From 1943 on this summer camp period was extended to ten days. A similiar opportunity to attend summer camp was made available to Sea and Air Cadets.

Practical Citizenship

The heads of the three armed services had prepared a common cadet syllabus by June of 1943. They presented it to the Minister of Education and in September of that year a course known as "Practical Citizenship" became a compulsory basic defence course for Manitoba pupils from Grade VIII - XI inclusive. In conjunction with this policy the three services had agreed to restrict attendance of cadets in outside corps to one night per week.

March 9th, 1944, Dr. Pincock informed the Co-ordinating Committee of the School Cadet Corps,

that "Practical Citizenship" (Health and Defence Training) is compulsory except for pupils who are medically unfit or of a religious sect who are conscientious objectors, all other pupils are required

to take training but it is not compulsory to belong to a Cadet Corps or take training outside of school hours.

This course reduces the amount of work required in schools and excludes cadet drill and Physical Training. The present citizenship course took over the P.T., Biology and Physiology courses, and the new course does not cover the health work students should have.

Lt. Colonel Hopper told the Committee that he had been impressed with the cadet work in the city schools.

Students coming to the C.O.T.C. from High Schools where they receive the present course possess better deportment, are better disciplined and have better knowledge of training. If this new course is adopted and drills eliminated it would become just another subject of the school, and may have a trend towards reducing the basis of good citizenship.⁹

At a meeting of the Co-ordinating Committee on March 23, 1944, C.K. Rogers, Acting Superintendent of Education for the Province of Manitoba explained that the revised programme had been meant for use in schools having only one or two teachers. Soon after he formed a committee made up of representatives of the three Armed Services, Inspector Moore, two Principals of Suburban Schools, Mr. Jarman and Mr. Martin, to draw up a programme of cadet work for all schools in Manitoba. The revised programme left twenty periods of instruction to the discretion of the instructor. This instituted the so-called Practical Citizenship Course.

8. Ibid., E-39.

9. Ibid., E-41.

CHAPTER VII

COMPULSORY CADET TRAINING

In 1944 the Winnipeg School Board refused to rule cadet training a compulsory part of the school curriculum. The question of Compulsory Training came before the Special Committee in 1940 but no recommendation was made although opinion appeared to favour compulsory measures. However, at a meeting of the School Cadet Corps Committee held April 1st, 1941, Dr. Pincock reported that only thirteen boys were not taking cadet training courses because of conscientious objections. The Committee apparently considered the situation was not serious and tabled the matter.

Final adoption of the "Practical Citizenship" course in 1944 with its elimination of Drill, brought matter of compulsion to a head. Mr. Jarman, Director of Physical Education in city schools and Captain Cummings, Military District No. 10 moved and seconded respectively the following motion:

That it was agreed to recommend that each Junior or Senior High School in Winnipeg be expected to maintain a cadet corps in addition to the basic "Citizenship Course".¹

During the Co-ordinating Committee meeting of June 13th, 1944, Mr. Floyd, Principal of Isaac Newton Senior High School stated "that the School Board, to date, had not made rulings that boys must belong to school cadet corps."² A motion,

that the School Board be requested to announce its policy as to whether all male pupils should

1. Ibid., E-43.
2. Ibid., E-45.

belong to cadet corps

was amended by Lt. Colonel Hopper to

that the Committee recommend to the School Board that all male students of Grade 8-11 inclusive be required to belong to a cadet corps.³

On June 20th, 1944, at a meeting of the Committee of the Whole Board, Mr. Zuken moved "that each Junior and Senior High School continue a cadet course on a voluntary basis."⁴ Later Mr. Chappel moved "non-concurrence with the recommendation that all male students belong to a cadet corps."⁵ Both motions were passed, the latter by a vote of 6-5.

The School Board's refusal to insist on each school having a cadet corps practically ended school cadets in Winnipeg. Dr. Pincock reported to the Co-ordinating Committee on June 28, 1944, --

that it would be necessary to give four periods each week for the Basic Course in Practical Citizenship and that while the School Board wished to encourage cadet work in the schools, any additional time or work required for cadet corps would have to be given after school hours as was done in the case of Naval and Air Force Cadets. There was a strong feeling that cadet training was encroaching on academic work. It was the Board's Policy that enrolment by pupils in city schools should be on a voluntary basis and that each student should be given an opportunity to decide which of the cadet services he should join.⁶

The reaction of the men who had tried hard to make cadets a vital part of the school programme was that under these conditions it

3. Ibid.
4. Ibid., F-985.
5. Ibid.
6. Ibid., E-48

would be unnecessary for each school to maintain a corps. It was decided that the High Schools should be looked upon as the logical centers at which corps should be formed.

The School Board's indication that it did not wish to continue to force cadets on the schools as it did in 1940 did not immediately stop cadets in the city schools. The Robert H. Smith Junior High School, the first city school to have a cadet corps in World War II did not disband until 1947. A very short item in the Winnipeg Free Press of April 1, 1947, reported the final parade and inspection of the Robert H. Smith School Cadet Corps held at Osborne Barracks the previous evening.

From July 1944 very little has been said in the School Board minutes on the subject of cadets. However at least one of the city Principals must have continued the work for Mr. Zuken, on July 16, 1946 protested against a Principal of a school who had inferred that a student was not loyal to the school if he were not a member of the school cadet corps. This same Principal was going so far as to urge pupils to join a cadet corps, even interviewing their parents, in spite of the fact that enrolment in the School Cadet Corps was entirely voluntary.

All was quite on the cadet front until May 20, 1947, when a letter from Captain R.O. Porter, Cadet Training Officer, Prairie Command, requesting permission to post Cadet Orders in schools and that Principals be encouraged to promote interest in Cadet Training, came before the Policy Committee of the Board.

The Committee agreed on motion of Mr. Haig, --

that permission be granted to post Cadet Orders on school notice boards provided that such notices were posted only in schools which had students belonging to cadet corps but that the Principals take no part in encouraging students to join cadet corps. ⁷

A regular weekly bulletin sent out from the Superintendent's Office included^a notice that read as follows:

I shall be glad if Principals see that the co-operation suggested is given and that it is limited to the terms of the resolution. ⁸

At the foregoing meeting Brigadier M.H.S. Penhale, G.O.C. Prairie Command, requested that a speaker be permitted to address High School students on vocational opportunities offered by Army careers. The request was not granted.

Discussion that followed in the Board meeting later that evening drew the following editorial from the Winnipeg Tribune dated May 27, 1947.

The School Board Reconverts

The Winnipeg School Board has certainly reverted to its prewar antagonism toward the cadet movement. In recent days it has refused a request from military authorities to send speakers to address students of Winnipeg's High Schools on the vocational opportunities of the Army; it refused to allow teachers to promote interest in cadet training; it strictly limited the number of schools in which cadet orders may be posted.

In addition one of the School Board members, M. Averbach, said in open meeting that this was only a means of getting men into the Army. He added "I do not like

7. Ibid., Policy Committee 1947, H-17.

8. Superintendent's Departmental Bulletin May 23, 1947.

this method of coming through the back door." How a public approach to a public body by letter could be interpreted as "coming through the back door" was not explained by Mr. Averbach.

This antagonism toward the cadet movement and the armed forces in general stems from the school board's longstanding dislike of what it calls militarism. During the war the board bowed to public opinion and permitted cadet training in the schools. But when the war ended, cadet training was promptly dropped from the syllabus and about thirty cadet corps quickly decreased to four.

It should be emphasized that cadet training does not cost the school board one cent, nor does it interfere with other studies of school hours. It is in all respects an extra-curricular activity. Training is not even carried on in school buildings. The Board's traditional objection to cadet training boils down to one thing - that it is essentially military training and that it fosters militarism. It might be pointed out that some degree of military education would not be a bad thing in these troubled times. However as the Tribune stated years ago "... the element of militarism in the cadet movement is negligible. Discipline, yes; can anyone considering the state of society today suggest that discipline is not desirable? Discipline is as greatly needed in the ordinary affairs of life as it is in armies, and no small part of our social troubles today results from the lack of it.

"What does cadet training give boys? An erect alert bearing; neatness and smartness in dress; a readiness to obey orders and a willingness to work with others even at self-sacrifice for the good of all. Surely these are desirable qualities to inculcate in boys. Surely a movement that trains them in these things is worth preserving and encouraging." It might be added that if the Winnipeg School Board does not choose to encourage actively such a movement, it might at least refrain from obstructionist tactics and insulting opposition to it.

The Winnipeg School Board decided that the majority of the people in this city were opposed to cadets in the schools. However Mr. L.E. Walker, (Chairman, sub-Committee on Extra-curricular Activities at Secondary Level, Survey of Winnipeg Schools) reported, --

A questionnaire was sent to 1000 parents of present High School and Junior High School students. The names were chosen at random from a School Board List by a stenographer. Seven hundred seventeen replies were received.⁹

One question was -- Do you approve of cadet training in the schools. Replies were 57.6% yes, 35.3% negative, 7.1% undecided.¹⁰

A Gallup Poll of Canada on School Cadet Training by Canadian Institute of Public Opinion was reported and showed Canada as a whole even more favourable to cadets than Winnipeg.¹¹

On March 24, 1950, the local branch of the Canadian Infantry Association passed the following resolution--that

9. "Report of the Subcommittee on Extra-curricular Activities at the Secondary Level". Winnipeg School Survey, 1947-48, p. 18.

10. Ibid. p. 163.

11.

Canadian Cadet Poll Report

Canadian voters at large gave strong support to the provision of cadet training for boys in the schools.

Only 8 percent of a representative sample of voters want cadet training abolished completely; 56 percent want it obligatory for all boys, and an additional 23 percent would have it made optional.

In the latest Gallup Poll survey a cross-section of Canadian voters in all parts of the country were asked:

"Do you think all boys should be obliged to take cadet training at school?"

Only one-third of the voters were opposed to cadet training compulsory for all boys.

Highest proportion who favored cadet training was found amongst voters in the Maritime provinces.

Popular opinion in Quebec province is 51 percent in support of compulsory cadet training and 50 percent of voters polled in the prairie provinces favor training it obligatory.

Only 3 percent of the Maritime voters polled want cadet training abolished altogether. The Quebec vote for abolition equals the 8 percent national average.

Only minor differences are noted in the pattern of viewpoint on the subject as between men and woman, or amongst the various age

(a) an appeal be made to the Provincial Minister of Education, the Winnipeg School Board, the Superintendent of Winnipeg Schools and the Manitoba Educational Association to have this situation thoroughly reviewed and steps undertaken to re-organize our school cadet system.

(b) It is further requested that both civic and provincial bodies be forthright in stating clearly just what their present policy is on the subject of cadet training. The citizens of Manitoba are entitled to know if the present policy of opposition to cadet corps is to be continued. Should the authorities, however, openly endorse cadet training and be prepared to properly encourage its development, it is requested that the teachers throughout the province be specifically advised of this official attitude so that they may feel free to contribute their support and services without risking displeasure and future retaliation.

(c) It is further resolved that a copy of this resolution be forwarded for information to all members of the Provincial Legislature, members of the Manitoba Defence Associations, Manitoba Branches of the Canadian Legion and the press for the purpose of securing their active support towards having school cadet services in Manitoba restored in keeping with the efforts in all other provinces of Canada. ¹²

The decline of school cadet corps was credited to the Communist Party by both the press and the Infantry Association. The validity of this accusation was doubtful. That it was partly true, however, was indicated by the following item in the press.

groups or on the basis of levels of income and education.

The farm population is somewhat less in favour of obligatory training of boys in the schools.

Most notable variation in the division of opinion on the issue is to be found in the comparison of the response of supporters of the three leading federal political parties:

At a special meeting held Thursday night, the Winnipeg Council of the National Federation of Labor Youth passed a resolution on behalf of all affiliated clubs sharply condemning any plan to step up cadet training in the High Schools. ¹³

The present situation as to organized Cadet Corps and School Cadet Corps for all Canada is as reported in Table I.

TABLE I
CANADIAN ARMY CADETS' LATEST AVAILABLE FIGURES
490 CORPS, 402 SCHOOL CORPS, 47,100 CADETS

PROVINCE	TOTAL CORPS	NUMBER OF SCHOOL CORPS	APPROXIMATE STRENGTH
Ontario	197	183	22,000
Quebec	115	108	15,050
Alberta	44	22	2,130
British Columbia	44	22	2,120
Saskatchewan	30	20	1,500
P.E.I. and N.S.	24	24	2,400
New Brunswick	21	20	1,000
Manitoba	15	3	900

With the close of the war, and the general relaxation of war effort, an overburdened city school staff responded to the tendency to discontinue activities directly connected with the conflict. Almost

	Prog.	Cons.	Lib.	C.C.F.
Make it obligatory	69%		57%	44%
Have it optional	15		25	31
Abolish altogether	3		7	14
Undecided	<u>13</u>		<u>11</u>	<u>11</u>
	100%		100%	100%

"79% Back School Cadet Training", Winnipeg Tribune, June 7, 1947.

12. "Resolution - Cadet Corps", Canadian Infantry Association, Manitoba, Lake Superior Branch; March 24, 1950.

13. Winnipeg Tribune, March 31, 1950.

the entire cadet structure disappeared and was replaced by the original programme of physical education. The Gordon Bell High School alone kept intact a programme acceptable to the Air Service and is today the only city school, Junior or High, maintaining a programme of cadet training. This cadet corps is still affiliated with the Royal Canadian Air Force.

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APPENDICES (1)

CONSTITUTION

of the

STRATHCONA TRUST

For the Encouragement of Physical

Training and Military Drill

in Public Schools.

-
1. The following shall be the officers of the Trust:

Patron - His Excellency the Governor-General of Canada.

Vice-Patron - The Right Honourable Sir Wilfred Laurier,
G. C. M. G., Premier.

President - The Honourable Sir F.W. Borden, K. C. M. G.,
or the Minister of Militia for the time being.

Vice-Presidents - The Minister in charge of Education in
each Province of the Dominion which shall have notified
its adhesion to the arrangements regarding Physical Train-
ing and Military Drill in public schools, sanctioned by
Orders-in-Council of 13th August, 1908.

Executive Council -

(a) The Minister of Militia and Defence for the time
being, Chairman.

(b) The members of the Militia Council for the time being.

(c) Two representatives to be named by the Minister in
charge of Education in Ontario; *

Two representatives to be named by the Minister in
charge of Education in Quebec; *

One representative to be named by the Ministers in
charge of Education each of the remaining Provinces. *

(d) The Military Officers Commanding Command and Independent
Districts in Canada.

* Subject to the condition that the Province represented must have notified its adhesion to the arrangements regarding Physical Training and Military Drill in public schools sanctioned by Orders in Council of 13th August, 1908.

Executive Council - Concluded.

With a Secretary to be detailed by the Chairman from the staff of the Department of Militia and Defence.

2. The Executive Council shall administer the Trust in accord with the principles set forth in paragraph 5 of this paper, and shall be charged with:

(a) Laying down the conditions which the Education Department of a Province must accept in order to entitle the schools of the Province to share in the benefits of the scheme.

(b) Accepting the adhesion of the various Provinces to the principles governing the proposals respecting Physical and Military Training in public schools, already agreed to in the case of Nova Scotia.

(c) Laying down the general conditions as regards Physical and Military Training, respectively, which must be fulfilled by schools in order to qualify them to compete for the rewards offered.

(d) Apportioning the money grant between the various Provinces and deciding what proportion should be allotted to physical training only and what to military training and rifle shooting.

(e) Framing the arrangements necessary to ensure that the military training which the Trust is designed to promote shall be so carried out as to be in harmony with the Cadet Corps policy of the Militia Department.

(f) Receiving and administering the income of the Trust.

3. In order to facilitate the adaptation of the general rules and regulations to be laid down by the Executive Council in varying local conditions - especially in regard to the instruction of the teachers, the training of the children, the inspection of schools, and the allotment of rewards - the Executive Council shall constitute a local committee for each Province which has declared its adhesion to the scheme (see Paragraph 1). This Committee shall be composed as follows:

(a) The Senior Military Officer (Commanding Officer of the District) as Chairman;

(b) Three civilian members, to be named by the Minister in charge of Education for the Province, or his representative; with the addition, ex-officio, of the Deputy Minister or Superintendent of Education for the province.

(c) Three Military Officers belonging to the Province, to be named by the Militia Council.

4. The local Committees shall be charged with -

(a) Ensuring that the means of instruction in physical and military training are available for both teachers and pupils, where required.

(b) Decision of the Province into convenient districts for the purposes of supervision and competition.

(c) Arranging details of the training to be given, so as to suit local conditions.

(d) The arrangement of competitions and inspections, and allotment of rewards, in accordance with the general instructions of the Executive Council.

5. The following are the general principles in accordance with which the Trust shall be administered.

(a) His object being not only to improve the physical and intellectual capabilities of the children, by inculcating habits of alertness, orderliness and prompt obedience, but also to bring up the boys to patriotism, and to a realization that the first duty of a free citizen is to be prepared to defend his country, the intention of the Founder is that, while physical training and elementary drill should be encouraged for all children of both sexes attending public schools, especial importance is to be attached to the teaching of military drill generally to all boys, including rifle shooting for boys capable of using rifles. All boys should so far as possible, be made to acquire a fair acquaintance while at school, with military drill and rifle shooting.

(b) The administration of the Trust shall be such as to enable both sexes, whether teachers or pupils, to share in the rewards, and the allotments of money should be so made as to afford an inducement both to the teachers to instruct and to the pupils to perfect themselves in the training specified above.

(c) The whole of the money grant, in the preliminary stages at least, is to be devoted to encouraging the training referred to in those schools and other educational establishments which are maintained out of public funds.

(d) The allotment of the funds available for rewards between the several provinces shall, broadly speaking, be in proportion to their population of school age.

(e) Service, whether on the Executive Council or the local committees, shall be gratuitous. There shall be no fees chargeable against the Trust.

In the application of these principles, the Executive Council shall be the sole judge of the intentions of the Founder, and its decision shall be final.

6. The Dominion Government has consented to receive the whole amount of Lord Strathcona's donation upon trust, paying interest thereon at 4 per cent, and placing the amount of such interest half yearly to the credit of the account of the Executive Council of the Trust.

7. To the Minister of Militia, as Chairman of the Executive Council, is entrusted the initiative in all matters connected with the organization and administration of the Trust.

8. The term "Public Schools" includes also, for the purposes of the Trust, Separate and all other Schools and educational establishments (other than Universities) which are maintained mainly out of public funds and are under the control of the Education Department of the various provinces.

Extract from letter from the Rt. Honourable Lord Strathcona and Mount Royal to the Honourable Sir F.W. Borden, K.C.M.G., Minister of Militia and Defence, dated April 17, 1909.

"It is not my desire to make any alteration in the Trust Deed, as formulated by you."

(Sgd.) STRATHCONA AND MOUNT ROYAL.

Certified copy of a Report of the Committee of the Privy Council, approved by his Excellency the Governor General on the 13th August, 1908.

The Minister of Militia and Defence submits the following synopsis of proposals entered into between the Educational Authorities of the Province of Nova Scotia and himself respecting Physical Training and Military Drill in all Public Schools of that Province.

The Provincial Educational Authorities have, on their part, undertaken: (a) To enforce more generally their regulations respecting the Physical Training and Military Drill in all public schools; (b) To adopt for the future, a system to be uniform with that of the other Provinces of the Dominion, and of Great Britain, suitable to the age and sex of the pupils; (c) To encourage the formation of cadet corps and of rifle practice among boys who are old enough to attend the High School; (d) To require, before granting and elementary military drill, such certificate (Grade "B" Military), to be issued after the examination of the candidate by the Department of Militia and Defence.

As regards (d) these certificates will be issuable to teachers of either sex. There will also be issued a Grade "A" (Military) certificate, which will represent competency to instruct in both physical training and advanced military drill, including rifle shooting. This certificate will be issuable to male teachers only, upon their passing a satisfactory examination after a course of instruction carried out at or under the supervision of a military school of instruction.

The Minister has undertaken, on behalf of the Dominion to provide -

(a) Competent instructors at convenient places and seasons in order to enable teachers to qualify themselves to carry out physical training and military drill.

(b) The payment of a bonus, annually, to every qualified teacher who actually imparts this instruction, provided he makes himself eligible therefore by becoming a member of the Militia.

The bonus referred to in the foregoing paragraph shall be paid only upon the certificate of an inspecting Officer of the Militia and that the instruction imparted was satisfactory.

The amount of such a bonus and the minimum number of boys necessary to form a corps, upon the instruction of which the amount shall depend, will be as may be hereafter determined.

(c) To supply belts, caps, (if desired), and a proportion of the arms and ammunition; also, drill books for the more advanced training of the Cadet Corps.

(d) To prepare a syllabus of the work required to be done by a school or college cadet corps, in order to entitle the teacher to the annual bonus, and to conduct the necessary examinations.

The Minister recommends that the proposals for the carrying on of Physical Training and Military Drill in the Public Schools of the Province of Nova Scotia, as outlined above, be approved.

The Committee submit the same for approval.

(Sgd.) RODOLPHE BOUDREAU,

Clerk of the Privy Council.

Certified copy of a report of the Committee of the Privy Council, approved by His Excellency the Governor General on the 13th August, 1908.

On a Memorandum dated 6th August, 1908, from the Minister of Militia and Defence, recommending, with reference to the promotion of Physical Training and Military Drill in the Public Schools of the Province of Nova Scotia, that the said proposals may be made applicable to the other Provinces of the Dominion, subject to such modifications as may be agreed upon.

The Committee submit the same for approval.

(Sgd.) RODOLPHE BOUDREAU,

Clerk of the Privy Council.

Physical Training and Military Drill
in Public Schools.

1. The Nova Scotia Educational authorities will enforce more generally their existing regulations which prescribe the practice of Physical Training and Military Drill in all public schools, and will further adopt a system uniform with that of the other provinces of Canada, and of Great Britain, suitable to the age and sex of the pupils, and will encourage the formation of cadet corps, and rifles practices, among the boys of High School age, on the understanding that the Militia Department, on its part, will:

(a) Provide competent instructors, at convenience places and seasons, in order to enable teachers, both those now employed in Nova Scotia, and those under training for such employment, to qualify themselves to carry out physical training and military drill; and will also

(b) Grant an annual bonus to such qualified teachers as actually impart this instruction, provided that they make themselves eligible for this bonus by becoming members of the Militia Force.

2. As regards the instruction of the teachers already employed, there appear to be four centers, at or near which a sufficient number of teachers are employed to enable classes to be formed and carried on in the evenings, without interference with the ordinary day's work, viz.- Halifax, Sydney, Truro, Yarmouth and possibly a fifth at Pictou or New Glasgow or Antigonish may be added. Each course would be followed by an examination.

3. For the benefit of the large number of teachers working out of reach of those centers, it was agreed that such instruction might best be

provided during the summer vacation, either at the Vacation School held at Truro, or at the Summer Science School of the Atlantic Provinces wherever held. It is proposed in these cases to hold two courses of three weeks each, at each place, followed by an examination.

4. The Militia Department will provide the instructors required, dates and places being settled by agreement with the Education Department of Nova Scotia.

5. In order to provide for the instruction of those students who are qualifying to become teachers, the Militia Department will also provide a competent instructor to conduct a course of Physical Training and Military Drill at the Normal School, Truro, dates to be hereafter arranged with the Education Department.

6. In future the Education Department will, before granting a teacher's license higher than third class, require a certificate of competency to instruct in Physical Training and Elementary Military Drill. This certificate, Grade B (Military), will, if desired, be issued after examination by the Department of Militia and Defence.

7. The Education Department will within three years from the close of the present school year, given an opportunity (as in 2 and 3 above) for all teachers above the third class who have been licensed without the certificate of Grade B (Military) to obtain this lower certificate, so that no school of higher grade than third class need be without a teacher competent to give the prescribed physical drill effectively in all the departments of the school.

8. The certificates issued will be of two grades:

Grade A (Military) will represent competency to instruct in both

Physical Training and advanced Military Drill, including rifle shooting, and will be issuable to male teachers only, upon their passing a satisfactory examination after a course of instruction carried out at, or under the supervision of a Military School of Instruction.

Grade B (Military) will represent competency to instruct in Physical Training and Elementary Drill and will be issuable to teachers of both sexes.

9. The Militia Department will pay the annual bonuses referred to in paragraph 1 to those teachers only who hold Grade A (Military) certificates and actually instruct the pupils, and are in addition officers of the School Cadet Corps or members of the Militia.

Under the existing regulations for Cadet Corps, the Department of Militia grants to Instructors of Cadet Corps who are on the instructional staff of the school or college concerned, and who attend and obtain a qualifying certificate at any of the Infantry Schools of Instruction, the same transport and allowances as are paid to officers of the Militia for similar attendance.

The annual bonuses will be paid upon the certificate of an Inspecting Officer of the Militia that the instruction imparted is satisfactory.

10. The Militia Department will draft a syllabus of the work required to be done by a School or College Cadet Corps in order to entitle a teacher to the annual bonus, and will conduct the necessary examinations. Until Cadet Corps possess in their officers qualified instructors, this work of instruction will be carried out by instructors detailed by the Militia Department, so far as practicable.

11. The new system will, so far as possible, be brought into force on 1st August, 1908.

12. The system of Physical Training adopted, should be such as to lead on naturally, without change, to the system of drill in force for the Canadian Militia. With this object the Syllabus of Physical Exercises, in use in British Elementary Schools will be followed, for the present at any rate. It will be supplemented, for more advanced training and rifle practice, by the official "Infantry Training" in use by the Canadian Militia.

The instruction given in the schools will be such as is suitable to the age and physical condition of the pupils.

13. The Department of Militia will be prepared to supply for the use of Cadet Corps - belts, caps (if desired), a proportion of arms and ammunition, and, in addition, drill books for the more advanced training. Uniforms, if worn, must be supplied by the schools themselves.

14. The amount of bonuses to be paid by the Department of Militia and the minimum number of boy members necessary to enable a Cadet Corps to be formed (upon the instruction of which the grant of the annual bonus depends) will be fixed after discussion between the Department of Militia and the Education Department of the Province.

APPENDICES (2)

COPY OF LETTER SENT BY STRATHCONA TRUST TO THE VARIOUS PROVINCIAL
PREMIERS:

Ottawa, No. 10, 1909.

Sir, -

With reference to previous correspondence on the subject, I am directed by the Honourable Sir F.W. Borden, Minister of Militia, as Chairman of the Executive Council of the Strathcona Trust, to inquire whether your Government is yet in a position to accept, on behalf of the Educational Establishments under its control, the advantages offered by the Strathcona Trust for the encouragement of Physical Training and Military Drill in Public Schools.

2. From inquiries which have been addressed to the Executive Council, some misapprehension seems to have arisen as to the aims and objects of the Strathcona Trust. It is with a view to the removal of any grounds for misunderstanding that I am directed to submit the following remarks:

3. As you are aware, Lord Strathcona's object in forming the trust is twofold; (1) the improvement of the physical and intellectual capabilities of the children while at school, by means of a proper system of physical training calculated to improve their physical development, and, at the same time, to inculcate habits of alertness, orderliness and prompt obedience; (2) the fostering of a spirit of patriotism in the boys, leading them to realize that the first duty of a free citizen is

to be prepared to defend his country to which end all boys should, so far as possible, be given an opportunity of acquiring a fair acquaintance, while at school, with Military Drill and rifle shooting.

4. With regard to the first point, the Executive Council deems it necessary to require that a Province before it can participate in the benefits of the Trust, should pledge itself to include in the regular curriculum of the Schools under its control instruction in Physical Training for all children of both sexes attending the same. This requirement appears to be clearly understood by all, and there have been, so far as the Executive Council is aware, no serious objections raised to the universal introduction of a well tested system of Physical Training into all the Public Schools of Canada.

5. With regard, however, to the question of Military Drill and rifle practice for boys, a somewhat important misapprehension appears to exist in certain quarters, to the effect that the Strathcona Trust is designed to be used as the vehicle for the introduction of a system of compulsory military training into the Schools of the Dominion, I am directed to state, emphatically, that such is in no wise Lord Strathcona's intention, nor that of the Executive Council of the Trust.

6. As stated above, one of Lord Strathcona's main objects is to inculcate a spirit of patriotism in the youths of this country, together with a realization of their duty as free citizens in its defence, and, consequently, their training in the rudiments of a soldier's art is, in his opinion, desirable, in order that they may be able to give

proper expression to that spirit in time of national danger; but His Lordship does not seek to insist that this military training in the rudiments of a soldier's art is, in his opinion, desirable, in order that they may be able to give proper expression to that spirit in time of national danger; but His Lordship does not seek to insist that this military training should be made compulsory. All he asks is that the Government of a Province should undertake to encourage, as far as possible, the formation of cadet corps and the practice of rifle shooting in the schools under its control, leaving it to the parents themselves to decide whether their sons should join these corps. The proper military instruction and care of the cadet corps when formed is a matter which falls within the province of the Department of Militia. The Department of Militia, however, asks that the Educational Authorities will encourage, or, at least, place no obstacle in the way of their teachers becoming officers of their School Cadet Corps.

7. The position may, perhaps, best be summed up by restating the general conditions, which the Executive Council of the Trust asks the Education Department of a Province to accept, in order to secure to the Schools under its control participation in the benefits to the Trust. It is confidently believed that perusal of these conditions will show that they cannot fairly be in any way construed as an attempt to introduce a system of compulsory military training into the Schools of Canada.

8. These conditions are as follows:

(a) Physical training to form an integral part of the curriculum in every school, or public educational establishment maintained

mainly out of public funds, at which a teacher holding a certificate other than that of the lowest grade is employed.

(b) A certificate of ability to instruct in physical training to form part of every teacher's certificate, other than those of the lowest grade, granted by the Education Department of the Province.

(c) The Education Department to undertake to encourage the formation of cadet corps, including the practice of rifle shooting under suitable conditions by the older boys, in all educational establishments under its control.

(d) The system of physical training adopted to be that in force in the elementary public schools in Great Britain (which has been recently revised in view of the latest development in Sweden, Switzerland and other countries), with such modifications therein as the local conditions of any Province may show to be necessary.

(e) The Education Department to undertake to require, within a specified period, all teachers who are already in possession of its certificates other than those of the lowest grade to qualify themselves to instruct in physical training (subject to the exemption of such teachers as are physically unable to qualify, or are nearly at the end of their term or service), so that in every school there shall be at least one teacher capable of imparting the necessary instruction.

9. The Militia Department, will, on its part aid the Education Department by affording the necessary facilities to the teachers of both sexes to qualify themselves in physical training, by providing instructors until such time as the Provincial Authorities are in a position to undertake this duty themselves.

10. The Militia Department will also afford to the teachers the necessary instruction in military drill required to enable them to become officers of cadet corps under the same advantages as are already allowed to officers of the Active Militia, and will grant certificates of qualification.

11. The Militia Department will also pay the authorized grants to the teachers qualified and acting as instructors of cadet corps, and will supply to these corps such arms and equipment as are needed under the regulations applicable to each case.

12. Sir Frederick Borden confidently hopes, that after consideration of the foregoing explanations, your Government may see its way clear at a very early date to declaring its acceptance of the conditions mentioned in paragraph 8. of this letter, so that both teachers and pupils in the Educational Establishments of the Province may be competent to share in the benefits of the Trust.

I have the honour to be, Sir,

Your obedient servant,

A. G. Lewis, Secretary,
The Executive Council,
The Strathcona Trust.

The Honourable The Premier,
Province of

APPENDICES (3)

BOARD OF EDUCATION

Office of Superintendent of Schools.

TORONTO, October 5th, 1942.

TO THE CHAIRMAN AND MEMBERS OF THE MANAGEMENT COMMITTEE:

At the last meeting of the Board the following resolution was adopted:

That the report of the special committee appointed to interview the Air Cadet League Executive be referred to the Management Committee, and that the Superintendent of Schools report to the Committee on the effect of the Air Cadet League work and its relations to the Courses of Study for Defence Training as issued by the Minister of Education and approved by the Minister of National Defence and the Minister of National Defence for Air.

Accordingly, the following report is submitted.

Relation of Air Cadet League to the School Course of Study

There have been three distinct steps in the relationship of the Air Cadet League of Canada to the Toronto Board of Education. When the first approach was made we had well-established military cadet corps in all of our secondary schools. The request at that time was that in certain secondary schools military cadets be abolished and air cadets be set up in their place, or that air cadet authorities be permitted to go into the schools to compete with military cadets for recruits. While it was recognized that there was an increasing need for knowledge of aircraft work on the part of secondary school boys, educationists as a whole believed that it was not desirable to have two branches of the armed forces competing in the schools for cadets. Hence, at the meeting of the Canada and Newfoundland Education Association in Ottawa in August, 1941, attended

by educational administrators from all provinces of Canada, the following resolution was adopted:

Since School cadet training has a high educational value and contributes largely to the physical and social development of boys, this Association urges the extension of the Cadet Corps movement and recommends that the National Defence Council be urgently requested to recommend a syllabus of training of common content for school cadets which will stress the fundamental training which is common to all branches of Services; further that all cadets in schools should be known as "school cadets" and not be designated "Army", "Navy", or "Air" cadets.

The Ontario Department of Education then prepared a course of study to be known as a Defence Training course, which was intended among other things to incorporate, as a compulsory part of school work, most of the basic training given by the Air Cadet League of Canada. In the outline of this course of study, on Page 3, the following statement is made:

With the approval of the Minister of Education, the Minister of National Defence, and the Minister of National Defence for Air, topics have been added which cover the training required by the reorganized army cadet programme and the newly organized Air Cadets of Canada operating under the Royal Canadian Air Force.

This training is now compulsory for all secondary school students in Ontario in Grades X, XI, XII and XIII.

In the second stage, the Air Cadet League arranged for different groups of citizens to sponsor air cadet units for drill in the evenings. Of necessity, in Toronto these units were composed of boys who were not students at school, since one clause of the Air Cadet Regulations reads as follows,

No boy shall be enrolled as an Air Cadet who is a member of any other Cadet Corps.

and practically all of our boys in secondary schools were military cadets. This was the basis of operation during the last school year.

With the introduction this fall of the new compulsory Defence Training course in our secondary schools, and with the inclusion in it of the training formerly taken by school cadets, the third stage has been reached. The present suggested plan is for air cadet officials to interview high school boys and enlist them in various air cadet units for drill one evening a week. The plan is, largely, to use the school premises, and requests have been made for teachers to train these boys in the evenings. Thus, the danger is that a teacher may be training the boys in air cadet work during school hours, as part of the Defence Training programme, and then be expected, under the auspices of the Air Cadet League, to give similar training to the same boys in the evenings.

Comparison of the Two Courses.

I asked Mr. Bartlett to make a careful analysis of the most recent Air Cadet League syllabus and the School Defence Training Course to bring out the similarities and differences in the subject matter of instruction. He prepared the following statement giving the subjects of instruction and the number of hours for each.

AIR CADET SYLLABUS
Sept. 1942

SCHOOL DEFENCE TRAINING COURSE

(a)	Administration and Organization	14 hrs.	Grade 10	6 hrs.
(b)	Aircraft Recognition	20 hrs.	Grade 10 Grade 13	6 hrs. See Note 1.
(c)	Airmanship	12 hrs.	Grade 12 - Airframes & Theory of Flight	12 hrs.
(d)	Anti-Gas	8 hrs.	Grades 11 & 12 Civilian Protection	12 hrs.
(e)	Armament	10 hrs.	Grade 10 - Small Arms Training Grades 10, 11, 12 - Range Practice	10 hrs. 10 hrs.
(f)	Drill	30 hrs.	50 hrs. Minimum of 10 hrs. per year for all grades.	
(g)	First Aid	12 hrs.	Grades 9 & 10 Junior First Aid Grade 12 Senior First Aid	12 hrs. 12 hrs.
(h)	Hygiene and Sanitation	4 hrs.	Grades 9 & 10 Health Education	8 hrs.
(i)	Knots and Splices	6 hrs.	Grade 10	6 hrs.
(j)	Mathematics	28 hrs.	All grades to Graduation Diploma about 70 hrs. per year for 4 yrs.	
(k)	Air Navigation and Map Reading	58 hrs.	Grade 11 - Map Reading Grade 12 - Navigation Grade 13 - Navigation	16 hrs. 12 hrs. See Note 1.
(l)	Meteorology	8 hrs.	The Geography and Science Courses cover most of the topics taught to Air Cadets under Meteorology.	
(m)	Physical Training	30 hrs.	All grades. Minimum time for a year of 34 weeks - 40 hrs.	
(n)	Signals	48 hrs.	Grade 11 Grade 12	16 hrs. 16 hrs.

- Note: 1. The Course in Defence Training for Grade 13 will be published for the school year 1943-44. The pupils now in Grade 13 take the course as outlined for Grade 12. It is understood that the Course for Grade 13 will include (a) Air Navigation - 20 hrs., (b) Aircraft Recognition - 14 hrs.
2. Camp training is available for members of air cadet squadrons. The camps are held at various R.C.A.F. stations and fields. Practical training, having to do with instruments and other equipment, is possible at a camp. This type of training is limited within the present school organization.

Viewpoint of the Secondary School Principals

The secondary school principals have followed with keen interest the development of the work of the Air Cadet League. There is among them no lack of appreciation of the great part that airmen are playing in the present struggle, and they are aware of the necessity for preparing a constant stream of recruits for the R.C.A.F. However, most responsible leaders of the various branches of the armed forces state that for boys of the ages 15, 16 and 17 years the best preparation for active service is sound health and as much education as can be acquired up to the time of enlistment; in particular, a knowledge of Mathematics and Science is stressed as a desirable background for enlistment in the Air Force. Accordingly, those distractions that interfere with the education of adolescent boys below the age for enlistment should be questioned. In almost any secondary school in Toronto there are records of boys who trained one or more evenings a week last year with some branch of the armed forces, and who failed to secure credit for their year at school. One might well ask, "From the standpoint of national good, did the training they received, in excess of certain military training received in school, compensate for lack of educational advancement?"

The Defence Training course was drawn up to provide a common basic training, having value as a pre-enlistment course for any branch of the armed forces. It should be emphasized that it was approved by both the Minister of National Defence and the Minister of National Defence for Air from the standpoint of its pre-enlistment value. The following is an extract from a circular sent out by Dr. McArthur, Minister of Education, under date of September 17, 1942:

The course in Defence Training, Health and Physical Education is a part of the course of study administered by the Department of Education. In establishing this course the Department of Education has received the fullest co-operation of the Minister of National Defence and the Minister of National Defence for Air. It is expected that officers of the Army and Air Force designated for this purpose will pay occasional visits to the schools for the purpose of inspecting the work being done and offering suggestions relevant to the special subjects included in this programme. Such visits are authorized and should be encouraged by the local school authority.

It is recognized that a boy in the evening is free to do as he wishes, but with the necessity for serious preparation of students for the future, and with a shortened school year, principals are urging that there be as few distractions as possible during the present year. Consequently it seems unwise to urge high school boys to undertake training one evening a week as air cadets unless the training will be supplementary to, and will not overlap, the training given in school in the regular day school course. A study of the analysis given indicates how difficult it would be for the Air Cadet League to train these boys in the evening within the limits of their syllabus without overlapping. This difficulty is recognized in the official Syllabus of the Air Cadet League of Canada, from

which the following statement is taken:

In some Provinces it is already possible for Air Cadets attending school to obtain the balance of their Air Cadet training not covered in school hours at a single Squadron parade of from one to two hours per week, and with practically no home study other than that for school purposes.

We feel strongly that where the content of the two courses is similar better training will be given to the boys during school hours than will be available through Volunteer evening instructors.

Summing up, it would seem that the best field for the Air Cadet League of Canada would be in connection with those boys of 16, 17 and 18 years of age who have permanently left school and who otherwise would probably not be receiving any further training. Accordingly, it is suggested that the secondary schools might forward to the Air Cadet League of Canada the names and addresses of all boys of 16, 17 and 18 who permanently leave the secondary schools, with the thought that the League would then invite these boys to become air cadets. In this way practically all boys in our city between the ages of 15 and 18 would have the opportunity of air cadet training, - those who attend school through the present Defence Training course, and boys who have left school through the Air Cadet League.

In my opinion the desirable attitude of the Board to the Air Cadet League might be outlined as follows:

- (1) If requested, the Board will authorize the Superintendent of schools to forward to Air Cadet League officials the names and addresses of boys who are leaving school, with the thought that they would be invited to join Air Cadet Squadrons.

- (2) The Board will continue to give favourable consideration to requests for school accommodation for air cadet work when such requests are presented through the central committee.
- (3) Direct appeals to all or part of the student body during school hours or in auditoria immediately after school to join the Air Cadets should be forbidden.

Respectfully submitted,

C. C. GOLDRING,

Superintendent of Schools.

APPENDICES (4)

Resolution of Principals in 16 Secondary Schools of Toronto

WHEREAS it is the duty of the schools to turn out young men who can think, who have a knowledge of Mathematics and Science, who speak and write correct English, who are physically fit, and who have attained secondary school graduation standing, - or as close to that standing as they are capable of advancing;

AND WHEREAS spending evenings at military drill causes high school boys, under military age, to neglect their studies and fail to reach the educational standard required of them if they are to be of maximum service to their Country;

AND WHEREAS putting boys in imitation uniforms may give them a temporary thrill, but lowers the prestige of the Air Force Blue, the Navy Blue or the Army Khaki;

AND WHEREAS the new Defence Training and Health and Physical Education course provides all the preliminary training needed for any boy to join the Armed Forces;

THEREFORE we ask that serious consideration be given to methods of preventing distracting influences from interfering with the main job of our schools, namely to produce intelligent, physically fit, educated candidates for the Selective Service Commission to place.

APPENDICES (5)

AIR CADETS OF CANADA

Rules and Regulations

TRAINING

Air Cadet Training will be similar in principle and scope to the elementary training of the Royal Canadian Air Force. Air Cadets will be encouraged to complete a Basic Course, and then to specialize and become proficient in one of the many interesting and useful fields embraced in Air Force Training.

It is not essential for a Unit to provide all courses in the syllabus upon formation, although their provision ultimately should be born in mind. Drill, Physical Training, Model Building and several other courses will suffice at the start, the remainder being provided as needed. Advanced specialized courses will not be reached for at least the first year, and no syllabus for Advanced Training has as yet been prepared.

Training has been designed to be given outside of school hours during the school year. While each Unit will prepare its own schedule to suit local conditions, it is recommended that two periods a week of from one to two hours each should be provided. On this basis it will take from one to two years to complete Basic Training. Wherever a subject is already being covered by an equivalent course in the school syllabus, or the school authorities wish to so provide, it will of course be unnecessary to repeat such courses outside of school hours.

It is confidently expected that there will be sufficient qualified and interested adults to man the Units as Officers and Instructors

and in this way, in their spare time, to make an important personal contribution both to the war effort and to the training of our young manhood in their responsibilities as well as their privileges as Canadians.

A varying scale of memberships in the League is provided for persons wishing to help the League in its endeavours to create a great body of uniformed, disciplined and instructed young men, better equipped to become good and useful citizens in times of peace as well as war.

THE AIR CADET LEAGUE OF CANADA.

OTTAWA,

May 20, 1941.