

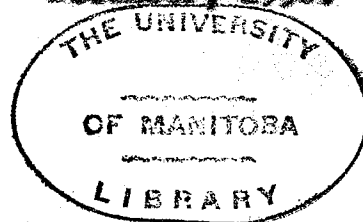
**THE HISTORY OF
THE MANITOBA TEACHERS' SOCIETY**

**A Thesis
Presented to
the Faculty of Education
University of Manitoba**

**In Partial Fulfillment
of the Requirements for the Degree
Master of Education**

**by
Haraldur Victor Vidal**

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THE MANITOBA TEACHERS' SOCIETY

ABSTRACT

The purpose of this study was to trace the history of The Manitoba Teachers' Society from its founding in July, 1918, to the end of December, 1958. It attempted to follow as sequentially and chronologically as possible the growth and development of that organization into a body concerned at one and the same time with the promotion and advancement of education in the Province of Manitoba, and with the furthering and safe-guarding of the interests and welfare of the teaching profession and its members.

Together with the introduction and the conclusion, the eight chapters of this study dealt with the founding of The Manitoba Teachers' Society, its administrative growth and development, its formulation and growth of policy, its growth of economic and social status, its advancement towards professional status, and its relationships with other bodies or organizations.

All available copies of the official publications of The Manitoba Teachers' Society, The Bulletin and The Manitoba Teacher, furnished most of the data for the study. Other sources of data were minutes of the Executive and standing committees of The Manitoba Teachers' Society; minutes of the Annual General Meetings; the Annual Reports of the Canadian

Teachers' Federation; and various booklets, briefs, pamphlets, publications and office records, made available through the files of The Manitoba Teachers' Society.

The conclusions of the study took the form of a list of major achievements, forty in number. At the very last, a list of five objectives, which must await the future for realization, was set forth. These objectives included the following:

1. Compulsory membership in The Manitoba Teachers' Society as a necessary condition of a valid teaching certificate.
2. The right of teachers to assume a major role in setting the standards for admission to teacher-training institutions, and in determining the standards for certification.
3. The right of teachers to set standards which will govern those who are already in the profession.
4. The right of teachers to a share in determining the curricula which will shape the lives of children entrusted to their care.
5. The right of teachers to become recognized as members of an important profession.

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The First General Secretary

T. A. McMaster
The Second General Secretary

CHAPTER I

INTRODUCTION

It was the purpose of this thesis to trace the history of The Manitoba Teachers' Society from its founding in July, 1918, to the end of December, 1958. The study attempted to follow, as historically and sequentially as possible, the growth and development of that organization into a body concerned at one and the same time with the promotion and advancement of education in the Province of Manitoba, and with the advancement and safe-guarding of the interests and welfare of the teaching profession and its members.

The thesis consists of eight chapters, including the introduction and the conclusion. The remaining chapters deal with the founding of The Manitoba Teachers' Society, its administrative growth and development, its formulation and growth of policy, its growth of economic and social status, its growth towards professional status, and its affiliations with other bodies or organizations.

Copies of The Bulletin and of The Manitoba Teacher from 1919-1958, which were examined at The Manitoba Teachers' Society building, The University of Manitoba Library, The Department of Education Library, and the Legislative Library and Archives furnished most of the data for the thesis. Other sources of data were minutes of the Executive and of the standing committees of The Manitoba Teachers' Society;

minutes of the Annual General Meetings; the Annual Reports of the Canadian Teachers' Federation; and various booklets, briefs, pamphlets, publications and office records, made available through the files of The Manitoba Teachers' Society.

CHAPTER II

THE FOUNDING OF THE MANITOBA TEACHERS' FEDERATION

The teachers of Manitoba made their first attempt at professional organization on November 30, 1907.¹ On that date, a small group of teachers, residing mainly in neighbouring towns and villages, met at Dunrea, Manitoba, to draft a constitution for an association which it named "The League of Manitoba Teachers." Mr. P. E. Louitt, Dunrea, Manitoba, and Miss Munroe and Mr. A. G. Huskins, both of Margaret, Manitoba, were elected President, Vice-President, and Secretary-Treasurer, respectively. While it had been the intention of this group to hold another meeting in 1909, it failed to do so. One thing seems certain: the organizers had in mind a society of teachers which would help to promote "the stability of the teaching profession as regards its social, intellectual, moral, financial, and general welfare."² The organizers, too, must have felt more than a passing concern over lowered standards because of the permit system which was even then in effect, and because of a fairly widespread practice of "underbidding" amongst its own ranks. Perhaps, this embryonic attempt, noble and courageous as it

¹The Manitoba Teacher, March, 1940, Vol. 18, No. 3, p. 26.

²vide Appendix A, based on Mrs. Rosebush's copy of the original constitution.

seems to have been, failed because "the time was out of joint."

Nothing further was accomplished in the matter of professional organization until the summer of 1918. At that time, teachers from different parts of the province were examining papers for the Department of Education at the Normal School. Undoubtedly, many of them had felt for some time that a more definite, energetic and united effort, other than the annual teachers' conventions, was needed to raise the status of the profession, to protect its members from unfair treatment, and to further the cause of education in an orderly, deliberate and effective manner. Then, more quickly than anyone would have dared imagine, the vision, the half-dream, the half-hope, had materialized into reality.

The account reads like a fairy tale:

It was on a summer evening, July 17, 1918, that a group of teachers numbering less than half a dozen, met in the YMCA to discuss the formation of a teachers' organization. There they decided upon a movement which later developed into the Manitoba Teachers' Federation, and the chairman whom they nominated on that occasion was Mr. W. E. Marsh, then of Belmont. The next day a meeting was held of the teachers who were examining papers in the Normal School, and it was there decided to continue the organization decided upon the evening before. An Executive was appointed and Mr. Marsh was confirmed in his position as chairman and the Federation was well on its career with sixty-two teachers signing the membership list. On August 29th-30th, that summer this Executive met in (the Beaubier Hotel,³ Brandon and drew up a provincial constitution providing

³The Manitoba Teacher, March 1940, Vol. 18, No. 3, p. 28.

for the formation of Locals, as well as the establishment of a Central Executive, and Annual Conference. This preliminary constitution was re-drafted several times before presentation the following Easter. In the meantime, a score or more Locals were organized and teachers were rallying to the newly-formed organization with enthusiasm. At Easter, 1919, a constitution was adopted at a memorable meeting held in the Industrial Bureau, a meeting never to be forgotten by those who were there. It began at 7:30 and lasted until midnight. That meeting made educational history.⁴

To this account should be added the information that the Provisional Executive which met at Brandon also consisted of Mr. J. M. Mason, Deloraine, as secretary; and Messrs. W. J. G. Scott of Roland, H. W. Huntly of Winnipeg, and E. E. Marshall of Portage la Prairie.⁵ It should also be added that while Mr. Marsh acted as chairman of the Provisional Executive and as chairman of the first annual meeting held in Winnipeg on April 22, 1919, which saw almost 500 teachers in attendance, he declined the nomination for presidency, but recommended Mr. Huntly of Winnipeg who became the first official president of the Manitoba Teachers' Federation.⁶ With him on the newly-elected, regularly-constituted Executive were Miss B. Stewart, Vice-President, Winnipeg; Mr. J. M. Mason, Secretary, Deloraine; Mr. W. E. Marsh, Treasurer, Belmont;

⁴The Manitoba Teacher, June, 1932, Vol. 13, No. 6, p. 14.

⁵The Bulletin, May, 1919, No. 1, p. 1.

⁶The Manitoba Teacher, April, 1924, Vol. V, No. 3, pp. 3-4.

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Mr. W. H. King, Brandon; Mr. H. D. Gunning, Teulon; Mr. W. M. Denike, Winnipeg; Miss Yeman, Souris; Mr. E. I. Marshall, Portage la Prairie; and Miss E. Moore, Winnipeg.⁷

The Executive, at its first meeting on April 23, 1919, appointed three committees; namely, Publicity, Educational, and Legislative.⁸ It reported that before the meeting on April 22, there were about 200 members; at the close of the convention on April 24, there were 600 members. At least ten local associations had already been formed and affiliated, and many were in the process of formation. The Executive emphasized the importance and need for strong, active Locals for the continued growth of the Federation, and requested that the secretaries of the various local associations collect the Capitation Tax of two dollars per member and the one dollar Registration Fee. Even at this early stage of development, the Federation issued membership cards to those who had paid their fees.⁹ It is interesting to note that the first Financial Statement, dated May 12, 1919, showed receipts totalling \$405.41 and a bank balance of \$368.86.¹⁰

Mr. Huntly's first message to the membership

⁷The Bulletin, May, 1919, No. 1, pp. 1-2.

⁸Ibid., p. 2.

⁹Ibid., p. 3.

¹⁰Ibid., p. 3.

(and teachers at large) illustrated well the character, the foresight, and the leadership qualities of the man chosen to pilot the destinies of the newly-formed Federation:

This organization, then, has risen phoenix-like over night to enable teachers to take a more active part in the profession to which they belong, to grade themselves according to their qualifications and experience; to prevent the profession from being a mere stepping-stone to other "more remunerative" professions; to make it more attractive for the proper kind of candidates to enter; to see that those entering get an adequate training before being admitted; and that a salary adequate for the responsibility and the time spent in preparation is paid, as well as to insure to the rising generation a proper foundation for their future work...

...Every teacher should be in this organization and should try to do his or her part. Little petty grievances should be cast to one side, for in unity there is strength.¹¹

His message, too, indicated quite clearly the direction in which the organization hoped to travel. How paradoxical it seems that the foregoing excerpt could just as easily have been written today instead of almost forty years ago!

To illustrate further the imagination, the insight, and the determination of those enthusiastic pioneers who laid the foundations of the Federation for the future, one has only to peruse a long list of "First Objectives".¹²

¹¹ Ibid., p. 4.

¹² The Manitoba Teacher, March, 1940, Vol. 18, No. 3, pp. 29-30.

1. Elimination of the existing district system in education and the substitution of the LARGER UNIT.
2. Higher standards for Normal School and other schools training prospective teachers.
3. Greater security of tenure for all Manitoba teachers.
4. Increased representation of teachers on the Advisory Board of Education.
5. Overhauling of the course of study and the entire school system of the province.
6. Free texts in all public schools of this province.
7. Extension of the Health Programme in schools.
8. Creation of a National Department of Education.
9. Minimum salaries for all classes of teachers.
10. The appointment of a full-time secretary.
11. A Board of Reference should be set up by the Department of Education.
12. A Choir of Pedagogy should be set up in the University of Manitoba.

This program appears to underscore the philosophy of the Federation with regard to its place in the development of the educational thought and practice within the province. As an early editorial stated:

For one thing, (the Federation) must not fall behind the thought-movements of the educational world. The Federation must be prepared to accept its portion of the task of informing and moulding public opinion and must lead in matters of education. To avoid being tepid and nerveless we must have the strength of conviction and the warmth of a great living faith in the dignity and worth of our calling. The Federation must unite the tried faith of the past with the newest thinking of the present, and must bring to bear upon the problems of education the rich inheritance of wisdom and resolution belonging to our profession.¹³

¹³The Bulletin, March, 1921, No. 11, p. 97.

In keeping with this philosophy, the Federation early realized the importance of close contact with its membership. Thus, as early as May 24, 1919, the first official publication of the Manitoba Teachers' Federation, The Bulletin, appeared, with Mr. E. K. Marshall of Portage la Prairie as its editor and Pickell Print, also of Portage, as its first printers. The Bulletin continued for 29 issues of unlimited size. With the issue of February, 1924, it became larger in size, smaller in print, and contained only eight pages of material. Printing expenses had become too high to warrant a monthly magazine of unlimited size. With that issue, too, the publication became known as The Manitoba Teacher, as doubt had been expressed in many quarters as to the aptness of its original name.¹⁴ It had also been felt that the time and the expense being put into the Bulletin and the Western School Journal, to which the Federation also contributed a section, might better be expended in one magazine "which would be at once a Federation organ and journal of inspiration to all."¹⁵ The wisdom of this decision must have been well-founded, for within a year the magazine had grown from eight pages to sixteen to

¹⁴The Manitoba Teacher, February, 1924, Vol. V, No. 1, p. 4.

¹⁵The Bulletin, January, 1923, No. 21, pp. 320-321.

twenty-four, and finally to thirty-two pages.¹⁶ With the change-over came such new Departments as "Who's Who in the MTF?";¹⁷ "Musings of 'a Mere Marn'",¹⁸ by Penelope Prid, containing bits of humor and bits of serious meditation on various aspects of school affairs; "Beyond Our Borders";¹⁹ "Departmental Bulletin";²⁰ "The Magazine Section";²¹ "Poet's Corner";²² "News From the Field";²³ "Primary Department";²⁴ "Junior Department";²⁵ "Senior Department";²⁶ and "My Favorite Lesson".²⁷ The creation

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- ¹⁶The Manitoba Teacher, January, 1925, Vol. VI, No. 1, p. 13.
- ¹⁷The Manitoba Teacher, April, 1924, Vol. V, No. 3, pp. 3-4.
- ¹⁸The Manitoba Teacher, March, 1924, Vol. V, No. 2, pp. 11-12.
- ¹⁹The Manitoba Teacher, June, 1924, Vol. V, No. 5, pp. 17-18; 23-24.
- ²⁰The Manitoba Teacher, September, 1924, Vol. V, No. 6, p. 7.
- ²¹The Manitoba Teacher, December, 1924, Vol. V, No. 9, p. 2.
- ²²The Manitoba Teacher, February, 1925, Vol. VI, No. 2, p. 7.
- ²³The Manitoba Teacher, December, 1924, Vol. V, No. 9, pp. 30-31.
- ²⁴The Manitoba Teacher, March, 1926, Vol. VII, No. 3, pp. 13-15.
- ²⁵The Manitoba Teacher, September, 1926, Vol. 7, No. 7, p. 15.
- ²⁶The Manitoba Teacher, October, 1926, Vol. 7, No. 8, p. 14.
- ²⁷The Manitoba Teacher, November, 1924, Vol. V, No. 8, p. 7.

of these departments was tangible evidence of the good faith of the Publicity Committee to broaden the aims of the journal in order that it might

...serve as far as possible the needs of our members in as many directions as possible...act as an organ for the dissemination of knowledge of Federation affairs...keep our members in touch with the doings of teachers' organizations in other provinces and in other countries...bring before our members something of present day educational ideals...afford them some measure of help and direction in the practice of their profession (and) offer a place for all contributions of literary merit produced by members of the organization.²⁸

As if to spur members of the Federation to greater enthusiasm and greater effort, the issue of April, 1926, boasted an illustrated cover, which had been designed by Mr. A. M. Pratt, then of the Russell High School. It depicted a young knight mounted on a spirited white steed which was travelling over a rugged, mountainous terrain. The illustrator explained the symbolism of the design in these words:

The basic idea of the design is an attempt to convey an aspect of our profession which we are rather apt to overlook -- the romance of teaching. Now romance is not a matter of shields and lances, but shield and lance are convenient and universal symbols. The up-pointed star is one of the oldest symbols for the noblest aspirations, just as forbidding and precipitous mountains are held to represent dangers to brave and hardships to endure. The young knight, the everlasting symbol of courage, salutes the quest he is about to dare -- "to follow knowledge like a sinking star."²⁹

²⁸The Manitoba Teacher, January, 1925, Vol. VI, No. 1, p. 13.

²⁹The Manitoba Teacher, April, 1926, Vol. 7, No. 4, p. 2.

With such energy and optimism, the Federation was bound to grow both in stature and in prominence.

Early in its history, too, the Federation sensed the value and inestimable worth of good public relations, both external and internal. Thus, it sent copies of its first publications to the papers of the province, with the result that many articles regarding the work of the new organisation appeared in print. It was pointed out to teachers that their local papers, cognisant of the fact that the nation's welfare would be determined to a large extent in its schools, would be "generally glad to get matter that deals with education."³⁰ Not much later, teachers were reminded that "teachers and trustees should frequently confer together, should come to know and trust each other, to understand each other's problems and points of view."³¹ At the local community level, teachers were reminded to further public relations. The Federation suggested that

...every opportunity should be taken by teachers to get in touch with the people of their community and to bring the work of the school more closely to the attention of the parents, by fairs, exhibitions, plays and so on. In the rural district where the

³⁰The Manitoba Teacher, September, 1919, No. 2,
p. 12.

³¹The Manitoba Teacher, September, 1920, No. 7,
p. 59.

teacher visits the homes frequently, they will find that parents, as host and hostess, are the best listeners as to what may be done to improve school conditions. Courage and common sense and a reasonable knowledge of what is being done in the educational world are the only things needed. The public school teacher through the home is a powerful influence in moulding public opinion in school affairs today.³²

About this time, too, Federation representatives made a point of attending Local Conventions, thereby bringing personally before the teachers the aims and ideals of the Federation. Mr. E. E. Marshall attended meetings at Dauphin, Russell and Portage; Mr. H. W. Huntly at Brandon; Mr. J. D. Wallie at Miami; Mr. W. H. Benike at Plum Coulee; Mr. John de Sanderson at Emerson, and Mr. W. J. G. Scott at Swan Lake.³³ Nor were the potential teachers at the Normal School forgotten; they were briefed on the aims and achievements of the Federation, sent individual copies of "The Bulletin", and provided with an occasional social evening.³⁴ Although the casual reader would be more than impressed with the breadth and depth of the program of this youthful organization, yet the Federation itself felt otherwise:

³²The Manitoba Teacher, September, 1921, No. 13, p. 134.

³³The Manitoba Teacher, October, 1920, No. 8, p. 68.

³⁴The Bulletin, January, 1923, No. 21, p. 311.

Our work of organization is progressing more slowly than we hoped. On the other hand, we are laying very secure foundations. We have won the respect and co-operation of the Department, of the Inspectors, and the big majority of Trustees. With all these people we are very closely in touch, and their goodwill is a powerful factor in our future development.³⁵

With an eye ever to the future, the Federation was responsible, either directly or indirectly, for a meeting held in Winnipeg on October 21, 1919, of representatives from the teachers' organizations of the four Western provinces.³⁶ This committee met to discuss matters of common interest and to suggest means of closer co-operation. It drew up and adopted unanimously some ten recommendations, which each representative was instructed to submit to his Executive. These were:

1. That the time had arrived for the taking of definite steps toward closer co-operation between Provincial Teachers' Alliances and Federations of the four western provinces.
2. That the Teachers' organizations co-operate closely on all matters of common interest to all four provinces, but that complete freedom of action be given to each provincial organization in matters peculiar to each province.
3. That membership in each organization shall be restricted to Teachers actively engaged in teaching in public schools.

(N.B. - Public schools shall include such schools as are supported by municipal or provincial taxation.)

³⁵Ibid., p. 312.

³⁶The Bulletin, November, 1919, No. 3, pp. 23-24.

4. That there shall be uniformity in the matter of qualifications for Teachers' Certificates for the four western provinces.
5. That the minimum salary of Teachers in each of the four provinces shall be \$1200 per annum.
6. That another conference shall be held in Calgary at a convenient date during the summer of 1920, to take further steps toward linking up the work of the provincial organizations. (Arrangements for this conference to be left in the hands of the chairman and secretary.)
7. That each provincial organization be urged to undertake active propoganda work, to include in its membership all Teachers in that province preparatory to the next Inter-Provincial Conference.
8. That the matter of a Teachers' organ for the four western provinces be considered by each provincial executive.
9. That the executive of each of the four provincial organizations be asked to exchange all propoganda matter, salary schedules, bulletins, etc.
10. That in the event of a serious dispute in any province, affecting the interest of any Teacher or body of Teachers, immediate notice shall be sent to the executive of each of the other provinces, acquainting them with the situation, and that these executives shall take such action as is deemed expedient under the circumstances to assure that the cause of such Teacher or Teachers shall receive the support necessary.³⁷

Temporary organization for this wider field of activity resulted in the following slate of officers: Chairman, Mr. H. Charlesworth, Victoria, representing the British Columbia Federation; Secretary, Mr. J. E. Colling, Moose Jaw, representing the Saskatchewan Teachers' Alliance;

³⁷The Bulletin, February, 1920, No. 4, pp. 34-35.

Mr. T. E. A. Stanley, Calgary, representing the Alberta Teachers' Alliance, and Mr. E. K. Marshall, Portage la Prairie, representing the Manitoba Teachers' Federation.³⁸ When the conference met at Calgary the following summer, with a view to taking further steps toward linking up the work of the various associations, it came as no surprise to the representatives assembled that the meeting would result in the formation of the Canadian Teachers' Federation. The first officers of this body were Mr. Harry Charlesworth, Victoria, President; Mr. H. W. Huntly, Winnipeg, Vice-President; Mrs. Arbuthnot, Toronto, Secretary-Treasurer; Mr. Charles G. Fraser, Toronto; Mr. Charles Laidlaw, Winnipeg; Mr. E. K. Marshall, Portage la Prairie; Mr. G. B. Stillwell and Miss J. V. Miners, Saskatchewan; Mr. H. C. Newlands, Edmonton; Mr. T. E. A. Stanley, Calgary; and Mr. J. A. Lister, Vancouver.³⁹ The Bulletin carried these comments on the formation:⁴⁰

The various provinces had already been organized to an extent and the Calgary meeting served to co-ordinate efforts throughout Canada and unify aims. The Manitoba Free Press in an editorial on the Calgary conference, says:

"Accepting probably the ancient adage that the best help is self-help, the Canadian teachers are

³⁸The Bulletin, November, 1919, No. 3, pp. 23-24.

³⁹The Bulletin, September, 1920, No. 7, p. 56.

⁴⁰Ibid., p. 55.

rapidly banding themselves together in professional alliances, which have many of the marks of trade unions. The most recent movement in this direction was the federation of the provincial organizations of five of the provinces which was effected at the meeting held at Calgary. At that meeting it was reported that 14,000 of the Canadian Teachers were organized; in Alberta 2,000 out of 3,000; British Columbia, 700 out of 2,500; Manitoba, 2,000 out of 3,000; Saskatchewan 800 out of 3,500; and Ontario 3,000 out of 19,000. Support was recorded from the Maritime provinces and Quebec. The most far-reaching provision of the constitution is that in matters of dispute all provinces in the Federation will act together."

and further remarks:

"In federating, the teachers are using the principles of collective bargaining to secure what is long overdue them. The history of the past service of this profession to Canada should be sufficient guarantee that while present measures insist upon salary advancement, it will continue to recognize this as a means towards the better fulfillment of the great trust which is placed in the hands of its members."

It is indeed to the credit of the Manitoba Teachers' Federation that it, merely in its second year of organization, should have had a notable part in the formation of the Canadian Teachers' Federation. While its leaders were well aware of the potential accomplishments, the prestige, and the impetus that such a national body could bring to the teaching profession as a whole, they were quite conscious of the heavy responsibilities for success that lay upon the shoulders of every teacher:

But the essential strength of this Dominion organization will of necessity depend upon the vigour and wisdom of its component parts. The power and prestige of the central body will be in proportion to the

strength and achievement of the provincial groups, and these again, have their resources in the Locals.⁴¹

The year, 1920, marked another milestone in the early history of the Manitoba Teachers' Federation, for in that year the Legislature passed a Bill, without a dissenting voice, which incorporated that association.⁴² It had now become a legally-recognized body, with power to conduct business as such. Needless to say, this was a big step forward, and a very necessary one. At the same time, the Legislature passed a Bill establishing a Committee of Reference which had been requested both by the teachers and trustees. The Federation felt confident that this Bill would mark the beginning of a new era in educational history as disputes between trustees and teachers would be settled by "mediation and conciliation, resulting in confidence and education advance."⁴³ While this optimism proved to be well-founded at first, the Bill proved valueless. In the words of President Laidlaw,

There must be no equivocation as to what is demanded by this organization in regard to the powers and duties of the Board. The establishing of the Board by statute was a forward step taken by a former Government of the Province. After functioning for two brief

⁴¹The Bulletin, May, 1921, No. 12, p. 108.

⁴²The Bulletin, March, 1920, No. 5, p. 37.

⁴³The Bulletin, October, 1920, No. 8, p. 63.

years, and after having demonstrated its exceeding great value in matters that it dealt with, it has fallen these last two years into desuetude and neglect, and for what reason? Simply because the moment that a decision was challenged, it was found that its power was valueless...The Government in framing the act had hoped that the force of public opinion would be all-powerful in enforcing the decree of the Board. This, however, was in actual experience found to be so insubstantial that even the Board came to distrust its power and its influence more and more. So the Board has passed into the category of things hoped for but not realized.⁴⁴

From the very beginning of its organization, the Manitoba Teachers' Federation had the welfare of the teaching body ever at heart. By constructive criticism of teaching qualifications, teaching conditions, and teaching attitudes, it concerned itself with advancing professional etiquette, professional consciousness and professional solidarity. This desire was well borne out by early articles in The Bulletin, of which the following are excerpts:

It must be fairly evident that it is far too easy to get into the work of teaching, and still easier to get out. To most people the "profession" is like a street car: they get on and ride for a piece and step off again; that is, to those people who enter the work. The sad truth is that the great majority of those teaching are not nearly so well prepared as they ought to be, either academically or professionally, they have not been teaching long enough to overcome this deficiency, and so are lacking in anything that might be termed a professional spirit.⁴⁵

Among the fundamentals of the profession may be mentioned the following: the keeping of contacts; the

⁴⁴The Manitoba Teacher, January, 1925, Vol. VI, No. 1, p. 2.

⁴⁵The Bulletin, March, 1920, No. 5, p. 40.

taking of no other than regular holidays, without adequate reason; the maintenance of a due reserve about the work of the "last" and other teachers; the maintenance of a due reserve about the work and conduct of the school; keeping posted on new developments in the profession; knowing the work in hand; keeping Departmental requirements re change of address, keeping of register, reports, etc; and last, but not least, keeping fit. This by no means exhausts the list. Indeed, the obligation already referred to contains at least three other important requirements. It will be noted that these various points all relate to one or another aspect of the three-in-one life of the teacher: his life as a private individual, his life as a teacher in the classroom, and his life as a member of his community. It is highly desirable that every teacher should realize that these three aspects are indissolubly bound up with one another.⁴⁶

We do not stand for the protection of incompetents. No one can suffer so much as we can from the incompetent teacher; the associates of that teacher pay the price of his incompetence many times, but we do stand for fair play and justice for every teacher and for the elimination of the "unfair" school board. (Those that dismiss a teacher for some petty personal ground, for correcting their children or because a large ratepayer has decided she has to go and sometimes for no reason at all.)⁴⁷

The policy of the Federation is to increase efficiency, and towards this end summer training is recommended. Chicago University is giving this year an excellent series of courses for principals and secondary teachers, and a fine course for grade teachers is being provided at the Manitoba Agricultural College ...Travel is also important to teachers...⁴⁸

Loyalty to a professional organization, and the governing of one's conduct by professional etiquette, does not destroy individuality or initiative, as opponents of such organizations frequently suggest in

⁴⁶The Bulletin, September, 1919, No. 2, p. 14.

⁴⁷The Bulletin, November, 1919, No. 3, p. 26.

⁴⁸The Bulletin, May, 1921, No. 12, p. 109.

an endeavor to justify their own course of action. Such loyalty and etiquette simply destroy personal selfishness, merely demanding that the only advances that shall be made by an individual shall be those which can honourably and honestly be accepted with the knowledge and assurance that no other individual will suffer either hardship or injustice because of such advances. The application of the Golden Rule is all that professional loyalty entails. Any advance which does not preserve the respect and esteem of one's fellow-teachers is dearly bought. One of the main objects of the M.T.F. is to make teaching a profession in the highest sense of the word.⁴⁹

In addition, the Manitoba Teachers' Federation worked steadily towards the establishment of salary schedules for as many of its teachers as possible, suggesting \$1200 as a basic minimum.⁵⁰ It was with a great deal of satisfaction that Federation officials were early able to report that a large number of School Boards were considering sympathetically and, in many cases, adopting practically in toto, the schedule suggested. Teachers were cautioned not to indulge in sharp practices with Boards nor to disregard the sanctity of a contract; such behavior weakened the cause of the teaching profession and that of the Federation itself.⁵¹ At this time, the schedules in Manitoba apparently were with the best in Canada, and, for that reason, the Executive advised teachers "to stay in their own province and assist in improv-

⁴⁹The Bulletin, November, 1921, No. 14, p. 144.

⁵⁰The Bulletin, May, 1920, No. 6, p. 49.

⁵¹The Bulletin, September, 1920, No. 7, p. 58.

ing conditions here by building up permanent staffs of well-qualified teachers."⁵²

In its early history, too, the Federation worked ceaselessly at raising standards, with regard to both certification and entrance-to-Normal requirements. Thus, as early as October, 1919, Mr. Mason, the secretary of the M. T. F., directed a letter to the Department of Education requesting "that in future no First Class Grade A certificate be granted to any teacher without a University degree or its equivalent."⁵³ It was pointed out that nothing in that resolution was to interfere with teachers already holding in whole or in part a First Class Grade A Certificate. Another resolution asked "in order to preserve the status of the profession and the efficiency of our schools, we urge that the number of "permits" be reduced and be granted only under the most urgent circumstances."⁵⁴ Finally, a third resolution requested the Legislative Committee to bring before the attention of the Department of Education the opinion of the M. T. F. that "in future the minimum qualifications for entering the profession should be a four years'

⁵²The Bulletin, May, 1921, No. 12, p. 109.

⁵³The Bulletin, February, 1921, No. 10, p. 95.

⁵⁴The Bulletin, December, 1920, No. 9, p. 78.

course in high school and two years' professional training."⁵⁵

Of no less concern to this young organisation were the tenure conditions of teachers in Manitoba. As early as its annual meeting of December, 1919, the Federation had passed resolutions in an attempt to improve the situation.⁵⁶ One resolution recommended that teachers refrain from answering advertisements containing the phrase "state salary." Another advocated that teachers "clear" with the secretary of the Federation before applying for positions in Manitoba. Somewhat later, teachers, contemplating leaving Manitoba to take positions in other provinces, were urged to correspond with the Executive before accepting appointments.⁵⁷ Teachers were also urged to make sure that their agreements with School Boards were in order, perfectly understood by both parties, and regularly signed.⁵⁸ Teachers in difficulty with their School Boards were warned not to prejudice their cases by being stampeded into such action as resignation, before reporting the case to the Federation and

⁵⁵The Bulletin, February, 1921, No. 10, p. 94.

⁵⁶The Bulletin, February, 1920, No. 4, pp. 33-34.

⁵⁷The Bulletin, May, 1921, No. 12, p. 118.

⁵⁸Ibid., p. 106.

receiving advice.⁵⁹ One can readily understand the justifiable concern of Federation officials when certain teachers who were not members of the organization threatened "to bring the Federation down upon their Board when the latter had refused to satisfy their claims",⁶⁰ or when certain School Boards advertised for a whole new staff of teachers at lower salaries and requested the former members of the staff to apply.⁶¹

In spite of the occasional disappointment and temporary setback that any fledgling organization is bound to encounter, the Manitoba Teachers' Federation made steady progress as it attempted to fulfil the objects of the constitution which it had set forth.⁶² Undoubtedly, with the host of problems relevant to teaching and teaching conditions which demanded solution, there must have been times when Federation officials found it difficult to see "the forest for the trees." However, the Federation leaders were men who possessed patience and perseverance, dogged determination, and unflinching courage. There was no retreat. President Campbell, in his conven-

⁵⁹The Manitoba Teacher, February, 1924, Vol. V, No. 1, p. 8.

⁶⁰The Bulletin, October, 1923, No. 26, p. 488.

⁶¹The Bulletin, June, 1923, No. 24, p. 414.

⁶²vide Appendix B.

tion address of April, 1925, aptly summarized for the reader the advance of the organization in its infant years:

Much of our success is due to the methods employed by our organization in its dealings with others. First and foremost we stress the spirit of co-operation. We will work hand in hand with any person or organization which has at heart the interests of education in this Province, for the interests of education and the interests of the Federation are simply different aspects of the same thing. In upholding the rights of our members we have striven always to preserve a courteous yet firm attitude, and to judge from results we have succeeded. By such means we have commended our organization to the world at large, without in any way neglecting our first duty, to protect the interests of our members. Within the ranks, unity and fellowship have marked our progress.

Our aims have undergone no change. We still stand for an improved professional spirit and training. With this end in view, we see the necessity for obtaining a larger measure of control over the members of our profession. We must in the interests of sound educational policy secure a larger share in the direction of educational affairs. We purpose to continue our efforts to obtain such conditions as are essential to highest and best service. We desire also to raise the ethical standard of the profession.

We have already made important gains. The mere existence of a strong organization founded not on self-interest but on the pursuit of higher standards, has already done much to prevent possible trouble and to secure for its members far more consideration than they could win as individuals. Underbidding is on the wane. Teachers are no longer ashamed of their calling; they are glad to meet with one another. Every year an increasing number of them, often at great personal sacrifice, put in much devoted study in order to improve their qualifications.

And to a greater or lesser degree all these things are being done in other provinces. To bind all these together and to get the maximum benefits from their sum total, the Canadian Teachers' Federation has been

formed.⁶³

Such, then, was the spirit of the Federation in those early formative years. Quisquis Pro Omnibus,⁶⁴ still the present day motto of the organization, exemplified that spirit.

⁶³The Manitoba Teacher, May, 1925, Vol. VI, No. 5, pp. 2-3.

⁶⁴The Bulletin, September, 1921, No. 13, inside front cover.

CHAPTER III

ADMINISTRATIVE GROWTH AND DEVELOPMENT

Indicative of the rapid early growth and expansion of the Manitoba Teachers' Federation was the frequent change of Central Office from one location to another. Shortly after its formation, the Federation rented office space from Higgins and Mills at 701 McIntyre Block at \$25 per month, and arranged to pay its first stenographer, Miss Grace Mitchell, a regular rate per hour for any work done for the Executive.⁶⁵ As volume of office work quickly increased, Miss Mitchell became a full-time secretary and remained in that position until her sudden and untimely passing on March 22, 1924. In April, 1924, the office was moved to 403 McIntyre Block,⁶⁶ and about this same time, the Executive appointed Mr. E. E. Marshall as its first General Secretary. Although his appointment did not become effective until August 15, 1924,⁶⁷ he felt compelled to start in his new position a month earlier because of many pressing matters which demanded almost immediate attention. The stenographer at that time was Mrs. J. Rosebush, who served also

⁶⁵The Bulletin, January, 1922, No. 16, p. 178.

⁶⁶The Manitoba Teacher, April, 1924, Vol. V, No. 3, p. 21.

⁶⁷The Manitoba Teacher, January, 1925, Vol. VI, No. 1, p. 9.

in the capacity of Assistant Secretary.⁶⁸ With the continued growth of the Federation, these quarters gradually became too small, with the result that in 1931 new headquarters were established at 618 McIntyre Block.⁶⁹ There the Federation weathered the depression and the war which followed. There, too, in 1942, the Federation became The Manitoba Teachers' Society, an event marking yet another milestone in the history of the organization.⁷⁰ In 1945, Mr. Marshall retired as Honorary General Secretary, and Mr. T. A. McMaster became the General Secretary.⁷¹ The end of the war introduced a wave of expansion in every field. By the end of the membership year in 1949, the office staff had been expanded to include Mrs. Rosebush, Miss Payne, Miss Barr, and Miss Lee. Office work had reached gigantic proportions as evidenced by the General Secretary's Report:

The tempo of our office administration has increased tremendously since this time last year. The following figures cut off at March 31st for the sake of convenience, compared with those of last year, speak for themselves:

	1947-1948	1948-1949
Correspondence and routine letters	8,018	10,856
Notices for Local and other meetings	No record	
Mimeographed minutes, publicity material	19,538	25,922
Parcels, books and magazines	239	522

⁶⁸The Manitoba Teacher, May, 1927, Vol. 8, No. 7, p. 14.

⁶⁹The Manitoba Teacher, May, 1931, Vol. 12, No. 5, p. 19.

⁷⁰The Manitoba Teacher, May-June, 1942, Vol. 21, No. 1, pp. 19-21.

⁷¹The Manitoba Teacher, September-October, 1945, Vol. 24, No. 2, p. 17.

In addition, your General Secretary attended to the following matters, the figures in brackets being those from last year's report:

Interviewed and counselled 447 (235) members at Central Office; attended 78 (61) committee meetings at Central Office; represented your Society at 95 (33) meetings of other organizations; addressed 57 (25) Local Association meetings and 9 (7) public meetings of other groups interested in educational matters. Salary schedule negotiations, the preparation of such written material and the ironing-out of many difficulties with the Manitoba Labour Board accounted for many additional hours of concentrated effort.⁷²

With such a mushroom growth in the affairs and expanding services of the Society, it became abundantly clear that an assistant to the General Secretary should be considered. That appointment came in June, 1949, when Mr. Emerson Arnett, who had been chairman of the Public Relations Committee and assistant editor of The Manitoba Teacher, was elevated to that position.⁷³ Two years later, cramped quarters forced a move to 802-804 Paris Building.⁷⁴ Pressure of work necessitated the appointment of Miss Joyce Sykes (Mrs. J. Parker) as Administrative Assistant in 1955,⁷⁵ a position which she still holds. Her duties included the control of day-to-day finances, the ordering of supplies, overseeing of the stenographic staff, and the recording of the minutes of Executive and Annual Meetings. Soon it became especially evident that

⁷²The Manitoba Teacher, May-June, 1949, Vol. 28, No. 1, pp. 10-11.

⁷³Executive minutes, June, 1949, Item 3.

⁷⁴Executive minutes, March, 1951, Item 14.

⁷⁵Executive minutes, September, 1955, Item 22.

even these quarters were becoming too crowded to ensure the efficiency of the still-expanding organization. Need for space suited to the future requirements of the Society made the actions of other provinces in providing their own accommodation seem logical and wise. The signal to proceed in a similar direction came with a referendum taken in the fall of 1954,⁷⁶ and resulted in the erection of an one-storey, fully-modern building which was completed in March, 1957, although not before the Society had been dealt a hard and cruel double blow in the untimely death, on December 10, 1956, of its General Secretary, Mr. McMaster, whose vision and dream this structure had been, and in the death of its first General Secretary, Mr. E. E. Marshall, a few weeks later.⁷⁷ It was largely due to Mr. McMaster's dynamic influence that the debentures for the construction of the building were raised entirely by the teachers themselves and had to be limited both to the amount and the order of receipt, so spontaneous being their enthusiasm.⁷⁸ The building was officially opened on March 30, 1957, by Miss Caroline Robins of Saskatoon, president of the Canadian Teachers' Federation.⁷⁹ On the first evening of the thirty-

⁷⁶The Manitoba Teacher, January-February, 1955.
Vol. 33, No. 4, p. 12.

⁷⁷The Manitoba Teacher, March-April, 1957, Vol. 35,
No. 5, pp. 4, 10.

⁷⁸The Manitoba Teacher, March-April, 1956, Vol. 34,
No. 5, pp. 16-18.

⁷⁹The Manitoba Teacher, May-June, 1957, Vol. 35,
No. 6, p. 9.

eighth annual general meeting of Provincial Council, at a gathering limited to teachers, the building was dedicated and named "McMaster House".⁸⁰ Yet another milestone in the history of the organization had been passed.

On December 14, 1956, Mr. Emerson Arnett was appointed by the Executive to become the third General Secretary of The Manitoba Teachers' Society.⁸¹ Having been under Mr. McMaster's tutelage for seven years, Mr. Arnett had become exceptionally well-qualified for the position. In January, 1957, the Executive appointed Mr. W. Robert Gordon as its Assistant Secretary,⁸² and effective August, 1958, Mr. Howard Loewen as an Executive Assistant.⁸³ It did not wish to see its top administrators handicapped because of overwork and lack of assistants. This growth in the administrative staff of The Manitoba Teachers' Society -- there are now eight stenographers in Central Office -- reflects the tremendous, surging growth of the very organization itself.

It must be forcefully stated that the Society would not be in its present position today had the early Federation not had stalwart, pioneer builders

⁸⁰Ibid., pp. 17-22.

⁸¹Executive minutes, December, 1956, Item 2.

⁸²Executive minutes, January, 1957, Item 8A.

⁸³Executive minutes, May, 1958, Item 7.

whose vision, courage and confidence had laid such secure foundations for the future administrative growth and development of the organization. Thus, from its inception, the Manitoba Teachers' Federation, realizing that "the non-member is a potential danger",⁸⁴ devoted much valuable time and energy to building up its membership. The formation of strong Locals seemed the obvious answer, but their early growth was hampered often by the apathy of teachers and invariably by the isolation of the rural teacher. To cope with both situations, the Federation appointed Local Organizers,⁸⁵ one for each of the twenty-eight inspectorates, whose duty it was to form new Local associations and to circularize isolated teachers by sending them literature and urging them to become "members-at-large". The effort proved partially successful, Locals continuing only where teachers possessed both a strong professional spirit and a vision of what might be done by united action and sustained effort. Two follow-up steps were taken: Normal School students-in-training were invited to join the Federation for one dollar, and, during their first year of teaching, for two dollars;⁸⁶ and during the period of March, 1924, to June, 1924, new members could join at a reduction of one

⁸⁴The Bulletin, September, 1923, No. 25, p. 440.

⁸⁵The Bulletin, May, 1921, No. 12, pp. 111-115.

⁸⁶The Manitoba Teacher, December, 1925, Vol. VI, No. 10, p. 27.

dollar.⁸⁷ The response to the latter plan was not great enough to justify a repetition of the experiment; however, it was hoped that the enthusiasm with which the Normal School students joined the Federation would carry on as they took positions in the rural schools of the province. With the appointment of Mr. Marshall as General Secretary in 1924, it was hoped that membership in the association would increase. Undoubtedly, the General Secretary had a salutary effect upon the Federation for in his first four months of office, he had made over 26 visits to Locals and towns, visited 52 or more schools, handled 17 cases involving teachers' welfare, attended 8 conventions, had 50 consultations on school matters, and dispatched over 1300 letters and circulars.⁸⁸ By 1927, the Federation reported that there were 59 Locals with ten or more members, the total membership for the fiscal year being 2275.⁸⁹ This was a substantial improvement over the year 1924, when there were 1654 members with 29 regular Locals and 26 provisional Locals operating,⁹⁰ or even over the year 1926, when there were 2169 members, with 49 regular Locals operating and 24 in the

⁸⁷The Manitoba Teacher, April, 1924, Vol. V, No. 3, p. 21.

⁸⁸The Manitoba Teacher, January, 1925, Vol. VI, No. 1, p. 9.

⁸⁹The Manitoba Teacher, May, 1927, Vol. 8, No. 5, p. 13.

⁹⁰The Manitoba Teacher, February, 1924, Vol. V, No. 1, p. 8; May, 1929, Vol. 10, No. 5, p. 17.

process of formation.⁹¹ Yet membership was not growing as quickly as the Federation wished:

Returns now coming in indicate a growth for the year in membership. Letters were sent to all those in arrears, as well as those first year teachers whose fees are not yet paid in full. Whilst the growth is fairly substantial, yet it must be confessed that there are numbers of teachers who seem to recognise no responsibility towards the profession which is according them a livelihood. This careless attitude on the part of a much too large number of teachers gives the Membership Committee—and indeed the Executive—much concern.⁹²

A forward step was taken at the annual Easter Convention of teachers in 1934, when a resolution was passed giving the Executive authority to investigate the matter of compulsory membership. A vote, taken at the Fall Conventions that year, indicated that 2538 out of the 2743 who voted were for the measure.⁹³ However, it was not until March 31, 1942, that the Legislature sanctioned the proposed Bill.⁹⁴ Membership in the Society had now become automatic, but non-compulsory; teachers wishing to exclude themselves from active membership could do so by forwarding a registered letter to that effect to The Manitoba Teachers' Society not later than July 1st of each membership year.⁹⁵

⁹¹The Manitoba Teacher, May, 1926, Vol. 7, No. 5,
p. 5.

⁹²The Manitoba Teacher, January, 1928, Vol. 9, No. 1,
p. 7.

⁹³The Manitoba Teacher, May, 1941, Vol. 18, No. 3,
p. 21.

⁹⁴The Manitoba Teacher, May-June, 1942, Vol. 21,
No. 1, pp. 19-21.

⁹⁵Ibid., p. 20.

Individuals teaching on permit had sixty days from the date of issuance of permit to exclude themselves if they so desired; otherwise, they were expected to pay a four-dollar membership fee.⁹⁶ It is significant to note that to date write-outs have never been higher than 5% of the total membership nor lower than 1%.⁹⁷ In 1942, retired teachers, students-in-training and their instructors at the Normal School and Faculty of Education were given the opportunity of becoming Associate members of the Society.⁹⁸ In 1952, Associate membership was extended to include teachers in certain private schools, colleges, and Technical Institutes at an annual fee of five dollars.⁹⁹

Statutory membership proved only partially successful, however, because of the cumbersome method of collecting fees, relying as it did upon the individual teacher to make the necessary remittance.¹⁰⁰ In 1945, the Membership Committee, meeting to consider ways and means of dealing with memberships still in arrears by December 15th of each year, decided upon the following plan:

⁹⁶Handbook, Manitoba Teachers' Society, 1957-1958, pp. 19-20.

⁹⁷Office Records, The Manitoba Teachers' Society.

⁹⁸Handbook, Op. cit., p. 20.

⁹⁹The Manitoba Teacher, May-June, 1952, Vol. 31, No. 1, p. 10.

¹⁰⁰The Manitoba Teacher, November-December, 1945, Vol. 24, No. 3, p. 25.

- First Step: A "final notice" as drawn up and approved by our Solicitor is to be sent out at once and dated February 1st.
- Second Step: A letter is to be sent along the lines of that sent out last year, but two months earlier, to those unpaid, to be dated March 1st.
- Third Step: A letter from our Solicitor is to be sent out to all those still unpaid and dated April 1st.
- Fourth Step: Actual suits in the Courts to be instituted in May, if so decided upon by the New Executive.¹⁰¹

Even this method, while relatively effective albeit sometimes lacking in public relations value, was not entirely satisfactory, especially when budget considerations for the following year, based as they are on money available for the operation of the Society, had to be made. This difficulty led to legislation, in the form of an amendment to the Public Schools Act and effective July 1st, 1956, which provided for a deduction of fees at source, a method of collection whereby each teacher who wished to do so could authorize the Secretary-Treasurer of the School District concerned to make the necessary deductions at the time (or times) specified on a slip signed by the teacher.¹⁰² The plan has proved very popular: in the 1956-1957 membership year, 1899 teachers in Manitoba availed themselves of this simple method of fee payments, while in the 1957-1958 membership year, 4460 teachers did so. This year, the number

¹⁰¹The Manitoba Teacher, March-April, 1945, Vol. 23, No. 5, p. 58.

¹⁰²The Manitoba Teacher, September-October, 1957, Vol. 36, No. 2, p. 15.

is expected to exceed 5000.¹⁰³ The Manitoba Teachers' Society has thus been able to save the Central Office staff countless time and energy for other demanding problems.

As has been stated already, the Federation early realized that its very existence depended upon close contact with its membership. Nor did it underestimate the importance and need of active Local Associations; indeed, the strength or weakness of the Federation was determined essentially by the strength or weakness of the Local Association.¹⁰⁴ Realizing that by functioning, Locals retain their members and attract new ones, and that by well-directed activity they show the public at large that the Manitoba Teachers' Federation is a power of progress, deeply concerned with fostering professional zeal and with advancing wisely the cause of education, the Executive granted permission for the formation of three Composite Locals, so that research into special fields of education might be undertaken.¹⁰⁵ The first to be formed was "The Rural Secondary Teachers' Composite Local," which usually met in early July and at the end of December, and consisted of all

¹⁰³Office Records, The Manitoba Teachers' Society.

¹⁰⁴The Manitoba Teacher, March, 1925, Vol. VI, No. 3, p. 1.

¹⁰⁵The Manitoba Teacher, June, 1928, Vol. 9, No. 6 pp. 1-2.

secondary teachers outside the city of Winnipeg.¹⁰⁶ Its first assignment was a study of qualifications for principalships of schools, the question of promotions in Grades VIII, IX, and X, and secondary grants. Its recommendations were submitted to the various Locals for their consideration at the fall conventions, following which the proposals were forwarded to Central Office.¹⁰⁷ The second Composite Local to be formed was "The Winnipeg Senior High School Male Assistants' Club", which met frequently and made valuable contributions both to the development of a new curriculum and to improvements in the examination system.¹⁰⁸ The third group to be formed was "The Suburban Composite Local" which, because of many problems peculiar to itself, could best be solved by concerted study and action.¹⁰⁹ At this time, it would appear that these Composite Locals were operating as ideal Locals should function; certainly, theirs was not a question of 'what can I get out of the Federation?', but 'what can I put into the Federation?'

Unfortunately, this statement could not be applied to the great majority of Locals, which failed to meet regu-

¹⁰⁶The Manitoba Teacher, June, 1925, Vol. VI, No. 6, p. 29.

¹⁰⁷The Manitoba Teacher, September, 1925, Vol. VI, No. 7, pp. 29-30.

¹⁰⁸The Manitoba Teacher, June, 1926, Vol. 9, No. 6, pp. 1-2.

¹⁰⁹Ibid., p. 2.

larly and to provide a stimulating program.¹¹⁰ Some even failed to give the matter of nominations for district representation at the annual conference any attention, or, where this matter had been executed, to give their delegates definite briefing instructions to carry out the wishes of those whom they represented.¹¹¹ In 1931, in response to several requests from Locals, the Research Committee of the Manitoba Teachers' Federation offered several suggestions which it hoped would be helpful in making up the chairman's agenda, the minutes of the Local, and the report of the meeting for The Manitoba Teacher.¹¹² Nevertheless, as late as the 1942 Easter Conference, a few of even the best-known Locals had failed to send representatives, nor were many Locals sending accounts of their meetings to Central Office and to the local papers.¹¹³ In an attempt to keep the Locals better informed, the new Executive instructed Central Office to send out copies of the Conference minutes to all Locals as soon as possible, for now, as never before, the administrative machinery seemed to be in some danger of bogging down.¹¹⁴

¹¹⁰The Manitoba Teacher, February, 1925, Vol. VI, No. 2, p. 2.

¹¹¹The Manitoba Teacher, January, 1927, Vol. 8, No. 1, p. 2; February, 1928, Vol. 9, No. 2, p. 1; March, 1929, Vol. 10, No. 3, p. 7.

¹¹²The Manitoba Teacher, March, 1931, Vol. 12, No. 3, p. 26.

¹¹³The Manitoba Teacher, May-June, 1942, Vol. 21, No. 1, p. 15

¹¹⁴*ibid.*, p. 15.

A welcome stimulus came in March, 1942, with the passing of "The Manitoba Teachers' Society Act" to which reference has already been made. Of it, the Legislative Committee had this to say:

In the past the centre of activity was the local and though many of the existing bodies will continue to function vigorously, a careful reading of the Act reveals that though Locals can be set up, the emphasis is now upon the District Council rather than the local. The province is divided into teachers' electoral divisions, such divisions corresponding to the present inspectoral divisions. In each of these divisions, a district association shall be organized and shall include all members of the Society in that division. A district association will probably find it most convenient to hold its annual meeting at the time of the autumn teachers' convention and at that meeting elect its representatives to Provincial Council. The first Provincial Council will meet in Winnipeg during Easter week, 1943.¹¹⁵

At the Easter meeting of the first Provincial Council, great stress was laid upon the value of the formation of Locals and the encouragement that should be given to this work. For this reason, the Executive decided to defray expenses of such organizational work in each Inspectoral Division when the work had been authorized by the Executive of the District Association and approved by the Executive of The Manitoba Teachers' Society. It emphasized that these Locals should be organized as early in the autumn as possible in order that the maximum benefit could be obtained for the teachers concerned.¹¹⁶ That fall, one of the more active

¹¹⁵Ibid., p. 19.

¹¹⁶The Manitoba Teacher, September-October, 1943, Vol. 22, No. 2, p. 3.

Locals suggested that the Executive should give thought to the appointment of a "contact" man, especially when some Locals were organizing as late as March in order to send a delegate to the Easter convention.¹¹⁷ Nothing came of that suggestion at that time, except that a joint meeting of Provincial Executive and District Presidents was held on August 24, 1944, to consider and approve material to be sent out from Central Office to all officers of the District Associations in connection with their forthcoming fall conventions.¹¹⁸ With the new organisational set-up created by The Manitoba Teachers' Society Act, one point became increasingly clear: the Society would have to institute certain administrative changes for smoother operation.

One of the changes involved a more realistic approach to the fostering and development of Local and District associations. Thus, following the Easter meeting of Provincial Council, 1946, the Executive, through the General Secretary, issued charters to those Associations whose by-laws had been approved and also set forth comprehensive action programmes for the guidance of these groups when planning their meetings. The following points were suggested:¹¹⁹

¹¹⁷Ibid., p. 29.

¹¹⁸The Manitoba Teacher, September-October, 1944, Vol. 23, No. 2, p. 44.

¹¹⁹The Manitoba Teacher, May-June, 1946, Vol. 25, No. 1, p. 11.



- (a) It should consider improvement of teaching techniques; the curriculum; school buildings and equipment.
- (b) It should consider conditions of employment; qualifications of teachers; contracts; salary schedules; tenure; teacher-load; sabbatical leave; teacher exchange; pensions and other matters which have not yet been settled satisfactorily.
- (c) It should discuss certain welfare activities such as credit unions, hospitalization, group insurance, and co-operatives.
- (d) The programme should initiate reading and discussion groups. It should go out of its way to recognize and assist new teachers.
- (e) It should consider the problems of organization, realizing that the CTF can never adequately perform its function until each and every Local is performing its function and making itself a power in the community.
- (f) It should consider the framing and enforcement of a suitable code of Professional Ethics.
- (g) It should make joint efforts with other local groups of citizens to improve the civic, economic, social and religious life of the community.

Somewhat later, to give Associations information and guidance in the formation of Local Associations, the Executive had prepared an eight-page mimeographed outline, "Helps for Locals", which dealt with such phases as "Purposes of a Local Association", "A Plan for Organizing", "Preliminary Steps", "Preliminary Mass Meetings", "The Formal Organizational Meeting", "Selection of Officers", "Duties of Officers" and "Work of Committees".¹²⁰ Later that year, to facilitate the sending out of adequate suggestions and instructions prior to the Fall Conventions, it was pointed out that where District Presidents, Vice-Presidents and Secretaries transferred from one inspectorial division to another, District

¹²⁰The Manitoba Teacher, January-February, 1948, Vol. 26, No. 4, p. 8.

Association Executives should make immediate pro-tem appointments and advise Central Office immediately of the changes. In the words of the General Secretary, "Unless we have a smoothly running organization, we cannot hope to accomplish a great deal."¹²¹

Further help included the publication of a booklet, entitled "Discussion Topics for Local Associations", which contained 570 topics and covered the four areas of "Improving the Teaching Profession", "Improving the Educational Programme", "Improving the School Environment and Teaching Situation", and "Improving School-Public Relations."¹²² In 1954, the Provincial Executive appointed Mr. E. L. Hedley, Mr. J. Bergen, and Mr. M. Gunson to act as "Field Men".¹²³ Although all three men were full-time principals and consequently could not travel extensively, they contributed a great deal to the cause of a more closely-knit Society. In 1955, the Annual Conference of Provincial Council authorized the appointment of a full-time Field Representative. Mr. C. T. G. Bailey commenced his duties in that capacity on January 2, 1956, and continued in his post until May 31, 1957, when he resigned to return to the field of agriculture

¹²¹The Manitoba Teacher, September-October, 1948, Vol. 27, No. 2, p. 7.

¹²²The Manitoba Teacher, January-February, 1952, Vol. 30, No. 4, p. 2.

¹²³The Manitoba Teacher, September-October, 1954, Vol. 32, No. 2, p. 35.

to do similar work there. During this period, he founded a number of new Locals, re-organized many existing ones and gave help and encouragement to District Associations across the province. In addition, he gave valuable assistance in the handling of tenure cases and in the negotiation of salary schedules.¹²⁴ His vacancy was filled by Mr. C. C. Wood at an Executive meeting held November, 1957.¹²⁵ Already he has done outstanding work in the interests of the Society.

Workshops for District Presidents and Secretaries came into prominence during 1949-1950. One of the first to be held was a Collective Bargaining Workshop which was conducted in Winnipeg on October 1, 1949,¹²⁶ and gave an incentive to Local and District Associations to hold their own workshops once they were acquainted with the workshop techniques. Other workshops dealt with specific phases of Society work, knowledge of which was most important for local and district activity whether at the fall conventions or during the membership year. To assist Associations in their preparation for workshops in their own areas, the General Secretary prepared a twenty-three-page pamphlet in 1952, entitled "Workshop Techniques for District and Local

¹²⁴The Manitoba Teacher, September-October, 1957, Vol. 36, No. 2, p. 12.

¹²⁵Executive minutes, November, 1957, Item 16A.

¹²⁶The Manitoba Teacher, November-December, 1949, Vol. 28, No. 3, pp. 12-13.

Associations." Eventually the workshop technique was adopted in Regional Workshops, the first of which was held at Neepawa in December, 1956.¹²⁷ Other Workshops, held either at the Provincial or District Association level, included a Public Relations Workshop (January, 1957), Salary Seminars (January and March, 1958), a Teacher-Trustee Workshop (District Association 29, March, 1957), and a Curriculum Workshop (Brandon, May, 1958 and Dauphin, November, 1958). There appears little doubt that these workshops were the happiest innovation that the Society had undertaken. These workshops have helped to unearth outstanding leadership qualities of many a teacher who had hitherto remained an unknown quantity. Not only did they provide much-needed contact between the Provincial Executive and the District and Local Associations, but, more important still, they provided an excellent opportunity for the Provincial Executive to learn the attitudes, opinions and needs of the membership at large. Only through such understanding and reciprocity of ideas could The Manitoba Teachers' Society hope to function as it ought in serving the teachers of the province.

In an attempt to improve the security of tenure of its membership, The Manitoba Teachers' Society set up administrative machinery in 1949 which was intended to curb the

¹²⁷ The Manitoba Teacher, January-February, 1957, Vol. 35, No. 4, pp. 26-27.

malpractices of certain school boards in the province. Thus, to offset the placing of ambiguously-worded advertisements indicating that salary schedules were in force, the Executive instructed its General Secretary to place the following notice in the Winnipeg Free Press and The Winnipeg Tribune:

Members of The Manitoba Teachers' Society are advised to ascertain the three following points from advertisers before signing a contract:

- A: exact terms of schedule offered.
- B: was schedule negotiated with The Manitoba Teachers' Society;
- C: what security and other provisions are included.¹²⁸

In districts where salary negotiations had broken down or were stalemated, members of the Society were asked to communicate directly with the General Secretary for the latest developments before making application. Also in cases where there were other major differences between school boards and its teachers, or evidences of bad faith or foul play, the General Secretary, by means of an advertisement in the daily papers, requested teachers to consult him before applying for or accepting a position in the district(s) affected.¹²⁹

Notices did not appear, however, until the cases had been thoroughly investigated and all persons concerned had had an opportunity to absolve themselves. With the advent of collective bargaining, such practice was looked upon with

¹²⁸executive minutes, May, 1949, Item 10.

¹²⁹The Manitoba Teacher, March-April, 1952, Vol. 30, No. 5, p. 15.

disfavor by the Manitoba Labour Relations Board and ruled out of order.¹³⁰ On the recommendation of the January Workshop, held at Fuxedo in 1951, and on the advice of the Provincial Executive, the General Secretary was still able to safeguard the interests of the members of the Society by placing an advertisement in the dailies which advised teachers to clear with Central Office before applying for any teaching position in the province of Manitoba or elsewhere.¹³¹ The procedure involved was a simple one:

Clearing with Central Office is simply taking advantage of information on file there about every school district in the province, thus becoming aware beforehand of facts a prospective teacher in a district ought to know before committing herself. If it is necessary to clear with a minimum loss of time, a telephone call will usually serve the purpose best. In some cases a telegram may be found more convenient. Another method which has been found to work satisfactorily is the following: A teacher writes her application, encloses it in an addressed and stamped envelope, and sends it with another envelope to Central Office with the request to forward the application, if everything in the school district concerned is in order. This is done and the whole process is completed with very little delay.¹³²

Although only 838 teachers cleared in 1953, when accurate records were first kept, the number so doing rose steadily to 2,793 for the 1957-1958 membership year.¹³³ When one considers the relatively small teacher-turn-over in the

¹³⁰Ibid., p. 15.

¹³¹The Manitoba Teacher, May-June, 1951, Vol. 30, No. 1, p. 25.

¹³²The Manitoba Teacher, March-April, 1957, Vol. 35, No. 5, pp. 23, 68.

¹³³Office Records, The Manitoba Teachers' Society.

larger centres of the province, the figure for 1957-1958 is more significant than might first appear. With each passing year since clearing was instituted, more and more teachers have come to rely upon and appreciate this effective system.

About 1945, an administrative change was suggested concerning the formulation and presentation of resolutions at Provincial Council. Since a certain amount of dissatisfaction had been expressed by the membership in this regard, the following procedure was recommended:

In the first few weeks of the Autumn term, resolutions should be formulated and presented in the MTS Local meetings. Those resolutions which are passed in Local Meetings should be recorded and presented perhaps with some additions at the Autumn Divisional Conventions during the MTS discussion period. Such resolutions as are passed by the Divisional meetings should be forwarded to the Secretary of the Resolutions Committee. This Committee will then combine similar resolutions and comb out duplications. Those resolutions that remain will have the backing of at least one Divisional Conference, and should be worthy of serious consideration by the delegates to the Easter Convention.¹³⁴

The Resolutions Committee sponsored only those resolutions which were in line with Society policy; those not sponsored usually were withdrawn by the District Association concerned or else lost when put to a vote. At Easter Council, 1954, the question of "sponsoring" or "not sponsoring" resolutions,

¹³⁴The Manitoba Teacher, September-October, 1945, Vol. 24, No. 2, p. 1.

as well as the practice of combining resolutions, came up for heated discussion, with the result that the Provincial Executive decided that, at forthcoming conventions, the District or Local Association would be asked to move and second their own resolutions, the Chairman of the Resolutions Committee moving only those resolutions advanced by his own committee or by the Provincial Executive and its committees.¹³⁵ This procedure had to be revamped again when it proved that many resolutions were so vague and poorly-worded as to cause the committee presenting the resolutions to the Minister of Education untold embarrassment. The Report of the Special Committee, which was adopted at Provincial Council in April, 1958, recommended the following procedure instead:

Lastly, we recommend that the Resolutions Committee have the power of editing and combining resolutions received. Such resolutions should then be sent to those organizations or individuals sponsoring them, indicating to them that they be prepared to amend the resolutions on the floor of Provincial Council if their own thinking and objectives appear to them as not having been met in the edited resolutions.¹³⁶

Whether this approach will prove satisfactory remains to be seen.

¹³⁵The Manitoba Teacher, September-October, 1954, Vol. 33, No. 2, p. 42.

¹³⁶The Manitoba Teacher, March-April, 1958, Vol. 36, No. 5, pp. 30-31.

The administrative growth and development of The Manitoba Teachers' Society has been very rapid. Mr. McMaster summarized it very well one year in "The General Secretary's Corner" of The Manitoba Teacher:

When our professional organization was first organized in Manitoba, we started out on foot. Up to that time, we had been standing still. Later, when we moved into an office in the lower reaches of the McIntyre Block, we may think of ourselves as proceeding by buggy and horse. When we arrived at the sixth floor, we were in a Model T situation. We were going places more rapidly. When we wished to travel at night, we added carbide lights. We then bought a speedometer to measure our speed and progress. We added a trunk, another room, where we required more space on the sixth floor. Then we added a self-starter, bumpers, a few more gadgets from time to time --- and that's what we are still doing.

That is how the MTS has grown up --- adding a little here and a little there, skimping a little here and a little more there, improvising from year to year without ever putting enough into our common enterprise to allow us to get ahead and to provide an effective comprehensive service.

Then came the automatic transmission and power steering, the finest personal transportation service in the world. We all know the result and we are glad to pay the new market price for it. It certainly helps you reach your objective sooner and with much less inconvenience. 137

CHAPTER IV

FORMULATION AND GROWTH OF POLICY

In a previous chapter, an account was given of the founding of The Manitoba Teachers' Society. In it, reference was made to the work of the Provincial Executive which was responsible for drawing up and presenting a constitution for the proposed federation at the first formal meeting, April 22, 1919. There a final draft to determine the purposes and policies of the newly-founded organization was adopted. It is with the details of this constitution, the subsequent amendments made to it, and the general formulation and growth of policy that this chapter will be concerned.

The constitution had the following objectives:

...to bring into relations of mutual helpfulness the various associations of teachers throughout the province and to make combined action possible when deemed expedient; to obtain for teachers conditions essential to the best professional service, to secure the maintenance of a proper standard of efficiency and compensation, the enlightenment of the public as to the possibilities of the profession for community service, the promotion and maintenance of proper educational laws and, in general, the advancement of the interests of the profession.¹³⁸

¹³⁸vide Constitution, Article II, Appendix B.

Membership in the Federation was to consist of local organizations of elementary teachers, secondary teachers and supervising principals regularly engaged in the profession in the province. Membership fees consisted of a registration fee of one dollar, payable to the Federation at the time of application, and a yearly fee of two dollars payable before December 1.¹³⁹ At the first annual meeting of the Federation on December 30, 1919, this capitation fee was increased to three dollars.¹⁴⁰ The officers of the Federation were to be composed of a President, Vice-President, Secretary, Treasurer, and six other members to make an executive of ten, to be nominated at an open meeting of the annual convention to be held in December (but not before thirty days' notice had been given) and elected by secret ballot for a term of one year. Seven members constituted a quorum. The voting body consisted of the Executive Committee and accredited delegates from each federated or local association on the basis of one delegate for a membership of 10 to 25, with an extra representative for every additional twenty-five members or fraction thereof. One fifth the number of accredited delegates constituted a quorum. Where a vacancy occurred during the year, the Executive was given the power to appoint a member to serve until a successor was elected at the next

¹³⁹The Bulletin, September, 1919, No. 2, p. 20.

¹⁴⁰The Bulletin, February, 1920, No. 4, p. 30.

annual meeting. There were to be three standing committees; namely, Publicity, Educational Ideals and Practice, and Legislative. Each was to be composed of three members, one of whom was a member of the Executive. Local associations were to be organized only upon the Executive's approval, were to be composed of at least ten members in good standing with the Federation, and were to meet at least twice a year, six members being a quorum. Election of officers of these associations was to take place at the first meeting after the opening of school for the Fall term. All meetings were to follow the rules of parliamentary procedure, the authority being Bourinot. By-laws of the Federation could be amended either by an unanimous vote at any annual meeting or by a two-thirds vote of the whole number of accredited delegates at an annual meeting, with amendments being in the hands of the Executive Secretary at least one month before the annual meeting.

Major amendments to the constitution occurred at the time of the annual convention in December, 1924.¹⁴¹ The Federation now included Honorary, Active, and Associate members. Honorary membership could be conferred by a two-thirds vote of the Annual Convention upon any person engaged in educational work in the province under such conditions as precluded enrolment as an active member, and upon a former

¹⁴¹The Manitoba Teacher, February, 1925, Vol. VI, No. 2, pp. 24-26.

member of the Manitoba Teachers' Federation not now engaged in teaching in the province. Active membership was restricted to regularly certificated elementary, secondary and technical teachers and supervising principals employed in the public schools of Manitoba; to any paid official giving full time to the affairs of the organization; and to teachers who had recently taken service in Manitoba for the unexpired time of their membership in kindred organisations, such unexpired time not to exceed ten months. Associate membership was to be granted to any teacher-in-training in any Normal School in the province, membership to continue to the end of the Federation year in which such Associate member began to teach.

The legislative function of the Federation was to be exercised at the Annual Convention to be held annually in Winnipeg during the Easter vacation, or at such time and place as the Executive Committee would determine. Prior to the convention, the Executive was authorized to appoint a Credentials Committee, whose duty it was to issue credentials to delegates whose names had been certified by the President and Secretary of the Local Association which they represented. At the hour advanced for the opening of the first session of the Annual Convention, the Credentials Committee handed to the presiding officer a statement showing the number entitled to vote, forty per cent of such number being the required and recognized quorum for each and

every session. The order of business was set forth as follows:

Report of Credentials Committee
 Roll Call
 Minutes
 President's Address
 Recording Secretary's Report--discussion and disposal thereof.
 Treasurer's Report--discussion and disposal thereof.
 General Secretary's Report--discussion and disposal thereof.
 Report of Delegates to the C.T.F.--discussion and disposal thereof.
 Reports of Standing Committees.
 Reports of Special Committees.
 Unfinished Business.
 New Business.

A memorial service shall be the last order of business before the adjournment of the first session. The nomination and election of officers shall be the first order of business of the second session.¹⁴²

The composition of the Executive Committee and the method of its election underwent certain changes as a result of the first amendments to the original Constitution. The Executive Committee now consisted of the President, the Vice-President, Secretary-Treasurer, the Immediate Past President, and ten district representatives. The first three officers were nominated from the floor of the convention, subject to the approval of the nominee to act, and a ballot taken for each office separately. For the purpose of electing the district representatives, the province was divided into four districts:

¹⁴²ibid., p. 24.

- District A - To consist of the city of Winnipeg.
 District B - To consist of the suburbs of Winnipeg
 (including all Transcona and all points
 reached by Electric Railway.)
 District C - That portion south of and including the
 Main Line of the C.P.R.
 District D - That portion north of the C.P.R. (Main
 Line).¹⁴³

District A elected four delegates; Districts B, C, and D elected two delegates each. They were to hold office for two years and were ineligible for immediate re-election. At the first election under this section, one-half of the above representation was to be elected for two years and the remaining members for one year each. Thereafter, District A elected two representatives annually and Districts B, C, and D one representative each. Each district met separately, nominated the number of representatives to which it was entitled, and then submitted the names to the full convention for election. The Executive was scheduled to hold at least four meetings during the year, the first of which had to be held within thirty days of its appointment and at which the Finance and Budget, Tenure, Publicity, Ideals and Practice, Legislative and Judicial Committees were to be appointed. The Executive Committee was also given power to appoint a General Secretary and to determine his duties, remuneration, and tenure of office.

The constitution, as then amended, allowed the formation of Local Associations consisting of a minimum of five

¹⁴³Ibid., p. 25.

members in good standing with the Federation, or half the number laid down in the original constitution. Such Associations had to adopt a code of By-laws for their government, subject to the approval of the Executive Committee of the Federation. Due report of officers elected and of meetings conducted were to be sent promptly to the Executive. Permission was also given to the Executive to authorize any group of Federation members, having mutual interests, to form Sub-Locals or Composite Locals for the purpose of conducting conferences and making recommendations to the Executive Committee, but not appointing a delegate to the Annual Convention. Teachers, wishing to become members of the Federation but unable to affiliate with a Local Association, were permitted to make application to the Executive Committee and to remit their fees and dues direct to the Treasurer.

A new policy was established at this time with regard to fees, which now became due and payable on the first day of July of each year. It was also ruled that, in the case of dispute, no teacher would have a claim on the offices of the Federation who had not been in good standing for at least three months immediately preceding the date on which application for assistance was received. Any member whose fees had not been remitted four months from the first of July was considered to be a member not in good standing. In addition, the Executive Committee was given the authority to

use for the alleviation of cases of extreme distress, caused by accident, illness, or complete disability, an amount not exceeding ten per cent of the membership dues received during the current year, the end of the Federation year to be June 30. The following scale of fees was accepted:¹⁴⁴

For teachers receiving not more than \$1300	\$4	and \$1 for The Manitoba Teacher
For teachers receiving more than \$1300 but not more than \$2200	\$5.50	and \$1 " " " "
For teachers receiving more than \$2200	\$7.00	and \$1 " " " "

Minor amendments to the constitution at the Annual Conference in 1927 included the changing of the Publicity Committee to the Magazine Committee, with the Ideals and Practice Committee charged with the oversight and direction of all publicity. The Judicial Committee now had the added responsibility of considering and reporting any proposed change in the Constitution. In addition, the C.T.F. Committee and Management Committee were instituted, the latter consisting of conveners of all standing committees, who, in the capacity of an interim executive, were to report its meetings to the Provincial Executive.¹⁴⁵ In 1931, the Executive was given the power to appoint honorary executive

¹⁴⁴Minutes of the Sixth Annual Meeting of the Manitoba Teachers' Federation, December 30, 1924, p. 4.

¹⁴⁵The Manitoba Teacher, April, 1927, Vol. 8, No. 4, p. 8.

members for the current Federation year from teachers who had previously served on the Executive.¹⁴⁶ Members thus chosen, while unable to vote, could be retained for consultative purposes or to act as chairmen of any standing or special committees of the Executive. In that year, too, the Research Committee was established, and the end of the financial year of the Federation was changed to March 31. In 1935, the Constitution was amended to the effect that the Executive Committee appoint the C.T.F. delegates at its first meeting and prepare nominations for teacher-representation on the Advisory Board at a meeting prior to the Annual Conference for endorsement at the annual convention.¹⁴⁷

In 1942, the Manitoba Teachers' Federation became The Manitoba Teachers' Society.¹⁴⁸ The Act bringing this change about made teaching a statutory profession, with automatic but non-compulsory membership. Teachers who wished to exclude themselves from membership could do so by forwarding a registered letter to the General Secretary within sixty days after receiving authority to teach, and by July 1 thereafter. The by-laws set the fee at five dollars for salaries

¹⁴⁶The Manitoba Teacher, February, 1931, Vol. 12, No. 2, p. 17.

¹⁴⁷The Manitoba Teacher, March, 1935, Vol. 16, No. 1, p. 23.

¹⁴⁸vide Appendix C.

up to \$1499, with a charge of an additional dollar for every five hundred dollars, or portion thereof, earned. The fee for permit teachers was set at four dollars. The membership year began immediately after the Annual Meeting of Provincial Council and all fees became due on October 1 of each year. Life membership could now be conferred for the first time upon any member by resolution of Provincial Council, the representative body at the Annual Conference.

The new constitution stated that the officers of the Society would be the President, First Vice-President, Second Vice-President, Treasurer, General Secretary and such other officers as the by-laws of the Society might from time to time prescribe. Similarly, it stated that the officers of the Provincial Executive would be the President, the First Vice-President, the Second Vice-President, the Treasurer, the Immediate Past President and such numbers of additional members as would be determined by the Provincial Council and chosen in such a manner as provided by the by-laws of the Society. With the new Act, the province was divided into teachers' electoral divisions, known as District Associations, such divisions corresponding to the present inspectorial districts. Representation at the Annual Conference was slightly increased and included one representative for every twenty members, with an additional representative should the remainder be eleven or more. For the purposes of nomination and election of officers and Provincial Executive,

it was stipulated that, as previously had been done, the President, the First and Second Vice-Presidents, and the Treasurer would be nominated at the Annual General Meeting, the nominator having before nomination obtained consent of his nominee to serve if elected. However, a Nomination Committee was to be appointed at the first session of the Annual General Meeting to nominate the Chairmen of all Standing Committees, and such additional members as Provincial Council deemed necessary. This regulation was changed somewhat in 1946,¹⁴⁹ at which time it was laid down that the Nominating Committee, consisting of one member from each District, should be appointed by each District Association prior to the Annual General Meeting of Provincial Council and preferably at the Fall Convention to nominate the President, First Vice-President, Second Vice-President, Treasurer, and Chairmen of all Standing Committees. As in the past, where two or more members were nominated for one office, all elections were to be conducted by ballot of delegates actually present at the time of taking such ballot and the system of transferable vote was to be used where applicable. Other amendments in the same year included the establishment of the Membership, Public Relations, Pensions, Rural Problems, Resolutions and Salaries Committees.

¹⁴⁹ Revised By-laws of The Manitoba Teachers' Society passed by the Provincial Council on April 22nd and 24th, 1946, pp. 1-3.

In 1952,¹⁵⁰ further amendments were made to the Constitution, one stating that the Nominating Committee should consist of one member for each 150 members, or portion thereof, from each District appointed by each District Association. Another amendment stated that the delegates to Provincial Council should be elected on a preferential priority basis by whatever method the District Association chose and that the number of members in good standing within the District as at December 31 in each year would determine the number of delegates, in order of preference, that would be entitled to receive payment on account of transportation and per diem allowances for attendance at the next following meeting of Provincial Council. At the Annual General Meeting of Provincial Council in 1958, this amendment was repealed.¹⁵¹ For the future, it has been suggested that the ratio of delegates to membership should be reduced from 1 in 20 to 1 in 50, with the result that the number of delegates would be decreased from 275 to about 125. Such a breakdown would facilitate group discussion and would enable Provincial Council to hold its annual meetings in McMaster House instead of the Royal Alexander Hotel for as many as three days without interruption. Another suggestion has

¹⁵⁰Amended By-laws of The Manitoba Teachers' Society, as amended by Provincial Council at the Annual General Meeting, April 14th and 15th, 1952.

¹⁵¹Annual General Meeting of the Provincial Council, 1958, p. 50.

been to appoint the Executive on a geographical basis. The General Secretary in his annual report, April, 1958, referred specifically to that suggestion:

There have been several reasons for thinking along these lines. The first is the evidence of bad practises which result when District Executives sit down to nominate a slate of officers when they are not well acquainted with teachers across the province. One tendency is to fill the slate with your own people. The other is to look over last year's Executive and fill the slate from it. If we had geographical representation teachers would be voting for people from their region whom they had at least a reasonable chance of knowing. The second result hoped for is that the members so elected would have a direct responsibility for their region as well as for the province as a whole. They could be expected to report to their region on activities of the Executive and to the Executive on activities of their region. As it is, Locals and Districts seldom think to invite Executive members to bring them up-to-date.¹⁵²

At this meeting, too, the number of Standing Committees was reduced to ten active ones; namely, Finance, Ideals and Practice, C.T.F., Public Relations, Pensions, Rural Problems, Salaries, Resolutions, Audio-Visual (established in 1955) and the newly-established Committee on Curriculum. In order that this decrease in the number of Standing Committees would not reduce the size of the Provincial Executive, the Nominating Committee was directed to nominate the President, First Vice-President, Second Vice-President, Treasurer and fourteen members of the Executive. It was also decreed that the Immediate Past President would serve as a member of the Executive both to convene such Judicial Committees as

¹⁵²Ibid., p. 5.

might from time to time be set up and to perform such other duties as might be conferred upon him by the Executive. A ten-dollar increase in the sliding scale of fees, starting at salaries up to \$2499, was also authorized; fees now ranged from twenty-six dollars to thirty-five dollars, the highest upward revision of fees in the history of the Society.

More than a passing recognition must be given to the great vision and foresight possessed by those who formulated the original constitution of the Manitoba Teachers' Federation some forty years ago. This is attested to by the fact that amendments to the first constitution were relatively few in number in spite of the rapid growth of the organization. Even with the advent of a new constitution occasioned by the passing of The Manitoba Teachers' Society Act in 1942, it was significant that the general set-up as to Annual Conference, officers and their duties, underwent very little change.

Equally fascinating and noteworthy has been the formulation and growth of policy from the very founding of The Manitoba Teachers' Society. Such policy was an outgrowth of the organization's first platform, which included the elimination of the existing district system in the favor of the larger unit of administration; higher standards for Normal School and other schools training prospective teachers; greater security of tenure for Manitoba teachers; increased representation on the Advisory Board; overhauling of the

courses of study and the entire school system of the province; free texts in all public schools in the province; extension of the Health Programme in the schools; creation of a National Department of Education; minimum salaries for all classes of teachers; the appointment of a full-time secretary; a Board of Reference; the establishment of a Chair of Pedagogy at the University; and uniformity of qualifications for teachers' certificates in each of the four western provinces.¹⁵³ In those early days, much time and energy was given to the raising of standards both at the training schools and in the field. In this regard, the following policies were adopted:

1. That the NTF advocates that the minimum qualifications for those entering the teaching profession should be a four years' course in high school and two years' professional training.¹⁵⁴
2. That, in future, no First Class Grade A Certificate be granted to any teacher without an University degree or its equivalent. (No teacher presently holding such certification was to be affected.)¹⁵⁵
3. That Grade XII, and not Grade XI, should be the academic requirement for a Second Class Permanent licence.¹⁵⁶
4. That the Federation press for the abolition of the Third Class Normal at the earliest possible moment and that attempts be made whereby young teachers

¹⁵³The Bulletin, February, 1920, No. 4, p. 33.

¹⁵⁴The Bulletin, February, 1921, No. 10, p. 94.

¹⁵⁵Ibid., p. 95.

¹⁵⁶The Bulletin, January, 1922, No. 16, p. 179.

could get experience in city and town schools.¹⁵⁷
 (The last of these certificates was issued in 1932.)^{157A}

5. That the short-term Normal training of teachers (a twenty weeks' course) be abolished.¹⁵⁸ (At its spring meeting in 1925, the Advisory Board ruled that the minimum training at a Normal School would be a year's course.)^{158A}
6. That more discretion be used in granting certificates to Normal School students who have not the natural ability for teaching proficiency and who cannot speak the English language with proper enunciation.¹⁵⁹ (How often even present-day Executives of The Manitoba Teachers' Society have voiced this opinion!)
7. That before any application for admission to Normal School be accepted, a confidential report should be obtained from the Principal of the high school attended by the applicant with references to his fitness to enter the teaching profession.¹⁶⁰
8. That the Normal or Teachers' Training Schools of the province should be affiliated with the Provincial University.¹⁶¹
9. That the Department of Education be requested not to admit any student to Normal School who has not passed his Grade XI unconditionally.¹⁶²

¹⁵⁷Executive Minutes, July, 1923, p. 1.

^{157A}The Manitoba Teacher, March-April, 1946, Vol. 24, No. 5, p. 29.

¹⁵⁸The Bulletin, October, 1923, No. 26, p. 441.

^{158A}The Manitoba Teacher, September, 1925, Vol. VI, No. 7, p. 21.

¹⁵⁹Minutes of the Fifth Annual Meeting, December, 1923, p. 8.

¹⁶⁰Minutes of the Sixth Annual Meeting, December, 1924, p. 5.

¹⁶¹The Manitoba Teacher, January, 1925, Vol. VI, No. 1, p. 3.

¹⁶²Ibid., p. 7.

10. That, in the event of over-crowding at Normal School, preference be given to candidates who present the higher qualifications.¹⁶³
11. That the MTF endeavor to get all Normal School graduates to agree not to engage as teachers for less than a definite minimum salary.¹⁶⁴

These policies with regard to selection and certification have not undergone too much change over the years. Thus, in 1947, The Manitoba Teachers' Society passed the following resolution unanimously at its Annual General Meeting:

Be it resolved that the MTS strongly recommends to the Department of Education that it set up a Teacher Selection Board composed of representatives of the Department of Education, The Manitoba Teachers' Society, The Manitoba School Trustees' Association, the University of Manitoba, and the Provincial Normal School, such Board to decide upon the minimum acceptable standards for teacher-candidates and to adjust the supply of teachers as closely as possible to the demand.¹⁶⁵

As a result of legislation in 1956, the Selection and Certification Board, composed of three members each from the Department of Education, The Manitoba School Trustees' Association and The Manitoba Teachers' Society was formed. The Brief, which The Manitoba Teachers' Society presented to the Royal Commission on Education on November 14, 1957, recommended two steps for the raising of standards of selection

¹⁶³Minutes of the Seventh Annual Meeting, April, 1926, Item 17, p. 10.

¹⁶⁴minutes of the Eighth Annual Meeting, April, 1927, p. 12.

¹⁶⁵The Manitoba Teacher, January-February, 1948, Vol. 26, No. 4, p. 19.

and certification; namely, to place all teacher training under the Faculty of Education and to make a university degree the pre-requisite for certification. In addition, it indicated three further steps necessary to confer true professional status on teaching. These were (1) to make certification a responsibility of the teaching profession (2) to confer upon the profession the responsibility for maintaining minimum standards of performance, and (3) to give teachers a greater responsibility for the development of the curriculum, both at the provincial and local level.¹⁶⁶

Ever mindful of its high standards approach, The Manitoba Teachers' Society formulated definite policies with regard to the permit situation and the issuance of permits. As early as 1923, it advocated that before a single permit be issued or renewed, every qualified teacher must be provided with a post.¹⁶⁷ The "fight" against permits continued until the period 1933-1939, when not a single permit was issued.¹⁶⁸ When the practice was continued in 1940, the Federation sent a strongly-worded protest to the Department

¹⁶⁶Brief presented to The Royal Commission On Education by The Manitoba Teachers' Society, November, 1957, pp. 65-66.

¹⁶⁷The Bulletin, June, 1923, No. 24, p. 412.

¹⁶⁸The Manitoba Teacher, March-April, 1946, Vol. 24, No. 5, p. 29.

of Education.¹⁶⁹ In 1944, the Society recommended to the Minister of Education that the standards of qualification for teachers be maintained or raised, and that all existing permits be cancelled as soon as possible.¹⁷⁰ In 1952, the Society requested the Department of Education to refuse to issue permits with respect to districts where the children were within reasonable distance of a school having a qualified teacher and adequate accommodation.¹⁷¹ It need hardly be said that the Society has consistently advocated that if the standards of admission to the teaching profession are sufficiently high, and if salaries are commensurate with the responsibilities involved, then teacher recruitment will take care of itself and the shortage of qualified teachers will be a thing of the past. At the same time, the Society has steadfastly encouraged its members to improve their qualifications in order to render better service to the communities in which they teach. It is significant that for the 1957-1958 teaching year, there were 1,743 degree teachers in Manitoba, as compared with 705 in the 1947-1948 teaching year.¹⁷²

¹⁶⁹The Manitoba Teacher, March, 1940, Vol. 16, No. 3, p. 22.

¹⁷⁰The Manitoba Teacher, March-April, 1944, Vol. 22, No. 5, p. 3.

¹⁷¹The Manitoba Teacher, May-June, 1952, Vol. 31, No. 1, p. 23.

¹⁷²Office Records, The Manitoba Teachers' Society.

Security of tenure of its members has always been a major concern of The Manitoba Teachers' Society. Thus, after the Board of Reference came into being in 1920, it was hoped that tenure conditions would much improve. At that time too, work on a new contract form was being completed to give teachers who had had two years' service with the same school board a form of agreement known as the "permanent agreement", stipulating that two months' notice for termination of contract was required as well as a statement as to why the teacher resigned or was dismissed. If this ruling were not complied with, the teacher or trustees could apply for a hearing before the Board of Reference, whose decision was understood to be binding on both parties.¹⁷³ However, this assumption proved to be erroneous, as has been pointed out in an earlier chapter.

In a continued attempt to alleviate the tenure situation, the Federation stated emphatically that it believed in the sanctity of the contract and strongly maintained that both board and teacher should live up to the terms of their agreement.¹⁷⁴ Three years earlier, the Federation had ruled that any teacher who broke a contract could not be considered

¹⁷³The Bulletin, January, 1922, No. 16, p. 174.

¹⁷⁴The Manitoba Teacher, June, 1925, Vol. VI, No. 6, p. 31.

a member in good standing.¹⁷⁵ It also urged its members not to apply for positions where an advertisement did not carry a definite statement of salary.¹⁷⁶ When school boards dismissed all members of its staff with the object of reducing salaries, the Federation adopted a policy of requesting its membership, by means of advertisements in the Press or by circulars, to consult headquarters for information about such boards before applying for a position thus vacated. It is significant that even at this early stage of its development, it was a standing policy that members in difficulty should contact Central Office.¹⁷⁷ It was an unwritten agreement, too, that no teacher should accept a position at a lower salary than that asked by the previous incumbent, and that no teacher should apply for a position until he had learned from an unimpeachable source that a vacancy existed.¹⁷⁸ The Federation also set itself sternly in opposition to any attempt to make examination results the sole or even the main criterion of the services rendered by the teacher.¹⁷⁹

¹⁷⁵The Bulletin, September, 1922, No. 19, p. 250.

¹⁷⁶The Bulletin, February, 1920, No. 4, p. 33.

¹⁷⁷The Manitoba Teacher, September, 1924, Vol. V, No. 6, p. 25.

¹⁷⁸The Manitoba Teacher, June, 1924, Vol. V, No. 5, p. 3.

¹⁷⁹The Manitoba Teacher, November, 1924, Vol. V, No. 8, p. 1.

However, no appreciable advance was made until the Society succeeded in introducing tenure clauses into many of the salary schedules negotiated with school boards.¹⁸⁰ This action definitely helped teachers fortunate enough to serve in districts where such schedules existed. Legislation passed in 1956 gave teachers all over the province greater security of tenure in that any teacher, who had been in the employment of a school district for two years or more, could, upon termination of the agreement, request the board to give reasons for such action; in addition, either party to the agreement could, by notice in writing served on the other party, require that the matter be submitted, within seven days of the service of notice, to an investigation committee composed of two representatives appointed by The Manitoba Teachers' Society, two appointed by the district, and a fifth person, who as chairman of the committee had to be mutually acceptable to and chosen by the four persons so appointed. Where complaint was made to the board of a teacher, respecting the competency or character of a teacher, the board was not to terminate its agreement with the teacher unless it had communicated the complaint to him and given him an opportunity to appear before the board in person or by his representative to answer the complaint.¹⁸¹ Today, as

¹⁸⁰The Manitoba Teacher, May-June, 1950, Vol. 29, No. 1, pp. 28-29.

¹⁸¹Bill No. 98, An Act to amend The Public Schools Act, April, 1956, pp. 7-8.

a result of these persistent efforts of the Society over the years, teachers now enjoy security of tenure.

A salary schedule in every school district of Manitoba has long been a policy of The Manitoba Teachers' Society. During Federation days, emphasis was placed largely upon the establishment of a Provincial Salary Schedule.¹⁸² Since 1947, however, the Society has consistently advocated a single salary schedule based on qualifications, experience, and measurable responsibility, and independent of the grade taught or the sex of the teacher.¹⁸³ In its Brief to the Royal Commission on Education, it maintained that position, suggesting that "school districts be encouraged to continue with the single salary schedule until such time as a new method of pay is devised which can be recognized by both trustees and teachers as more advantageous, more conducive to better teaching in our schools."¹⁸⁴ This also constitutes the Society's answer to merit rating of teachers, a plan it does not favor until such time as evidence can be shown that a workable system has been developed and one which has been proved beneficial to education.

With the advent of Collective Bargaining under the

¹⁸²The Manitoba Teacher, June, 1931, Vol. 12, No. 6, p. 10.

¹⁸³The Manitoba Teacher, May-June, 1947, Vol. 26, No. 1, p. 4.

¹⁸⁴Op. cit., p. 46.

Manitoba Labour Relations Act in 1948,¹⁸⁵ it became much easier for The Manitoba Teachers' Society and its members to negotiate salary schedules with school boards. In this regard, however, there were a few difficulties which led to the following points of policy:

1. When, in the considered opinion of the Judicial Committee, any member of the MTS loses his or her position because of active participation in collective bargaining negotiations, the facts should be published in order that our members may be cautioned not to negotiate with any Board in any way taking such punitive action, and further, should members of the MTS apply for these positions, thereby violating the code under which we are organized, they should be called before the Judicial Committee to show reason why they should not be expelled from membership in their professional organization.
2. That in cases where members of the MTS lose their position because of their support of the MTS policies, but not through lack of competence on their part, the MTS use all the powers at its disposal to prevent such dismissal, and that disciplinary action be taken against such MTS members who, knowing the circumstances, accept the position thus vacated.¹⁸⁶
3. That the MTS places itself on record as being unalterably opposed to compulsory courses of any kind as a qualification for salary maintenance or increase.¹⁸⁷
4. That the Municipal and Public Utility Act be so amended that the Utility Board is bound to accept the award of a Board of Arbitration set up under the Public Schools' Act.¹⁸⁸

¹⁸⁵The Manitoba Teacher, May-June, 1948, Vol. 27, No. 1, p. 7.

¹⁸⁶The Manitoba Teacher, May-June, 1950, Vol. 29, No. 1, p. 7.

¹⁸⁷The Manitoba Teacher, September-October, 1954, Vol. 33, No. 2, p. 18.

¹⁸⁸Op. cit., p. 53.

After Collective Bargaining rights were transferred from the Manitoba Labour Relations Act to the Public Schools and Education Act, The Manitoba Teachers' Society returned to its original practice, when negotiations between a district and its staff members had become deadlocked and all other means of a settlement proved futile, of requesting its members, through the press, not to apply for a position in that district without first clearing with Central Office.

The Manitoba Teachers' Society has always had definite policies with regard to school finance in an attempt to secure the best educational programme possible and to retain the best teachers possible for the children of Manitoba.

The following policies were developed over the years:

1. That the MTF is emphatically opposed to any legislation which will give Councils of Municipalities power to curtail the appropriations asked by School Boards.¹⁸⁹
2. That the MTF affirms its allegiance to the principle of state support for secondary and higher education.¹⁹⁰
3. That grants to School Districts be
 - (a) in proportion to the number of years of successful experience of the teacher.
 - (b) in proportion to the certificates held by the teacher.¹⁹¹
4. That the MTF endorses the principle of a levy for educational purposes on the community, based on ability to pay.¹⁹²

¹⁸⁹The Bulletin, January, 1922, No. 16, p. 174.

¹⁹⁰Minutes of the Fifth Annual Meeting, December, 1923, p. 8.

¹⁹¹Minutes of the Seventh Annual Meeting, April, 1926, Item 11, p. 9.

¹⁹²Minutes of the Eighth Annual Meeting, April, 1927, pp. 11-12.

5. That the Provincial Government provide the revenue for minimum instructional costs throughout the Province.¹⁹³
6. That the basis for school revenue be broadened; the present basis of taxation for school purposes is inadequate and unsound. (The following sources of revenue were suggested:
- (a) From provincial sources there shall be provided an Educational Fund to be administered by the Department of Education. This fund shall be the basis of payments to each school board for standard instructional costs as equitably established from time to time by the Provincial Board of Education.
 - (b) From the school district revenue shall be obtained by means of a tax on real property comprising the district:
 1. To provide building, equipment, care taking, school supply and general maintenance costs, and
 2. To provide, when required, for additional instructional costs over and above that provided from the Provincial Education Fund.¹⁹⁴
7. That we as a society of teachers must insist in all quarters that the Government of Manitoba should assume its full responsibility for education; that we stress this point in our briefs, resolutions, articles and personal contacts; and that, if necessary, we make it the main consideration in any "holdout" action.¹⁹⁵

In the Brief to The Royal Commission on Education, The Manitoba Teachers' Society outlined its present policies with regard to school finance. It recommended a foundation program for

¹⁹³The Manitoba Teacher, March, 1933, Vol. 14, No. 3, p. 5.

¹⁹⁴The Manitoba Teacher, September, 1934, Vol. 15, No. 3, pp. 18-19.

¹⁹⁵The Manitoba Teacher, September-October, 1944, Vol. 23, No. 2, pp. 11-12.

the province, a plan which defines a standard program of education in both educational and financial terms. The Society suggested that there be three factors or units in this program: (1) an allowance per teacher employed, on a variable scale, according to the experience and training of the several teachers, (2) per classroom allowances for operation, maintenance, supervision, and administration and (3) a per bus mile allowance, arranged in categories according to sizes and types of vehicles used. It suggested, too, that the province support education to the extent of providing at least 50 per cent of the total cost of education at the elementary and secondary levels. It suggested, further, that such aid be provided through equalization grants in support of a foundation program.¹⁹⁶ In addition, it advocated, as it had done on numerous occasions in the past, that larger areas of administration be set up by the Government. In other words,

The Manitoba Teachers' Society believes that a foundation program plan of financing schools based upon equalized assessment throughout the province, geared at such a level of provincial support that even the wealthiest school districts receive some grant and even the poorest district is able to allocate some local revenue to provide for its own special needs, is the method of finance most likely to secure equitable educational opportunity for all children of the province. This program presupposes reorganization to secure larger units of administration. However, in order to secure valuable local interest in the schools the system of reorganization must be sufficiently flexible to adapt itself to existing community conditions.¹⁹⁷

¹⁹⁶ *Op. cit.*, pp. 4-17.

¹⁹⁷ *Ibid.*, p. 29.

The Manitoba Teachers' Society has always had a policy of close co-operation with the school trustees of the province. As early as 1921, representatives of both bodies met jointly; "some serious misunderstandings were cleared up and the members present came to understand each other thoroughly. Both sides found that they were seeking such the same objectives and the conference closed with a feeling of mutual respect and trust."¹⁹⁸ Such contacts persisted through the years, with the result that, in 1947, The Manitoba Teachers' Society formed a Liaison Committee which consisted of key officers of both organizations.¹⁹⁹ This liaison has proved invaluable for an exchange of views between the two groups and for joint action relevant to proposed improvements in education and impending legislation affecting the interests of both groups.

While the Society has never allied itself with politics or a particular political party, it has on rare occasions felt it imperative to engage in very limited "lobbying", in the American sense of the term. One such occasion occurred in 1935 when the Federation presented "the teachers' case" to the Select Committee of the Legislative Assembly, appointed at the request of the Federation "to

¹⁹⁸The Bulletin, December, 1921, No. 15, pp. 159-160.

¹⁹⁹The Manitoba Teacher, January-February, 1950, Vol. 26, No. 4, p. 9.

enquire into the report upon the Administration and Financing of the Public Educational System of the Province." This report dealt with the teachers' point of view regarding the larger unit of administration, and for a re-organization of the system of finance for provincial education, with an urgent appeal for action in connection with rural salaries. When the Minister of Education proposed the adoption of the report as prepared by the Select Committee, the anomalous situation developed whereby the Minister was opposed by the majority of his party. While the adoption of the report was carried by a narrow margin of 22-20, the Minister's proposed legislation to implement the report failed because of the passing of an amended motion which had the effect of "killing the Bill."²⁰⁰ It was then that the Federation decided that it "should get in touch with MLA's, Locals and certain key men in the province" and "that the Government should be asked to implement in full the report adopted by the Legislature."²⁰¹

At the time that the Federation had completed drawing up what it termed "The Teaching Profession Act" for presentation to the Legislature at its session in 1942, it sent copies of the September and October issues of The Manitoba

²⁰⁰ The Manitoba Teacher, May-June, 1935, Vol. 16, No. 2, pp. 6-9.

²⁰¹ The Manitoba Teacher, September, 1935, Vol. 16, No. 3, pp. 15-16.

Teacher to every member of the Legislative Assembly, explaining what the organisation was doing and requesting support of the measure. It was also suggested that teachers contact the MLA of their particular area or those personally known to them.²⁰²

In, 1945, all candidates for the Provincial Elections were sent letters by the Executive of The Manitoba Teachers' Society drawing their attention to four deficiencies in the present educational set-up; namely, the present situation concerning teacher-training in Manitoba; the physical condition in the schools; the statutory minimum salary; and the state of The Manitoba Teachers' Society Pension Plan.²⁰³

In the 1956-57 membership year, when the Society was fighting for higher pensions, as had been their policy since 1925, it attempted to give every member of the Legislative Assembly as complete a picture of the situation as possible, including the recommended changes. It pointed out the rather unique position of the province in having a separate pension plan for its country and city teachers, and the disparity of the one as compared with the other. It pointed out, too, the inequities in the Teachers' Retirement Fund Act which contained certain obnoxious clauses in it to the effect that teachers who entered the employ of the

²⁰²The Manitoba Teacher, February, 1942, Vol. 20, No. 5, p. 39.

²⁰³The Manitoba Teacher, May-June, 1945, Vol. 23, No. 6, pp. 6-7.

Over the years, too, The Manitoba Teachers' Society has been concerned with the revision of the curriculum. It would be an oversight not to state that every annual meeting of the organization has passed resolutions urging changes in textbooks or recommending improvements in certain courses of study in the Public Schools of Manitoba. Resolutions thus passed were faithfully submitted to the Advisory Board in early Federation days, and to the Minister of Education and, through him, to the Director of Curriculum in later years. It should also be stated that whenever a revision of the curriculum was proposed by the Department of Education, teachers have always been willing and ready to give what assistance they could.²⁰⁷ With the creation of a Committee on Curriculum at Provincial Council in April, 1958, the Society will now be able to devote more time to this important aspect of its work, and thus advance yet another reason why the teaching profession should be granted professional status. The present-day policies of the Society on curriculum and the school program have been succinctly set forth in the Brief to the Royal Commission on Education:²⁰⁸

1. That a continuing committee on elementary school curriculum be established.

²⁰⁷Executive Minutes, July, 1920; January, 1925; Minutes of Ninth Annual Meeting, April, 1928, p. 9; The Manitoba Teacher, May, 1928, Vol. 9, No. 5, p. 5; May-June, 1933, Vol. 14, No. 5, pp. 8-10; May-June, 1942, Vol. 21, No. 1, p. 13; May-June, 1946, Vol. 25, No. 1, pp. 15-18.

²⁰⁸Op. cit., pp. 94-95.

2. That the elementary curriculum be divided into two major sections, primary and intermediate, with a basic program in language, arithmetic, social studies, science, and physical education.
3. That the elementary program be organized in such a way that it be adaptable to the requirements of various levels of achievement.
4. That large school units should provide--and receive government support for--special classes for exceptional children (bright, mentally retarded, physically handicapped, emotionally disturbed); that the work of Child Guidance Clinics should be extended; that children with special problems should be dealt with at the elementary level, not later when the problems have become too complex to permit solution.
5. That, as teachers receive better training and enter the training colleges with higher qualifications, and as larger units are developed, more and more autonomy should be given to individual school districts, schools, and teachers in the planning of their own courses of study and the selection of their own texts.
6. That the latter years of the slowed down elementary school program should be developed in a terminal course, possibly in a junior high school environment, specifically designed for pupils who will leave school at the minimum school leaving age.
7. That the curriculum and organization of junior high schools be revised to make them more effective in fulfilling their role of exploration and of transition from elementary to senior high.
8. That such reorganization include the establishment of terminal courses.
9. That, where the quality of the teaching and administrative staff justify such freedom, the greatest latitude should be given to districts to develop a program and organization suited to the needs of their children.
10. (1) That a general course alternative to the matriculation course be established in the senior high schools. This course should be closely fitted to the needs of the pupils and of the community but should not neglect the teaching of academic subjects necessary for a good general education.

- (2) that in districts where the quality of teaching administrative personnel warrants such liberty, the district be granted responsibility for planning courses to meet individual differences and local needs.
11. That the Department of Education initiate a Bureau of Research and Experimentation with the staff and facilities necessary to ensure that all Departmental examinations are of known validity and reliability.
 12. That the Department of Education administer external examinations for Grades XI and XII with accreditation privileges extended to schools which meet satisfactory standards. This would leave to the University of Manitoba the responsibility of establishing its conditions for entrance, either by special examination or otherwise.

In this manner has The Manitoba Teachers' Society functioned in its desire to fulfil its responsibilities not only towards its own members but also towards the children of Manitoba and the public at large. Because of its policies which have continually tended towards the betterment of education, it has come to be recognized as a powerful force in the educational affairs of the province.

CHAPTER V

GROWTH OF ECONOMIC AND SOCIAL STATUS

One of the prime concerns of the Manitoba Teachers' Federation after its formation was the improvement of the economic and social status of its teachers. At that time, the lot of the teacher was a bleak one; for example, the average salary in 1919 was barely over \$700; underbidding was rampant; dismissals were imminent and often unreasonable; examination results were often the main criterion of a teacher's worth; school buildings and supplies were at the best inadequate; morale and professional spirit were at a desperately low ebb. Just how unbelievable the situation had become was revealed by the replies to the questionnaires which the Federation had sent to its members with regard to salaries and expenses for the year 1918-1919. This was the information gathered from 573 cards returned:

Average Salary	\$701.08	Average Board.....	\$312.13
		Laundry.....	31.43
		Clothing.....	223.36
		Insurance....	17.66
		Sickness	30.40
		Books, etc...	16.71
		Incidentals..	66.25
			<u>\$699.94</u>
		Balance	1.14
	<u>\$701.08</u>		<u>\$701.08</u>

These figures are from first and second class teachers, the backbone of the whole profession, and from men and women who are TRYING TO REMAIN in the profession. The average length of service of these 573 teachers is almost

eight years, varying from 2 years to 40 years or over, 183 or 1/3 of them are receiving no increase at all over last year's salary. The average increase is \$92.97, but it figures out to be \$62.22 for all. In the matter of life insurance, 360 of them are not able to have this protection. As a matter of fact, many have had to drop their policies after paying a few premiums. It should be added that not many of these are Winnipeg teachers and all are in the ordinary public schools, and they cover the whole province. We are not going to comment on this situation except to say that §1.14 does not appear to be a very safe margin for a profession which is said to have such an important influence upon the people of tomorrow.²⁰⁹

Little wonder that the Federation felt that it had to place such emphasis upon the salary question that it found it necessary to state that, "whilst this is a fundamental consideration, it must not be imagined that this is the end and purpose of the M.T.F."²¹⁰

At its annual meeting in December, 1919, the Federation adopted definite action policies in an attempt to remedy the unsatisfactory salary and tenure conditions within the province. In this regard, it advocated that the minimum salary for second class teachers in Manitoba should be \$1200; that the Minister of Education be asked to amend the Public Schools Act by appointing a Board of Inquiry to deal with disputes between teachers and school boards, and that said Board be composed of a representative from the Manitoba Teachers' Federation, a representative from the Trustees' Association, and a representative from the Department of

²⁰⁹The Bulletin, November, 1919, No. 3, pp. 24-25.

²¹⁰The Bulletin, February, 1920, No. 4, p. 36.

Education, who shall act as chairman; that a permanent committee be appointed to investigate and report on salary schedules within the province; that teachers contact the secretary of the Federation before applying for any teaching positions; and that teachers refrain from answering advertisements that contain the phrase "State Salary".²¹¹ As a result of these action policies and possibly because of many impassioned articles in The Bulletin concerning the teacher's lot at this time, the Legislature, at its session in 1920, established a Board of Reference, composed of Mr. H. W. Muntly, President of the Manitoba Teachers' Federation; Mr. Allison Glenn, President of the Trustees' Association; and Mr. A. E. Hill, a member of the Advisory Board of the Department of Education, as chairman, for the purpose of investigating disputes between teachers and trustees and settling the differences amicably and fairly.²¹² While the Board of Reference functioned very successfully for the first two years,²¹³ its power proved valueless once a decision was challenged. In other words, its decision was not binding on both parties; nor did continued attempts over the years to amend the Department of Education Act to that effect prove fruitful.²¹⁴

²¹¹Ibid., pp. 32-34.

²¹²The Bulletin, May, 1920, No. 6, p. 47.

²¹³The Manitoba Teacher, January, 1925, Vol. VI, No. 1, p. 2.

²¹⁴The Manitoba Teacher, May-June, 1935, Vol. 16, No. 2, p. 10.

Early in 1920, the Manitoba Teachers' Federation appointed a committee consisting of Mr. W. J. Gordon Scott, of Gilbert Plains, and Mr. G. J. Elliott, of Dauphin, to review the salary conditions of the province and to suggest a basis upon which all salary schedules should be calculated. The recommendations of the committee, which appeared in May, 1920, were considered, amended slightly, and then adopted at the Annual Meeting of the Federation in December of that same year.²¹⁵ The suggested salary schedule, based on certification, experience, and special ability, started at \$1200 for minimum qualifications, and made provision for annual increments.²¹⁶ The following year, it was reported that salary schedules, with yearly increases stipulated, had been adopted by "all the more important school boards in Manitoba", and that these schedules were "about the best in Canada."²¹⁷

This high praise was short-lived, for within two years, a general trend towards salary reduction became apparent. A number of school boards adopted the policy of terminating the agreements of all members of its staff, then advertising for replacements at lower salaries, and sometimes even requesting former members of staff to apply.²¹⁸ In many such cases, the advertisements contained the phrase

²¹⁵The Bulletin, February, 1921, No. 10, p. 86.

²¹⁶vide Appendix D.

²¹⁷The Bulletin, May, 1921, No. 12, p. 109.

²¹⁸The Bulletin, June, 1922, No. 18, p. 232; June, 1923, No. 24, p. 414.

"State Salary", a direct invitation to teachers to underbid one another. In an attempt to combat this evil, the Federation made a concerted effort to induce school boards to alter the phrasing of their advertisements, even sending out forms appropriate for the purpose, but with very limited success.²¹⁹ It also encouraged teachers to contact Central Office before applying for and accepting positions. If that procedure were not followed, teachers were requested to ascertain that a vacancy definitely existed, and that the salary offered was no less than that of the predecessor.²²⁰ In addition, it urged its members to make certain that their boards were in order, perfectly understood by both parties, and regularly signed.²²¹ It pointed out, too, the sanctity of a contract and the seriousness of "jumping" a contract, even if the situation were well-nigh untenable.²²² It was hoped, as well, that teachers and trustees, by frequently conferring, would come to understand and appreciate one another's position more clearly.²²³ Such relationships, if cordial, would tend to prevent the recurrence of a situation where isolated school boards advertised for teachers

²¹⁹The Bulletin, October, 1923, No. 26, p. 477.

²²⁰The Manitoba Teacher, June, 1924, Vol. V, No. 5, p. 3.

²²¹The Bulletin, May, 1921, No. 12, p. 108

²²²Ibid., p. 108.

²²³The Manitoba Teacher, June, 1924, Vol. V, No. 5, pp. 28-29.

Association early in 1924, the new contract form came under favorable discussion, but was laid aside by that body, possibly because of the clause which stated that a permanent contract was to be provided for the second year of service, together with a definite statement of salary for each year. "Financial stringency must bear the blame."²²⁸

In February, 1924, while the Legislature was in session, members of the Legislative Committee interviewed the Minister of Education with regard to having the Public Schools Act so amended that teachers would have protection of the common law. One teacher had lost her salary because her contract was not in writing and under the seal of the board.²²⁹ When the proposed amendment was being passed into law at the third and final reading, the very important clause giving the teacher protection under the common law if a contract were not signed was omitted. The amendment as passed stated, "And it shall be the duty of each and every Board of School Trustees to furnish each of its teachers with an agreement in writing within two weeks from the beginning of the engagement and to file with the Department of Education within the said period a copy of such agreement certified by Secretary-Treasurer."²³⁰ This legislation left the teacher

²²⁸The Manitoba Teacher, March, 1924, Vol. V, No. 2, p. 20.

²²⁹The Bulletin, January, 1924, No. 29, p. 528.

²³⁰ibid., p. 529.

without protection for a two-week period and provided no penalty to trustees for failing to sign a contract. However, teachers had greater protection than formerly.

By February, 1927, the Legislative Committee had revived their work on a new form of contract, and had been successful in securing the support of the Department of Education and the Executive of the Manitoba Trustees' Association.²³¹ The contract, which was termed "the finest Teachers' Agreement in Canada",²³² had the following features:

1. The terms of engagement and remuneration are set forth in the most definite manner, and the possibility of error is almost negligible. All one-year contracts terminate at the end of the school year, viz., June 30th.
2. Paragraph 1 provides either for (a) a single year's engagement, or (b) a probationary period of employment. The Trustees were very desirous that provision should be made in the agreement for a "trial" period.
3. At the same time, in essence the agreement is a continuous one. Paragraphs 2 and 3 provide for this, and contracts can only be broken by formal notice. The manner of remuneration is set forth in such a way as to encourage an increase being given in successive years of engagement, and especially takes into consideration the government grant which is forthcoming when a teacher is retained for a second year.
4. The method by which the agreement is to be terminated is stated in paragraph 7. A month's notice must be given, and it must be in writing. This notice, by either party, cannot be given in the months of July and August. In other words the parties to the agreement must practically decide in the month of May

²³¹The Manitoba Teacher, February, 1927, Vol. VIII, No. 2, p. 6.

²³²The Manitoba Teacher, April, 1927, Vol. 8, No. 4, p. 2.

exactly what they intend to do in regard to the school year following. This provision affects alike both trustees and teachers and safeguards the interests of both. From the teacher's point of view, he has the advantage of knowing that he will not unexpectedly be faced with the prospect of seeking a new position in the month of August...

5. Where it is felt that injustice has been suffered in case of dismissal, the right of the teacher to have the facts reviewed by the Board of Reference is explicitly conferred in the contract.
6. A number of small matters, such as attendance at Teachers' Conventions, are clarified by the terms of the new agreement.
7. The payment of salary is to be made on the last teaching day of each month.²³³

Minor revisions to the contract form were made in 1931 and 1934 to remedy certain weaknesses which trustees had used unfairly to their advantage. One of these amendments provided for continuity of service, and another required trustees to give reasons for cancellation of contract, although not in writing as the Federation continually urged.²³⁴ In 1934, too, the Federation succeeded in getting an amendment made to the Public Schools Act requiring school boards to state salary in their advertisements for teachers.²³⁵ This was a definite advance even if it took fourteen years to achieve it.

In 1945, teachers were still being reminded to make

²³³Ibid., pp. 1-2.

²³⁴The Manitoba Teacher, January, 1931, Vol. 12, No. 1, p. 28; March, 1934, Vol. 15, No. 1, p. 13.

²³⁵Ibid., p. 13.

certain that every agreement they made with school boards was properly drawn and signed; that contracts were backed by a motion passed at a regular or special meeting of the school board, and containing particulars of all the provisions agreed upon, such as details regarding rent of teacherage, caretaker duties, share of telephone rent, and provision of fuel, all properly recorded in the minute book as "carried".²³⁶

New legislation in 1956, in the form of an amendment to the Public Schools Act, gave the teacher with two or more year's experience in a district the right to ask for a joint committee if he were given notice of dismissal and wished to dispute the notice. Should the ruling of that committee not meet with his approval, he had the right of appeal to the Minister of Education for a board of arbitration. However, once a teacher had full tenure rights, he still had to continue doing a good job to keep his position. Where trustees received complaints about a teacher's competency or character, the school board was duty bound to bring the matter officially to the attention of the teacher before dismissal. In all these matters, the position of the Society was quite clear:

The Society is always ready to get the best legal advice for any teacher, and to investigate the situation thoroughly on the basis of this advice and of the general experience in such cases. It then presents the evidence to the teacher for his decision on the matter of further

action. Should the teacher require further action, the Society then makes the arrangements required under the law. It is essential for teachers to remember that, in cases of difficulty, their first action should be to ask the Society for advice before committing themselves to a course of action.

If this action requires the services of a committee of investigation, other teachers are required to serve on this committee. These teachers act without remuneration and at considerable inconvenience, travelling many miles and working long hours to help; yet they are always ready to act when asked. This is just another example of the spirit of the organization. All teachers, whether served by a committee or not, are grateful for this work.²³⁷

As a result of this legislation, teachers now had a greater measure of security of tenure than at any other time in the history of the profession.

Hand in hand with its attempts to secure the best possible tenure conditions for its members, The Manitoba Teachers' Society consistently endeavored over the years to gear salaries to the economy of the times and to the importance of the service being rendered. In this regard, it always did feel that teachers' salaries should be paid for consistent uniform services from year to year. This accounted for its steadfast policy throughout the years of a salary schedule in every school district, with provisions for annual increments. While average salaries took a few years to reach the proposed minimum of \$1200, as set forth as one of the first objectives of the Federation when it was formed, yet

²³⁷The Manitoba Teacher, September-October, 1958, Vol. 37, No. 2, p. 24.

the fact that it did augured well for the efforts of the organisation. The following breakdown of average salaries was given in 1926: 1919, \$850; 1920, \$852; 1921, \$947; 1922, \$1172; 1923, \$1286; 1924, \$1291; and 1925, \$1201.²³⁸ These figures become even more significant when one considers the financial difficulties evident in those years; in 1923, particularly, there was a trend towards salary reductions and numerous schools even had to be closed in spite of the fact that many teachers graciously offered to remain in such schools at salary reductions up to twenty-five per cent and to wait for their term's pay until the New Year.²³⁹ The teachers were more generous than the banks which would not extend loans or the government which refused to give assistance. When the depression years hit, the Federation was able to do little but suggest that teachers consult Central Office before accepting reductions in salary. Teachers who failed to do so weakened the cause of their fellow-teachers by giving way to demands that later proved unjustifiable.²⁴⁰ At this time, too, criticism was levelled at those who returned to teaching when times were poor and who left the profession when times were good.²⁴¹ The Federation, however,

²³⁸ The Manitoba Teacher, May, 1926, Vol. VII, No. 5, p. 2.

²³⁹ The Bulletin, October, 1923, No. 26, pp. 486-87; December, 1923, No. 28, p. 489.

²⁴⁰ The Manitoba Teacher, May, 1931, Vol. 12, No. 5, pp. 1-2.

²⁴¹ The Manitoba Teacher, January, 1932, Vol. 13, No. 1, p. 1.

tried to have salaries maintained as best it could by investigating every case of salary reduction brought to its attention.²⁴²

As the economic (and salary) situation deteriorated, the Federation in 1933 set up a Special Committee on School Administration and Finance, composed of representatives from the Manitoba School Trustees' Association, the Union of Municipalities, the Manitoba Teachers' Federation, the Department of Education, and the Manitoba Tax Commission. After a great deal of painstaking research and earnest consideration, the committee recommended that the Provincial Government assume responsibility for minimum instructional costs throughout the province; that a body known as "The Provincial Board of Education" be created, and that larger areas of administration be set up. The report was rejected by the annual meeting of the trustees in February, likely because of the reference to larger areas of administration.²⁴³ The situation became even more desperate the following year when the Government announced that educational grants would be reduced for the 1934-35 year. A delegation interviewed the Minister of Education, the Honorable Mr. Hoey, to voice its protest and to request a meeting with the Cabinet, headed by Premier

²⁴²The Manitoba Teacher, September, 1931, Vol. 12, No. 7, p. 1.

²⁴³The Manitoba Teacher, March, 1933, Vol. 14, No. 3 p. 5.

Brecken.²⁴⁴ The latter interview resulted in the appointment of a Committee of the House to enquire into the report upon "The Administration and Financing of the Public Educational System of the Province". The Federation, in its brief, emphasized that the present system of grants was inadequate and that in addition to the matter of School Finance and Administration, concrete efforts must be made to restore to the teaching staff the feeling of being treated with fair play.²⁴⁵ That the rural teacher in particular needed something more tangible than sympathy was evident from the following observation:

The Minimum Wage Act of Manitoba provides that in the Province generally the minimum rate for women shall not be less than \$9.60 a week and for men not less than \$10 per week. In spite of the provision for unskilled help, which assures in the neighborhood of \$500 per year for these workers, the rural teachers of Manitoba are today getting on the average much less than this amount. The average according to the Federation's enquiry, covering all rural teachers, was last year \$492. Yet the statutes have no provision for the teacher.²⁴⁶

It would also seem that the following observation had more than a passing element of truth in it:

Reducing teachers' salaries, cutting down programmes, and curtailing services only temporarily tide us over our difficulties. The trouble lies much deeper; it is in the very organization of the system itself which has proved totally unable to withstand the test. The present basis of taxation is inadequate and unsound.²⁴⁷

²⁴⁴The Manitoba Teacher, March, 1934, Vol. 15, No. 1, p. 12.

²⁴⁵The Manitoba Teacher, September, 1934, Vol. 15, No. 3, p. 3.

²⁴⁶The Manitoba Teacher, December, 1934, Vol. 15, No. 4, p. 26.

²⁴⁷The Manitoba Teacher, September, 1934, Vol. 15, No. 3, p. 16.

The situation had improved but slightly by 1941. The Federation stated in that year that local and municipal economy was so exhausted in a large part of the province that the next step toward the solution of this question must be taken by the Provincial Government and that action must not be delayed.²⁴⁸ The Canadian Teachers' Federation had been advocating Federal Aid to education since 1935, and many of the provincial teachers' organizations, including Manitoba, were beginning to give the matter greater consideration about this time.²⁴⁹ By 1942, the average salary for rural teachers had become \$850.²⁵⁰ The Annual Conference of 1943, largely because the number of qualified teachers was much fewer than the positions to be filled, advocated a minimum salary of \$1,000.²⁵¹ In 1944, the annual meeting of the Federation adopted a salary schedule designed for both one-room rural and graded schools, with a minimum salary of \$1,000 and yearly increments of \$50 suggested for each of eight years. The schedule also provided for a salary scale for principals, starting at \$1800 for one-room schools, with \$200 allowed for each additional room up to four rooms. The basic yearly salary

²⁴⁸The Manitoba Teacher, May, 1941, Vol. 18, No. 3, p. 18.

²⁴⁹The Manitoba Teacher, September-October, 1942, Vol. 21, No. 2, p. 7.

²⁵⁰The Manitoba Teacher, January-February, 1943, Vol. 21, No. 4, p. 31.

²⁵¹The Manitoba Teacher, May-June, 1943, Vol. 22, No. 1, p. 59.

for assistants was set at \$1600, with both assistants and principals receiving yearly increments for four years of \$100. A rate for substitute teachers was also included. Other features of this schedule were:²⁵²

1. Teachers transferring from one district to another shall receive one year's credit on schedule for each two years' experience up to a limit of three years' credit on schedule.
2. In one-room or elementary schools, if over Grade VIII is taught, a bonus of \$100 is to be paid; special school music, \$50; Degree, \$50.
3. Boards are to take into consideration additional allowance apart from regular salary for work requiring extra time only.
4. In the event of a School Board appointing an Assistant Principal, he is to be paid \$100 per year in addition to the salary he is receiving.
5. The Teachers' Society endorses this schedule, not because it believes the scale of remuneration as set forth to be adequate, but because it believes that under the present financial set-up in this Province this is the highest practical scale for many parts of the Province. The Teachers' Society feels that those areas that are financially able to do so should give a higher remuneration than is set forth in this schedule.
6. Teachers entering service in the fall term shall receive their first increment the following September. Teachers entering service the first of January shall receive their first increment one year from the following September.
7. The provision of teachers' residence, fuel, etc. is not to figure in this schedule.

The Federation had the schedule published in The Winnipeg Tribune, The Winnipeg Free Press, The Free Press Prairie

²⁵² The Manitoba Teacher, March-April, 1944, Vol. 22, No. 5, pp. 17-18.

Farmer, and contacted all chairmen of school boards and all teachers by letter to inform them of the new schedule and of the Salaries Negotiation Committee which had been set up.²⁵³ The trustees complained that under the present financial set-up it was next to impossible for them to pay the salaries proposed in the schedule; they asked teachers to co-operate with them in an effort to secure Federal or Provincial Aid to finance the Manitoba school system.²⁵⁴

At the fourth general session (and first extension) of the Annual General Meeting of the Manitoba Teachers' Federation in 1945, Premier Gerson announced the good news that his Government had voted an extra \$260,000 for assistance to financially-weak school districts, with promise of more to come.²⁵⁵ In 1947, the Government approved an additional provincial grant of \$1,900,000 towards the financing of public school education in Manitoba as a result of a Dominion-Provincial agreement, or Federal Aid in the guise of provincial subsidies.²⁵⁶ The Government appeared to be honoring its unanimous approval of the report of its own Special Select Committee, submitted in 1945, that the province should assume

²⁵³The Manitoba Teacher, May-June, 1944, Vol. 23, No. 1, p. 10.

²⁵⁴The Manitoba Teacher, April-May, 1945, Vol. 23, No. 5, p. 38.

²⁵⁵The Manitoba Teacher, May-June, 1945, Vol. 24, No. 1, p. 37.

²⁵⁶The Manitoba Teacher, May-June, 1947, Vol. 26, No. 1, p. 14.

fifty per cent of the basic operational costs of education in Manitoba.²⁵⁷ Teachers were urged to talk to their trustees and to interest the citizens of the community in seeing that these additional grants were being applied to educational purposes so that the rights of their children would be safeguarded. It was also considered an opportune time to point out that paying salaries according to a systematic schedule would help school districts to plan their budgets on something more than a year to year basis.²⁵⁸ In that year, too, a larger unit was set up in the Dauphin-Ochre River Area; the Suburban Salary Schedule, negotiated by ten teachers, ten trustees and a neutral chairman, was ratified by the Utility Board; and a Provincial Rural Salary Schedule, which superseded all others and started at a basic minimum of \$1200, allowed ten increments of \$70, and \$75 for a degree, was adopted by Provincial Council.²⁵⁹

The teachers received a further uplift when the trustees of Manitoba, at their annual convention in January, 1948, recommended that a statutory minimum of \$1200 per year be paid to qualified teachers, that the other details of the

²⁵⁷The Manitoba Teacher, January-February, 1947, Vol. 25, No. 4, p. 3.

²⁵⁸The Manitoba Teacher, May-June, 1947, Vol. 26, No. 1, p. 5.

²⁵⁹Ibid., pp. 4, 50.

salary schedule be dealt with by the trustees and teachers, and that the number of pupils necessary for a teacher grant be reduced from the present 44 to 35.²⁶⁰ This happy state of affairs came about largely because of the excellent spirit of co-operation and understanding of teachers' problems by the trustee members of the Joint Liaison Committee of teachers and trustees which had been formed only the year previous. This same committee was responsible for the two organizations, for the first time in history, presenting a joint brief to the Premier to draw his attention to some of the more urgent educational problems with which his government should deal.²⁶¹ About this time, too, Virden and Dauphin were receiving congratulations for being the first districts to adopt single salary schedules.²⁶² Equal pay for equal work, and a single salary schedule in every school district of the province had now become the slogan and set policy of The Manitoba Teachers' Society.²⁶³

However, while the process of negotiating salary schedules progressed quite favorably on the whole, there were a

²⁶⁰The Manitoba Teacher, May-June, 1948, Vol. 26, No. 5, p. 5.

²⁶¹The Manitoba Teacher, January-February, 1949, Vol. 27, No. 4, p. 9.

²⁶²Ibid., pp. 6-9.

²⁶³The Manitoba Teacher, March-April, 1952, Vol. 30, No. 5, p. 6.

few setbacks that momentarily daunted the Society. One concerned the case of Miss Bryson, who had been dismissed as a teacher by the Glenlawn School District after almost twenty-two years' service with them. She contended that she was entitled to a hearing by her board, but, failing that, sued the board for damages for wrongful dismissal. The case was dismissed, as was the appeal, without costs. Justice Bergman, who handled the hearing, ruled that agreements between The Manitoba Teachers' Society and a School Board cannot be enforced by individual teachers against the board "for lack of privity", and that agreements arrived at through collective bargaining rest in the realm of good faith.²⁶⁴ The Society hoped that, within the next year or so, legislation would be proposed which not only would add privity to agreements arrived at through collective bargaining undertaken by The Manitoba Teachers' Society, but also would provide for legal recognition of such commitments in the Public Schools Act.

In 1948, The Manitoba Teachers' Society came under the jurisdiction of The Manitoba Labour Relations Act which promised to provide teachers with civil rights which they had hitherto not enjoyed.²⁶⁵ This Act provided teachers with the proper legal machinery both for orderly collective negotiations if requested by either party for salaries, pensions,

²⁶⁴The Manitoba Teacher, March-April, 1945, Vol. 23, No. 5, pp. 1-2.

²⁶⁵The Manitoba Teacher, May-June, 1948, Vol. 27, No. 1, p. 7.

and working conditions, and for conciliation of disputes when they arose between school boards and teachers and teachers' organizations. By 1950, over 145 school districts had completed collective agreements with 2,937, or fifty-three per cent of the total membership.²⁶⁶ About this time, however, certain groups of elected school officials began exerting pressure upon certain MUA's to deprive teachers of their right to bargain collectively because, as they maintained, this procedure did not allow them "the power to run things as we see fit",²⁶⁷ and somehow "smacked of unionism." Another difficulty arose in the suburbs where it appeared that certain school boards sometimes used the Municipal and Public Utilities Board as a barrier behind which they could evade their responsibilities to bargain collectively with their employees.²⁶⁸ Where good faith was shown by both teachers and trustees in these same areas in working out better salary schedules, the Municipal and Public Utilities Board invariably refused to sanction the expenditures necessary for the payment of the proposed schedule, unless uniform agreements had been reached by all the suburbs under its jurisdiction.²⁶⁹

²⁶⁶The Manitoba Teacher, September-October, 1950, Vol. 29, No. 2, p. 5.

²⁶⁷Ibid., p. 5.

²⁶⁸The Manitoba Teacher, May-June, 1952, Vol. 31, No. 1, p. 11.

²⁶⁹The Manitoba Teacher, September-October, 1951, Vol. 30, No. 2, p. 11.

About 1952, the Manitoba Urban Trustees' Association was formed to combat the collective bargaining operations of The Manitoba Teachers' Society. Mr. W. G. Ferguson, C.C., the organizer and the first president of that association, contacted the Minister of Education by letter to ask if the Public Schools Act did not take precedence over The Manitoba Labour Relations Act. The Attorney-General's Department, to whom the letter had been referred, ruled that it would appear that The Manitoba Labour Relations Act could not be considered as a code in itself and was "subject to the provisions of the Public Schools Act and the Education Department Act."²⁷⁰ In August, 1953, the Conciliation Board, when making its report on the Elphinstone case concerning stalemate negotiations between the trustees and teachers of that district, ruled in favor of the teachers, but the trustees refused to accept the award. The Conciliation Board then went one step further and dealt with the matter of overlapping jurisdiction, as first broached by Mr. Ferguson, and stated that "amendments to the present legislation appear to be necessary."²⁷¹ Decisions, such as these, eventually led the Society to express the view that, while it did not agree that there was any overlapping jurisdiction, it did not mind under which Act it came provided that its members enjoyed machinery

²⁷⁰The Manitoba Teacher, March-April, 1955, Vol. 33, No. 5, pp. 16-17.

²⁷¹ibid., p. 18.

adequate for negotiation and conciliation of disputes. Following joint meetings of the Executives of both trustees and teachers, it was proposed that all collective bargaining machinery should come under the Public Schools Act and the Education Department Act. Legislation to that effect was passed in 1956, and included the following provisions:²⁷²

1. Collective Bargaining will be transferred from the Labour Relations Act to the Public Schools Act and the Education Department Act.
2. Teachers give up the right to strike; in future both teachers and trustees would be bound by decisions of Boards of Arbitration.
3. Both teachers and trustees will be represented on the board that is set up to administer those portions of the amended Acts that have to do with collective bargaining and employer-employee disputes.

While the new legislation was a great boon to teachers and promised to give them legal rights which they had hitherto never enjoyed, it seemed to fail to cope with the powers of the Utility Board as witnessed in the St. James case where teachers and trustees had agreed on a salary schedule mutually satisfactory to both parties. On February 5, 1957, the Utility Board informed the St. James School Board that the proposed agreement did not entirely conform with the majority decision of the Suburban Trustees' Association and that final consideration could not be given to the proposals until the Utility Board would be informed that the Suburban Trustees Boards coming within its supervision had agreed upon a uniform

²⁷² the Manitoba Teacher, September-October, 1955, Vol. 34, No. 2, p. 63.

salary schedule.²⁷³ When the dispute was referred to arbitration, the Board of Arbitration, which heard the case and delivered its decision on June 13, 1957, concurred with the opinion already expressed by the Utility Board.²⁷⁴ When an appeal was made and the case came up before Judge Monnin on October 11, 1957, he set aside the award of the Board of Arbitration.²⁷⁵ As the Utility Board still remained firm in its conviction that its Act took precedence over the Public Schools Act and the Education Department Act, the teachers of St. James took the case to court in August, 1958, in an attempt to have the award enforced, with the result that St. James was ordered to honor the award. The case was not finally closed until the matter was brought to the attention of the Attorney-General's Department, which ruled that, in its opinion, the Utility Board did not take precedence over the Public Schools Act and the Education Department Act.²⁷⁶ The St. James School District was at last free to honor the schedule which it had drawn up mutually and in good faith with its teachers. At the same time, another great advance had been made by the teachers of Manitoba for the teachers of Manitoba.

²⁷³The Manitoba Teacher, September-October, 1957, Vol. 36, No. 2, p. 38.

²⁷⁴Ibid., p. 39.

²⁷⁵The Manitoba Teacher, November-December, 1957, Vol. 36, No. 3, p. 9.

²⁷⁶This information was obtained through a conversation with the General Secretary, Mr. Arnett.

In its early years, the Manitoba Teachers' Federation worked earnestly and hard in co-operation with the Manitoba Educational Association, which initiated the project, to secure a pension scheme for its members. In 1920, all teachers received notices requesting contributions to an Interim Retirement Fund to help those teachers who were aged and incapacitated until such time that the Government would set up adequate pensions legislation.²⁷⁷ In 1921, the Federation appointed four representatives to serve on the M.E.A. Pension Committee, headed by Mr. P. D. Harris.²⁷⁸ That committee issued the following report in 1923 to indicate the progress made to that time:

You are aware that an actuarial scheme was prepared some time ago and has more than once received the approval of the M.E.A. You also know that since we could not get the Morris Administration to undertake the expense of establishing the actuarial scheme by legislation we undertook to bridge the gap and at the same time show our sincere belief in what we were advocating by establishing the voluntary Interim Fund. The voluntary fund has enabled us to make a beginning, but we well know its weakness and therefore a year ago your committee drew up a compulsory interim scheme and submitted it to the teachers. The teachers of Winnipeg were opposed to it but those outside favored it. Consequently the plan was modified so as to apply only to teachers outside of Winnipeg. We approached Dr. Thornton about the plan and were favorably received. We also laid it before the group of leaders and had favorable hearings, but before there was time to get it before the house, the government had resigned and the house was dissolved.

²⁷⁷The Bulletin, May, 1920, No. 6, p. 46.

²⁷⁸The Bulletin, January, 1922, No. 16, p. 178.

The matter has already been taken up with Mr. Bracken and he has gone so far as to promise that his government will support the voluntary scheme on the 50-50 basis undertaken by the Norris Administration and has also suggested that the government should appoint a committee for the purpose of drafting a bill which can be ready for becoming a statute so soon as financial conditions will allow.

Your committee has been administering the voluntary fund meanwhile. Approximately \$3600 has been contributed by the teachers and the same amount by the government. Up to the present there has been a disbursement to annuitants of \$5,261.40. Until July 1922 those who were annuitants of the Winnipeg fund were also the annuitants of this fund but when the Winnipeg teachers decided to have no connection with the compulsory fund they also decided that they would allow the voluntary fund to be used solely for the benefit of teachers outside of Winnipeg.

Consequently, there are at present only six persons who are beneficiaries of the voluntary fund, three women and three men. The largest annuity paid is \$352 per year and the least is \$100 per annum...We would like to point out that just recently about 300 teachers of the City of Winnipeg became contributors for 1922-23 to the voluntary fund from which they will now draw no benefits. The committee wish to take this opportunity to publicly thank them for their generosity.²⁷⁹

By May, 1923, a committee from the Department of Education was co-operating with committees from the MSA and the MTF in the drafting of a pension bill to be presented to the Legislature at its next session. Following a series of meetings of the whole committee, along with Dr. Fletcher and Mr. McCann of the Department of Education and Dr. Warren of the University of Manitoba, who acted as an advisor on actuarial matters, a proposed bill was drafted and presented to the Premier by two members of the committee on December 5,

²⁷⁹The Bulletin, January, 1923, No. 21, pp. 327-329.

1923. He doubted whether the government could get enough money to take up the proposed scheme on a 50-50 basis, but was amenable to the suggestion that legislation be enacted which would allow the teachers to initiate the scheme alone provided that the 50-50 contributions of the government were not sacrificed.²⁸⁰ In the meantime, the temporary retirement fund was continued to give assistance to the seven individuals receiving benefits from it, the government having promised to match contributions up to \$1500.²⁸¹

In the winter of 1925, the Legislature passed The Teachers' Retirement Fund Bill.²⁸² The following excerpt outlines the main provisions of the Bill:

Under the terms of the Act, every participating teacher shall contribute from and after July 1st, 1925, one per cent of his salary to the General Pension Fund, the amount being deducted from the salaries by the School Trustees of the various School Districts, other than that of Winnipeg. The Department will retain from the legislative grant to each school district an amount equal to that paid by the participating teachers. In addition to these monies coming from the teachers, provision is made for Government grants...Up to the present, however, the Government has not seen its way clear to make any contributions, and the scheme starts out a purely teacher's matter. Considerable opposition on the part of some teachers arose and (1100)²⁸³ "wrote" themselves out of the Fund. With its shortcomings the scheme is accepted by the majority of the

²⁸⁰The Bulletin, January, 1924, No. 29, p. 528.

²⁸¹The Manitoba Teacher, June, 1924, Vol. V, No. 5, p. 25.

²⁸²The Manitoba Teacher, March, 1925, Vol. VI, No. 3, p. 10.

²⁸³The Manitoba Teacher, April, 1926, Vol. VII, No. 4, p. 4.

teachers as a substantial beginning. All teachers beginning their work in Manitoba after July 1st of this year automatically come under the Act. The money will go to the general fund, which will be administered by a Board appointed for that purpose. The Government nominated two members, C. C. Ferguson, of the Great-West Life Assurance Company, and Harry C. Thompson, Winnipeg City Treasurer. The teachers have nominated W. W. McDonald, Portage la Prairie, and H. J. Overall, Roblin. This Board of Administration will have charge of the fund and will set up the machinery needed to put the scheme into operation. It should be added that the city of Winnipeg does not come under the Act because it already has a scheme in operation whereby the Board of Trustees and teachers contribute dollar for dollar.²⁸⁴

The first By-law of the Board of Administrators did not fix any age limit at which teachers may apply for pensions, although it specified thirty years of service before a teacher may claim a pension, except for a disability pension where the length of service was set at fifteen years.²⁸⁵ In 1927, the Auditor of Revenue, in commenting upon the Teachers' Retirement Fund, shocked the Federation by stating that "five teachers are now receiving pensions from \$3.50 to \$6.25 a month."²⁸⁶ In 1930, the Teacher Retirement Fund Act was so amended that the Government participated, dollar for dollar, and the contributions of the teachers were increased to two per cent of their salaries. This new scheme affected

²⁸⁴The Manitoba Teacher, September, 1925, Vol. VI, No. 7, p. 19.

²⁸⁵The Manitoba Teacher, April, 1926, Vol. VII, No. 4, p. 4.

²⁸⁶The Manitoba Teacher, October, 1927, Vol. 8, No. 8, p. 5.

only the teachers outside the city of Winnipeg.²⁸⁷ By 1939, teacher-contributions to the Fund amounted to four per cent of salary. Fifty per cent of the contributions, without interest, was refundable to a person who left the profession after contributing five full years and up to ten years of contributing. For each contributory year beyond the tenth, the person was entitled to one-twentieth of his total contributions so that after twenty full years, the teacher leaving the profession could withdraw all of his contributions. A full pension could be claimed after 40 full years of service in Manitoba; a partial pension after 30 years' teaching in Manitoba; or a disability pension after 20 full years of teaching in Manitoba.²⁸⁸

That the Manitoba Teachers' Society was well justified in continuing its policy of getting increased pensions and increased benefits for its members could be gathered from a cursory glance at the report of the Pensions Committee for the year 1943. It reported that ninety-six persons who were then on pension received on the average of \$35 per month; that the smallest pension being paid was \$9.12 a month; that sixty persons were receiving disability pensions; and that

²⁸⁷The Manitoba Teacher, October, 1930, Vol. 11, No. 6, p. 13.

²⁸⁸The Manitoba Teacher, May-June, 1942, Vol. 21, No. 1, p. 5.

the highest pension under the existing scheme was \$730.²⁸⁹ In 1945, the Legislature passed an amendment to the bylaws of the Teachers' Retirement Fund Act to grant teachers credit for time served in His Majesty's forces as teaching time, providing he was on contract before enlistment, and to allow such persons to make up back contributions by December 31, 1946, a deadline which was later extended a year. It also made provision for the appointment of a special committee of the legislature to study and report on all phases of the pension scheme for teachers, such committee to appear at the next session of parliament.²⁹⁰

As a result of this committee's study and numerous recommendations from The Manitoba Teachers' Society, a new superannuation Act, cited as "The Teachers' Retirement Allowances Act", was passed by the Legislature in April, 1948. It provided for the transfer of contributions under the former Act to the fund, together with interest thereon at the rate of four per cent per annum compounded yearly, such amount to be placed to the credit of the teacher in the annuities account. Each teacher was now to contribute five per cent of his salary, and was given the opportunity of contributing to the fund additional percentages of his salary, based on

²⁸⁹The Manitoba Teacher, May-June, 1943, Vol. 22, No. 1, p. 43.

²⁹⁰The Manitoba Teacher, May-June, 1945, Vol. 24, No. 1, p. 40.

his age at the time and the scale of rates for that age group. The Retirement Allowance consisted now of two parts, an Annuity purchased by the teacher's contributions, and a Pension of \$15 to women and \$17.26 to men, per year of service, up to a limit of forty years, payable at age 60 after 30 years of service, 61 after 29 years, and so on to age 65 after 15 or more years of service, providing, however, that the teacher has taught five of the last ten years preceding the date of application for the allowance. Teachers were given the opportunity to choose optional retirement schemes and to contribute while on approved leave of absence or while teaching on exchange. A teacher who was totally and permanently disabled could now apply for a disability allowance if he had at least fifteen years of service in the province, and had taught for five of the last ten years preceding application for allowance. Teachers, too, no longer had to teach for twenty years before their contributions were refundable in full without interest; the period was reduced to thirty months.²⁹¹ It should also be noted that this Act did not apply to teachers on staff within the city of Winnipeg, and that those teachers entering the service of the Winnipeg School District were not permitted to acquire an equity which they could take with them when they transferred.²⁹²

²⁹¹The Manitoba Teacher, September-October, 1948, Vol. 27, No. 2, pp. 32-34.

²⁹²The Manitoba Teacher, January-February, 1950, Vol. 28, No. 4, p. 10.

Amendments to the Act in 1949 gave the Board of Administrators the power to make the retirement allowance or the disability allowance retroactive for a period not exceeding one year;²⁹³ if a totally and permanently disabled person were not receiving a disability allowance of at least \$360 a year, the Board was authorized to allocate a further amount for that purpose.²⁹⁴ In addition, teachers employed in schools operated by the Minister of National Defence of Canada at a military establishment were now recognized as contributors under the Teachers' Retirement Allowances Act.²⁹⁵

An important amendment to the Act in 1952 granted teachers entering the employ of the Winnipeg School District on or after July 1, 1952, the right to count full pension credits as a result of service in other parts of the province towards their retirement allowance.²⁹⁶ In 1957, a number of major amendments were considered and passed by the Legislature. First, the contributions of the Government and of the trustees were doubled, so that the pension rights due a teacher upon retirement would be calculated on the basis of \$30 for women and \$34.56 for men per year of service up to a limit of forty

²⁹³Amendments to Teachers' Retirement Allowances Act and Regulations of the Board, 1949, p. 4.

²⁹⁴Ibid., p. 2.

²⁹⁵Ibid., p. 2.

²⁹⁶Teachers' Retirement Allowances Act, including amendments to 1952, Queen's Printer, Winnipeg, 1952, p. 25.

years. Secondly, the Provincial Pension Fund and the Winnipeg Teachers' Pension Fund were amalgamated, Winnipeg teachers being given the privilege of deciding, on or before June 30, 1957, whether to continue to contribute to the purchase of an annuity to which they had been contributing as provided in the Winnipeg pension by-law, or to contribute directly to the provincial fund. After March 31, 1957, any teacher entering the employ of the Winnipeg School District automatically contributed to the latter fund. Thirdly, it was stipulated that a totally and permanently disabled person must receive no less than \$720 a year, or double the amount that he had formerly received. Lastly, any person receiving a retirement allowance or a disability allowance was given the opportunity of requesting the Board of Administrators to make Manitoba Medical Service and/or Manitoba Hospital Service Association deductions directly from amounts payable to him from the fund.²⁹⁷

In 1958, The Manitoba Teachers' Society was rewarded for its long and relentless struggle to have pension credits in full recognized for rural service of teachers who became employees of the School District of Winnipeg prior to July 1, 1952. As a result of the amendment to that effect, 125 present pensioners had their monthly retirement allowance

²⁹⁷Office Consolidation of An Act to Provide For The Payment of Retirement Allowance To Teachers, Queen's Printer, Winnipeg, 1957, pp. 1-41.

adjusted in sums ranging from \$30 to \$600 a year, and 450 teachers, presently employed, were able to make adjustments in their anticipated pension of sums up to \$885. In addition, the former stipulation that all applications for refund had to be made within ten years after withdrawal from teaching was removed.²⁹⁸ These major changes in the pension scheme for Manitoba teachers have come as a happy climax to years and years of steady and unrelenting effort by The Manitoba Teachers' Society.

At a time when the economic status of teachers was somewhat insecure, the Executive of The Manitoba Teachers' Society was successful in securing a Group Insurance Plan for its members with the Occidental Life Insurance Company.²⁹⁹ It was a group plan which combined life insurance (with double indemnity for accidental death), hospitalization and surgery benefits, the object being to obtain the greatest possible protection, at a minimum of cost, against three of the major setbacks in a teacher's life. The first group underwritten in March, 1943, was the Winnipeg Men's Local, followed by a second and larger group plan, which was made available to all members of the Society, both male and female, in May, 1943. As no medical was

²⁹⁸The Manitoba Teacher, May-June, 1958, Vol. 37, No. 1, p. 52.

²⁹⁹The Manitoba Teacher, November-December, 1943, Vol. 22, No. 3, p. 15.

required, provided 75% of the eligible teachers of a local apply for coverage, many uninsurable teachers were thus able to purchase protection only because a group was formed in their school and because they were members of the Society. The plan allowed thirty-one days hospitalisation for any one illness for teachers and their dependents; it guaranteed men a life insurance of \$1,000 and an accidental death benefit of \$1,000, with women teachers being entitled to \$500 for each of the two categories.³⁰⁰ Increased benefits regarding hospitalisation and surgery were given in 1948 and 1955 at no extra cost to the insured teacher.³⁰¹ By 1955, over \$95,000 in benefits had been paid to teachers of Manitoba and their beneficiaries.³⁰² In 1958, surgical benefits were doubled for the teacher from \$100 to \$200; dependents were enable to receive surgical benefits up to \$100. However, maternity benefits were cancelled.³⁰³ Even with these changes, it was announced that there would be no change in premiums. Undoubtedly, the Teachers' Group Insurance Fund had filled a great need and still continues to prove of inestimable worth to the teacher and his family.

³⁰⁰minutes of the Teachers' Group Insurance Fund, September, 1945.

³⁰¹The Manitoba Teacher, March-April, 1948, Vol. 26, No. 5, pp. 6, 42; Manitoba Teachers' Society Co-operative Group Insurance pamphlet, September, 1955.

³⁰²ibid., p. 2.

³⁰³office Records.

In 1950, the Manitoba Teachers' Credit Union Society came into being.³⁰⁴ Each applicant for membership had to be a member in good standing with The Manitoba Teachers' Society and was expected to remit twenty-five cents as an initial membership fee. Once the directors had approved an application, members could purchase shares, which yielded a yearly dividend of three per cent or better, at five dollars each. Many teachers have taken advantage of this service both to invest money and to secure loans to meet unexpected emergencies. In the matter of loans, these could be secured from the Credit Union without collateral; loans carried automatic insurance, cancelling debt in case of death of the borrower; the rate charged was only half that charged by most loan companies, the rate being one per cent per month on unpaid balances; and most credit unions gave a substantial rebate in interest at the end of the year.³⁰⁵ At the meeting of the Board of Directors in September, 1958, the Manitoba Teachers' Credit Union Society disclosed that there were 665 members and the Share Capital was \$117,754.41.³⁰⁶

The teachers of today have only to review the economic and social status of their colleagues in the early days of

³⁰⁴Minutes of the Manitoba Teachers' Credit Union Society, November, 1950.

³⁰⁵The Manitoba Teacher, May-June, 1951, Vol. 30, No. 1, p. 33.

³⁰⁶Minutes of the Manitoba Teachers' Credit Union Society, Meeting of the Board of Directors, September, 1958.

the Federation to realize and to appreciate how tremendous have been the forward advances of their professional organization during its forty years of existence. While progress appears to have been most rapid in more recent years, it was due, in large measure, to the solid foundations laid by the builders of the Society in the past.

CHAPTER VI

GROWTH TOWARDS PROFESSIONAL STATUS

Before the Manitoba Teachers' Federation was organized, the term "the teaching profession" was being used, whether in conversations, at conventions, or in professional literature, such in the vein of an accomplished fact. Thus, too, the first copy of The Bulletin, the official publication of the Federation, contained numerous references to "the teaching profession"³⁰⁷--as did almost every copy of the magazine thereafter--, but there was a difference. The officers of the Federation realized that teaching was not yet a statutory profession, and that much concerted and concentrated effort was necessary before teaching could attain the status of a true profession. They realized, too, that many teachers were not fully aware of the true implications of the task, nor what the term "profession" actually entailed.³⁰⁸ For that reason, they outlined in an early issue of the magazine the following tests which had been suggested for determining whether a given vocation could be dignified by the term "profession": (1) a considerable body of special knowledge; (2) an adequate period of study of this special knowledge and practice in its application; (3) a great community need

³⁰⁷The Bulletin, May, 1919, No. 1, pp. 1, 2, 4, 5.

³⁰⁸The Bulletin, March, 1920, No. 5, p. 39.

for the services of those possessing this knowledge and practice; and (4) a consciousness on the part of those serving of their obligations to the community and to each other.³⁰⁹ At the same time, the feeling was expressed that the great majority of teachers were not nearly so well prepared as they ought to be, either academically or professionally, and had not been teaching long enough to overcome this deficiency; as a result, many of these teachers were lacking in professional spirit.

Not too much later, The Manitoba Teacher carried a reprint of an article by Harry Charlesworth, the General Secretary of the British Columbia Teachers Federation, entitled "Is Teaching A Profession?"³¹⁰ Therein was summarized a number of fundamentals which a real profession was said to demand:

1. High qualifications for entrance;
2. A long period of efficient training in thoroughly up-to-date institutions both in the theory and the practice of the profession;
3. Ample provision for post-professional training;
4. A continuous professional spirit or attitude towards the duties involved;
5. Observance of a strict code of ethics;
6. Absence of deadening control by too rigid inspection, rules and regulations;
7. Freedom of initiative and research;
8. Control of the profession by the profession;
9. Respect of the profession by the public.

³⁰⁹Ibid., pp. 39-40.

³¹⁰The Manitoba Teacher, December, 1924, Vol. V, No. 9, p. 13.

The very fact that the Federation devoted space to the article in its official bulletin showed its sincere desire to promote and advance the professional consciousness, the professional etiquette, and the professional solidarity of its members.

As early as September, 1919, the Federation had prepared quite a comprehensive statement on professional etiquette for publication in The Bulletin.³¹¹ It drew the attention of its members to the third clause of the obligation contained within the last page of the constitution and which read, "I will observe due professional etiquette and always uphold the honor and efficiency of my profession." In addition, it set forth a large number of fundamentals of the profession, all points relating in one way or another to the three-in-one life of the teacher as a private individual, as a teacher in the classroom, and as a member of the community. The article concluded on the note that while a code of honour would undoubtedly be drawn up shortly, teachers must always endeavor to keep their relations with each other and with those of other professions clear of reproach.

However, there were stumbling blocks to professional progress. In those early years, the teacher was looked upon by many as a kind of necessary evil. Salary-wise, school boards appeared to treat teachers as though the cheapest

³¹¹The Bulletin, September, 1919, No. 2, pp. 13-14.

commodity were the desired one. It was a fact, too, that some janitors received greater remuneration than a principal, and some plumbers were better paid than a teacher.³¹² In addition, brevity of service and uncertainty of tenure militated against professional solidarity and tended to destroy the morale of the teaching profession. Nevertheless, by practising patience and perseverance, the Manitoba Teachers' Federation soon succeeded in securing better salaries and better working conditions for its members, with the result that greater professional solidarity ensued once teachers realized that their organization was indeed helping them to protect their rights and interests. All the time, though, teachers were reminded that if the Federation demanded more for the teacher, it must also demand more from him in professional services.³¹³ Perhaps President Huntly best summarized the situation in a very fine appeal which he made to the teachers of Manitoba in 1921:

A profession can only be a profession in actuality when every member of it recognizes, in addition to his duty to himself, the imperative duty of doing nothing that will affect any other member disadvantageously. The teaching profession has not been granted due recognition in the past, largely because it was not a real profession, but was simply a body composed of professional men and women, acting in a large measure in small groups, or in single units. Through the M.T.F., these groups and units were provided with a means of acting and thinking collectively, and in consequence, there has arisen a high professional consciousness and a keen professional loyalty which is the main factor responsible for the many notable advances made by the teaching profession in this Province during the last two years.

³¹²Ibid., p. 15.

³¹³Ibid., p. 14.

Loyalty to a professional organization, and the governing of one's conduct by professional etiquette, does not destroy individuality or initiative, as opponents of such organizations frequently suggest in an endeavor to justify their own course of action. Such loyalty and etiquette simply destroy personal selfishness, merely demanding that the only advances that shall be made by an individual shall be those which can honourably and honestly be accepted with the knowledge and assurance that no other individual will suffer either hardship or injustice because of such advances. The application of the Golden Rule is all that that professional loyalty entails. Any advance which does not preserve the respect and esteem of one's fellow-teachers is dearly bought. One of the main objects of the N.T.F. is to make teaching a profession in the highest sense of the word. Are you, as a teacher, sufficiently interested in the attainment of this object, to become an active, enthusiastic, and loyal member?

We have been more than successful in the past two years: particularly the past year; and today, every teacher in the Province owes much to our efforts. The coming year, however, will be the most important one in our history. We are at the present moment in such a position that we have the biggest opportunity we have yet had to accomplish things of immense value to the teaching profession particularly and to education generally. After long and steady effort, we have succeeded in showing that we are not a selfish class organization, simply working for our own interests, but that we are making a real effort to uplift our own profession, to increase our own efficiency, and to give greater service to the community in which we labor.³¹⁴

The task of building up the professional status of its members was certainly not an easy one for the Federation, but never once did it appear to falter in its determination. From its very founding, it was advocating that the teaching profession must have a voice not only in the determination and application of its own standards of efficiency the same as law, medicine, and engineering,³¹⁵ but also in regard to

³¹⁴The Bulletin, November, 1921, No. 14, pp. 144-145.

³¹⁵The Bulletin, November, 1919, No. 3, p. 26.

matters pertaining to the control of education and the policies relating thereto.³¹⁶ Realizing that professional ideals and high professional spirit were largely dependent upon stability and permanency, it concerned itself, too, with lengthening the teaching service.³¹⁷ Nor did it overlook the fact that a profession in order to be honored by that name must have high standards of entrance, an adequate period of efficient training, and an opportunity and incentive for post-professional training. As has been pointed out in an earlier chapter, the Federation had for one of its first objectives the establishment of a Chair of Pedagogy at the University of Manitoba, and never rested in its campaign to that effect until the Faculty of Education was established in 1935. At the same time, it had as its set policy that the minimum qualifications for entering the teaching profession should be a four years' course in high school and two years' professional training,³¹⁸ and that a Teachers' College at the Provincial University should be the ultimate goal.³¹⁹ It had also requested the Department of Education not to grant a First Class Grade A certificate to any teacher in future

³¹⁶Ibid., p. 23.

³¹⁷The Bulletin, May, 1920, No. 6, p. 48.

³¹⁸The Bulletin, February, 1921, No. 10, p. 94.

³¹⁹The Bulletin, January, 1924, No. 29, p. 532.

without a university degree or its equivalent.³²⁰ It fought, too, for the abolition of the short-term Normal, and succeeded in so doing by 1925 when the Advisory Board ruled that henceforth the minimum training for a teacher's certificate would be a year's course at a Normal School, be it Winnipeg, Brandon, Dauphin, Manitoba or Portage la Prairie. All these recommendations the Federation had embodied in its report to the Murray Commission on Education.³²¹

During this time, too, the Federation encouraged its members to improve their academic standing. In this regard, it was significant that in September, 1920, the University Council approved a plan, submitted by the Winnipeg Local, whereby teachers (and inspectors) were to be admitted to a Special Course which would allow them to raise their standing and obtain degrees while still continuing their professional duties. Credit of one year was to be given for ten years of teaching. The remaining three years were arranged with as many lectures as possible so that the course might in no sense be termed extra-mural. The period during which teachers (and inspectors) might register for entrance into this course was limited to three years.³²² For those teachers unable to take advantage of this course, the Federation advocated extra-mural courses, attendance at summer schools, and

³²⁰The Bulletin, February, 1921, No. 10, p. 95.

³²¹The Bulletin, October, 1923, No. 26, p. 441; January, 1924, No. 29, p. 532.

³²²The Bulletin, June, 1923, No. 24, p. 397.

travel.³²³ In 1923, it was pleased to report that 210 teachers were reading for their Grade XII examination, about 140 were preparing for their "First Professional" examination, and more than 100 others were proceeding by extra-mural courses to a degree in Arts.³²⁴ The result of this desire of teachers to better their professional standing was graphically described in the April, 1929, issue of The Manitoba Teacher:

The Annual Report of the Manitoba Department of Education is a perfect mine of information... From the point of view of the M.T.F., no section of the report is more interesting than that which deals with Teachers' Certificates. Since its inception, a scant ten years ago, the M.T.F. has constantly advocated the raising of the status of the teacher. Third Class Certificates and Permits have been condemned and facilities for extra-mural study for First Class and Collegiate Certificates have been promoted... It was only when the dry statistics were transmuted into an illuminating diagram that we were able to grasp the full extent of the success of our efforts. The most encouraging features are the rapid and steady increase of First Class Certificates from 10.8% in 1920 to 25.1% in 1928, and the equally marked decline in Third Class Certificates from 26.2% in 1920 to 8.6% in 1928. The highest and the lowest certificates have changed places... The Federation has worked hard year after year against the Permit system and it is a great satisfaction to realize that it has now almost disappeared.³²⁵

Great as had been the recent advances of the Federation in its attempt to bolster the professional status of its members, it felt it necessary in 1931 to state that it

³²³The Bulletin, May, 1921, No. 12, p. 109.

³²⁴The Bulletin, June, 1923, No. 24, p. 391.

³²⁵The Manitoba Teacher, April, 1929, Vol. 10, No. 4, pp. 1-2.

had not made as much headway with its "high-standards" approach as it had hoped. That it had neither relinquished nor modified its former stand was clearly indicated from the following editorial:

For the first time in many years, Normal School graduates are finding great difficulty in obtaining schools. What are the reasons for this unfortunate state of affairs? ...There is just one prime reason for the over-supply of teachers. Entrance to the teaching profession is too easy - not only the entrance of the beginner, flushed with idealism and enthusiasm, but the re-entrance of those who gave up teaching for "something better", have returned, disappointed and disillusioned.

...

The Manitoba Teachers' Federation has always been in favor of a lengthening of the period of the Normal School training. Teaching can never attain the dignity of a profession if a single year of training is sufficient to convert a high school student into a fully-qualified teacher...To sum up, the status of the teaching profession may be raised and its stability increased by one or more of the following methods:

- (1) Raising the standard of the entrance to Normal Schools (a) by requiring qualifications equivalent to those demanded in University matriculation; (b) by requiring a higher pass mark than 50% in the present course.
- (2) Automatic suspension of certificates the owners of which have not engaged in teaching for a certain period - with possible reinstatement upon application.
- (3) Lengthening of the period of professional training at the Normal Schools.

During the years 1933 to 1939 inclusive, it was announced that no low-grade or non-professional permits had been issued; from 1940 to the present day, no Third Class Certificates were issued, but the number of permits had

increased sharply owing to the war emergency and the low salaries which had caused hundreds of qualified teachers to leave the profession.³²⁷ The Society gave the Minister of Education, the Hon. J. C. Bryden, credit for wisely refusing to lower the standards of admission for teacher-training and reluctantly granting permits as a temporary measure during this crisis. It recommended, however, that an annual survey of the available teaching positions be made; that only a few more than could be guaranteed positions be accepted for Normal School training; that those who were left without positions be employed as substitute teachers and paid by the Department of Education; and that the standards of qualification for teachers be maintained or raised, and that, as soon as possible, all existing permits be cancelled.³²⁸ As the situation grew more desperate and it became apparent that the standards of admission to the Normal School had dropped below the minimum of Grade XII as consistently advocated by the Society since its inception, it strongly recommended to the Department of Education in 1947 that it set up a Teacher Selection Board, composed of representatives of the Department of Education, The Manitoba Teachers' Society, The Manitoba

³²⁷The Manitoba Teacher, March-April, 1946, Vol. 24, No. 5, p. 28.

³²⁸The Manitoba Teacher, March-April, 1944, Vol. 22, No. 5, p. 3.

School Trustees' Association, the University of Manitoba, and the Provincial Normal School, to decide upon minimum acceptable standards for teacher-candidates and to adjust the supply of teachers as closely as possible to the demand.³²⁹ It also recommended that the Normal School have a definite syllabus of normal school subjects, time-tables or standards of attainment, and offered its assistance to the Manitoba Government in drawing up a definite program which would suit the professional needs of the students and the academic and social needs of the children of rural Manitoba in particular.³³⁰ In addition, it presented a series of Briefs to the Premier of the Province and the Minister of Education pointing out the many shortcomings of the educational programme in Manitoba and suggesting a number of recommendations.³³¹ Since this approach did not seem to meet with any apparent success, the Society at its Annual General Meeting in 1956 adopted a resolution urging the Government of Manitoba to produce a schedule of increased requirements for entrance to Normal School in two stages as follows:

³²⁹The Manitoba Teacher, January-February, 1948, Vol. 26, No. 4, p. 19.

³³⁰Ibid., pp. 19-20.

³³¹The Manitoba Teacher, September-October, 1947, Vol. 26, No. 2, p. 14, 20; January-February, 1948, Vol. 26, No. 4, pp. 17-21; March-April, 1949, Vol. 27, No. 5, pp. 28-37; November-December, 1954, Vol. 33, No. 3, pp. 34-39; 66-67.

September 1st, 1956 at least four papers in Grade XII
 September 1st, 1957 a clear Grade XII
 Be It Further Resolved that by September 1st, 1960, the
 Normal School be changed to a Teachers' College with a
 two-year training course.³³²

In 1956, the Legislature amended the Education and Public Schools Acts to establish a Selection and Certification Committee composed of three representatives each from The Manitoba School Trustees' Association, The Manitoba Teachers' Society, and the Department of Education.³³³ This was a forward step, but it had not remedied what the Society described as the "dilution of Normal School entrance standards, the issue of permits, the establishment of six-week training courses and the flooding of the teacher-market with transient, unqualified personnel."³³⁴ Nor was the situation eased by the conviction of the Minister of Education, the Hon. W. C. Miller, that raising standards would not eliminate the teaching shortage.³³⁵ However, the Society did not relax its struggle. In its report to the Royal Commission On Education on November 14, 1957, the Society made the following recommendations regarding the whole matter of standards, but with what result remains to be seen:

³³²The Manitoba Teacher, September-October, 1956, Vol. 35, No. 2, p. 63.

³³³The Manitoba Teacher, November-December, 1956, Vol. 35, No. 3, p. 9.

³³⁴The Manitoba Teacher, January-February, 1955, Vol. 33, No. 4, p. 5.

³³⁵The Manitoba Teacher, September-October, 1956, Vol. 35, No. 2, p. 63.

- (1) That there be instituted immediately a comprehensive program for raising the standards of the teaching profession,
- (2) That this program be published and advertised widely setting forth the dates upon which the various entrance and certification requirements will be raised,
- (3) that the first date in this program be no later than September 1, 1958,
- (4) that by 1960 all teacher training be placed under the direction of the Faculty of Education and that eventually all teacher training be moved to the University campus,
- (5) that a date be set by which a university Arts degree or its equivalent shall be the necessary requirement for entrance to the Faculty of Education,
- (6) that, as a terminal point in this program, there be one permanent professional certificate, obtainable only after a teacher has a degree, professional training, and two years' successful teaching experience.³³⁶

That The Manitoba Teachers' Society was fully aware of its responsibilities in other professional matters was apparent from its very founding. One of its first platforms dealt with the need of revising the curriculum, and indeed the entire school system of the province.³³⁷ In that reconstruction, it was of the opinion that teachers should be consulted as fully as any other class in the community. When that opportunity availed itself in 1925, the Federation lost no time in setting up a Special Committee, including members

³³⁶Op. cit., p. 92.

³³⁷The Bulletin, May, 1919, No. 1, p. 7.

of the Manitoba Educational Association, and intimated that the committee would be glad "to get suggestions from Local Federations and individual teachers on any matters touching the Programme of Studies or the principles which underlie the making of School Programmes."³³⁸ In commenting upon the curriculum, Mr. Hearn, the President of the Manitoba Teachers' Federation in 1930, lamented the fact that, as presently constituted, it catered only to those pupils who were likely to enter professional work. In this regard, he stated:

I should like to see a Commercial High School where only students who were looking towards a business career would go. The greatest need of the time, however, is to provide High School Courses suited to those who are not looking towards a business career or one of the professions. Surely every school in the rural parts of Manitoba should be primarily an Agricultural High School, where the work would be related to the every day lives of the students attending them. Little change is necessary in the present Manitoba curriculum. What is needed is a change in emphasis.³³⁹

In April, 1931, the Winnipeg High School Men's Local sent out questionnaires to principals throughout the province in connection with the Programme of Studies.³⁴⁰ The replies were to form a basis for a revision of the High School Curriculum, but no major action was taken in this matter until 1947 when the curriculum was revised to allow secondary

³³⁸The Manitoba Teacher, February, 1925, Vol. VI, No. 2, p. 9.

³³⁹The Manitoba Teacher, May, 1930, Vol. 11, No. 5, pp. 3-4.

³⁴⁰The Manitoba Teacher, April, 1931, Vol. 12, No. 4, p. 31.

students to elect any one of five options; namely, the General Course, the Commercial Course, the Home Economics Course, the Agricultural Course, and the Industrial Arts Course. This new curriculum also included aims for all subjects as had been requested by the Society in 1946.³⁴¹ Over the years, teachers have shown their professional zeal by serving faithfully and uncomplainingly on Curriculum Revision Committees set up by the Department of Education. Over the years, too, they have steadfastly passed resolutions from the floor of their annual conventions recommending certain changes both with regard to prescribed texts, workbooks, contents of courses, length of courses, and prerequisites for courses, and with regard to examination subjects, examination standards, and examination time-tables for secondary schools.³⁴² The Society moved yet another step closer to becoming a major profession when at its Annual General Meeting in 1958, it set up a Committee on Curriculum to promote research and have direction over all matters affecting curriculum.

³⁴¹The Manitoba Teacher, May-June, 1946, Vol. 25, No. 1, p. 15.

³⁴²The Manitoba Teacher, May, 1928, Vol. 9, No. 5, pp. 5-6; March, 1934, Vol. 15, No. 1, pp. 4-5; January-February, 1948, Vol. 26, No. 4, p. 21; May-June, 1951, Vol. 30, No. 1, pp. 38-48; September-October, 1956, Vol. 35, No. 2, pp. 21-22.

Early in its history, The Manitoba Teachers' Society pressed for a complete revision of the Public Schools Act. In 1929 came the opportunity to assist in such a revision, with the result that the Federation immediately obtained the Education Acts of all the other provinces and read them along with the Manitoba Act, choosing certain sections that, in its opinion, needed changing.³⁴³ Amongst the more important amendments passed in 1930 were the following:

- (a) Provision for cumulative sick pay up to sixty teaching days.
- (b) Provision for the setting up of salary schedules.
- (c) Greater provision for teachers under contract and provision for penalty in case of boards violating common law agreements.
- (d) Provision for guarding against the entrance of agents and canvassers during school hours.
- (e) Provision for proper notices for meetings of school trustees.
- (f) Increase of required qualifications of trustees.
- (g) Requirement for better audit of school accounts.
- (h) Increase of legislative grants for libraries from ten dollars to fifteen dollars per teacher per year for rural teachers.³⁴⁴

Since that time, there have been numerous amendments to the Education Act and Public Schools Act, resulting in the main from recommendations made by the Society, but indicative of the professional growth of teachers in Manitoba.

In 1927, the Manitoba Teachers' Federation revealed its professional alertness by creating a special committee

³⁴³The Manitoba Teacher, October, 1930, Vol. 11, No. 8, p. 13.

³⁴⁴Ibid., p. 13.

known as "The Research Committee." In its first report, that committee made the following comment:

One aim of our Federation is the development of a professional consciousness on the part of our members so that our organization may take its rightful place among well established professions. In order to do this we must take the leading part in the solutions of educational problems relating, not only to the welfare of the teacher, but especially to the progress of education in general throughout the Province. To this end, the Executive set up at the commencement of the past year "The Research Committee" as a special standing committee. Since research must necessarily be one of the vital phases of our work as a profession, this committee recommends that it be established as a standing committee recognized by the constitution.³⁴⁵

In the past, this committee undertook such studies as The Overcrowding of Classrooms, A Study of Field Days, Examinations Subjects in Grade IX and X, A Statistical Study of Scoring Departmental Examinations, Educational Research for Advanced Degrees,³⁴⁶ The Value of Oratorical Contests,³⁴⁷ Books in School Libraries, Gramophones in Schools, Salaries, Tenure;³⁴⁸ Radio Survey;³⁴⁹ Boarding Conditions;³⁵⁰ Reading

³⁴⁵The Manitoba Teacher, May, 1928, Vol. 9, No. 5, p. 5.

³⁴⁶Ibid., p. 5.

³⁴⁷The Manitoba Teacher, September, 1929, Vol. 10, No. 7, p. 14.

³⁴⁸The Manitoba Teacher, May, 1931, Vol. 12, No. 5, p. 13.

³⁴⁹The Manitoba Teacher, April, 1932, Vol. 13, No. 4, p. 6.

³⁵⁰The Manitoba Teacher, September, 1932, Vol. 13, No. 7, pp. 6-7.

Preferences in the High School;³⁵¹ Honesty in School Work and School Activities; Investigation of Payment to and Qualifications of Substitute Teachers; Study of Normal School Costs;³⁵² Questionnaire to Graded and One-Room Rural Schools;³⁵³ Teacherages and Teaching Conditions in Rural Areas;³⁵⁴ An Enquiry Into the Teacher Shortage; and An Enquiry Re Distribution of the New Provincial Grants to Education.³⁵⁵ As this committee had not been too active within the last few years, it was one of the committees that was dropped following a recommendation to that effect by the Special Committee on Standing Committees when it made its report to Provincial Council in April, 1958. Such research as may become necessary from time to time will be carried out either by a special committee appointed for that purpose, by the standing committees concerned, or by the administrative staff at Central Office. In no way will the professional interest of teachers in the solution of educational problems be lessened or denied.

³⁵¹The Manitoba Teacher, May-June, 1933, Vol. 14, No. 5, pp. 9-10.

³⁵²The Manitoba Teacher, December, 1934, Vol. 15, No. 4, p. 7.

³⁵³The Manitoba Teacher, March, 1935, Vol. 16, No. 1, p. 19.

³⁵⁴The Manitoba Teacher, September-October, 1947, Vol. 26, No. 2, p. 24.

³⁵⁵The Manitoba Teacher, May-June, 1947, Vol. 26, No. 1, p. 49.

The Manitoba Teachers' Society showed its awareness of professional responsibilities in yet another way by its efforts to recruit teachers even at a time when standards, salaries, and working conditions were not too conducive to attracting candidates of the highest possible calibre. When it appeared that the issuance of permits had reached such gigantic proportions as to threaten the perpetuation of teaching as a profession, the Society co-operated with the Department of Education in publishing in 1950 a brochure, entitled The Open Door, which drew the attention of Grade XII students to the possibilities of the teaching profession.³⁵⁶ In addition, the Society was instrumental in having the Department of Education set up a General Committee on Teacher Recruitment and Retention in 1953, to which briefs were requested or received from seventeen interested organizations.³⁵⁷ After holding ten meetings, two of them all-day sessions, the Committee issued its report which was summarized as follows in The Manitoba Teacher:

- (a) The committee recommends the appointment of a Director of Teacher Training, one of whose chief duties would be to act as a recruiting officer.
- (b) The committee recommends that every effort be made to promote strong public support to readjustment of school district boundaries which would make possible

³⁵⁶The Manitoba Teacher, May-June, 1949, Vol. 28, No. 1, p. 16.

³⁵⁷The Manitoba Teacher, November-December, 1954, Vol. 33, No. 3, p. 35.

the bringing together of large numbers of students, more economical administration and greater retention of high school pupils through Grade XII which in turn would bring more applications for admission to Normal School. The committee feels that the wastage of teaching personnel in schools with low enrolment thus might be averted.

- (c) The committee recommends that low enrolment schools be encouraged to close and transport, assisted by transportation grants. It was felt that the present plan of grants to closed schools encourages their operation...The committee believes that a considerable number of teaching positions in the province could be eliminated by the closing of these low-enrolment schools.
- (d) It is recommended that inspectors and principals be asked to keep the opportunities of the teaching profession before the students in their junior and senior high schools.
- (e) It was felt that teachers from other parts of the commonwealth might very well be encouraged to come to Manitoba.
- (f) The committee recommends that permits should continue to be issued for one year only.
- (g) It is recommended that the Department of Education be asked to amend and add to its regulations something setting forth the duties and responsibilities of pupils.³⁵⁸

Other recommendations, too lengthy to be included in this quotation, concerned Public Relations, Community Responsibilities, Teaching Conditions, Financial Assistance, Standards of Admission, Training and Certification, and Responsibilities of Pupils. Whether as a result of this committee's work or not, it was significant that the 1953-1954 session of the Normal School reached a record high. Then, too, the

³⁵⁸ Ibid., pp. 34-39; 66-67.

Department of Education appointed a Director of Teacher Recruitment and Retention in 1955. Since that time, efforts have been made by the Department of Education to visit the great majority of high schools in the province in an attempt to interest young people in the teaching profession. Again the Society has shown itself an active and alert educational force in the province, conscious of its responsibilities for setting and attempting to maintain a high professional standard.

In a further attempt to show its sincerity in the matter of recruitment of teachers, The Manitoba Teachers' Society in 1954 decided to grant two scholarships, one at the Grade XII level for a prospective candidate proceeding to Normal School, and the other at the graduate level to a prospective candidate for the Faculty of Education, the scholarships being originally set at \$200 and \$300 respectively, and based on high academic attainments, participation in extra-curricular and community affairs, and personality.³⁵⁹ In 1956, the value of the scholarships was raised to \$300 each.³⁶⁰ In order to be consistent with its policy of high standards with a degree for every teacher as its ultimate goal, the Society, within the last year or so, has been considering offering a scholarship only at the Graduate level

³⁵⁹The Manitoba Teacher, September-October, 1955, Vol. 34, No. 2, p. 36.

³⁶⁰The Manitoba Teacher, November-December, 1956, Vol. 35, No. 3, p. 31.

and increasing its value to \$1,000. The Executive approved just such a recommendation from the Scholarship Committee this fall, and must wait only until the Easter meeting of Provincial Council to see such a momentous undertaking fulfilled.³⁶¹

When the Society sponsored a Leadership Course on School Administration for two weeks during the month of July this year, with Mr. P. Brown, principal of the Winkler Collegiate as director, fifty teachers took advantage of the course. This event marked the first time that the Society had embarked upon a professional program of in-service training for its members. The course proved so successful and so valuable that plans have already been laid for a similar one being held for next summer.³⁶² This first venture will undoubtedly lead to the establishment of other specialized courses pointedly designed to promote the professional advancement of the teachers of Manitoba by their own organization.

The Manitoba Teachers' Society also realized its professional responsibilities towards its own members. When, early in its history, it appeared that some of its members were guilty of unprofessional conduct,³⁶³ it amended the

³⁶¹The Manitoba Teacher, November-December, 1958, Vol. 37, No. 3, p. 12.

³⁶²ibid., p. 11.

³⁶³The Manitoba Teacher, September, 1924, Vol. V, No. 6, p. 22.

constitution in 1925 to allow for the establishment of the Judicial Committee whose duty it was to enquire into any charge of unprofessional conduct laid by one member against another, and report to the Executive Committee, according to the rules of procedure laid down in Article 15 of the Constitution.³⁶⁴ Article 15 dealt with Trials, and stated:

It shall be competent for any member who has reason to believe that another member has acted unprofessionally to lay before the President a charge against such member. This charge must be in writing and a bill of particulars shall be furnished therewith.

This charge and all recited particulars shall be transmitted by the Secretary to the member against whom the charge is laid and to the convener of the Judicial Committee within three days of the receipt of the same.

The convener of the Judicial Committee shall within seven days of the receipt of this information, cite the members in question to appear before the Judicial Committee at a time not less than ten days and not more than thirty days from the date of such notification.

Both parties shall have the right to conduct their case either personally or by teacher-counsel, file documents, call witnesses, examine and cross-examine witnesses.

The Judicial Committee shall within ten days make a full report of the case together with their recommendations to the Executive Committee.

The Executive Committee shall be empowered to re-examine or to exonerate, admonish, censure, reprimand, suspend from membership for a given time, or expel, the accused.

In case the member found guilty of unprofessional conduct desires so to do, appeal may be made to the Annual Convention, where all records shall be read and

³⁶⁴The Manitoba Teacher, February, 1925, Vol. VI, No. 2, p. 25.

a vote taken on the question, "Shall the action of the Executive be sustained?"

The vote of the Convention shall be final and the case shall not be re-opened.³⁶⁵

When The Manitoba Teachers' Society Act was passed in 1942, it gave the provincial executive the right to investigate complaints regarding the professional conduct of any member of the Society, either by itself or through a committee thereof. The only new feature added under this section of the Act was the matter of filing with the Minister of Education a synopsis of all such proceedings and allowing the provincial executive to make such recommendations as it saw fit to the Minister for his consideration.³⁶⁶ Appeal by the accused to the Annual Convention, as in former years, was no longer to be considered as part of the proceedings. It was noteworthy that the essential machinery for conducting enquiries and holding trials relating to professional misconduct should have required such slight modifications over the years.

In an attempt to give professional direction to its members, the Society, as early as 1924, was giving consideration to drawing up a code of professional ethics.³⁶⁷ About 1930, the Ideals and Practice Committee completed work on a Code of Ethics, the final copy of which read as follows:

³⁶⁵Ibid., p. 26.

³⁶⁶Handbook, Op. cit., p. 28.

³⁶⁷The Manitoba Teacher, June, 1924, Vol. V, No. 5,

From an ethical standpoint, the five important relationships of a teachers' life are successfully filled when he shows:

- (1) Good citizenship, taking an active interest in the affairs of the community, assisting in the promotion of all worthy causes and supporting what is right regardless of sect or party.
- (2) Sympathetic co-operation with parents and pupils. Teachers and parents are working for a common end - the highest good of the child - and if relations are not harmonious, that end is defeated.
- (3) Loyalty to fellow teachers. Recognizing that individual success is bound up ultimately with the success of the profession as a whole:
 - (a) Every teacher should affiliate with his professional organization.
 - (b) No teacher should imperil the position of a fellow teacher or weaken the profession by underbidding or supplanting.
 - (c) No teacher should use disparaging remarks about a fellow teacher.
 - (d) Teachers should co-operate with principals and fellow teachers in promoting the best interests of the students under their care.
- (4) Absolute fairness to employers. This entails not only the keeping of written contracts but the unstinted giving of one's best in the service for which one is paid.
- (5) Justice and kindness to pupils. Other minor attributes may be supplementary but without justice and kindness it is impossible to gain the basis of all successful teaching in the highest sense of the term - the respect and love of the pupil.³⁶⁸

In March, 1934, appeared an Interim Code of Ethics, which by its very title seemed to indicate that a major revision of the present Code of Ethics was being considered. It specified that every member of the Manitoba Teachers' Federation was expected:

³⁶⁸The Manitoba Teacher, May, 1930, Vol. 11, No. 5, p. 14.

1. To comply with the rules and regulations of the Federation and support actively its policies.
2. To refrain from discussing the policies of the Federation with non-members unless duly authorized to do so.
3. To supply all data required by Federation officials.
4. To observe due professional etiquette.
5. To maintain the efficiency, dignity and honor of the profession.
6. To increase his or her own personal efficiency, and
7. To take a sympathetic and active interest in the affairs of the community. All this to the end that the pupils will be the better prepared for full and true citizenship.³⁶⁹

The Easter Conference of 1951 adopted a very comprehensive Code of Ethics which is presently in use, but which is undergoing revision at this very moment.³⁷⁰ Of it, Brother Bruns, Chairman of the Ideals and Practice Committee which formulated the Code, remarked: "It can now be said that we have at least acquired the outward sign of a profession - a code by which our professional conduct can be judged."³⁷¹

Indicative of the growth of professional esprit de corps among teachers was the unselfish way in which many of them, in spite of meagre salaries, contributed to help members less fortunate than themselves. When the Brandon School District dismissed all its teaching staff in 1922 and replaced it with less-qualified and more poorly-paid personnel, the great majority of whom were non-Federationists,

³⁶⁹The Manitoba Teacher, March, 1934, Vol. 15, No. 1, p. 21.

³⁷⁰vide Appendix E.

³⁷¹The Manitoba Teacher, May-June, 1951, Vol. 30, No. 1, p. 6.

teachers throughout Manitoba and the Dominion rallied to the aid of their unfairly-dismissed colleagues and contributed almost \$15,000 for their benefit. Of this amount, Manitoba teachers had given slightly more than sixty per cent.³⁷² Because of pressure from the Canadian Teachers' Federation and the Manitoba Teachers' Federation, the issue was settled amicably some two years later. It was amazing how the Brandon dispute had united teachers in professional spirit across the Dominion.

Equally indicative of the teachers' magnanimity of spirit was the selfless way in which they contributed to a voluntary pension fund to assist those teachers who had retired and did not have the wherewithal to subsist.³⁷³ Even after the Government had established the Teachers' Retirement Fund Act in 1925, teachers other than those on pensions sometimes found themselves almost destitute because of circumstances beyond their control. When such cases became known, since nothing definite had been done about the establishment of a Benevolent Fund, individual members always responded sympathetically to the call.³⁷⁴ During the depression years, when hundreds of teachers, both members and non-members were jobless, the Federation appointed a Special

³⁷²The Bulletin, January, 1923, No. 21, p. 331.

³⁷³The Bulletin, May, 1920, No. 6, p. 46.

³⁷⁴The Manitoba Teacher, May, 1926, Vol. 7, No. 5,

Relief Committee to handle voluntary contributions for the use of necessitous cases among Manitoba teachers. Once more, the teachers of Manitoba helped as much as they could without complaint.³⁷⁵ During the crisis created by the Winnipeg Flood in 1950, the Society and its members willingly and ungrudgingly endeavored to render assistance to those in need and in distress. Contributions amounting to \$17,230, collected through Central Office alone, did much to restore to the many unfortunate teachers and citizens, victims of the disaster, their faith in humanity.³⁷⁶ When the polio epidemic of 1953 dealt harsh blows to many teachers, some the sole supporters of the family, fellow colleagues did not hesitate to give what financial aid they could.

It was with a similar spirit of doing "the right thing at the right time" that Provincial Council in 1953 established a Pension Plan for its administrative and office staff.³⁷⁷ The Society attempted to incorporate into this Pension Plan the very features which it had advocated over the years for its own membership. Such professional spirit speaks for itself.

³⁷⁵The Manitoba Teacher, December, 1931, Vol. 12, No. 10, p. 29.

³⁷⁶The Manitoba Teacher, September-October, 1950, Vol. 29, No. 2, p. 9.

³⁷⁷The Manitoba Teacher, September-October, 1954, Vol. 32, No. 2, p. 31.

Great praise, too, should go to the early founders of the Society for their untiring efforts to build up the professional solidarity of their members by means of countless articles both in The Bulletin and later in The Manitoba Teacher. Nor must be forgotten the monumental efforts of the first General Secretary, Mr. E. K. Marshall, or of his successor, Mr. T. A. McMaster,³⁷⁸ or indeed of the present General Secretary, Mr. E. L. Arnett. These men, together with the Past Presidents of the Society,³⁷⁹ have fired the membership with professional enthusiasm and zeal at those very times when others might have given up the task.

With efforts such as those just mentioned, it would appear that the Society is fast approaching the status of a major profession. Once membership in the organization becomes compulsory, as had been consistently advocated both before and after teaching was recognized as a statutory profession in 1942 with the passing of The Manitoba Teachers' Society Act, the Society should see implemented the recommendation which it made in this regard to the Royal Commission on Education in 1957. This recommendation read as follows:

- (1) That the government should, in consultation with the Society, make plans for the establishment in the near future of teaching as a major profession,

³⁷⁸vide Appendix G.

³⁷⁹vide Appendix F.

- (2) that the immediate plans should include the raising of the standards of admission to teacher-training courses; the transfer of teacher-training to the Faculty of Education; the establishment of membership in The Manitoba Teachers' Society as a necessary prerequisite for teaching in the schools of the province,
- (3) that a calendar for the next several years should be formulated setting out a plan for granting to The Manitoba Teachers' Society responsibility for certification of teachers and maintenance of standards of teaching performance, as well as for increasing the responsibility granted to the Society and to teachers individually in matters relating to curriculum and texts,
- (4) that all these measures and plans should be given the widest publicity.³⁸⁰

There is little doubt that The Manitoba Teachers' Society has grown immensely in professional stature since its founding in 1919.

CHAPTER VII

RELATIONSHIPS WITH OTHER BODIES

The Manitoba Teachers' Society early in its history realized that its very existence and subsequent growth depended in large measure upon the goodwill, the friendly interest, and the co-operation of other organizations equally concerned with educational advance. While attempts at liaison were necessarily trying in those days when many did not know exactly what to expect of the young teachers' federation, its sincerity and enthusiasm of effort soon gained for it many admirers and supporters. Differences of opinion there were bound to be from time to time, but these were never great enough to cause a rift in relationships that were normally quite cordial. It will be the intent of this chapter to deal briefly with the organizations with which the Society has had and still has affiliation, and to indicate the nature of such relationships.

As early as October 21, 1919, a committee of representatives from the teachers' organizations of the four western provinces met in Winnipeg to discuss common objectives and to suggest ways and means of achieving closer co-operation.³⁶¹ This meeting paved the way for the founding of the Canadian Teachers' Federation when the committee assem-

³⁶¹The Bulletin, November, 1919, No. 3, p. 23.

bled the next year in Calgary. The following historical note on its formation was contained in a pamphlet issued by the Canadian Teachers' Federation:

It was on a snowy morning in October, 1919 that four teachers met in a little lumber room in the Old Board of Trade Building in Winnipeg to consider matters of common interest to the teachers of the four western provinces of Canada.

At that time a conference on Education, Character and Citizenship was being held in the city and for this gathering, representatives from various walks of life and from all parts of Canada were assembled. Among the delegates was Mr. Harry Charlesworth, who was then secretary of the British Columbia Teachers' Federation. His proposal to Mr. E. K. Marshall of Manitoba that a federation of teachers' organizations in the four western provinces be formed and the subsequent meeting in the little lumber room marked the beginning of the Canadian Teachers' Federation.

During the year, the teachers of Alberta and Saskatchewan were approached and it was agreed to hold an organization meeting in Calgary during the summer of 1920. When this meeting convened on July 19, two representatives were present from Ontario and in the deliberation that followed, the idea of a western federation was discarded in favor of a national organization. There was indication of support from the Maritime Provinces and Quebec and the movement was launched with an initial membership of approximately nine thousand teachers.³⁸²

Those Manitoba teachers in good standing with their own federation looked upon the new movement with considerable favor. Undoubtedly they felt that the parent organization would promote and develop a stronger national spirit among teachers generally, and that it would quicken the consciousness of solidarity, both of a common work and of common interests. In addition, they likely felt that this new organization,

³⁸²Canadian Teachers' Federation, a pamphlet published by the Canadian Teachers' Federation, 1951, p. 1.

of which they were all to become members, would occupy an increasingly prominent position in the educational world, acting as it did as a clearing-house for ideas, and as a body to study and investigate educational matters, to secure data and disseminate information, to compile necessary statistics, to direct educational campaigns, and to co-ordinate as far as possible the work of education throughout Canada.³⁸³

The Executive of the Manitoba Teachers' Federation showed its faith in the new organization by passing a resolution that its membership contribute a sum of fifty cents per member for the year 1921, and a dollar thereafter, provided other affiliated organizations made similar contributions.³⁸⁴ That its support extended beyond the mere payment of membership dues was attested to by the fact that in 1922 Mr. H. W. Muntly was elected president of the Canadian Teachers' Federation. Six years later, Mr. C. W. Laidlaw, yet another past president of the Manitoba Teachers' Federation, became president of the CTF. When Mr. John W. Bennett of Alberta became president of the CTF in 1930, he sent this message, which speaks for itself, to the Manitoba Teachers' Federation:

It is with a feeling of gratitude that I send a President's Message to Manitoba. The MTF has made a most significant contribution to the cause of the organized

³⁸³The Manitoba Teacher, October, 1926, Vol. 7, No. 8, p. 1.

³⁸⁴The Bulletin, May, 1921, No. 12, p. 106.

teachers of Canada. The calibre and earnestness of the Manitoba delegates to our annual conferences have been outstanding without exception, since the inaugural meeting of our nation-wide organization. Manitoba has provided two Presidents and for a number of years our Secretary-Treasurer -- all outstanding men to whom the CTF owes much. The forward-looking enthusiastic competent leadership of the Manitoba organization reflects itself in co-operative, ever-felicitous relationships prevailing between the teachers on the one hand, and the Department of Education on the other. However, all praise for the happy state of affairs should not be concentrated upon the elected representatives of the Manitoba Teachers' Federation; due measure must be accorded to the rank and file whose sagacity and fine discrimination year by year has led them to make their selection. "Floreat M.T.F."³⁸⁵

In 1944, the Society was further honored by having still another of its past presidents, Dr. E. F. Willoughby, elected as the twenty-second president of the Canadian Teachers' Federation. He had become very well known following his appointment by the CTF in 1942 as convener of the Committee of Reconstruction, whose duty it was "to initiate, direct and correlate a program for Reconstruction"³⁸⁶ following the post-war period. In 1952, at the time that the CTF conference was held in Winnipeg, The Manitoba Teachers' Society was honoured in several ways: its first General Secretary, Mr. E. K. Marshall, received a life membership in the CTF, as did Dr. M. E. Laserte of Alberta, presently Dean of Education at the University of Manitoba; it heard the first official report of the first conference of the World Confed-

³⁸⁵The Manitoba Teacher, September, 1930, Vol. 11, No. 7, p. 1.

³⁸⁶The Manitoba Teacher, November-December, 1942, Vol. 21, No. 3, p. 33.

eration of Organizations of the Teaching Profession from the first woman to represent Canadian teachers at such an international conference, Miss M. Conway; and it also saw Miss Conway become the very first Manitoba woman to be elected as president of its national organization, the C.T.F.³⁸⁷

It would appear that The Manitoba Teachers' Society has steadfastly endeavored to keep its membership informed of the purposes, the accomplishments, and the activities of the CTF, to say nothing of the sincere efforts of its representatives to further the growth and well-being of its national body. In this regard, it is noteworthy that, since 1946, it has had the policy that its President, First Vice-President, and Second Vice-President would automatically be the three voting delegates from Manitoba at the annual convention of the Canadian Teachers' Federation, while its General Secretary would attend as a non-voting delegate, being there mainly to gather information and to act in a consultative capacity for the Manitoba representatives. The Society felt that if this practice were adopted by all provinces, it would eliminate the slight tendency of the past towards perennial delegates. Such a practice, it reasoned, would also infuse the national organization with new blood

³⁸⁷The Manitoba Teacher, November-December, 1952, Vol. 31, No. 3, p. 26.

and would assure sufficient continuity in that each voting member in the ordinary course of events would attend three conferences.³⁸⁸ On the whole, then, it would not be incorrect to state that, while the Society has undoubtedly had the occasional difference of opinion regarding policies and educational matters at the national level, yet it can look back with considerable pride upon its activities, past and present, in the Canadian Teachers' Federation.

Of particular interest, with regard to the esteem in which the Canadian Teachers' Federation was held by organizations outside the Dominion was the fact that in 1924 when the CTF was meeting at Victoria, it received greetings from The League of the Empire, The Educational Institute of Scotland, The New Zealand Institute, The South African Teachers' Federation, Secondary Associations of England and Wales, The American Federation of Teachers, The National Educational Association of the United States, and the World Federation of Educational Associations.³⁸⁹ While this information does not apply directly to the topic under discussion, it bears witness to the close ties of affiliation between educational organizations throughout the world.

For a great number of years now, The Manitoba Teachers' Society has allied itself very closely with its sister

³⁸⁸The Manitoba Teacher, November-December, 1947, Vol. 26, No. 3, pp. 17-18.

³⁸⁹The Manitoba Teacher, February, 1925, Vol. VI, No. 2, pp. 14-15.

organizations to the West. Although the representatives from the four western provinces who met in Winnipeg in 1919 did not give its committee the name of "Western Conference", yet it appears likely that the basic purpose of such a meeting has not undergone much change; representatives still meet annually to discuss "common objectives."³⁹⁰ The Bulletin for the month of September, 1920, stated that "already the four Western Provinces have succeeded in getting the \$1200 minimum generally recognized, and in these provinces the teachers are already planning to attempt the solution of other pressing educational problems such as raising the requirements for teachers' certificates and the reorganization of the curricula for public schools."³⁹¹ Even today, this group, which now consists of the President, the General Secretary, and often the Assistant General Secretary of each of the four organizations, rotates its annual meeting among the four provinces and discusses matters of mutual concern and interest. Undoubtedly, these meetings have given the key members of these organizations greater inspiration, courage, and determination to fight for objectives which otherwise might have been given up in "weak despair". The fine feeling of fellowship and fraternity engendered by these meetings alone would more than justify their existence.

³⁹⁰The Bulletin, November, 1919, No. 3, p. 23.

³⁹¹The Bulletin, September, 1920, No. 7, p. 56.

Thus, too, The Manitoba Teachers' Society and the Manitoba Educational Association, which was founded in 1905, have maintained friendly relations over the years, despite a certain overlapping of objectives. This feeling was particularly evident shortly after the teachers of the province had formed their own federation and a joint committee of the two bodies had been appointed to delimit the spheres of activity of the two organizations. The report of this special committee, which was unanimously adopted by both groups, recommended that the function of the Manitoba Educational Association should be mainly inspirational, while that of the Manitoba Teachers' Federation should be to concern itself with tenure status, salaries and other related matters.³⁹² Apparently, however, this "division of labour" did not go far enough as evidenced by the following excerpt:

It would seem that a revision of this division of labour is now necessary if we would avoid a considerable amount of duplication of effort that now exists, and must continue to exist until this revision be made. As things stand, the MEA, with the whole-hearted support of the MTF, retains control of the Pension Scheme, while the MTF in its move for better status, tenure and salaries, has been compelled to deal on a rather large scale with educational ideals and practice. The relation of the two organizations are as cordial as ever, but their spheres of activity interlock to such an extent that a policy of "drift" may be dangerous.³⁹³

Judging from the numerous and widespread activities of The

³⁹²The Manitoba Teacher, April, 1924, Vol. V, No. 3, p. 1.

³⁹³Ibid., p. 1.

Manitoba Teachers' Society during its forty years of existence, as related in the preceding chapters, it would appear that the two groups found little difficulty in agreeing upon specific areas of activity appropriate to each body. In view of the expanding activities of The Manitoba Teachers' Society, it would appear logical that the annual "inspirational" Easter meeting of the Manitoba Educational Association might be combined with the meeting of Provincial Council, also held during the Easter recess. Such a procedure would be in keeping with current practice in most of the other provinces of Canada.

That The Manitoba Teachers' Society lost no opportunity to promote the value of affiliation with other bodies was very evident in 1921, when several teachers, who were former graduates of the University of Manitoba, were nominated as candidates for the University Council. The editor of The Bulletin promptly drew the attention of its readers to this matter, and urged teachers who had votes to endeavor to select those nominees when discharging their university franchise.³⁹⁴ The Manitoba Teacher of January, 1927, carried detailed explanations of the purpose, membership, and impressions of the first two meetings of the World Federation of Education Associations, a body with which the Manitoba

³⁹⁴The Bulletin, May, 1921, No. 12, p. 108.

Teachers' Federation had affiliated.³⁹⁵ In that year, the teachers of Canada, through the Canadian Teachers' Federation and the provincial associations had pledged \$10,000 to the general treasury of the World Federation, Manitoba's contribution amounting to \$1633.25, a substantial excess over the thousand-dollar objective set for each of the provinces. About this time, too, the teachers of the province, working through their own organization, were always ready to co-operate with Temperance Societies, Daughters of the Empire, Canadian Clubs, the Red Cross, and the League of Nations. With the exception of the last organization, whose place has been taken since World War II by the United Nations High School Seminar and the Model United Nations Assembly, sponsored by the Rotary Club of Winaipeg and the United Nations Association, these are all groups to which the teachers and the Society have lent and will continue to lend assistance in an attempt to foster the great moral and social courses advocated by these estimable organizations.³⁹⁶

The value of affiliation with other bodies for the furtherance of education came about in an indirect way at the time that Mr. E. K. Marshall was President of the Manitoba Teachers' Federation. Most unintentionally he became the

³⁹⁵The Manitoba Teacher, January, 1927, Vol. 8, No. 1, p. 32; April, 1927, Vol. 8, No. 4, pp. 9-11.

³⁹⁶The Manitoba Teacher, June, 1928, Vol. 9, No. 6, p. 3; January-February, 1957, Vol. 35, No. 4, p. 11.

first teacher to broadcast from the Old Free Press studio of by-gone days. He had called in to see this new thing called a broadcasting studio and was asked on the spot if he would speak. The story goes that he made his way gingerly over the piles of plaster on the floor to the microphone. At that time, there were no padded walls, no glass windows for studio audiences, no sound deadeners, and no censored script. For years afterwards, the Federation broadcast regular radio lessons until the Department of Education took them over.³⁹⁷

One of the first platforms of the Manitoba Teachers' Federation dealt with the absolute necessity of increased teacher representation on the Advisory Board of the Department of Education.³⁹⁸ Its continued efforts in this regard must have met with some measure of success, judging from the following reports of the harmonious relationships between the two groups and others directly associated with educational affairs in the province:

There never was a time when teachers in Manitoba were treated with so much consideration and respect by the provincial educational authorities by trustee boards, and by the general public. It is recognized that our aims are wider than those of self-interest, that we have the well-being of the child at heart, that the Manitoba Federation stands, at all times, for progress and efficiency in Education.³⁹⁹

³⁹⁷The Manitoba Teacher, February, 1925, Vol. VI, No. 2, p. 15; March, 1940, Vol. 18, No. 3, p. 31.

³⁹⁸The Bulletin, May, 1919, No. 1, p. 17.

³⁹⁹The Manitoba Teacher, April, 1930, Vol. 11, No. 4, p. 2.

In Manitoba, all possibility of misunderstandings are avoided between the Department of Education or its officials and the teaching body of the Province with respect to such fundamental matters as curricula, textbooks, certification of teachers, cancellation of certificates, etc. Private individuals cannot be utilized in Manitoba to make recommendations to the Minister or his officials; all matters must be dealt with by the Advisory Board through and by the members of which various groups involved in the educational services of the Province -- Department, Inspectors, Teachers, and Trustees -- make known their collective opinions and recommendations. What the League of Nations was organized to be the cause of peace between nations, the Advisory Board of Manitoba actually is to the educational forces of Manitoba.⁴⁰⁰

The Advisory Board (today) is composed of the minister, the deputy minister, chief inspector, president of the university, eight members appointed by the Lieutenant-in-Council, one appointed by the inspectors, three by the teachers, and three by the school trustees. The term of office for appointed members is three years commencing May 1...It has been the practice of the MTS to nominate its immediate past president; hence, three former presidents are board members. Thus, policies of the MTS are presented to the board by representatives familiar with the aims and aspirations of the MTS.⁴⁰¹

To emphasize further the growing liaison between these same groups, the Minister of Education set up an Advisory Committee in 1942, which consisted of representatives of the Department of Education, the Manitoba School Trustees Association, and The Manitoba Teachers' Society, for the purpose of meeting together and discussing the many educational problems that arise from time to time.⁴⁰² Indeed, one would

⁴⁰⁰The Manitoba Teacher, January, 1931, Vol. 12, No. 1, p. 4.

⁴⁰¹The Manitoba Teacher, November-December, 1950, Vol. 29, No. 3, p. 17.

⁴⁰²The Manitoba Teacher, November-December, 1942, Vol. 21, No. 3, p. 4.

expect certain differences of opinion, but, as an article in one issue of The Manitoba Teacher explained: "Too often in our criticism of government policy, we are apt to overlook the splendid efforts of Departmental officials to administer the affairs of the Department within the limited framework of that policy."⁴⁰³

On November 26, 1943, history was made by The Manitoba Teachers' Society when it took the initiative in convening the Manitoba Conference on Education. This conference was sponsored jointly by the teachers' and trustees' organizations for the purpose of discussing the problems of educational reconstruction arising out of the Report of the Reconstruction Committee of the CTF and the Survey Committee of Canada and Newfoundland Education Association. Delegates from some thirty-six provincial organizations attended the all-day conference. Commenting on the success of this meeting, The Manitoba Teacher remarked that "it had since had such tangible evidence of the fine results obtained from this venture by way of increasing support of the proposals set forth in these reports."⁴⁰⁴

In the fall of 1947, the Executives of the trustees and teachers of Manitoba formed a committee, known as the

⁴⁰³The Manitoba Teacher, September-October, 1947, Vol. 26, No. 2, pp. 53-54.

⁴⁰⁴The Manitoba Teacher, March-April, 1944, Vol. 22, No. 5, pp. 5-6.

Liaison Committee, which at that time was without precedent in Canada. Its purpose was to discuss mutual problems affecting the educational responsibilities of each group. Two meetings were held that fall and that liaison was instrumental in bringing about an increase in the statutory minimum salary and the joint contributory pension plan for teachers.⁴⁰⁵ In December, 1948, the Liaison Committee presented a brief to the Hon. Mr. Carson, Premier of Manitoba, in which it stated that education was still not receiving its rightful share of either the provincial or the national revenue, and that the increasing difficulty of providing trained teachers and adequate educational services was primarily a financial one. The Premier was most impressed by the unanimity of purpose of these two bodies in their desire to improve the educational facilities in the province.⁴⁰⁶ Then, in February, 1949, the first joint meeting of the liaison representatives of the Union of Manitoba Municipalities, the Manitoba School Trustees' Association and The Manitoba Teachers' Society was held in Winnipeg. This Joint Liaison Committee presented a brief to Premier Campbell and his Cabinet in March, 1949, pointing out the need for an immediate increase in provincial aid for education, the

⁴⁰⁵The Manitoba Teacher, January-February, 1949, Vol. 27, No. 4, p. 6.

⁴⁰⁶The Manitoba Teacher, March-April, 1949, Vol. 27, No. 5, pp. 28-37.

re-organization of school districts, and increased grants for education.⁴⁰⁷ A further brief, regarding the present status of education in this province, was presented to the Prime Minister of Canada, the Hon. St. Laurent, on the occasion of his electioneering trip to Brandon, April 20, 1949. Pointing out the tremendous backlog of school requirements in Manitoba, the brief made the following recommendations:

1. That a Federal Investigation be instituted to consider the whole field of education at the post-elementary level, or failing this, the investigation be restricted to an inquiry into industrial and technical education in the Dominion.
2. To meet the present state of emergency existing within Manitoba, a condition in no small measure due to the urgent need for capital and instructional costs involved, that the Federal Government increase its present technical grants to such an extent as to absorb 50% of capital expenditure; 50% of equipment costs; 50% of the instructional costs of technical and industrial expenditures; in order that Manitoba, a less wealthy province, may provide equality of opportunity at the secondary school level.⁴⁰⁸

In this manner, these bodies made the Federal Government aware of their strong support of Federal Aid for Education!

About this time, too, the Joint Liaison Committee invited the Manitoba Pool Elevators and the Manitoba Feder-

⁴⁰⁷The Manitoba Teacher, January-February, 1950, Vol. 28, No. 4, p. 9.

⁴⁰⁸The Manitoba Teacher, September-October, 1949, Vol. 28, No. 2, pp. 11-12.

ation of Agriculture and Co-operation to become members of their committee in appreciation of their deep interest in educational advance in the province.⁴⁰⁹ This gesture was appropriately made shortly after the Manitoba Federation of Agriculture and Co-operation had presented a brief to the Premier and the members of his Cabinet on October 14, 1948, the educational section of which contained recommendations for action with regard to Larger School Units, Permit Teachers, Teaching of English, Adult Education, and Technical Institutes.⁴¹⁰

Yet another group, with which The Manitoba Teachers' Society became affiliated, was known as the Manitoba Occupational Group Council. It was formed early in 1948, and consisted of representatives of the Manitoba Federation of Agriculture and Co-operation, the Winnipeg Labour Council, the Manitoba Credit Union Federation, the One Big Union, The Workers' Educational Association, and The Manitoba Teachers' Society, with Mr. McMaster elected as its first Vice-President. This group had been organized to encourage mutual understanding of economic and social problems. It felt, for example, that rural education had been, and still was, at a disadvantage in comparison with education in urban areas. This

⁴⁰⁹The Manitoba Teacher, January-February, 1950, Vol. 26, No. 4, p. 9.

⁴¹⁰The Manitoba Teacher, March-April, 1949, Vol. 27, No. 5, pp. 11-12.

inadequacy, it contended, was a contributory factor to the migration of teachers and also to the drift of the rural population to the cities, and, thus, a determined effort had to be made to provide educational facilities for country schools which in time might be equal to those provided in town or city schools. In addition, this group was of the opinion that it was essential that all occupational groups, such as farmers, labourers, and teachers, should come to understand each other's problems.⁴¹¹ The Council, however, died a slow, lingering death, in spite of the fact that "an attempt to re-incarnate the disembodied spirit"⁴¹² was successful to the extent that a Farmer-Labour-Teacher Conference was held in Winnipeg on July 7-8, 1956.

As early as 1943, The Manitoba Teachers' Society was investigating the merits and demerits of affiliating with the Trades and Labour Congress of Canada, possibly because of difficulties it was experiencing in trying to establish salary schedules generally throughout the province.⁴¹³ It was apparent from articles appearing in The Manitoba Teacher during 1944 that teachers were definitely divided in their

⁴¹¹The Manitoba Teacher, January-February, 1948, Vol. 26, No. 4, pp. 5-6.

⁴¹²The Manitoba Teacher, September-October, 1956, Vol. 35, No. 2, p. 7.

⁴¹³The Manitoba Teacher, May-June, 1943, Vol. 22, No. 1, p. 3.

opinions about the proposed affiliation.⁴¹⁴ When a referendum was taken at the fall conventions in 1945 on the matter, the teachers who voted revealed that their interests did not tend towards any affiliation with Labour.⁴¹⁵

In 1930, the Easter Conference of the Manitoba Federation passed a resolution urging upon its Executive and members the formation of an Education Week, with the result that Manitoba became a pioneer in this field. A special Committee, known as The Education Week Committee, was formed early in 1931 to lay plans for the first observance of Education Week in Manitoba during the first week in November of that year. That the committee set about its work with enthusiasm and thoroughness appeared obvious from the following excerpt:

Already the Education Week Committee is assured of the interest and support of the daily and weekly press, the service clubs, churches, boards of trade, and provincial organizations of far-seeing men and women. The Education Week Committee, through the Central Office, will look after general publicity, find service club speakers, provide on file material for rural programmes and speeches as requested. A suggested programme for rural schools is (a) daily slogan on the blackboard of each room (b) daily five-minute talks to pupils on education affecting pupil (c) Friday afternoon programs with parents present at which recitations on educational themes, speeches, or papers on education may be given.⁴¹⁶

⁴¹⁴The Manitoba Teacher, May-June, 1944, Vol. 23, No. 1, p. 16.

⁴¹⁵The Manitoba Teacher, November-December, 1945, Vol. 24, No. 3, p. 9.

⁴¹⁶The Manitoba Teacher, September, 1931, Vol. 12, No. 7, p. 20.

In December, 1931, the Education Week Committee reported that the first Education Week in Manitoba had been a decided success. In preparation for the event, the Federation had circularized its seventy-five Locals in the various parts of the province, its four hundred graded schools, the seventy-three newspapers of the province, the clergy, the members of the Legislature, and had prepared material specially for inclusion in The Manitoba Teacher.⁴¹⁷ Since that time, the teachers of Manitoba, through the efforts of their Central Office and the General Education Week Committee, have worked hard and faithfully to assure the success of Education Week throughout the province.

In 1944, there was established a joint Canada-United States Committee on Education. This Committee was to serve as a pioneering agency for co-operation among educational groups in Canada and the United States, both countries thereby showing their concern with the adjustments in education needed to meet the urgent international problems of the post-war period. The Manitoba Teachers' Society became quite closely associated with the activities of this body through the efforts of Dr. E. F. Willoughby, who, as convener of the Committee of Reconstruction set up by the Canadian Teachers' Federation, was an esteemed member of

⁴¹⁷The Manitoba Teacher, December, 1931, Vol. 12, No. 10, pp. 8-9.

this new joint committee.⁴¹⁸ In 1946, Dr. Willoughby, as Chairman of the Committee on the Teaching of International Understanding of the World Conference of the Teaching Profession, urged Manitoba teachers to study his report, but especially the section dealing with the declaration of principles adopted from the report of the Committee on the Teaching of International Understanding. He advocated that teachers and departments of Education should see how curriculum and instruction within classrooms could be geared to make the maximum contribution to the teaching of international understanding.⁴¹⁹

In 1949, the first meeting of the Western Canada Student Teachers' Conference took place in the city of Edmonton. At that time, student teachers in Alberta (and particularly at the University) decided that an exchange of ideas and information between student teachers of the western provinces, that an attempt to build up co-operative, fraternal spirit amongst these students, and that a conference similar to that held by the Canadian Teachers' Federation would benefit not only student teachers, but also in time the teaching profession as a whole.⁴²⁰ Since that time,

⁴¹⁸The Manitoba Teacher, November-December, 1944, Vol. 23, No. 3, p. 3.

⁴¹⁹The Manitoba Teacher, November-December, 1946, Vol. 25, No. 3, pp. 4-6.

⁴²⁰The Manitoba Teacher, May-June, 1950, Vol. 29, No. 1, p. 21.

conferences have been held in the university cities of the four western provinces. When this body met in Winnipeg in 1956, The Manitoba Teachers' Society tendered a luncheon for the delegates as a token of their goodwill and of their kindly support of the principles upon which the conference came into being.⁴²¹

Since 1952, The Manitoba Teachers' Society has been indirectly affiliated with The World Confederation of Organizations of the Teaching Profession, which, as previously related, was established in 1952 at Copenhagen, Denmark, with Dr. Conway as one of the Canadian representatives at that time. The Manitoba Teachers' Society Handbook described the purposes and membership of that international body as follows:

The chief purpose of the Confederation is to unite members of the teaching profession from all stages of education to enable them:

- To foster a conception of education directed toward the promotion of international understanding and good will;
- To improve teaching methods, educational organization, and the academic and professional preparation of teachers so that they can better serve the interests of youth;
- To promote closer relationships among teachers in different countries.

The W.C.O.T.P. is composed of 74 national and 61 associate members representing over 3,000,000 individual teachers. These teachers are located in 41 countries. Their national associations, sharing information and ex-

⁴²¹The Manitoba Teacher, May-June, 1956, Vol. 35, No. 1, p. 13.

perience in the World Confederation, are dedicated to helping these teachers improve the effectiveness of their work for the millions of students in their classrooms and for the well-being of the world in the future.⁴²²

For many years now, The Manitoba Teachers' Society has been affiliated with the Canadian Education Association. This organization, supported by the departments of education of the ten provinces, has served as an inter-provincial association of education authorities, and early became a "clearing-house for information on all phases of public education in Canada."⁴²³ Its annual meetings, usually held in September of each year, have rotated between the various provinces from year to year. Invariably, the teachers' organization of the province so honored has acted as host for at least one of the social functions tendered the official delegates, apart from encouraging as many of its members to attend at least one session of the three-day conference. It need hardly be said that meetings such as these have done much for the advancement of education in Canada, if only to reveal that the problems of education do not vary greatly from province to province, but instead do have a common core.

Over the years, too, The Manitoba Teachers' Society has been affiliated quite closely with the Manitoba Home and School and Parent-Teacher Federation. It has shown its

⁴²²Handbook, Op. cit., pp. 32-33.

⁴²³Ibid., p. 33.

interest by having representatives at both regional and annual meetings, such as the one held in Brandon in 1951, when the president, general secretary, assistant general secretary, three members of the Executive and three classroom teachers attended.⁴²⁴ In 1952, the Executive of The Manitoba Teachers' Society appointed a Liaison Officer whose duty it was to attend all Executive meetings of the Home and School Association, and thereby keep both groups informed of the specific activities with which each was concerned at the moment, such as the high standards approach, recruitment and retention of teachers, and the permit system to mention a few. An example of the close liaison of the two groups was the publication of a pamphlet, entitled "The Prestige of the Teaching Profession", which was edited by Mrs. M. Cowan, an officer of the Home and School, and printed under the sponsorship of The Manitoba Teachers' Society.⁴²⁵ It is the close and friendly association with groups such as the Home and School that has given The Manitoba Teachers' Society greater encouragement in its efforts to promote and advance the cause of education throughout the province of Manitoba.

In May, 1953, The Manitoba Teachers' Society became affiliated with the Western Canada Regional Conference on

⁴²⁴The Manitoba Teacher, January-February, 1952, Vol. 30, No. 4, p. 9.

⁴²⁵Office Records, The Manitoba Teachers' Society.

Teacher Education.⁴²⁶ This conference limited its membership to the four western provinces, and included for each province the teacher-training institutions, the Department of Education, and the teachers' association. Its purposes were four-fold:

1. To exchange information and to discuss problems of teacher education in the four western provinces.
2. To seek the co-operation of other interested groups.
3. To make recommendations to appropriate bodies.
4. To stimulate and by common consent to undertake co-operative investigations and/or research in the field of education.

Such a conference has already done much in the way of maintaining a high standard of teacher qualification and the standardization of teaching-training principles on an inter-provincial basis. Such a committee augurs well for the future of education in Western Canada.

In February, 1958, The Manitoba Teachers' Society was one of nineteen organizations that participated in the most important educational conference in the history of Canada, the Canadian Conference on Education, which was held at Ottawa, with over 700 delegates in attendance. The purpose of the conference was to focus attention on the objectives and needs of education in Canada in the next decade and to seek ways and means to meet these needs. At this conference,

⁴²⁶The Manitoba Teacher, September-October, 1953, Vol. 32, No. 2, pp. 30-33.

the Society was ably represented by Miss S. Shack, Mr. C. S. Cow, Mr. A. E. Scrase, and Mr. E. L. Arnett. One of their number made this observation on the success of the meeting:

"Quality and quantity" seemed to be one of the slogans of the Conference. This phrase applied not only to teacher supply but to the many requisites that go along with education--buildings, services, curriculum, research and others. The Conference through its workshops carried out a thorough discussion and investigation of all these topics. These workshops through a series of resolutions pointed out the shortcomings in our present situation in Education and suggested means by which improvements could be made. This seems to have been the purpose of the Conference; and, if such was so, then we must conclude that it was a success.⁴²⁷

Recently, delegates who had attended the Canadian Conference on Education at Ottawa last winter met at McMaster House to hear Mr. M. Swerdlow, a director of the Conference, speak on the problem of continuing the work begun at Ottawa. After discussion, the meeting voted in favor of setting up a committee to investigate the best permanent basis for establishing such a continuing committee. Manitoba teachers will be watching the development of this committee with interest.⁴²⁸

The Manitoba Teachers' Society has been represented, in close relationship with other organizations, on many important boards and commissions which serve the cause of education. Through the years, there has developed a definite

⁴²⁷The Manitoba Teacher, May-June, 1958, Vol. 37, No. 1, p. 15.

⁴²⁸The Manitoba Teacher, November-December, 1958, Vol. 37, No. 3, p. 12.

policy to assure that the nominees named by the Executive for election or appointment to these positions were persons who were in close contact with Society policy, and who were responsible to the Society. This was desirable in order that teacher representatives would truly voice teacher opinion. Through the trial-and-error of considerable experience, the choice of candidates for many such positions has tended to follow a definite pattern; for example, the President, Vice-President, and General Secretary represent teachers on the Liaison Committee; the Past President is the nominee to the Advisory Board; since the inception of the Teachers' Retirement Allowances Fund Board, there has been an effort to have as teacher representatives persons with a working knowledge of pensions whose active position in the Society's organization enables them to keep the Executive informed and to work for the best interests of all members of the Society. Other boards, commissions, and committees on which the Society has representatives are the Discipline Committee, Reserve Fund Board, Collective Agreement Board, General Curriculum Committee, Selection and Certification Committee, and the General Committee for Education Week.⁴²⁹ Indeed, The Manitoba Teachers' Society has become a very important organization in the educational affairs of the province!

⁴²⁹Minutes of the Annual General Meeting of Provincial Council, 1954, p. 3.

Of interest, too, in this study of the relationships of The Manitoba Teachers' Society with other bodies, is the report of the Magazine Committee which, while delivered in 1950, is still fairly up-to-date:

During the membership year, we published five issues, and distributed 25,500 magazines to all our members, to a selected mailing list of professional associations in Canada, the United States of America, Australia, New Zealand, The United Kingdom, South Africa, and the Island of Malta. Copies of ... issues have also been sent to students in the Faculty and Normal School. Members of the Liaison Committee, all inspectors, and Senior Departmental officials are also on our regular mailing list, as are all associate members and as many retired members as request the privilege.⁴³⁰

Such a widespread coverage is worthy of comment.

The Manitoba Teachers' Society has been in existence for forty years. That it, in such a short period of time, should have affiliated itself with such a great number of organizations similarly interested in the progress of education in the province seems truly remarkable. Through wise leadership over the years, it appears to have attained a position of respect and influence; of necessity, its primary concern must be to strengthen and maintain that position. That role has been well summarized by the Immediate Past President of The Manitoba Teachers' Society in a recent article:

⁴³⁰The Manitoba Teacher, May-June, 1950, Vol. 29, No. 1, p. 30.

What this province needs, and needs badly, is a united front composed of all parties and groups concerned in ways and means of improving our educational system. The Trustees' Association, the Department of Education, The Home and School Association, and our Society working separately can do much. But, to make real progress which is so vital today, all groups must co-operate. Until recently, it seems to me, these groups have been working far too independently and slow progress has been the result. There has been co-operation between our Society and all other groups in the past. Today there is much more co-operation between The Manitoba Teachers' Society and the Manitoba School Trustees' Association in particular. Within the last few years these two organizations have worked together on legislation affecting teacher and trustee relationships...We have had excellent co-operation from the Department of Education in these matters and have been assured of similar co-operation in the immediate future.

Another evidence of today's co-operative methods is found in committees of teachers, trustees, and representatives of the Department dealing with problems vital to education in our province. Nothing could be more important. This procedure is unique in Canada.

Ten years ago such things did not happen. Today they are happening. We have made rapid strides in this area and we have found as great a desire as our own on the part of trustees and Department officials to resolve our differences co-operatively in order to build a better educational system. There is a common desire; it is up to our Society to play its full part in helping to reach the common goal.⁴³¹

CHAPTER VIII

CONCLUSIONS: MAJOR ACHIEVEMENTS AND FUTURE OBJECTIVES

During its short history, The Manitoba Teachers' Society has made remarkable progress in its attempts to achieve the objectives set forth in its constitution. The foremost of these has been its concern with the promotion and advancement of education in the province. In addition, it has worked unceasingly to raise the status of the teaching profession, to secure adequate working conditions for its members, to arouse public interest in education, and to co-operate with other organizations in Canada or elsewhere having the same or like aims and objectives. Much of this success seems due, in great measure, to the great wisdom, foresight, and courage of its early founders and educational leaders without whose singular efforts the present-day organization would not have been built upon such a solid foundation. Much of the success, too, has been due to the capable leadership qualities of the first General Secretary, Mr. Marshall, who served the Society faithfully and well for over twenty years; to his successor, Mr. McMaster, who guided the affairs of the Society during its period of greatest expansion; and to Mr. Arnett, whose abilities in the short two years that he has served as General Secretary have become well-known to all those associated with him. Nor must be

minimized in any way the many great contributions of those teachers, both men and women, who were chosen to serve as presidents of the Society over this period, nor indeed the sincere efforts of all those who have served selflessly and without complaint on the many committees necessary for the proper functioning of an organization such as this. Each and all have endeavored to be a living symbol of the motto of The Manitoba Teachers' Society--Quisque Pro Omnibus!

Of the many accomplishments of The Manitoba Teachers' Society since its formation, the following could be considered as major achievements:

1. The Bulletin, the first official publication, established in May, 1919.
2. The Manitoba Teachers' Federation incorporated by the Provincial Legislature in 1920.
3. The Canadian Teachers' Federation co-founded by Mr. Marshall, 1920.
4. Mr. Huntly of Manitoba elected second president of the Canadian Teachers' Federation in 1922.
5. Mr. Parker retained as solicitor for the Manitoba Teachers' Federation in 1924.
6. The Bulletin changed to The Manitoba Teacher in 1924.
7. The Teachers' Retirement Fund established in 1925.
8. The short-term Normal School training (20 weeks) abolished in 1925.

9. School radio lessons originated over radio station C.F.Y. in 1925.
10. Revision of the Programme of Studies conducted with the help of Manitoba teachers in 1925.
11. The first Composite Local, The Rural Secondary Teachers' Composite Local, established in 1925.
12. Teachers assisted in the revision of the Public Schools Act, 1930.
13. Cumulative sick pay obtained for teachers in 1930.
14. Education Week established in Manitoba in 1931.
15. School Boards required to state salary in all their advertisements for teachers, 1934.
16. Teachers' contracts made statutory in 1934.
17. The Faculty of Education established in 1935.
18. The Manitoba Teachers' Society established in 1942, with automatic but non-compulsory membership.
19. Teachers' Group Insurance Plan initiated in 1943.
20. Increased provincial grants toward education obtained in 1945.
21. Liaison Committee of teachers and trustees established in 1947.
22. Single salary schedules adopted in 1947.
23. Collective Bargaining established under the Manitoba Labour Relations Act in 1948.

24. A comprehensive Code of Ethics formulated in 1951.
25. A system, known as "Clearing with Central Office", established in 1951.
26. Teachers represented on the Teacher Recruitment and Retention Committee established by the Department of Education in 1953.
27. Pension Plan for the Administrative and Office Staff of The Manitoba Teachers' Society set up in 1953.
28. Scholarships for teacher-trainees, one each for the Normal School and the Faculty of Education, set up in 1954.
29. Full-time Field Organizer appointed, 1955.
30. Collective Bargaining transferred to the Public Schools Act and Education Act in 1956. Decisions of Arbitration Boards made binding on both parties.
31. Fees to be deducted at source where teachers so request, 1956.
32. Tenure clause, giving teachers with two years' successful teaching experience greater security than formerly, passed by the Legislature in 1956.
33. Selection and Certification Board, with three teacher-representatives, established in 1956.
34. McMaster House officially opened and dedicated in 1957.
35. Brief to the Royal Commission on Education presented in 1957.

36. Provincial Pension Fund and The Winnipeg Teachers' Pension Fund amalgamated in 1957. Service Pension contributions doubled.
37. First Leadership Course sponsored by The Manitoba Teachers' Society held in 1958.
38. Committee on Curriculum established in 1958.
39. Collective Agreements binding on the Municipal and Public Utility Board, 1958.
40. Workshop Technique originated during the last decade, with the most outstanding one being the first Teacher-Trustee Workshop conducted in 1957.

While this list is by no means an exhaustive one, it indicates quite graphically the positive direction in which The Manitoba Teachers' Society has been travelling since its formation. That the teachers of Manitoba could not have advanced so rapidly without such an unifying influence need hardly be said.

However, there are a few objectives which must await the future for realization. The more outstanding of these are the following:

1. Compulsory membership in The Manitoba Teachers' Society as a necessary condition of a valid teaching certificate.
2. The right of teachers to assume a major role in setting the standards for admission to teacher-training institutions, and in determining the standards for certification.

3. The right of teachers to set standards which will govern those who are already in the profession.
4. The right of teachers to a share in determining the curricula which will shape the lives of the children entrusted to their care.
5. The right of teachers to become recognized as members of an important profession.

Once The Manitoba Teachers' Society has gained these specific objectives, it will have reached the greatest milestone in its history.

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APPENDIX A

THE LEAGUE OF MANITOBA TEACHERS

(formed at Dunrea, Manitoba,
November 30, 1907)

CONSTITUTION

NAME

The League of Manitoba Teachers

AIMS

1. The stability of the teaching profession as regards its social, intellectual, moral, financial and general welfare.
2. By representing more effectually to the Department of Education the wishes of the profession re the permit system.
3. By bringing pressure to bear on School Boards towards their advertising fuller information.
4. By publication and circulation of lists of schools with such facts about each as will enable applicants to make an intelligent selection, and tend to eliminate the bidding system.

ARTICLE I

1. Officers to be President, Vice-President, Secretary-Treasurer and an Executive Committee of seven members.
2. The officers and executive committee to have the power to appoint any other committees they may deem advisable.
3. The aforesaid officers and executive committee to be appointed by a majority of votes of the members of the League.
4. The time and place of meeting to be the same as that of the Manitoba Teachers' Association.
5. Any teacher may become a member of the League by sending name and address to the Secretary-Treasurer.
6. Fees to be determined at the time of next meeting of the Teachers' Association.

7. The present officers and executive committee to hold office until the time of meeting of the Teachers' Association in 1909, after which date the officers and executive committee shall be elected annually.
8. In case any officer or member of the Executive Committee ceases for any reason to be an officer or member of the League (aforementioned) or Executive Committee, their successor or successors for the remaining part of the year shall be appointed by the remaining officers and members of the Executive Committee.

ARTICLE II

1. The President and Secretary-Treasurer shall edit and cause to be published a paper devoted to the interests of the members of the League.
2. The President, Secretary-Treasurer and any five members of the Executive Committee shall make a quorum.

OFFICERS

President - P. H. Loutit, Dunrea, Manitoba.
 Vice-President - Miss Munroe, Margaret, Manitoba,
 Secretary-Treasurer - A. G. Haskins, Margaret, Manitoba,
 Executive Committee: Miss E. Hannel, Miss I. Crawford,
 Mr. G. W. Treleaven, all of Dunrea,
 Manitoba,
 Mr. H. Buchanan, Ninette, Manitoba,
 Mr. H. G. Reynolds, Altona, Manitoba,
 J. W. Morrison, Swan Lake, Manitoba.

APPENDIX B

CONSTITUTION AND BY-LAWS
OF THE
MANITOBA TEACHERS' FEDERATION

CONSTITUTION

ARTICLE 1 - NAME

The name of this federation shall be the Manitoba Teachers' Federation.

ARTICLE 2 - OBJECTS

Its object shall be to bring into relations of mutual helpfulness the various associations of teachers throughout the province and to make combined action possible when deemed expedient; to obtain for teachers conditions essential to the best professional service, to secure the maintenance of a proper standard of efficiency and compensation, the enlightenment of the public as to the possibilities of the profession for community service, the promotion and maintenance of proper educational laws and, in general, the advancement of the interests of the profession.

ARTICLE 3 - MEMBERSHIP

The Federation shall consist of local organizations of Elementary teachers, Secondary teachers and Supervising Principals regularly engaged in their profession in the province. A registration fee of \$1.00 per member is payable to the Federation with the application for membership.

ARTICLE 4 - OFFICERS

The officers of this Federation shall consist of a President, Vice-President, Secretary, Treasurer, and six other members to make an executive of ten.

ARTICLE 5 - CONVENTION

The convention of this Federation shall meet annually during Christmas vacation in Winnipeg, or at such time and place as the Executive may determine, after at least thirty days' notice has been given to the secretaries of the local associations.

ARTICLE 6 - ELECTION OF OFFICERS

Sec. 1. The officers elected by the convention which adopts this constitution shall hold office until the next annual election. Thereafter each officer shall be elected by the annual convention for the term of one year, or until a successor is elected. In case of vacancy the Executive Committee shall appoint a member to serve until a successor is elected.

Sec. 2. Nomination of officers shall take place in open meeting and voting shall be by ballot.

ARTICLE 7 - REPRESENTATION

Sec. 1. The voting body at an annual meeting shall consist of the Executive Committee and regularly accredited delegates.

Sec. 2. Each federated association shall be entitled to be represented by one delegate for a membership 10 to 25, and shall be entitled to one extra representative for every additional twenty-five members or fraction thereof. The territory to be included in any association shall be determined by the Executive.

Sec. 3. Credentials shall be issued to delegates whose names have been certified by the President and Secretary of the Association which they represent.

ARTICLE 8 - DUTIES OF OFFICERS

Section 1. President. The President shall preside at meetings of the Federation and of the Executive Committee; and shall be, ex-officio, a member of all committees; sign all orders on the treasury, and perform such other duties as devolve upon the President.

Sec. 2. Vice-President. The Vice-President shall assume the duties and responsibilities of the President in his absence or on request.

Sec. 3. The Secretary shall keep the minutes of all meetings of the Executive Committee, answer all correspondence, forward all urgent business to each member of the Executive and shall perform such other duties as may be required of him by the President or the Executive.

Sec. 4. The Treasurer shall collect all dues and assessments and shall receive all moneys arising from any source for the benefit of the Federation. He shall also

keep a systematic account of all disbursements from whatever cause arising, showing the balance on hand at the close of each meeting. He shall keep on file all receipted bills and shall submit his books and papers to the auditing committee at the close of each year.

Sec. 5. The Treasurer shall be bonded as arranged by the Executive, and all moneys placed in a chartered bank.

LOCAL ASSOCIATIONS

ARTICLE 9

Local associations shall consist of members admitted into the Federation in accordance with the terms of Article 3.

ARTICLE 10 - ORGANIZATION

An Association may be organized when approved by the Executive, by at least ten qualified persons subscribing to this Constitution, electing its officers as herein provided and making due report to the Central Federation.

ARTICLE 11 - OFFICERS

The officers of the Association shall be a President, a Vice-President and a Secretary-Treasurer.

ARTICLE 12 - CONVENTIONS

An Association shall meet at least twice each year and it shall be the duty of the officers to provide a place of meeting, a programme or subject for discussion at each meeting. Six regular members must be present. The President on his or her own initiative, or at the request of five members, may call a special meeting on a Saturday and all members must be notified of the time and place of such meeting and the object for which it was called, one week in advance.

ARTICLE 13 - ELECTION OF OFFICERS

The election of officers for local associations shall take place at the first meeting after the opening of school for the Fall term.

ARTICLE 14 - DUTIES OF OFFICERS

The duties of the officers shall be similar to those of the officers of the Federation.

ARTICLE 15 - BY-LAWS

The local association may frame by-laws and regulations for their own government, subject to the approval of the Federation.

GENERAL**ARTICLE 16 - CAPITATION TAX**

Each Association shall pay a Capitation Tax of \$2.00 per member each year, such sum being payable to the Secretary-treasurer of the Federation on or before Dec. 1st of the current year.

ARTICLE 17 - COMMITTEES

Sec. 1. There shall be three standing committees, viz., Publicity, Educational Ideals and Practice, and Legislative.

Sec. 2. Each standing committee shall consist of three members, one of whom shall be a member of the Executive, to be appointed at the annual meeting of the Federation.

ARTICLE 18 - DELEGATES

A delegate from the local association to the Federation shall be a member of said association in good standing and with a professional certificate.

ARTICLE 19 - QUORUM

A quorum of the annual meeting shall be one-fifth of the whole number of accredited delegates and in the Executive Committee seven shall constitute a quorum.

ARTICLE 20 - PROCEDURE

All meetings shall be conducted by the rules of parliamentary procedure, authority being Bourinot.

ARTICLE 21 - AMENDMENTS

These by-laws may be amended at any annual meeting by a two-thirds vote of the whole number of accredited delegates. All proposed amendments shall be in the possession of the Executive Secretary at least one month before the annual meeting and shall be appended to the call for the meeting. These by-laws may be amended by a unanimous vote at any regular meeting without previous notice.

OFFICERS FOR 1919

President H. W. Huntly, Winnipeg
 Vice-Pres..... Miss D. Stewart, Winnipeg
 Secretary J. H. Mason, Delorsaine
 Treasurer W. R. Marsh, Belmont

Executive -

W. H. King, Brandon
 H. D. Cumming, Teulon
 W. H. Denike, Winnipeg
 Miss Yensen, Souris
 E. K. Marshall, Portage la Prairie
 Miss E. Moore, Winnipeg

OBLIGATION

I,hereby declare that I will comply with the rules and regulations of the Manitoba Teachers' Federation, and will support its policy.

I will not discuss the business of the Federation with any non-member unless duly authorized so to do.

I will observe due professional etiquette and always uphold the honor and efficiency of my profession.

I will do all in my power to prepare my pupils for true citizenship, and I will take a lively and sympathetic interest in the affairs of the community.

APPENDIX C

CONSTITUTION
of
THE MANITOBA TEACHERS' SOCIETY

CHAPTER 60

AN ACT RESPECTING THE MANITOBA TEACHERS' SOCIETY

(Assented to March 31st, 1942)

HIS MAJESTY, by and with the advice and consent of the Legislative Assembly of Manitoba, enacts as follows:

SHORT TITLE

1. The Act may be cited as "The Manitoba Teachers' Society Act".

INTERPRETATION

2. In this Act, unless the context otherwise requires,

- (a) "society" means The Manitoba Teachers' Society;
- (b) "provincial council" means the governing body of the society elected or appointed under the provisions of this Act;
- (c) "provincial executive" means the executive committee of the provincial council;
- (d) "district association" means the organization of the members of the society for a teachers' electoral division;
- (e) "district executive" means the governing body of a district association;
- (f) "local association" means a local organization of the members of the society formed with the consent of the provincial executive;
- (g) "local executive" means the governing body of a local association;

- (h) "public school" means any school established or maintained in the province under the provisions of "The Public Schools Act";
- (i) "teacher" means a person holding a legal certificate of qualification to teach in the province issued under "The Education Department Act";
- (j) "board" means the Advisory Board established under "The Education Department Act";
- (k) "minister" means the Minister of Education of the province;
- (l) "department" means the Department of Education of the province;
- (m) "general secretary" means the general secretary of the society appointed as herein provided.

INCORPORATION

3. (1) The persons incorporated under the name "Manitoba Teachers' Federation" by virtue of "An Act to incorporate Manitoba Teachers' Federation," being chapter 175 of the Statutes of Manitoba, 1920, are hereby declared to be and to continue to be a body corporate and politic by the name of "The Manitoba Teachers' Society"; and the name "Manitoba Teachers' Federation" is hereby changed to "The Manitoba Teachers' Society".

(2) The society shall for all purposes be deemed to be the same corporation as that heretofore incorporated under the name "Manitoba Teachers' Federation".

(3) The society shall have power to acquire, take, accept and receive by purchase, gift, devise, bequest or otherwise, and to hold sell, mortgage, lease or dispose of real and personal property and mortgages and charges thereon for the purposes for which the society is constituted.

OBJECTS

4. The objects of the society shall be

- (a) to promote and to advance the cause of education in the province;
- (b) to co-operate in raising the status of the teaching profession,

- (i) by initiating and promoting research in the methods and practice of teaching and in the subjects of the curriculum;
- (ii) by establishing research libraries and circulating libraries of books, treatises and papers designed to assist the teacher in the classroom;
- (iii) by any means which the society shall deem advisable;
- (c) to advance and to safeguard the interests of the teaching profession and of teachers;
- (d) to secure conditions for teachers which will make possible the best professional service;
- (e) to arouse and increase public interest in educational affairs;
- (f) to co-operate with other organizations in the Dominion of Canada or elsewhere having the same or like aims and objects;
- (g) to take any measures (not inconsistent with the provisions of this Act or of any other Act of the Legislature or any regulations of the department or the board) which the society deems necessary or advisable to give effect to any policy adopted by it with respect to any question directly or indirectly affecting teaching or teachers.

ACTIVE MEMBERSHIP

5. (1) Subject to subsection (2) every person who presently holds or hereafter obtains a legal certificate of qualification to teach in the Province of Manitoba under "The Education Department Act," and is employed as a teacher in a public school shall by virtue thereof be an active member of the society.

(2) Any teacher may by registered letter addressed and mailed to the general secretary before the first day of July in any year, elect to be excluded from membership in the society for the next ensuing school year.

(3) Any teacher who has elected to be excluded from membership, at any time after having so elected, may, if otherwise qualified for membership, change such election and be admitted to membership by giving notice by registered mail to the general secretary.

ASSOCIATE MEMBERSHIP

6. (1) The following persons shall be eligible to be associate members of the society and may, by application therefor, become associate members in the manner provided in the by-laws of the society, namely,

- (a) all persons enrolled as students in courses leading to qualification as teachers in any institution in the province recognized by the department;
- (b) all teachers who are unemployed at the time of the coming into force of this Act or who thereafter become unemployed (provided that their associate membership shall be limited to the period of their unemployment; and
- (c) instructors in such schools in the province, other than public schools, as the provincial council may from time to time designate.

(2) Associate members shall have the same rights, privileges and benefits and be subject to the same liabilities and restrictions as active members of the society, save that an associate member shall not be eligible for election as a member of the provincial council or provincial executive.

LIFE MEMBERSHIP

7. On nomination of the provincial executive life membership in the society may be conferred upon any member by resolution of the provincial council.

HONORARY MEMBERSHIP

8. Any person may be appointed an honorary member of the society by resolution of the provincial council.

TEACHERS' ELECTORAL DIVISION

9. (1) The province shall for the purposes of this Act be divided into teachers' electoral divisions which in the first instance shall have the same boundaries and shall be known by the same numbers or names as the inspectoral divisions existing or from time to time established in the province.

(2) The School District of Winnipeg No. 1 shall, for the purpose of this Act, be a teachers' electoral division.

(3) The provincial council may at any time alter the boundaries of any teachers' electoral division or may with

or without reference to specific territorial limitation establish new teachers' electoral divisions and make such provisions as are necessary consequent on such alteration or establishment.

PROVINCIAL COUNCIL

10. (1) The provincial council shall be composed of representatives duly elected by the district associations as hereinafter provided, and of the members of the provincial executive.

(2) The provincial council may

(a) exercise all the powers of the society, direct and supervise its business, property and affairs;

(b) exercise such powers as it may deem necessary for the welfare of the society and its members;

(c) pass, repeal and amend by-laws, rules and regulations (herein referred to as the by-laws of the society) for the purpose aforesaid, or for the delegation to the provincial executive of all or any of the powers of the provincial council; or for regulating the register to be kept as provided herein;

(d) provide for the enforcement of the by-laws of the society and impose penalties for the infraction thereof.

(3) The general secretary shall furnish to the minister for approval by the Lieutenant-Governor-in-Council a copy of each by-law of the society; but no such by-law shall become operative or have effect unless and until approved by the Lieutenant-Governor-in-Council.

(4) The general secretary shall mail to each member of the society a copy of each by-law after it has been approved as aforesaid.

(5) The annual general meeting of the provincial council shall be held in Winnipeg during the week commencing with Easter Sunday in the year 1943; and thereafter the annual general meeting shall be held at such time in each year and at such place as the by-laws of the society may provide or as the provincial council may otherwise determine.

OFFICERS

11. (1) The officers of the society shall be the president, first vice-president, second vice-president, treasurer, general secretary and such other officers as the by-law of the society may from time to time prescribe.

(2) The president, first vice-president, second vice-president and treasurer shall be elected at each annual general meeting of the provincial council and the general secretary shall be appointed by the provincial executive.

(3) The duties and powers of the officers shall be those defined by the by-laws of the society.

(4) The provincial executive shall from time to time fix the remuneration to be paid to the general secretary and any other office assistants.

PROVINCIAL EXECUTIVE

12. (1) The provincial executive shall be composed of the president, the first vice-president, the second vice-president, the treasurer, the immediate past president and such number of additional members from the chairmen of all standing committees established by the by-laws of the society as may be determined by the provincial council and chosen in such manner as may be provided by the by-laws of the society.

(2) The provincial executive may exercise such powers as are by this Act vested in it or may be from time to time delegated to it by the by-laws of the society.

DISTRICT ASSOCIATION

13. (1) A district association shall be organized in each teachers' electoral division in the province and, save as hereinafter provided, shall include all members of the society in such teachers' electoral division.

(2) Each district association shall hold its annual general meeting at the time of the autumn teachers' convention or at such other time as may be fixed by by-law of the district association.

(3) The district association in each teachers' electoral division may formulate a constitution, adopt by-laws and pass resolutions not inconsistent with this Act or the by-laws of the society, and shall carry on the work of the society within the boundaries of the teachers' electoral division in which such district association has been formed.

(4) Copies of the constitution, by-laws and resolutions of each district association shall forthwith upon the passing thereof be forwarded to the general secretary but, save in so far as the same relate to matters of purely local concern, no such constitution, by-law or resolution shall be operative or acted upon until it has been approved by the provincial executive or the provincial council. The provincial executive may in every case decide whether or not any such constitution, by-law or resolution relates to matters of purely local concern and its decision shall be final unless altered by the provincial council.

(5) Each district association shall at its annual general meeting elect from its membership representatives to the provincial council as follows, namely, one representative for each twenty members of the district association: Provided that in the event that the number of members of the district association when divided by twenty leaves a remainder of eleven or more the district association shall be entitled to and shall elect one additional representative.

(6) Representatives so elected to the provincial council in each teachers' electoral division shall take office immediately and shall constitute a district executive and shall, from their number, elect a district president, district secretary, district treasurer and such other district officers and additional members of the district executive as they deem necessary to constitute an executive committee of the district executive.

LOCAL ASSOCIATION

14. (1) Any group of members of the society may, with the consent of the provincial executive, organize and establish a local association for the furtherance of the objects of the society.

(2) A local association may formulate a constitution, adopt by-laws and pass resolutions not inconsistent with this Act or the by-laws of the society.

(3) Copies of all constitutions, by-laws and resolutions of each local association shall, forthwith upon the passing thereof, be forwarded to the general secretary, and, in any case where the membership of the local association is drawn from one district association, to the district secretary thereof; but save in so far as the same relate to matters of purely local concern, no such constitution, by-law or resolution shall be operative or acted upon until it has been approved by the provincial executive or the provincial council. The provincial executive may in every case

decide whether or not any such constitution, by-law or resolution relates to matters of purely local concern and its decision shall be final unless altered by the provincial council.

FEEB

15. (1) Every member of the society, except life members and honorary members, shall pay annually on the first day of October in each year such membership fee as may from time to time be fixed or prescribed by the by-laws of the society. The scale of fees existing in Manitoba Teachers' Federation at the time this Act comes into force, as set forth in Schedule A, shall be the scale of fees for the society unless changed by the by-laws of the society.

(2) Upon payment of the membership fee the member by whom or on whose behalf such payment has been made shall be entitled to receive a certificate under the seal of the society evidencing that the holder, named therein, is a member in good standing of the society for the term therein set forth.

(3) The annual membership fee payable by each member to the society shall be a debt due by the member to the society and may be collected with costs of suit in the name of the society in any court having jurisdiction at the place where the member resides or teaches.

REGISTRATION

16. (1) There shall be kept at the central office of the society a book or books which shall comprise the register, in which shall be entered the name of every member of the society and such other information as may be directed by the provincial council from time to time.

(2) The register shall be open and subject to the inspection of the minister, or his authorized representatives, or the secretary of the board, or any member of the society, or any public or high school inspector or any superintendent appointed or employed by any public school district or consolidated school district in the province, or any member of any board of trustees of any school district in the province, who has been authorized by formal action of his board to make such inspection but shall not be open to representatives of commercial organizations.

(3) It shall be the duty of the general secretary to keep the register correct in accordance with the provisions of this Act and the by-laws of the society.

(4) Every member shall notify the general secretary, in writing, of any change in his qualifications, address or school, and, upon notifying the general secretary, such member shall be entitled to have the necessary changes recorded in the register.

INVESTIGATION OF COMPLAINTS

17. (1) The provincial executive may investigate complaints regarding the professional conduct of any member of the society.

(2) The provincial executive may in every case when conducting an investigation under the preceding subsection act either by itself or through a committee thereof.

(3) After such investigation the provincial executive shall forthwith file with the general secretary a copy of the proceedings and evidence and such further material as the by-laws of the society may from time to time require; and shall file with the minister a synopsis of all such proceedings including minutes of the evidence had or taken by or before the provincial executive or the committee thereof.

(4) After such investigation the provincial executive may make such recommendations as it may see fit to the minister for his consideration.

EVIDENCE

18. (1) The register shall be prima facie evidence of the facts therein stated.

(2) In all cases where proof of membership is required the production of a certificate that the person therein named is a member in good standing of the society, certified under the hand of the general secretary and the seal of the society, shall be prima facie evidence of such membership in lieu of the production of the original records. Any such certificate purporting to be signed by any person in the capacity of general secretary shall be prima facie evidence that such person is the general secretary without any proof of his signature or of his being, in fact, the general secretary.

19. An Act to incorporate Manitoba Teachers' Federation, being chapter 175 of the Statutes of Manitoba, 1920, is repealed and this Act shall be deemed to have been substituted therefor.

Note: See Interpretation Act, sec. 25 (2).

20. This Act shall come into force on assent.

SCHEDULE A.

On salary of \$500 or less	\$2.00
" " " 501 to 700	3.00
" " " 701 to 1,000	4.00
" " over 1,000	5.00

APPENDIX D

MANITOBA TEACHERS' FEDERATION

REPORT OF COMMITTEE ON SALARY

SCHEDULE BASIS

Early in 1920 the Manitoba Teachers' Federation appointed a committee to consider a basis upon which all salary schedules should be calculated. The findings of this committee were passed upon, amended, and finally accepted by the convention of December, 1920.

In this report an attempt is made to indicate a method by which there shall be recognition of the teacher's qualifications, experience, and efficiency. It is proposed to have the municipal levy pay an amount for each teacher, equal to the minimum salary for the teacher without experience and possessing the lowest grade of certificate; to have increases on account of improved standing and experience paid by provincial grant; and to have special efficiency covered by special levy on the school district. In this way it is believed that the burden of taxation for school purposes will be more evenly distributed. What is aimed at is not so much, as increase, as a more equitable distribution of the total levy, and, for the teacher, the possibility of attaining an adequate maximum.

It is to be noted that in the illustrative schedules attached no increase is suggested on account of efficiency, and that all schedules given are for MINIMUM SALARIES ONLY.

1. Whereas our constituency, the Province of Manitoba, embraces communities of many different characters, including city, town, village, well and sparsely settled districts, foreign and frontier settlements, it seems impossible to prepare a schedule that would be satisfactory or do justice to all. Nevertheless there are certain factors that are constant and can be dealt with. There are other factors that vary with general economic movements and should be considered at certain intervals by an agreed tribunal.

There are other factors which vary with the individual and the locality and must be regarded as legitimate subjects for bargaining. In regard to this last we submit that where the parties concerned, viz:-- teacher and school board, cannot agree the way should be made easy for an appeal to the Board of Reference, without reflection upon either party.

2. The responsibility for retaining in the Province a sufficient number of trained and experienced teachers should be assumed by the Department of Education.

3. That Salary Schedules should be framed with the object of:-- adequately remunerating the members of the Teaching Profession and attracting and retaining men and women of character, attainments and ambition; hence recognition must be had of: Cultural and Professional Education, Experience, Special Ability in classroom or on campus, Initiative as community leaders, Unfavourable living or working conditions.

4. In view of community service rendered, a fair and adequate pension scheme should be brought into effect without delay.

5. Minimum salary (for inexperienced teacher holding lowest grade of certificate) should cover:

- a. Living expenses for twelve months.
- b. Interest on investment, i.e., wages sacrificed and expense incurred in obtaining education above Grade X.
- c. Reasonable savings.

6. Salaries should be provided for from the following sources:

- a. Minimum salary as per sect. 5 from the municipal levy.
- b. Additional increments; calculation based on academic and professional attainments and experience, from the provincial levy.
- c. Additional increment in recognition of special efficiency in class-rooms, on campus, or in community, and unfavorable living or working conditions, from special levy on the school district.
- d. Where additional increments become necessary on account of location, these increments should be a charge on the Immigration Departments; on the provincial department in the case of new and frontier settlements; on the federal department in the case of foreign settlements.

In further sections minimum salary and salary schedule shall be considered as applying only to (a) and (b) of this section.

7. In graded schools of more than three rooms, primary and secondary grades must be in charge of teachers holding at least second-class professional certificate.

Teachers appointed to the position of principal must have the following qualifications:

Principals of two-roomed schools must have Second-class Prof. and two years' experience.

Principals of three-roomed (and over) elementary schools must have Second Prof. and three years' experience.

Principals of Intermediate Schools must have First-Class Professional and three years experience, one of which shall be in elementary work.

Principals of High Schools and Collegiate Institutes must be university graduates with First-class Prof. certificates and five years experience; where the principals have supervision of the elementary grades they should have two years' experience in elementary work.

N.B.--Notwithstanding anything in this section it is to be understood that teachers, holding or qualified to hold, any of the above-mentioned principalships at the time of the going into force of this section, shall not be adversely affected thereby.

8. Illustrating these principles we submit the attached schedule, A, B, and C.

SCHEDULE A, BASED ON CERTIFICATE

(a) Grade XI and 3rd Prof.	\$1000
(b) Grade XI and 2nd Prof. (2 years exp.).....	1200
(c) Grade XII and 2nd Prof. (2 years exp.).....	1300
(d) Grade XII and 1st Prof. (2 yrs. exp.).....	1350
(e) Grade XII and 1st Prof. (2 yrs. exp. Sec. school)	1400
(f) B.A. and 1st Prof. in Secondary School	1800

SCHEDULE B, BASED ON EXPERIENCE

Years experience 1-5, an increase of 2½ p.c. of minimum.
 Years experience 6-10, an increase of 5 p.c. of minimum.
 Years experience 11-15, an increase of 10 p.c. of minimum.
 After 15th year, an increase of 2½ p.c. of minimum.

Where Dept. considers that yearly increase is not due teacher because he is not generally efficient--such teacher should be retired on pension.

Where teacher has had experience in Elementary work half such experience should be credited him, if he later enters secondary school work.

SCHEDULE C, INCREASE TO PRINCIPALS

(Charged against School District)

Teaching Principals of 3 or 4 room school, additional 10 per cent. of minimum salary.

Teaching Principals 5 or 6 room school, additional 20 per cent. of minimum salary.

Teaching Principal 7 or 8 room school, additional 30 per cent. of minimum salary.

Teaching Principals of 9 or 10 room school, additional 40 per cent. of minimum salary.

Teaching Principal of 10 or 14 room school, additional 40 per cent. and relieved from teaching half time.

Teaching Principals of over 14 room school, additional 40 per cent. and relieved of all teaching.

Principal of H. S. where no supervisor of elementary grades: 2 rooms, an additional 10 per cent. of minimum.

3 to 8 rooms, an additional 5 per cent. per room.

Over 8 rooms, an additional 40 per cent. and relieved from teaching.

SCHEDULE D

Increments in recognition of Special Ability in classrooms, on campus or in community, and of Unfavorable Working Conditions should be indicated by a joint committee of trustees and teachers or their representatives.

G. J. ELLIOTT,

Chairman of Committee.

W. J. SCOTT,

Secretary of Committee.

H. W. HUNTLEY,

Pres. N.T.F.

G. J. REEVE,

Secy. N.T.F.

APPENDIX E

CODE OF ETHICS

SECTION A

The following rules of conduct have been adopted by the Provincial Council of The Manitoba Teachers' Society. Breach of any of these rules may provide cause for investigation by the Judicial Committee as laid down in the By-laws of the Society and may give rise to disciplinary action by the Society.

A member of The Manitoba Teachers' Society:

- (a) Shall not undertake to obtain a position;
- (b) Shall not apply for a specific position that is not yet vacant;
- (c) Shall not needlessly reveal the defects of a fellow-teacher;
- (d) Shall not by-pass immediate authority to reach higher authority without exhausting the ordinary means of obtaining redress;
- (e) Shall neither apply for nor accept a teaching position without first clearing with the Central Office of The Manitoba Teachers' Society;
- (f) Shall not return a contract unsigned to a School District after a verbal acceptance of a position with the said School District;
- (g) Shall join his fellow-teachers in the presentation of legitimate grievances to higher authority;
- (h) Shall be an active member of teachers' professional organizations.

SECTION B

As a member of The Manitoba Teachers' Society I pledge myself as follows:

Section 1 - The Teacher as a Person

As a human being I owe it to myself and to my Creator sincerely to strive to achieve a complete personality. To this end I pledge myself:

- (a) To recognize and to strive to fulfil my duties to my Creator.
- (b) To practise the moral virtues, the intellectual virtues, the social virtues, and the civic virtues in my daily life.
- (c) To try to acquire and maintain good health, both physical and mental.

Section 2 - The Teacher as a Guide to Youth

During the time my pupils are in my charge, in co-operation with the children's parents or without their co-operation, I pledge myself to the best of my ability:

- (a) To develop in my pupils the knowledge, skills and attitudes that are conducive to good physical and mental health;
- (b) To inculcate in my pupils habits of honest and logical thought;
- (c) To develop in my pupils the knowledge, skills and attitudes that make for social competence;
- (d) In accordance with the law, to aid the home and the church to foster in my pupils reverence, respect, and a deep sense of their religious duty;
- (e) To assist my pupils in making a wise choice of vocation;
- (f) To develop in my pupils the knowledge, skills, and attitudes that will enable them to discharge their civic responsibilities satisfactorily.

Section 3 - The Teacher as an Employee of the School District

In carrying out my part of the agreement with the School District, I pledge myself to make every reasonable effort:

- (a) To perfect my knowledge of subject matter;
- (b) To perfect my teaching methods;
- (c) To take care to avoid loss to the School District through waste of time, supplies, or equipment through my own or my pupils' negligence;
- (d) To assist the School District in raising educational standards;
- (e) To avoid lowering of efficiency of the School District, especially by fomenting internal strife.

Section 4 - The Teacher and the General Public

As a member of my community, I pledge myself:

- (a) To display interest and leadership in the solution of educational problems;
- (b) To assist, within the limits of my ability and opportunity, in raising the cultural level of the community.

Note: The Code is in the process of being revised.

APPENDIX F

PAST PRESIDENTS OF THE MANITOBA TEACHERS' SOCIETY

* * * * *

Easter 1919 to December 1921	H. W. Huntly
December 1921 to December 1922	E. K. Marshall (deceased)
December 1922 to December 1924	C. W. Laidlaw (deceased)
December 1924 to Easter 1927	A. C. Campbell (deceased)
Easter 1927 to Easter 1928	W. Sadler (deceased)
Easter 1928 to September 1929	W. A. Anderson (deceased)
September 1929 to Easter 1931	A. E. Hearn (deceased)
Easter 1931 to Easter 1932	G. Florence
Easter 1932 to Easter 1933	J. Crossley
Easter 1933 to Easter 1934	W. G. Oliver
Easter 1934 to Easter 1935	Lt.-Col. G. M. Churchill
Easter 1935 to Easter 1936	Miss C. Parkinson
Easter 1936 to Easter 1937	W. G. Rathwell (deceased)
Easter 1937 to Easter 1938	H. V. Bell
Easter 1938 to Easter 1939	Mrs. E. J. Ranson
Easter 1939 to Easter 1940	A. S. Moore
Easter 1940 to Easter 1941	J. H. Cameron
Easter 1941 to Easter 1942	J. E. Ridd
Easter 1942 to September 1942	Dr. E. Boyce
September 1942 to Easter 1944	Dr. E. F. Willoughby (deceased)
Easter 1944 to Easter 1945	R. C. Paris
Easter 1945 to Easter 1946	Miss M. Hamilton
Easter 1946 to Easter 1947	F. D. Baragar
Easter 1947 to Easter 1948	Mrs. H. K. Ellis

Easter 1948 to Easter 1949	G. R. Rowe
Easter 1949 to Easter 1950	Mrs. E. J. Mollard
Easter 1950 to Easter 1951	H. E. Murphy
Easter 1951 to Easter 1952	Dr. M. R. Conway
Easter 1952 to Easter 1953	D. H. Stewart
Easter 1953 to Easter 1954	Miss E. Miller
Easter 1954 to Easter 1955	J. A. Ashley
Easter 1955 to Easter 1956	Miss A. MacDonald
Easter 1956 to Easter 1957	Miss W. Stevenson
Easter 1957 to Easter 1958	C. S. Gow
Easter 1958 to Easter 1959	A. E. Scrase

APPENDIX G

E. K. MARSHALL

By J. E. Ridd

In the spring of 1919 a group of five men teachers met in Winnipeg to consider the matter of organizing to improve the status of the teaching profession, and from this meeting came the Manitoba Teachers' Federation. The names of the five founders are: W. E. Marsh, Belmont; J. M. Nason, Deloraine; W. J. G. Scott, Roland; H. W. Huntly, Winnipeg, and E. K. Marshall, Portage la Prairie. "E. K." became the first editor of the Bulletin, from 1922 to 1945 General Secretary of the organization, and from 1945 when he retired was an Honourary Member of the Executive and an advisor on the staff of The Manitoba Teacher. His death on December 22nd, 1956, marks the end of an era in education in the province of Manitoba.

E. K. Marshall came to Manitoba from Scotland in the 1890's and taught school successively and successfully at Arbroath S.D., Rossendale S.D. in Sidney village, and for 18 years as teacher of English at the Collegiate in Portage la Prairie. We admire the vision and courage which in 1922 led him, a successful teacher in an assured position, and a man with a young family, to leave his secure position for the precarious task of General Secretary of an organization of teachers which in its Annual Statement for March 1921 showed a gross income of \$3,835.77. Probably an explanation for his action then and for many wise decisions made later is

to be found in these words taken from his Annual Report in May 1926 - "While we must not do anything rash, do not let our caution drag the wheels of progress." In large measure it was due to his wise guidance, careful diplomacy but stern sense of justice that the small voluntary association of 1922 became the present Manitoba Teachers' Society.

Concerning E. K. as General Secretary of The Manitoba Teachers' Society little need be said. "Si monumentum videre vis, circumspecte." Successive presidents testified to his cautious wisdom, his devotion to duty, his tactful approach to contentious issues, his firm belief in the values of education, and trust in the teachers as a group devoted to duty and to their profession.

In his private life E.K. was a man of letters, a distinguished scholar and author, and a constant reader of the best English prose and philosophy. Reading was his recreation - nothing pleased him better than to have time to go home to his family and his books or to discuss his reading with his intimate friends. Yet he was not "bookish" - he had a keen interest in every-day affairs and in people and was an ardent baseball fan when time allowed. He contributed much to the community through his activities in various clubs such as Rotary, in the Advisory Board of the Depart of Education, and as an esteemed elder in his church. His quiet humor and wit, his aptitude in making friends quickly and keeping them, his remembrance of faces and names,

his ability to discuss dispassionately and intelligently a wide variety of subjects made him popular with a great variety of persons so that his wide circle of friends was very inclusive.

As editor of the Bulletin and in charge of publicity for the infant M.T.S. he was largely responsible for its growth in membership and influence. As General Secretary he maintained good public relations and did much towards improving tenure and teaching conditions for its members. He saw his infant organization grow to maturity - change its name to The Manitoba Teachers' Society and become a vital factor in the educational system of Manitoba. He was one of the creators of the M.T.S. and, similarly to the story of the first creation as recorded in "The Book" he looked upon his work and saw that it was good. The era of creation has ended - the creator has gone to his rich reward - yet he lives on in his creation and our debt of thanks and gratitude to him must continue to grow with the years.

"Well done, good and faithful servant. Enter thou into the joy of thy Lord."

ADDRESS DEDICATING
McMASTER HOUSE

By Harold Murphy

Madam President, Honoured Guests, Fellow Teachers,
and all friends of the late Tom McMaster: I feel extremely
meek and humble this evening in being so honoured by your
Executive to pay tribute to the late Mr. McMaster.

Possibly I can acquaint you with a few of the more
intimate details of this life with which I was very for-
tunate to be associated over a fairly prolonged period. I
first met Tom about 1932 when he was teaching at St. John's
School. He, like myself, had been invited by mutual friends
to play golf at the Kildonan Course. As a golfer Tom was
as good or poor a duffer as myself, but it was the manifes-
tation of that fine spirit of friendliness and cordiality,
his wit and fine sense of humour, which won him to you and
all with whom he came in contact.

Thomas Agnew McMaster was the eldest of five sons and
two daughters born to Mary and James Alfred McMaster of
Clydebank, Scotland. Tom first "saw the light" on April
17th, 1898. He attended grammar school, was a boy scout and
later a sea scout. At an early age he was apprenticed to
the boiler makers' trade. He attended Glasgow Technical
College evening classes. On December 2nd, 1915, at the age
of 17½ he enlisted in the Royal Navy. He was attached to

the signals of the battle cruiser H.M.S. Collingwood at the time that the late King George VI was a midshipman. Tom's recollections of him were quite vivid, with his slightly halting speech, and his intense desire to be one of the men and to be treated as such. It was on the battle cruiser Collingwood that Tom took part in the Battle of Jutland on May 31st, 1916, and won the Jutland Medal. He spent some time on Convoy Duty between Liverpool and Port Said and his last task in the navy was on a mine sweeper cleaning up floating mines.

He was discharged August 19th, 1920, and went back to his trade and night school. In the Navy, Tom developed a love for the smoking of clay pipes and thick black tobacco. He took great pride in the beautiful browns he produced in his various pipes as he and his brother John spent their evenings in study. Indeed he manifested such ability to study and analyze problems, that he won first prize for the whole of the British Isles when, in 1922, he wrote the City of London and Guilds' Technical Institute examinations for his trade papers and received a bronze medal in recognition of the same. In later life Tom often remarked to Mrs. McMaster that of all his medals he valued this highest because it convinced him that he could accomplish that which up to that time had seemed to him the impossible. We might consider this the awakening of the true Tom McMaster.

In August, 1924, he came to Canada and was for a time

employed at his trade by the Vulcan Iron Works. But that buoyant irrepressible spirit of the man could not be restrained and in October, 1925, he went to St. John's College School to catch up on the back log of his academic work. He completed his matriculation and attended Normal School in the year 1926-27. He was appointed to the staff of St. John's College School in September, 1927, and he remained there for the next ten years.

In June, 1929, he married Margaret Turner of Winnipeg and to this union, a daughter Jean, and a son Donald, were born. While he was Mathematics and Science Master of St. John's College School he completed his Bachelor of Arts, Bachelor of Education and Master of Education degrees, and he won the Gold Medal in Education for his thesis in his Master's degree.

He was appointed to the Earl Grey staff of Winnipeg Schools in September, 1937, and taught there until the British Empire Service League requisitioned his services in November, 1940, to take charge of their Educational programme amongst the forces, first in the Manitoba Command, and later in 1940 as deputy director in Ottawa of all educational programmes. In 1943 he moved to England where he set up educational services for Canadian servicemen at Oxford, Cambridge, and the Sorbonne. In recognition of this work, the Legion awarded him a certificate of merit.

Thus Tom McMaster came to The Manitoba Teachers' Soci-

ety as its General Secretary in August, 1945, a truly well rounded and mature man with a tremendous background of experience which proved invaluable in so many varied situations as he endeavoured to better the lot of the teacher, of you and me.

While Tom lived an extremely busy life, he was never too busy to be a kind, loving and devoted father and husband, deeply concerned with the welfare of his family. I recall the pleasure he derived from Jean's writing for her classroom paper and later as assistant editor of her United College monthly papers and year book: these were like a rebirth of his own yearnings and desires. The delight he experienced when Jean was selected as "Miss Electricity" -- the Sweetheart of the Engineers for her year! His deep concern for the health of Mrs. McMaster, his intense interest in the purchases of furnishings and decorations for the home, his likes and dislikes of each drawing of Don's. The pride he manifested in each fish, bird or animal stuffed by Don as he exhibited his prowess as a taxidermist.

Tom was an ardent lover of the great outdoors and from this source he received some of his finest inspiration, but in his later years because of ill health and his physical handicaps he was deprived of many of the satisfactions one derives from this communion with nature. Because of Don's love for fishing, hunting and nature and the closeness of father and son, Tom was also to relive and experience many

of the joys which would otherwise have been lost to him. Indeed, Tom's family was very close and paramount in the thoughts of this busy man.

Tom might be thought of as the Moses destined to lead the teachers to throw off their yoke of bondage, to free the teaching profession of its inferiority complex, and to enthuse and encourage them to lift up their heads and hold them high, to pursue a course that would render Maximum Teaching Service. I know not where was located the burning bush from whence he received his divine messages, but he did come to The Manitoba Teachers' Society fired with a zeal and an inspired leadership that was bound to react on the rank and file of teachers and weld them into a co-operative, aggressive organization.

His enthusiasm, his experience, his knowledge and his judgment encouraged his colleagues to embark upon undertakings that a less courageous person would not venture upon. He thrived on difficult situations and seemed almost psychic in his ability to plot a course safely through the dangerous and shoal-infested waters of the many problems connected with our Labour Relations Negotiations. Here the work was so arduous and the zeal of the man so great that he refused to accept defeat, and with dogged determination pursued his course until in 1950 his health broke and he had to spend two months in hospital. Here he found time to read and contemplate, and this resulted in his dictation from his

sick bed of his book "Beyond Collective Bargaining," which is now an authority on collective bargaining throughout Canada and United States.

He was never content to rest on his laurels but with renewed energy sought new fields to conquer. This resulted in the re-establishment of the liaison committee of trustees, municipal authorities and teachers, where the top executives of each of these organizations could get together and learn the viewpoint of the other party. I firmly believe that the discussions which took place in these close associations were instrumental in producing many of the teachers' greatest gains, particularly in the field of permit teachers, salaries and pensions.

Tom had a grand sense of humour. He was an excellent story teller, and he had a quick tongue at repartee. He enjoyed a joke on himself or on his Gaelic forbearers, but his adversary had to be very "nisible" of thought to get the better of Tom in any interchange of anecdotes.

Tom possessed to a very high degree all the characteristics and virtues of a great leader: initiative, application, diligence, determination, perseverance, courage, self-reliance, patience, honesty, ability to study and a purpose in life. He was able to inspire or awaken in others these same traits. Tennyson in his Ulysses is typical of the man . . .

"Come, my friends,
 'Tis not too late to seek a newer world.
 Push off, and sitting well in order smite
 The sounding furrows, for my purpose holds
 To sail beyond the sunset and the baths
 Of all the western stars.

* * * * *

That which we are, we are
 One equal temper of heroic hearts
 Made weak by time and fate but strong in will
 To strive, to seek, to find, and not to yield."

I have presented Tom McMaster as I knew him. Your
 Executive honours Tom today and also honours this building
 in naming it

M c M A S T E R H O U S E

a symbol

of the faith and vision

of

T H O M A S A G N E W M c M A S T E R

1898 - 1956

Thus we dedicate this structure to the endeavour and
 principles Tom envisioned for The Manitoba Teachers' Society.
 May it remind us of our struggles of the past and ever pre-
 sent new and changing vistas to stimulate us to a better
 teaching service for a better Manitoba.

"More power to you" would be the wish of Thomas
 Agnew McMaster!