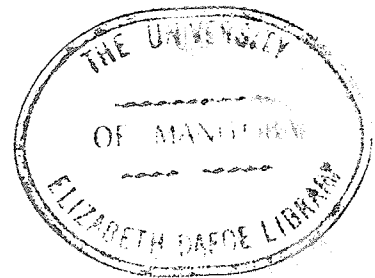


THE HISTORY OF
THE MANITOBA EDUCATIONAL ASSOCIATION

A Thesis
Presented to
the Faculty of Graduate Study and Research
University of Manitoba

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

by
Ernest Butterworth
January, 1965



THE HISTORY OF
THE MANITOBA EDUCATIONAL ASSOCIATION

ABSTRACT

This study of the history of the Manitoba Educational Association attempted to discover the origin, nature and purposes of the Association, to trace its development and activities from its founding to the present, and to assess its strengths, weaknesses, and influence.

The Association is one of the two provincial educational associations with an unrestricted membership which still exist in Canada. It was established in 1905 to fill a void left by the failure of an earlier provincial teachers' association formed to act as a central body for the local Teachers' Institutes. In contrast to this earlier organization, the M.E.A. accepted as its purpose the consideration of virtually all matters relating to education, and welcomed into membership any interested person willing to pay a nominal fee. One objective of this study was to discover the reasons for the continued independence and vigor of such an association in the face of the decline and disappearance of similar organizations in most other provinces of Canada.

The principal activity of the Association has always been its annual convention, aimed at bringing together for

the discussion of their common educational problems, teachers, inspectors, administrators, and all citizens interested in education. Other activities arose naturally from the purposes of the Association. Through resolutions passed at annual meetings, through submissions to Royal Commissions and Legislative Committees, through the formation of special committees, and through encouraging and assisting the development of other organizations interested in education, the Association attempted to influence the development of education in Manitoba and, until the founding of the Manitoba Teachers' Federation in 1918, to safeguard and improve the welfare of teachers. An attempt was made in this study to record the history of all these activities.

The conclusion of the study employed the historical findings to assess the influence of the Association and to suggest courses of action calculated to maintain and enhance its contributions to the betterment of education in Manitoba.

ACKNOWLEDGMENTS

The writer is grateful for the assistance and encouragement given by his thesis committee. He is particularly indebted to his faculty adviser, Mr. C. C. Wood, and to Dr. John M. Brown, Dean of the Faculty of Education. Their advice and guidance was invariably valuable and stimulating.

Thanks are also extended to Mr. E. L. Arnett, General Secretary of the Manitoba Teachers' Society for his careful examination of the thesis for errors in fact, and to Mr. R. R. Robertson, Assistant Deputy Minister of Education for Manitoba, and a past president of the M.E.A., for his sympathetic reading of the rough draft and his very kind words of encouragement.

Of the many other individuals who so readily gave advice, information, or assistance, particular mention may be made of Mr. L. E. Walker, past president of the M.E.A., whose intimate knowledge of the Association was invaluable, and of Mr. John Pemberton and Mr. Howard Loewen, who were always ready to make available any necessary records.

TABLE OF CONTENTS

CHAPTER	PAGE
I. INTRODUCTION	1
The Purpose	1
The Sources	3
The primary sources	3
The records of the Manitoba Educational Association	3
The published records	4
The secondary sources	4
Sources for general historical background	4
Sources for the history of the Manitoba Educational Association	6
Organization of the Remainder of the Thesis	7
II. A REVIEW OF THE LITERATURE ON THE ORIGIN AND DEVELOPMENT IN CANADA OF TEACHERS' INSTITUTES, PROFESSIONAL SOCIETIES, AND EDUCATIONAL ASSOCIATIONS	8
The Nineteenth Century	8
1900 to 1917	12
1917 to the Present	13
III. THE ORIGIN AND FOUNDING OF THE MANITOBA EDUCATIONAL ASSOCIATION	23
IV. THE NATURE AND PURPOSES OF THE ASSOCIATION	28
The Name	28
The Purposes	28
The Constitution	29
V. THE EARLY YEARS--THE ACTIVITIES OF THE ASSOCIATION TO 1920	31
The Historical Setting	31
The Conventions	34
Other Activities	40
Cooperation with other organizations	40
The improvement of education in Manitoba	41
The improvement of the status and well-being of teachers	46

CHAPTER	PAGE
VI. THE FOUNDING OF THE MANITOBA TEACHERS' SOCIETY AND THE DIVISION OF FUNCTIONS	51
VII. THE PERIOD OF APPRAISAL--THE ROYAL COMMISSIONS	60
VIII. ACTIVITIES OF THE SPECIAL COMMITTEES 1925-1945	69
The Committee on Moving Pictures	69
The Committee on Juvenile Crime	71
The Committee on Character Education	74
The Articulation Committee	79
The Committee on Venereal Disease	93
IX. ACTIVITIES OF THE SPECIAL COMMITTEES 1945 TO THE PRESENT	95
The Committee on Teacher Recruitment	95
The Committee on the Brief to the Royal Commission of 1957	99
X. THE STANDING COMMITTEES	104
The Executive Committee	104
The Finance Committee	105
The Nominations Committee	106
The Resolutions Committee	107
The Dr. Alex McIntyre Memorial Trust Fund Committee	114
The Honorary Life Membership Committee	115
XI. THE ANNUAL CONVENTION	117
The Purpose of the Convention	117
The Material Needs--Membership and Finance	118
The Physical Facilities	129
The Organization of the Convention Program	131
The Public Meetings, and Radio and Television Programs	134
The Luncheons	137
The Visiting Speakers	138
The Social Events	141
The Workshops, Exhibits and Displays	143
The Annual Meeting	147
The Publication of Convention Proceedings	149

CHAPTER	PAGE
XII. THE RELATIONSHIP OF THE MANITOBA EDUCATIONAL ASSOCIATION WITH OTHER ORGANIZATIONS	155
The School Trustees' Association	155
The University of Manitoba	157
The Provincial Government	158
The Subject-Specialist Groups	164
The Manitoba Teachers' Society	168
Other Organizations	192
XIII. CONCLUSION	199
BIBLIOGRAPHY	212
APPENDIX A	218
The 1906 Constitution of the Manitoba Educational Association	
APPENDIX B	222
The 1963 Constitution of the Manitoba Educational Association	
APPENDIX C	229
Amendments to the Constitution of the Manitoba Educational Association, 1963 and 1964	
APPENDIX D	231
The First Executive of the Manitoba Educational Association, 1905	
APPENDIX E	233
Visiting Speakers at the Conventions of the Manitoba Educational Association	
APPENDIX F	240
Past Presidents and Secretaries of the Manitoba Educational Association	

CHAPTER I

INTRODUCTION

The Manitoba Educational Association was founded in 1905 to bring together for the discussion of their common educational problems teachers, inspectors, administrators, and all citizens interested in education. Since that date the Association has held annual conventions during Easter Week and carried on a variety of activities at other times of the year.

I. THE PURPOSE

The purpose of this thesis was to discover the origin and trace the development of the Manitoba Educational Association from its founding to the end of the Easter Convention of 1964.

The thesis attempted to determine, by historical methods, the influence of the Manitoba Educational Association on the development of education and educational bodies in Manitoba from 1905 and the factors which fostered the continued independence of the Association.

The Manitoba Educational Association is one of the largest educational organizations in Manitoba. Its membership is exceeded only by that of The Manitoba Teachers' Society and its educational convention is the largest of

the type in the province. Its importance in Manitoba has been recognized by the patronage and financial support of teachers, administrators, inspectors, the Government of Manitoba, and a number of large business concerns.

From its inception in 1905 until the founding of The Manitoba Teachers' Society in 1918, the Manitoba Educational Association was the only organization competent to speak for the teachers of the province, and was recognized as such by the Government of Manitoba. Since 1918 the Manitoba Educational Association and The Manitoba Teachers' Society have worked in close co-operation on many occasions to arrive at solutions to educational problems while maintaining their separate identities.

The history of education in this province would not be complete without a record of these two organizations. The need for a history of The Manitoba Teachers' Society was met in 1958.¹ This study has attempted to meet the similar need for a history of the Manitoba Educational Association.

Consideration for the continued welfare of the Manitoba Educational Association dictates the necessity of an examination of its history, its nature, its purpose, and

¹Haraldur Victor Vidal, "The History of The Manitoba Teachers' Society" (unpublished Master's thesis, The University of Manitoba, Winnipeg, 1958).

its influence. The continued expansion of the interests and activities of The Manitoba Teachers' Society into such fields as curriculum and teacher training, and the establishment of such organizations as the Manitoba Conference on Education demand that the Manitoba Educational Association be prepared to meet the problems of overlapping functions and to solve them in a manner in keeping with its objectives.

The importance of the present study lies, therefore, in the need to record a hitherto unchronicled but essential portion of the history of education in Manitoba, and in the need of the Association to re-examine its history and purposes in preparation for the demands of the future.

II. THE SOURCES

The Primary Sources

The records of the Manitoba Educational Association. The principal primary sources were the minutes of the Manitoba Educational Association. These included the minutes of executive meetings, annual meetings, some Resolutions Committee meetings, and sectional meetings at the annual conventions.

Other records of the Association, the cash books, financial statements, the card index of those active teachers who have been members of the Association, the card

index of Honorary Life Members still living, and correspondence were also used. The correspondence file is quite complete from about 1940, adequate from 1930 to 1940, and very scanty before 1930.

Published records. Many of the addresses given at the annual conventions were printed in the "Convention Issues" of the Western School Journal from 1907, in its successor, the Manitoba School Journal, and in the published "Convention Reports" of the Manitoba Educational Association. The minutes of the annual meetings were also recorded in these two journals. All executive minutes were recorded in the Western School Journal from 1921. Published copies of the programs for all conventions except that of 1908 were available in the Association files.

The Secondary Sources

Sources for general historical background. Of the secondary sources, the best for general historical background and for brief histories of teachers' institutes, associations, and professional societies, was "The Development of Education in Canada," by Phillips.² However, the

²C. E. Phillips, The Development of Education in Canada (Toronto: W. J. Gage and Company, Limited, 1957).

names given to some teachers' organizations and the dates of their origin must be accepted with caution.

No definitive study has been recorded of the history of teachers' organizations in Canada; but "The Development of Teachers' Organizations in Canada," submitted to the University of Manitoba in 1938 by Geoffrey John Buck, gives an excellent history of those organizations which affiliated with the Canadian Teachers' Federation, as well as incidental information about teachers' institutes and educational associations.³ "The History of the Manitoba Teachers' Society," submitted to the University of Manitoba in 1958 by Haraldur Victor Vidal, is a more recent and comprehensive study of the Manitoba scene; but its value is somewhat limited by a tendency to ignore outside influences on the early development of The Manitoba Teachers' Society.⁴

Other useful sources were articles in the Western School Journal, the Manitoba School Journal, and The Manitoba Teacher as well as Morton's "Manitoba: A History"⁵ and the "Centennial History of the Ontario Educational Association

³Geoffrey John Buck, "The Development of Teachers' Organizations in Canada" (unpublished Master's thesis, The University of Manitoba, Winnipeg, 1938).

⁴Vidal, op. cit.

⁵W. L. Morton, Manitoba: A History (Toronto: University of Toronto Press, 1961).

1861-1960."⁶

Sources for the history of the Manitoba Educational Association. The history of the Manitoba Educational Association has not previously been recorded. Sources on this topic are largely confined to references to the Association in articles or editorials of the Western School Journal, the Manitoba School Journal and The Manitoba Teacher.

Buck's thesis on teachers' organizations in Canada⁷ makes only brief mention of the Manitoba Educational Association; and Vidal's thesis on the Manitoba Teachers' Society, although it considers the relationship between the Association and the Society, tends to ignore or minimize the history of certain phases of this relationship. No mention is made, for example, of the fact that the two organizations held a form of joint convention for many years. No reference to the Manitoba Educational Association is made in either "The Development of Education in Canada," by C. E. Phillips,⁹ or "Manitoba: A History," by W. L. Morton.¹⁰

⁶Ontario Educational Association, In the Cause of Education: Centennial History of the Ontario Educational Association, 1861-1960 (Toronto: University of Toronto Press, 1960).

⁷Buck, op. cit.

⁸Vidal, op. cit.

⁹Phillips, op. cit.

¹⁰Morton, op. cit.

III. ORGANIZATION OF THE REMAINDER OF THE THESIS

In addition to the introduction and conclusion, this thesis contains twelve chapters. Chapter II is a review and synthesis of the existing literature on the development in Canada of teachers' institutes, educational associations, and professional societies. The body of the thesis considers historically the origin, nature, purposes, activities, finances, special and standing committees, the annual convention, and the relationship with other organizations of the Manitoba Educational Association. The conclusion attempts to determine the factors fostering the continued independence of the Association, to assess its influence in the past and in the present, and to examine the characteristics which aided or retarded this influence.

The appendix contains copies of the constitutions of the Manitoba Educational Association in 1906 and in 1963, together with amendments made in 1964. Lists are also included of the first executive, of the six members first granted Honorary Life Membership, of guest speakers to April, 1964, and of past presidents and secretaries to 1964.

CHAPTER II

A REVIEW OF THE LITERATURE ON THE ORIGIN AND DEVELOPMENT IN CANADA OF TEACHERS' INSTITUTES, PROFESSIONAL SOCIETIES, AND EDUCATIONAL ASSOCIATIONS

This study cannot attempt to examine in any detail the general history of teachers' organizations in Canada. However, the following brief review and synthesis of selected secondary sources on the subject may be of value in suggesting the historical setting in which the Manitoba Educational Association originated and developed. In most provinces the teachers' institutes were dominant during the nineteenth century, the educational associations during the period from 1900 to 1917, and the professional societies from 1917 to the present. This review has therefore considered each of these periods separately.

I. THE NINETEENTH CENTURY

The first teachers' organization in Canada of which a record has been found was a "Society of Schoolmasters" that wrote to a special committee of the Legislative Assembly in Prince Edward Island regarding teachers' lack of security of tenure. This political action produced a suggestion by a special committee of the Legislature that the

grant to any school district dismissing a teacher without cause be discontinued for two years. Other early local organizations were "l'Association des Instituteurs de Montreal," which existed in 1846, a similar organization in Quebec, incorporated in 1859, and others in Canada West. These early local organizations were designed largely for the self-improvement of teachers and the enhancement of their status in the community. Only occasionally was political action called for to improve salaries or security of tenure.⁹

At about the time these organizations were appearing, an attempt was being made by educational authorities to raise the standard of teaching through "Teachers' Institutes," the fore-runners of today's "Inspector's Conventions." By 1874 such institutes were employed by educational authorities in Canada West, Nova Scotia, New Brunswick, and British Columbia. In the North-West Territories, in the 1890's, ninety per cent of the teachers were reported as attending institutes organized by Superintendent Goggin¹⁰ who had organized similar institutes throughout Manitoba in

⁹C. E. Phillips, The Development of Education in Canada (Toronto: W. J. Gage and Company, Limited, 1957), p. 556.

¹⁰Ibid., p. 557

1883, when he was Principal of the Manitoba Normal School.¹¹

In general, these institutes, sometimes organized by Departments of Education and sometimes by Normal Schools, kept the initiative out of the hands of the teachers who had no part in planning and no responsibility other than attendance, which was compulsory. In contrast, in provinces such as Ontario and Quebec the teachers had already demonstrated their willingness to support associations in which they took the initiative and in which membership was voluntary.

Both the institutes and the local teachers' associations fostered the development of provincial organizations. In 1861 "The Teachers' Association of Canada West" developed from voluntary local associations. Thirty years later this association was to become the "Ontario Educational Association" which is still strong, active, and independent of the professional teachers' societies. Similar associations were "The Provincial Association of Protestant Teachers of Quebec," founded in 1864, the "Teachers' Association" of Prince Edward Island, founded in 1880, and the "Educational Association of Nova Scotia," founded in 1896. An

¹¹W. A. McIntyre, "Sixty Years of Education in Manitoba," Western School Journal, XXV (April, 1930), p. 138; and H. J. Morgan (ed.), The Canadian Men and Women of the Time: A Hand-book of Canadian Biography (Toronto: William Briggs, 1898), p. 388.

example of an institute still active is the "Provincial Teachers' Institute" of New Brunswick.¹²

In the Western provinces the first teachers' organizations were usually institutes, and the provincial organizations arising from them were initiated and inspired by the educational authorities rather than by the teachers themselves.

The membership in these early provincial associations usually included "almost everyone who could be brought within the fold, teachers and former teachers, interested citizens, members of the legislature, professors of the universities."¹³ The objectives of the associations were usually as broad as their membership, including almost anything pertaining to the improvement of education and the status of the teachers in the eyes of the public, but carefully avoiding objectives which might be classed by the press as "union activity."

There were exceptions to this. In 1886 in Perth County, Ontario, an attempt was made to organize a "teachers' union." Phillips declares:

¹²Phillips, op. cit., p. 557.

¹³David Munroe, "Professional Organizations in Canadian Education," Canadian Education Today, ed. Joseph Katz (Toronto: McGraw-Hill Company of Canada, 1956), p. 221.

The avowed aims were to encourage the organization of other unions, to seek legislation of advantage to teachers, and, more specifically, to secure sickness and unemployment benefits and control over admission to the teaching profession. The proposed program was denounced in the press, and even in educational periodicals, although some of the latter gave it lukewarm support.¹⁴

The attempt at union organization was temporarily abortive.

II. 1900 TO 1917

The period from 1900 to 1917 was the period of greatest success for provincial educational associations. The Ontario Educational Association, the Provincial Association of Protestant Teachers of Quebec, and the Teachers' Federation of Prince Edward Island continued their activities and broadened their influence. Provincial educational associations were established and thrived in almost all provinces. In 1905 the Manitoba Educational Association was founded.

The membership of these organizations continued to be, in most cases, all-inclusive rather than professional. Their objectives were usually the improvement of education, the elevation of the competence and status of the teaching profession, and the improvement of the public's knowledge of the problems and aims of the educational system. In the absence of professional societies, the associations also

¹⁴Phillips, op. cit., p. 556.

concerned themselves with the welfare of the teacher, pension plans, tenure, salaries, and living conditions. The associations provided the only collective voice available to the teachers.

The activity of the associations that won the greatest share of the public's attention was the provincial convention, usually held annually. These conventions were planned to provide inspiration and instruction and to give teachers and all interested parties an opportunity for an exchange of ideas.

III. 1917 TO THE PRESENT

By 1917 many teachers in Canada, particularly in the West, were convinced that they needed more than the provincial associations offered. The war had inspired the spirit that produced the Winnipeg strike of 1919 and the "Progressive" movement in politics. The teachers were not immune to this spirit. There was a great upsurge of professional consciousness which found expression in the formation of the professional teachers' societies.

Movements had already been made in this direction, but with little permanent result. The earliest examples were the "Society of Schoolmasters" in Prince Edward Island

in 1840¹⁵ and the attempts at organization in Perth County in 1886.¹⁶ The first attempt by an educational association to establish a professional society was made by the Ontario Educational Association, which in 1905 set up a committee to study the possibility. In 1907 the "Ontario Teachers' Alliance," affiliated with the Ontario Educational Association, was formed as a result of the work of this committee.

During the war societies were formed in most of the provinces. The British Columbia Provincial Teachers' Institute and the Coast Teachers' Institute, both in reality controlled and inspired by the Department of Education, met in a joint convention in 1916. With the blessing of the Department, they voted themselves out of existence and, in 1917, established the "British Columbia Teachers' Federation."

Buck says of this transition:

The reason for the formation of the Federation was the necessity for an organization of teachers actively engaged in teaching, and which would be in a position to act as the official voice of the teachers of the province. With the unfolding of the story of teachers' organizations throughout Canada, it will be seen that a determination to form an independent professional organization is common to them all; and also that when the teachers withdrew their active support from the general educational organizations, in which membership

¹⁵Supra, pp. 7-8.

¹⁶Supra, p. 11.

was open to any person; the majority of these bodies were either absorbed by the new organizations, or dissolved.¹⁷

In Alberta a similar pattern was followed, the 1916 Annual Convention of the Alberta Educational Association establishing the "Alberta Teachers' Alliance," now "The Alberta Teachers' Association." However, the Alberta Teachers' Alliance, unlike the British Columbia Teachers' Federation, had to face the opposition of the Department of Education until the election of a new government in 1921.¹⁸

The Saskatchewan Teachers' Alliance began in 1915 as the "Saskatchewan Union of Teachers." The new organization was developed by a group of teachers acting as sub-examiners for the Department of Education in 1914. This group attempted to enlist the assistance of the inspectors' conventions of 1915 in publicizing their aspirations, but their requests met with little response. The Saskatchewan Education Association was then asked to allow the new group a place on the program of the 1915 Annual Convention. The request was refused. The group of sub-examiners then took

¹⁷G. J. Buck, "The Development of Teachers' Organizations in Canada" (unpublished Master's thesis, the University of Manitoba, Winnipeg, 1938), p. 20.

¹⁸Phillips, op. cit., p. 557.

matters into their own hands and established the "Saskatchewan Union of Teachers" in 1915. In 1919 the name of the organization was changed to "The Saskatchewan Teachers' Alliance," which in 1926 absorbed the Saskatchewan Secondary Teachers' Association, also a professional society.

Buck outlines in some detail the subsequent fate of the Saskatchewan Educational Association. Until 1932 the Association held a joint convention with the teachers' professional society, with the former providing the major part of the program. However, about 1925 the Department of Education discontinued the practice of counting the four days of the convention as teaching days. Attendance at the convention quickly dwindled and control of the convention began to pass into the hands of the Saskatchewan Teachers' Alliance. Declining teacher interest and increasing financial difficulties compounded the difficulties. Both the Saskatchewan Educational Association and the Saskatchewan Teachers' Alliance were at this time feeling the effects of the conviction of the rural teachers that the two organizations were controlled by city teachers. In 1932 an attempt was made, largely by city teachers, to bring about an amalgamation of the two organizations into a new one to be called the "Saskatchewan Education Federation." The plan was submitted to the teachers of the province by mail prior to Easter. It was soon clear that support for the new

organization was weak, the principal objection of the teachers being that the governing body of the new organization was not representative enough. By Easter both the Alliance and the Association were so weakened financially that they were unable to hold the annual convention.¹⁹

Out of the discontent of the rural teachers arose, in 1932, the "Saskatchewan Rural Teachers' Association." This organization grew in strength until, in 1934, it initiated the amalgamation into "The Saskatchewan Teachers' Federation" of all teachers' organizations in the province, including the Saskatchewan Teachers' Alliance and the Saskatchewan Educational Association. In this amalgamation the Alliance found its objectives provided for; but the Saskatchewan Educational Association saw its principal function, the annual Easter convention, disappear.²⁰

In Ontario, the "Federation of Women Teachers' Associations" was organized in 1918, the "Ontario Secondary School Teachers' Federation" in 1919, and the "Public School Men Teachers' Federation" in 1920. For the purpose of affiliating with the Canadian Teachers' Federation, the three organizations united in 1935 to form the "Ontario

¹⁹Buck, op. cit., pp. 56-62.

²⁰Ibid., pp. 62-65.

Teachers' Council," now the "Ontario Teachers' Federation." The Ontario Educational Association, which had itself initiated the formation of a professional society in 1907, was strong enough to maintain its independence and is still very active.²¹

The only educational association in Canada that has not only survived the expansion of professional societies but has become one itself, is The Provincial Association of Protestant Teachers of Quebec. This association, founded in 1864 and incorporated in 1889, has been holding successful annual conventions since 1864. These conventions are usually held in October and the Department of Education grants the teachers from two to four days to attend.

In the original act of incorporation the objectives of the Association are described as "the advancement of the teaching profession, and the interest of education in this Province."²² The Provincial Association of Protestant Teachers of Quebec would probably be justified in naming itself as not only the first successful provincial teachers' professional society in Canada but also the first successful provincial teachers' association. It should be observed, however, that the Association has always had a membership

²¹Supra, pp. 13-14.

²²Buck, op. cit., p. 118.

limited to teachers, and in this it differs from the educational associations of Manitoba and Ontario. The Association affiliated with the Canadian Teachers' Federation in 1924.

The Catholic Teachers' Associations of Quebec, confining their activities almost entirely to inspirational conventions, have not yet sought affiliation with the Canadian Teachers' Federation.

The New Brunswick Teachers' Association was founded in 1918 and affiliated with the Canadian Teachers' Association in 1926. In New Brunswick the teachers' institutes are still very much alive. The County Teachers' Institutes and the Provincial Teachers' Institute meet biennially. The institutes are provided for in the law of the Province and the Provincial Board of Education pays the teachers for time spent at the institute. These institutes fulfill the function performed by such organizations as the Ontario Educational Association and the Manitoba Educational Association. The New Brunswick Teachers' Association confines itself largely to matters of salary schedules, pensions, mutual support and co-operation among teachers, and the mediation of disputes between teachers and school boards.

The Prince Edward Island Teachers Federation evolved from an association first organized in 1880 as the "Teachers' Association." In 1920 the Association changed its

name to "Teachers' Union" and four years later affiliated with the Canadian Teachers' Federation, at the same time changing its name to the present one. The stated objectives of the Federation are much the same as they were in 1880, the re-organizations in 1920 and 1924 being little more than changes in name. The Federation continues to hold annual conventions in the Spring. In many ways, this organization is similar in origin and history to the Association of Protestant Teachers of Quebec. Like the Quebec Association, its membership has always been restricted to active teachers, including teachers on the staff of Prince of Wales College and the Provincial Normal School. Teachers of Universities, Colleges, private schools, convent schools, vocational or technical schools and colleges, retired teachers, teachers in training, certain officials of the Provincial Government whose work relates to education, and persons elected on recommendation of the executive may all hold associate memberships, with all the rights of active membership except the right to hold office or vote. The Prince Edward Island Teachers' Federation seems to have evolved, in its associate membership, a means of acting as a teachers' association and a professional society at one and the same time.

The Nova Scotia Teachers' Union was founded in 1920 and affiliated with the Canadian Teachers' Federation in 1927. It evolved from an educational association which was

established in 1896. The original association was believed by the teachers to be too bulky; and when they withdrew to form the Nova Scotia Teachers' Union, the association ceased to exist.²³

The Newfoundland Teachers' Association has held conventions intermittently since 1898. In spite of financial difficulties in its early years, the Association twice petitioned successfully for increased education grants, established a pension fund, and gave consideration to matters such as group insurance and "standard" salaries. The Newfoundland Teachers' Association is now affiliated with the Canadian Teachers' Federation.²⁴

In summary, this review of secondary sources has provided evidence of certain historical trends which have certainly affected the Manitoba Educational Association. The review has also provided, for comparison, examples of successful and unsuccessful teachers' associations.

Evidently the trend has been, in many provinces of Canada, from institutes to associations, to societies. The initiative was at first largely in the hands of the educational authorities, then in the hands of the teachers and

²³Ibid., p. 150

²⁴Ibid., pp. 231-233; and Phillips, op. cit., p. 558.

interested citizens, and finally in the hands of the teachers alone. However, the influence of the educational authorities is still seen in local and even provincial institutes; and the influence of teachers and interested citizens, in the associations of Ontario, Prince Edward Island, and Manitoba.

In this historical process, which culminated in the formation of the teachers' professional societies, the educational associations were the principal victims. Provincial teachers' associations that allow the active membership of all interested in education are to be found only in Manitoba and Ontario. Yet the fate of the disappearing associations has not always been extinction. The Provincial Association of Protestant Teachers of Quebec, while transformed into a professional society, has maintained its traditional activities as an educational association; and the Prince Edward Island Teachers' Federation has, through its associate membership, simply combined the functions of association and professional society.

The remainder of this study has attempted to discover the place of the Manitoba Educational Association in this historical setting, and the characteristics of the Association which explain its continuing independence, vigor, and influence.

CHAPTER III

THE ORIGIN AND FOUNDING

OF THE MANITOBA EDUCATIONAL ASSOCIATION

The first provincial educational association in Manitoba was the "Manitoba Teachers' Association," established about 1881 to provide a central body for the local institutes set up by the Normal School. This association died out before the turn of the century.²⁵

The story was briefly told by W. A. McIntyre in a letter to H. J. Russell thanking the Association for making him an honorary life member in 1929:

. . . . I can remember very well the first meeting of the teachers of the province that I attended. It was forty-eight years ago, and there were only two teachers from outside the city. I was then secretary of that association, and held the office for eleven years. Later on a development took place. The membership was limited and composed of representatives from local associations. This plan did not work out very well, so about twenty-four years ago the association was reorganized on the old basis of individual membership. Since then it has grown wonderfully and has become a very powerful influence in the province.²⁶

Inspector S. E. Lang, writing to Mr. Russell in 1924 upon being made one of the first six honorary life members,

²⁵W. A. McIntyre, "Sixty Years of Education in Manitoba," Western School Journal, XXV (April, 1930), p. 138.

²⁶Letter from W. A. McIntyre to H. J. Russell, January 16, 1929 (MSS in the Honorary Life Membership file of the Manitoba Educational Association).

also recalled the founding of the M.E.A. He wrote in part:

I recall with pleasure my connection with the M.E.A. ever since the earliest days of its existence. Before its establishment as a provincial institution there were several local associations of teachers, east and west, north and south, through the province. These smaller bodies performed excellent service then and indeed some of them still flourish. It was, however, considered a great step in advance when we succeeded in forming a provincial association. Thereafter it was possible for the teaching profession of the province to speak with one voice and make itself heard.²⁷

There is some reason to believe that Dr. Robert Fletcher, then beginning his career as Deputy-Minister of Education in Manitoba, may have started the movement to form a new association to replace the former Provincial Teachers' Association. About two years before his death, Dr. Fletcher said that he had felt that a provincial association was needed but could be successful only if a holiday was arranged during the school year to allow the holding of a convention. He felt that the earlier provincial association had failed because it had not, in its latter years, held such a convention for all teachers.²⁸

Whoever was the prime mover, it is certain that a meeting of teachers for the organization of a Provincial

²⁷Letter from S. E. Lang to H. J. Russell, May 12, 1924 (MSS in the Honorary Life Membership file of the Manitoba Educational Association).

²⁸Dr. Robert Fletcher, in personal interview, February, 1961.

Teachers' Association was held in "the Carlton Street School," Winnipeg, on Thursday evening, July 21, 1905. Chairman of the meeting was D. M. McIntyre, Superintendent of Winnipeg Schools and secretary, D. McDougall of Brandon.²⁹

Some preliminary discussion had apparently been carried on by two regional associations, the Central Teachers' Association and the Western Teachers' Association; and this was reported on at the meeting.

Addresses were given in support of the proposed association by T. Maguire, Inspector of Schools, Portage la Prairie, and by W. A. McIntyre, Principal of the Normal School. As a former secretary of the former provincial organization, Mr. McIntyre outlined its history and spoke of the social and professional advantages arising from such an organization. He pointed out the power of such an organization in speaking as a unit for the teachers and moved that the meeting proceed to organize a provincial teachers' association. The motion was carried unanimously.

Following decisions that the Association would have a moveable habitat and that the first convention would be held in Winnipeg, the meeting elected the first executive.³⁰

²⁹Executive Minutes, Manitoba Educational Association, July 21, 1905. Minute Book "B", pp. 19-21.

³⁰vide Appendix D.

This executive met on December 2, 1905. The President informed the meeting that Hon. C. H. Campbell, Minister of Education, had been interviewed and had agreed to allow a week at Easter for the convention. The meeting then decided to hold the convention on Tuesday, Wednesday and Thursday of Easter Week and to divide the work of the convention into General, Secondary, and Primary sections. A membership fee of one dollar was established and a constitution committee was set up.

The first official act of the new association, aside from preparing for the convention, was to form a committee of two to wait upon the Tariff Commission with a view to securing the free listing of articles of educational interest.³¹

The executive met again on the morning of April 17, 1906, at the Winnipeg Collegiate Institute.

In response to a query as to the conditions under which Easter week had been made a vacation, a communication was submitted from the Deputy Minister of Education, affirming that Easter week had been granted as a vacation to the schools unconditionally and wholly in the interests of the Association.³²

³¹Executive Minutes, Manitoba Educational Association, Dec. 2, 1905. Minute Book "B", pp. 25-29.

³²Executive Minutes, Manitoba Educational Association, April 17, 1906. Minute Book "B", p. 31.

The Committee on Constitution and By-Laws reported and the draft constitution was discussed clause by clause. Certain articles, presenting difficulty, were left to the consideration of a sub-committee but the constitution was ready in time to be formally adopted at the first Annual Meeting which was held during Easter week of 1906.³³

³³vide Appendix A.

CHAPTER IV

THE NATURE AND PURPOSES OF THE ASSOCIATION

I. THE NAME

Article I of the constitution adopted in 1906 affirmed: "This Association shall be known as 'the Manitoba Educational Association.'" It is indicative of the attitude to the new organization that the name used at the first meetings and on the program of the first convention, "Manitoba Provincial Teachers' Association," was rejected in favor of a name which suggested an association with a broader base, an association of all groups and organizations interested in education in Manitoba.

II. THE PURPOSES

The original constitution of the Manitoba Educational Association contained no outline of purposes but Article III, Membership, opened the Association to "any person interested in the work of education" who paid the annual membership fee of one dollar.

At the Annual Convention of 1917 President A. C. Campbell declared:

More than any other organization, ours has for one of its purposes the unification of educational agencies and the promotion of the whole field from the primary grades to an including the University. All interested

in education should feel at home and become factors in an organization of this kind.³⁴

The statement of purposes in the present constitution of the Manitoba Educational Association, though not quite as broad as that of President Campbell, expresses a similar sentiment:

The purposes of the Association shall be to enrich the character, advance the interests, and improve the efficiency of the profession of teaching and the technique of administration; to develop an active consideration of educational problems; and to bring together for the discussions of these common problems, teachers, inspectors, administrators, and all citizens interested in education.³⁵

III. THE CONSTITUTION

In addition to naming the new association and setting its membership, the constitution of 1906 made certain other provisions for the operation of the Association.

The Annual Meeting should be held during Easter week and should decide the place of meeting for the following Annual Meeting. In practice, the conventions of 1907 and 1910 were held in Brandon. All other conventions have been held in Winnipeg.

The officers of the Association were to be an Honorary President, President, two Vice-Presidents, Secretary,

³⁴A. C. Campbell, "President's Address," Western School Journal, XII (May, 1917), p. 184.

³⁵Vide Appendix B.

and Treasurer, all to be elected at the Annual Meeting. The Executive Committee was to be composed of the officers and twenty others elected by ballot at the Annual Meeting. The duties of President, Secretary, Treasurer and Executive Committee were set out.

Regular meetings of the Executive Committee were to be held on the day prior to the Annual Meeting and immediately following the adjournment of the Annual Meeting. Other meetings could be held on the call of the President or on the written request of five executive members.

Amendments to the constitution required a two-thirds vote of the Annual Meeting and all members of the Association were entitled to vote.

The constitution thus provided for convention planning and operation by the executive with the general membership having an annual opportunity to review the operations of the Association, to elect a new executive, to consider amendments to the constitution, and to give direction to the executive.

CHAPTER V

THE EARLY YEARS

THE ACTIVITIES OF THE ASSOCIATION TO 1920

I. THE HISTORICAL SETTING

The Manitoba Educational Association was founded in a period of economic expansion and optimism which was to be interrupted only by the Balkan wars of 1912 and 1913 and by World War I.³⁶ Manitobans foresaw a great future for their province and a spirit of daring was dominant in the business community and in the municipal and provincial governments. The Winnipeg City Hydro and the Greater Winnipeg Water District were founded, the Winnipeg River exploited, and plans made for the Provincial Legislative Building. In contrast, the state of education in Manitoba was far from buoyant, requiring, but not inspiring, optimism.

Manitoba was still a pioneer community and suffered from the pioneer's predilection to neglect education and to insist that it justify itself by proving its utility. Great sums were spent, for example, on the Agricultural College. The edifices built to house the cattle and pigs were much more imposing and substantial than those which housed many

³⁶W. L. Morton, Manitoba: A History (Toronto: University of Toronto Press, 1961), p. 329.

of the University faculties. They were to remain so until the recent building boom at the Fort Garry site.

Progress in education was appallingly slow. In 1883 fifty per cent of the teachers in Manitoba were untrained. To assist in improving this situation, D. J. Goggin was appointed Principal of a non-existent Normal School and opened a series of institutes and "short sessions" held at central points in the province. In 1887 the new Normal School opened its doors.³⁷ Thirty-one years later, in 1918, the percentage of untrained teachers had fallen to five and three-tenths. Yet, in September of 1919 two hundred schools were closed for want of teachers and most of them were re-opened by October only after the Department of Education increased the number of untrained permit teachers to three hundred and seventy-seven.³⁸ While the cost of living had increased one hundred per cent, teachers' salaries had risen only fifteen per cent.³⁹ It is not surprising that W. A. McIntyre, Principal of the Normal School,

³⁷W. A. McIntyre, "Sixty Years of Education in Manitoba," Western School Journal, XXV (April, 1930), p. 142.

³⁸Report of Royal Commission on Status and Salaries of Teachers (Manitoba: Province of Manitoba, 1919).

³⁹W. A. McIntyre, "Teachers' Salaries," Western School Journal, XIV (May, 1919), p. 167.

wrote in 1919:

. . . things are probably on the whole, worse than ever before in the history of the province.

.
 It is not to the credit of the people of Manitoba that they appear to be satisfied with educational conditions that differ very little in many ways from those of thirty years ago.⁴⁰

The disparity between urban and rural education was widening. The ungraded rural schools, presenting as they did the greatest pedagogical difficulties, were in the hands of the teachers with the lowest certificates, the least experience, and the greatest mobility.⁴¹ Since it was not until 1915 that teachers were required to have even Grade XI standing for a regular certificate, it is obvious that the educational background even of many of the certificated teachers left much to be desired. Winnipeg led the province in the salaries and qualifications of its teachers and in the development of curriculum and ancillary services. In 1890 Winnipeg appointed a supervisor of music, in 1894 a supervisor of art. Household arts were taught by 1900 and manual training by 1903. Medical inspection was introduced in 1907; and dental inspection, ten years later.

⁴⁰Ibid., pp. 166-167.

⁴¹Report of Royal Commission on Status and Salaries of Teachers (Manitoba: Province of Manitoba, 1919).

While education in the cities improved, that in the rural schools stood still or deteriorated, with the most obvious and urgent need being an improvement in the qualifications, training, and salary of the rural teachers.⁴²

Such were the conditions in Manitoba during the first fifteen years of the M.E.A.'s existence.

II. THE CONVENTIONS

The program of the first convention of the M.E.A. indicated clearly that the function of the Association was intended to be more than that of a provincial teachers' institute. Meeting in 1905, the executive decided that provision should be made for discussion of problems of primary and secondary education; and it was to these problems, and to broader ones, that the program gave most of its attention.⁴³

According to the published program, the first meeting of the 1906 convention heard the President, A. S. Rose, Superintendent of Brandon Schools, speak on "Some Factors in the Educational Problem." His address was immediately followed by one on "The Status of the Profession," by D. J. Wright, Principal of Deloraine School. A committee was set

⁴²W. A. McIntyre, "Sixty Years of Education in Manitoba," Western School Journal, XXV (April, 1930), pp. 139-141.

⁴³Executive Minutes, Manitoba Educational Association, Dec. 2, 1905. Minute Book "B", p. 25.

up under the chairmanship of Mr. Wright to study the status of the profession and to report to the 1907 Annual Meeting.⁴⁴ The following day S. E. Lang of the Normal School, spoke on "The Unification of Educational Agencies." Although no copies of these addresses have been preserved, the topics suggest that it was the intention of the executive that the M.E.A. should examine all phases of education in Manitoba, act as the sounding board for all those interested in educational problems, and set up committees to work on the problems between conventions.

An attempt was made to examine education in Manitoba from many viewpoints. Among the addresses were the following:

"Education from an Outsider's Standpoint"
--R. T. Riley, Winnipeg.

"Education and Personality"
--Dr. A. P. McDiarmid, Principal Brandon College.

"The Relation of the School to the People"
--Hon. J. H. Agnew, Winnipeg.

"The Development of an Attitude to Life"
--W. Sanford Evans, Winnipeg.⁴⁵

When the convention divided into primary and secondary sections the emphasis was still on general problems, although there were some addresses on teaching methods. The

⁴⁴Published Program of the M.E.A. Convention of April 3 to 5, 1907.

⁴⁵Published Program of the M.E.A. Convention of April 17 to 19, 1906.

Secondary Section heard Inspector C. K. Newcombe speak on "Some Defects in our Present System" and W. N. Finlay, Principal of the Collegiate Institute, Brandon, on "Methods of Testing Scholarship and Determining of Standing." At the second meeting of the Secondary Section most of the time was devoted to a discussion of "Fixed Subjects and Options in Relation to University Requirements," led by Professor R. R. Cochrane of the University of Manitoba. The Primary section tended, significantly enough, to give more attention to method and inspiration, hearing addresses on "Teaching History," "The Opportunity and Obligation of the Primary School," "The School as the Nursery of Culture," and "Where Science and Scripture Meet."

Later conventions were to devote more attention to the improvement of instruction by training and enlightening the teachers, but at this first session the Manitoba Educational Association seemed to be principally concerned with an examination of the state of education in Manitoba.

The eighth convention, held at the Kelvin Technical High School, Winnipeg, in 1913, was typical of the period up to 1920. The convention was held on Monday, Tuesday and Wednesday of Easter week and included an evening public meeting, exhibits, and classes of instruction. The paid attendance at the convention was seven hundred and sixty-

five.⁴⁶

The executive held its usual meeting on Monday morning⁴⁷ and the convention opened that afternoon, meeting in general session for the President's address, musical selections, an address by the Minister of Education, and announcements.

Tuesday morning the convention broke into two sections.

The Elementary Section heard a paper on reading and observed a demonstration lesson taught to a class from the Model School. Another class from the Model School presented a physical culture drill which was followed by a paper on composition. Meanwhile, the Secondary Section heard and discussed papers on reading and composition.

Tuesday afternoon, in general session, the convention heard two addresses: "Educational Journals," by Dr. W. A. McIntyre and B. J. Hales, and "Scientific Studies of Reading," by Dr. Charles H. Judd of the University of Chicago.

That evening a public meeting was held in the Assembly Hall of the school with the principal address given by Dr. Charles H. Judd on the subject of "The Cultivation of the Initiative in Pupils."

⁴⁶Old Cash Book of M.E.A., p. 11.

⁴⁷Executive Minutes, Manitoba Educational Association, March 24, 1913. Minute Book "B", p. 123.

On Wednesday morning D. S. Woods, then of Dauphin, addressed the Elementary Section on playground activities, Miss Gall and her class from Winnipeg presented a demonstration of arithmetic, and classes from Westerham and John Gunn Schools gave a practical demonstration of handwork in rural schools. In the meantime, the Secondary Section heard papers and discussions on spelling and arithmetic.

At the general session in the afternoon, reports were received from committees on Retirement Fund, School Attendance, Resolutions, and Nominations. The election of officers concluded the business meeting which was followed by two addresses: "Agriculture and Horticulture in the Schools," by H. W. Watson, Provincial Director of Elementary Agriculture and School Gardening, and "The Socialization of the School," by Dr. J. A. McLean, President of Manitoba University.

In addition to the foregoing sessions, "classes of instruction" were held all day Tuesday and on Wednesday morning. Classes were held in art, sewing, basketry, paper folding and cutting, and plasticene. Each session lasted two hours.

An exhibition of shop work was offered by students at work in the various technical departments of Kelvin School and additional exhibits of work done in rural and city schools were shown.

Fortunately, the minutes of the executive meeting held following this convention have a quite complete report of the attendance at the various sessions of the convention. The exhibits were well attended, as many as one hundred and fifty visitors having been counted at one time. At the classes of instruction, the paper work and plasticene sessions drew twenty-three to thirty-one teachers; basketry, nine to seventeen; art, seven to fifteen; and sewing, seven. The attendance at the general sessions ranged from three hundred to six hundred with Dr. Judd drawing the largest audience.⁴⁸

It is interesting to observe that financial rewards were thought advisable for some of the members of the Association who performed services or took part in the exhibits. Six prizes, ranging from five dollars to twenty-five dollars, were awarded to the teachers who prepared the winning exhibits from the rural schools. The instructors of the classes of instruction received ten dollars each.⁴⁹ Today, professional attitudes having changed somewhat, financial recompense in addition to expenses is given only to visiting speakers.

⁴⁸Executive Minutes, Manitoba Educational Association, March 26, 1913, Minute Book "B", pp. 131-133.

⁴⁹Ibid., p. 135.

III. OTHER ACTIVITIES

During the first fifteen years of its existence, the Manitoba Educational Association, as the organized voice of those interested in education in Manitoba, inevitably took part in many activities other than the planning and execution of an annual convention.

Cooperation with Other Organizations

Many of the activities of the Association involved cooperation with other organizations. Some of these activities were of an incidental nature, serving to indicate that the community recognized the Association as its contact with the professional educators and that the educators realized their varied responsibilities to the community. Some activities were as small as the announcement at the convention of the winner of the Provincial Government's Gopher Tail Competition⁵⁰ and others as large as the donation of five hundred dollars in 1917 to organizations for Belgian and Serbian relief, prisoners of war, the Canadian Red Cross, and the Returned Soldiers' Association.⁵¹

⁵⁰Executive Minutes, Manitoba Educational Association, April 1, 1918. Minute Book "B", p. 305.

⁵¹Executive Minutes, Manitoba Educational Association, April 12, 1917. Minute Book "B", p. 275.

In 1912 the M.E.A. appointed three members of the executive to represent the Association on the directorate of the Winnipeg Industrial Exhibition and to arrange an educational exhibit.⁵² In 1917 ten members of the executive were appointed to serve on the Social Service Council of Manitoba.⁵³ In 1913 the Association affiliated with the League of Empire, approved as the name of the teachers' division, the "Imperial Union of Teachers," and arranged for a membership fee of twenty-five cents.⁵⁴ Six years later, in 1919, the Association sent five representatives to the National Conference on Moral Education, held that year in Winnipeg.⁵⁵ Apparently the M.E.A. felt a responsibility to support community, provincial, and international organizations whose aims were compatible with those of the Association.

The Improvement of Education in Manitoba

In its efforts to improve education in Manitoba the M.E.A. made many attempts to influence the Provincial Government. These attempts took the form of resolutions of

⁵²Executive Minutes, Manitoba Educational Association, Feb. 10, 1912, Minute Book "B", p. 97.

⁵³Ibid., April 12, 1917, p. 273.

⁵⁴Ibid., March 24, 1913, p. 123.

⁵⁵Ibid., Oct. 11, 1919, p. 371.



the Annual Meeting which were forwarded to the Minister of Education. It cannot be said that they produced immediate results. For example, in 1915 the Association despatched to the Minister a resolution asking the Department of Education to supply free text books to all grades of the public schools.⁵⁶ The Department took action on this recommendation in 1960. Nevertheless, the resolutions did serve to express to the government the considered opinion of the one association able to speak for all those interested in education in the province. Usually, those resolutions which did not require the expenditure of money by the Provincial Government received the most favorable hearing.

In 1916 the Resolutions Committee approved a resolution commending the Provincial Government for its efforts to ascertain the number of mental deficient in the province and to provide a place to care for them. The resolution urged that provision for their care should be made immediately and that some provision should be made, such as special courses in manual and vocational training, for retarded children in the schools. A second resolution of the 1916 Committee thanked the Government of Manitoba for the recently

⁵⁶ Minutes of Annual Meeting, Manitoba Educational Association, April 8, 1915, in Western School Journal, X (May, 1915), p. 152.

passed Attendance Act which established compulsory attendance regulation for the first time in Manitoba. All children from age seven to age fourteen were required to attend school or to be educated at home, and children registered at a school who were over fourteen were required to complete the school year. The M.E.A. resolution requested that the last stipulation be extended to apply to those pupils enrolled who were under the age of seven.⁵⁷

The foregoing resolutions rarely produced results quickly. This was particularly true of those requiring action by the Provincial Government. The Association's suggestions for curriculum fared best. The Government accepted them as authoritative, and since they rarely entailed much expense, the research being done by the M.E.A., they were often implemented speedily. The Association was quick to realize its opportunity and responsibility and was for many years to make a valuable contribution to the development of the public school curriculum in Manitoba.

On occasion the M.E.A. made its contribution by using the convention to bring together those who could best advise the curriculum committees of the Department of Education. In 1914 the Department's High School Committee, chaired by Inspector S. E. Lang, was given the opportunity

⁵⁷Resolutions Committee Minutes, Manitoba Educational Association, April 27, 1916. Resolutions book, pp. 1-7.

to report to "A Conference of High School, College and University Instructors." The discussion was led by three High School principals, Inspector Lang, and the President of the University of Manitoba.⁵⁸ In 1915 a similar conference was held on the first day of the convention. On the second day the various subject committees of the Secondary Section met separately to discuss the High School program and on the third day these subject sections reported to a general meeting of the Secondary Section.⁵⁹

In 1916 the M.E.A. High School Committee strongly urged that the existing requirement of two foreign languages for University entrance be reduced to one.⁶⁰ This recommendation was considered by the University Council and implemented in January of 1919.⁶¹

At the Annual Meeting of 1918 the interim report of the M.E.A. Committee on Programme for the Upper Elementary Grades was received. This report, in a lengthy and well reasoned argument, supported the principle of a Junior High

⁵⁸Published Program of the M.E.A. Convention of April 13 to 15, 1914.

⁵⁹Published Program of the M.E.A. Convention of April 6 to 8, 1915.

⁶⁰Western School Journal, XI (March, 1916), p. 92.

⁶¹Western School Journal, XIV (Jan., 1919), p. 57.

School for grades seven, eight and nine.⁶² Although factors of economy of use of building accomodation played a strong part in the establishment of Earl Grey Junior High School in 1919 in Winnipeg, there is little doubt that the M.E.A. report also had its influence. Certainly it provided a philosophical justification for the establishment of this first Junior High School in Canada.

The Annual Meeting of 1918 also set up a committee to consider the revision of the program of studies for grades one to six.⁶³ This committee made a comprehensive report in 1920 which covered nine pages in the Western School Journal. The report based its recommendations on the assumption of a six year Elementary School, followed by a three year Junior High School.⁶⁴

The influence of the M.E.A. in the field of curriculum during this period is well illustrated by the success of its efforts to establish the "Music Option." At the Annual Meeting of 1919 the Association passed a resolution

⁶²Minutes of Annual Meeting, Manitoba Educational Association, April 14, 1918, in the Western School Journal, XIII (May, 1918), p. 170.

⁶³Executive Minutes, Manitoba Educational Association, April 4, 1918. Minute Book "B", p. 313.

⁶⁴"Interim Report of Committee on Programme for the Upper Elementary Grades," Western School Journal, XV (June, 1920), pp. 236-244.

recommending:

That instrumental music on a credit basis be made optional and included in the programme of studies, commencing with Grade VIII.⁶⁵

This recommendation was accepted and the "Music Option" has since been a part of Manitoba's public school curriculum.

The Improvement of the Status and Well-Being of Teachers

In its attempt to improve the status and well-being of teachers, the most important activities of the M.E.A. in this period were those connected with the Royal Commission of 1919 (considered below in Chapter VII) and with the establishment of a pension scheme for teachers.

At the convention of 1911 a resolution was passed calling for the appointment of a committee to formulate a pension plan for the teachers of Manitoba. This committee reported in 1912 and the Annual Meeting accepted the plan in principle. The committee was instructed to continue its work. As it was felt that the cooperation of all concerned was needed, the committee was enlarged to include inspectors and representatives of the Department of Education. On the advice of the Department, and with its financial support, the committee enlisted the services of Professor Mackenzie,

⁶⁵Minutes of Annual Meeting, Manitoba Educational Association, in the Western School Journal, XIV (June, 1919), p. 202.

then in charge of actuarial instruction at the University of Toronto. Data were secured covering almost one thousand teachers of the province outside of the City of Winnipeg, which already had a pension scheme of its own. Professor Mackenzie reported in 1914 but the war delayed action on his report.⁶⁶

The 1919 convention heard a report from the Pension Committee and suggested certain minor changes in the proposed plan.⁶⁷ The convention also called on the executive to devise a plan whereby assistance could be given to a Mr. William Emsall, whom age and infirmity were keeping from the classroom. At its meeting at the end of the convention, on April 24, the executive decided to ask Dr. W. A. McIntyre to take up the matter of a fund for Mr. Emsall in the Western School Journal.⁶⁸ The decision to do something for Mr. Emsall expanded in 1920 to a request, directed to all active teachers, to subscribe to an "Interim Retirement Fund" to assist retired teachers like Mr. Emsall until adequate pension legislation was passed.⁶⁹ The Provincial

⁶⁶ Proposed Retirement Fund for Teachers (Winnipeg: Manitoba Educational Association), (One page printed circular, undated, but probably published in 1920).

⁶⁷ Ibid.

⁶⁸ Executive Minutes, Manitoba Educational Association, April 24, 1919. Minute Book "B", p. 367.

⁶⁹ The Bulletin, VI (May, 1920) (Winnipeg: The Manitoba Teachers' Federation), p. 46.

Government agreed to match the teachers' contributions dollar for dollar. The first checks were sent out to fourteen retired teachers on December 21, 1920.⁷⁰

By 1927, when the books of the Interim Retirement Fund were closed, the teachers and the Provincial Government had each contributed almost sixty-six hundred dollars.⁷¹

The Manitoba Teachers' Federation had been represented on the M.E.A. Retirement Fund Committee since 1920, when the interim fund was started. The M.T.F. was represented at first by two⁷² and later by four members.⁷³

In 1923 the committee issued a report which was published in The Bulletin. This report reviewed the history of the voluntary Interim Retirement Fund and reported that a compulsory interim plan had been submitted to the teachers in 1922 and accepted by all but the Winnipeg teachers. The plan had then been revised to include only teachers outside of Winnipeg and this plan submitted to the Provincial Government, first to the Norris administration and then to

⁷⁰Old Cash Book of M.E.A., p. 60.

⁷¹Ibid., pp. 60-70.

⁷²Letter from J. M. Nason, Secretary of the M.T.F., to H. J. Russell, April 17, 1920 (MSS in the "M.T.S." file of the Manitoba Educational Association).

⁷³The Bulletin, XVI (Jan., 1922), (Winnipeg: The Manitoba Teachers' Federation), p. 178.

that of Mr. Bracken.⁷⁴

Premier Bracken refused to accept the scheme if it was to cost the province money. However, he did agree to the suggestion that legislation be enacted which would allow, but not require, a government contribution.⁷⁵ In 1925 the Teachers' Retirement Fund became law, with the teachers contributing one per cent of their salaries and the Provincial Government contributing nothing.⁷⁶

At the Annual Meeting of the M.E.A. in 1925 the Retirement Fund Committee reported these events, recommended that the M.E.A. and the M.T.F. each have a representative on the "Board of Administrators," and requested that the Committee on Retirement be discharged. The report was approved. Henceforth, the teachers' attempts to improve pensions were made almost entirely through the M.T.F.⁷⁷

It should be observed that in the establishment of the pension scheme the M.E.A. worked in cooperation with

⁷⁴The Bulletin, XVI (Jan., 1922), (Winnipeg: The Manitoba Teachers' Federation) p. 178.

⁷⁵The Bulletin, XXIX (Jan., 1924), (Winnipeg: The Manitoba Teachers' Federation) p. 528.

⁷⁶An Act To Establish a Teachers' Retirement Fund (Winnipeg: Province of Manitoba, 1925).

⁷⁷Minutes of Annual Meeting, Manitoba Educational Association, April 16, 1925, in the Western School Journal, XX (May, 1925), p. 385.

representatives of the trustees and inspectors. This was perfectly logical within the framework of the M.E.A. The intent seems to have been not only to use the experience and knowledge of the trustees and inspectors, but to increase the pressure on the Provincial Government for action. Even with this added pressure, action on the pension did not come until fourteen years after the M.E.A. first raised the question, and even then the government made no financial contribution under the Act. As was usual when the provincial government contemplated reform, the mountain labored long--but brought forth only a mouse.

CHAPTER VI

THE FOUNDING OF THE MANITOBA TEACHERS' FEDERATION AND THE DIVISION OF FUNCTIONS

The state of public education in the province of Manitoba in 1918 was appalling.⁷⁸ Some of the conditions could be attributed to problems arising from the four years of war, but most of them were of long standing and arose from the tendency in Manitoba to consider education as a political arena in which the important matter was the language of instruction, while what was taught, how it was taught, and by whom were matters of considerably less importance. In 1913 Mr. Herbert Samuel had said that in the matter of education Manitoba was a generation behind the civilized world and the Winnipeg Free Press had run a series of articles exposing the defects of the bilingual schools.⁷⁹ Three years later the Education Acts of 1916 established compulsory school attendance, made English the sole language of instruction, and authorized provincial loans to needy school districts for the building of school houses. Morton says of this legislation that it was:

⁷⁸ Supra, pp. 31-34.

⁷⁹ W. L. Morton, Manitoba: A History (Toronto: University of Toronto Press, 1961), p. 333.

. . . essentially an attempt to raise the standard of rural education, and especially to deal with the aggravation of the difficulties of rural education by foreign settlement on the frontiers and bilingual teaching.⁸⁰

However, the fundamental problem of education in Manitoba was how to provide qualified teachers in sufficient quantity to open the schools. In September, 1919, two hundred schools were closed for want of teachers. The three hundred and seventy-seven permit teachers, who were used to open these schools and others, entered a profession where the average salary was less than that of stenographers, clerks, or dress-makers.⁸¹ The teachers of the province were cognizant of these conditions and, inspired by the spirit of reform that rose after the war, were determined to do something about them. One result of this determination was the movement, both inside and outside the M.E.A., to form a professional organization which would have as its principal purpose the betterment of the welfare of the teaching profession.

At the 1918 convention the Annual Meeting passed the following resolution:

That the status of the teachers renders it advisable to consider the question of forming a federation for the purpose of mutual protection, and for the advancement of the dignity and efficiency of the profession, thereby

⁸⁰ Ibid., p. 353.

⁸¹ Report of Royal Commission on Status and Salaries of Teachers (Manitoba: Province of Manitoba, 1919).

tending to retain and attract those most fitted for the work, in order that we may be better fitted to render to the community the service to which it is entitled.⁸²

On the instruction of the Annual Meeting, the executive appointed a committee of ten under the chairmanship of Inspector T. M. Maguire of Portage la Prairie.⁸³

In July of that year, a group of teachers marking papers at the Winnipeg Normal School formed a teachers' organization and appointed a committee to make a constitution and organize the province, this committee to work "in conjunction with the M.E.A. Committee as far as possible."⁸⁴

Mr. Maguire, chairman of the M.E.A. committee, met with the new committee in August at Brandon. At this meeting a tentative constitution was drafted with the intention of submitting it to the local Fall conventions. However, the epidemic of "Spanish 'flu" forced cancellation of most of these conventions.⁸⁵

After hearing a letter from Mr. Maguire, reporting on these events, the M.E.A. executive declared at the December

⁸²Minutes of Annual Meeting, Manitoba Educational Association, April 4, 1918, in the Western School Journal, XIII (May, 1918), p. 184.

⁸³Executive Minutes, Manitoba Educational Association, April 4, 1918. Minute Book "B", p. 313.

⁸⁴W. J. G. Scott, "The Federation of Teachers' Associations of Manitoba," Western School Journal, XIV (March, 1919), pp. 116-117.

⁸⁵Ibid.

meeting that:

Mr. Maguire should not regard any action of a group of teachers dealing with the same matter as relieving his committee of the duty of pursuing their investigation and reporting at the annual convention.⁸⁶

In February of 1919 the Western School Journal published a copy of the constitution and by-laws of the new "Federation of Teachers' Associations." The Preamble to the constitution read as follows:

We believe that the schools have in a measure failed of their fullest attainment and lack responsiveness to the needs of the community, and that the teachers must find the remedy if it is to be found.⁸⁷

When the M.E.A. convention of 1919 assembled there was a background of strong feeling between those who favored the new Federation and those who did not. The issue was to come up at the Annual Meeting on Thursday and many looked forward to this with anticipation and some trepidation. The President, Inspector J. W. Gordon discussed the problem of low teachers' salaries in the opening address and declared:

There are those who want drastic action and those--conservative--who feel that

"Freedom slowly broadens down
From precedent to precedent,"

and that it is dangerous to go too fast.

⁸⁶Executive Minutes, Manitoba Educational Association, Dec. 27, 1918. Minute Book "B", p. 327.

⁸⁷"Federation of Teachers' Associations," Western School Journal, XIV (Feb., 1919), p. 79.

.....

... if in our discussion on Thursday morning we do not all think alike, if there are differences of opinion, let us avoid all acrimonious debate.⁸⁸

That evening, the new Teachers' Federation held its first annual meeting in the Industrial Bureau.⁸⁹ Some five hundred teachers attended.⁹⁰ It was obvious to Inspector Maguire that the new Federation was already well established and on April 22, 1919, he so reported to the M.E.A. Annual Meeting and called on E. K. Marshall to speak for the new organization.⁹¹ Mr. Marshall had been involved with the M.E.A. for a good many years, his name first appearing on an M.E.A. program in 1907. He was also a member of the first provisional executive of the new Federation⁹² and was later to become its General Secretary. As a man with a strong and continuing interest in both organizations he was a good choice to explain to the meeting that the M.E.A. was

⁸⁸J. W. Gordon, "President's Address," Western School Journal, XIV (June, 1919), p. 202.

⁸⁹The Manitoba Teacher, XIII (June, 1932), (Winnipeg: The Manitoba Teachers' Federation) p. 14.

⁹⁰The Bulletin, I (May, 1919) (Winnipeg: The Manitoba Teachers' Federation), p. 1.

⁹¹Minutes of Annual Meeting, Manitoba Educational Association, April 24, 1919, in the Western School Journal, XIV (June, 1919), p. 201.

⁹²The Bulletin, I (May, 1919) (Winnipeg: The Manitoba Teachers' Federation), p. 1.

for inspiration, the Teachers' Federation for more practical purposes, and that there was no intention that the new body should clash with the older organization. The M.E.A. executive had asked, continued Mr. Marshall, under what plan the Federation would be willing to become a unit of the M.E.A. This would be answered in the future.

Following Mr. Marshall's presentation the meeting proceeded to appoint a committee of five, under the chairmanship of J. W. Gordon, to meet with a committee of the Federation "for the purpose of planning some means of getting the M.E.A. and the Federation together."⁹³

The "acrimonious debate" that President Gordon had feared did not materialize, perhaps as a result of careful management of the meeting and perhaps because many members of the M.E.A. agreed with what W. A. McIntyre wrote in the Western School Journal in May of 1919. After deploring the low state of teachers' salaries and the fact that little had been done to raise them, Mr. McIntyre referred to the founding of the Federation and declared:

It is very much better that difficulties should be settled by amicable agreement than by controversy and the application of force. But it is necessary that something be done and right speedily.

⁹³ Minutes of Annual Meeting, Manitoba Educational Association, April 24, 1919, in the Western School Journal, XIV (June, 1919), p. 201

.

. . . when all classes but one insist on self-protection and self-assertion as the first duty of life, there is nothing for the remaining class to do but to look out for itself.⁹⁴

On the day before the 1920 convention opened, Mr. Gordon, chairman of the joint M.E.A.-M.T.F. committee, reported to the executive of the Association that the committee had decided that each body had a distinct sphere of activity and that harmony between the bodies would be secured by having the President and Secretary of the Federation made members of the M.E.A. executive. The minutes record that a "somewhat animated" discussion followed, but the executive decided that the time to deal with Mr. Gordon's report would be at the Annual Meeting on Thursday.⁹⁵

Mr. Gordon's report to the Annual Meeting sounded slightly different from the summary quoted in the executive minutes. The report made three points:

1. That there was work for the two associations though each was composed largely of the same membership.
2. That it was impossible yet to define spheres of activity, but that, roughly, the sphere of the

⁹⁴W. A. McIntyre, "Teachers' Salaries," Western School Journal, XIV (May, 1919), p. 168.

⁹⁵Executive Minutes, Manitoba Educational Association, April 5, 1920. Minute Book "B", pp. 389-391.

M.E.A. was inspiration through conventions, and the sphere of the M.T.F. was dealing with matters that specially concern the interests of the teaching body.

3. That the President and Secretary of the Federation should be ex-officio members of the executive of the M.E.A.

The meeting approved all three points.⁹⁶

The line drawn between the activities of the two organizations was rather indefinite. This was just as well since the later growth of the M.T.F. and the expansion of its activities was to force further adjustments.⁹⁷

The immediate effect of the demarcation of spheres of activity was the withdrawal of the M.E.A. from the field of teacher welfare. The M.E.A. made its submission to the Murray Commission, 1923, in conjunction with the M.T.F., whereas the M.E.A., together with the trustees, had initiated the 1919 Commission.⁹⁸ By 1925, when the provincial legislation made the voluntary Interim Pension Fund unnecessary, the M.E.A. left the field of pensions to the M.T.F.⁹⁹

⁹⁶ Minutes of Annual Meeting, Manitoba Educational Association, April 8, 1920, in the Western School Journal, XV (May, 1920), p. 181.

⁹⁷ Vide Chapter XII.

⁹⁸ Vide Chapter VII

⁹⁹ Supra, p. 52.

The M.E.A. was henceforth to turn a greater part of its attention to activities concerned with social and curricular problems.

CHAPTER VII

THE PERIOD OF APPRAISAL--THE ROYAL COMMISSIONS

The dissatisfaction of the M.E.A. with conditions in Manitoba gave rise not only to demands for a teachers' professional organization, but also to demands for a searching examination of the state of education in the province.

At the Annual Meeting of 1918 a motion was passed which resulted in the formation of a committee under the chairmanship of Inspector Willows, to study "graded minimum salaries" for teachers.¹⁰⁰ The committee reported to the executive, in December of 1918, that it had met with a committee of the Manitoba Trustees' Association. The combined committees recommended that the Provincial Government be asked to appoint a commission composed of representatives of the trustees' and teachers' associations and an impartial chairman to deal with the question of minimum or graded salaries for teachers.¹⁰¹ As was the custom at that time, the executive adjourned its December meeting to dine with the executive of the Manitoba Trustees' Association. Guests of the associations included Dr. Thornton, Minister of Education,

¹⁰⁰Executive Minutes, Manitoba Educational Association, April 4, 1918. Minute Book "B", p. 313.

¹⁰¹Executive Minutes, Manitoba Educational Association, Dec. 27, 1918. Minute Book "B", p. 333.

and Robert Fletcher, the Deputy Minister. Following short addresses by several speakers, Inspector Willows made a report concerning the findings of the Committee on Minimum Salaries.¹⁰²

This dinner afforded a unique opportunity for informal liaison between the M.E.A., the trustees, and the Department of Education. Undoubtedly it served to hasten action on the request for a Royal Commission.

At their Annual Meeting in February of 1919, the trustees passed the following resolution:

Resolved that in view of the serious situation in the Province arising from the shortage of teachers, the inequality of qualification and the uncertainty as to salaries, this Convention request the Minister of Education to appoint a Commission, including representatives of trustees and teachers, to enquire into the whole question and report as to the situation and any remedies they think advisable.¹⁰³

At Easter the M.E.A. passed an identical resolution.

Action followed quickly. On September 25, 1919, the Minister of Education appointed a "Royal Commission on Status and Salaries of Teachers" to "enquire into an report upon the status and remuneration of the teaching profession and upon all matters relevant thereto."¹⁰⁴

¹⁰²Ibid., p. 343.

¹⁰³Report of Royal Commission on Status and Salaries of Teachers (Manitoba: Province of Manitoba, 1919).

¹⁰⁴Ibid.

The secretary of the Commission was Percy D. Harris, then also secretary of the M.E.A., and two of the five Commission members, Thomas A. Neelin and Mary M. Dawson, were nominees of the M.E.A.¹⁰⁵

The report of the Commission painted a very dark picture. Teacher supply was inadequate throughout the United States and Canada, and the consensus of opinion of the educational authorities quoted was that salaries were too low, that the Normal Schools were not meeting the need for teachers, and that the quality of the candidates was unsatisfactory. Alberta authorities were quoted as stating that the provincial minimum salary of eight hundred and forty dollars was not meeting the need.

In Manitoba, the Commission reported, two hundred schools could not open in September until the Province provided additional permit teachers, bringing the total to three hundred and seventy-seven. Permit teachers had made up nine per cent of the teachers in 1908 and in 1918 they were still five per cent. Thirty-one to forty-four per cent of the certificated teachers had the minimum training required for a "Third Class" certificate. As would be expected, most of these inadequately trained and inexperienced

¹⁰⁵Executive Minutes, Manitoba Educational Association, May 12, 1919. Minute Book "B", p. 369.

teachers were to be found in the ungraded rural schools.

The Commission quoted statistics to show that in 1918 three hundred and twelve teachers had left Manitoba to teach in Saskatchewan and Alberta and that the number of men in the teaching profession had dropped from fifty-four per cent of the total in 1890 to twenty-six per cent in 1905 and seventeen per cent in 1918. In the city of Winnipeg the average experience of teachers was fourteen years, whereas a Manitoba Educational Association questionnaire showed that outside of Winnipeg the average was about five years.

In comparing teachers' salaries with those of other occupations the Commission pointed out that clerks, stenographers, dressmakers and section men all were better paid than the average teacher in Manitoba.

The recommendations of the Commission were:

1. that school boards provide teachers' residences.
2. that the professional and academic training of teachers be improved by extending the three year High School course, extending the Normal School course for second class certificates, and by increasing the academic standing required for a first class Grade A certificate.
3. that a pension fund be established for teachers.
4. that the experience of teachers be recognized in salary through a provincial salary schedule.

5. that larger school units be established in the province.
6. that the general school grants be increased to match the increase in teachers' salaries.
7. that a Permanent Board of Reference be established to set minimum salaries and to administer the future pension fund. The Board of Reference should be made up of representatives of school trustees, teachers, and a disinterested chairman and should have powers of arbitration and settlement in cases of disagreement.
8. that minimum salaries for teachers be nine hundred and fifty dollars for third class and one thousand and fifty dollars for second class.¹⁰⁶

The major recommendations of the Commission were not to be implemented for many years, with the exception of the pension legislation of 1925 and the establishment of a Committee of Reference in 1920.¹⁰⁷ The Committee of Reference functioned satisfactorily for two years but then became useless when it was made clear that the Committee had not been

¹⁰⁶Report of Royal Commission on Status and Salaries of Teachers (Manitoba: Province of Manitoba, 1919).

¹⁰⁷The Bulletin, VIII (Oct., 1920), (Winnipeg: The Manitoba Teachers' Federation) p. 63.

given the power to enforce its decisions.¹⁰⁸

Having shelved the 1919 Commission report, the Provincial Government decided to try another Commission. In 1923 a Royal Commission, chaired by President W. C. Murray of the University of Saskatchewan, was established to:

. . . enquire into the plight of public and secondary education and the adaptation of the curriculum to the rural school, and study the means of co-ordinating the institutions of higher education in the province.¹⁰⁹

The M.E.A. appointed three of its members to work with the committee chosen by the M.T.F. in procuring evidence to be given before the Murray Commission.¹¹⁰ On October 5, 1923, the President, Secretary and three committee members of the M.E.A., together with the M.T.F. representatives, met the Commission. The presentation was made by C. W. Laidlaw, President of the M.T.F. It was pointed out during the presentation that at its Convention in 1922 the M.E.A. had passed the following resolution:

That the Department of Education be asked to undertake the preparation of an extended curriculum of studies suitable for rural elementary and high school, such a programme to serve as a reference work for rural teachers

¹⁰⁸The Manitoba Teacher, VI (Jan., 1925), (Winnipeg: The Manitoba Teachers' Federation) p. 2.

¹⁰⁹W. L. Morton, Manitoba: A History (Toronto: University of Toronto Press, 1961), p. 389.

¹¹⁰Executive Minutes, Manitoba Educational Association, July 9, 1923. Minute Book "B", p. 457.

and as a basis of instruction in Normal Schools.¹¹¹

The report of the Commission, according to W. L. Morton, revealed a startling situation:

. . . One hundred and four schools out of some twelve hundred were entirely closed. Many of the remainder were open for only part of the school year of two hundred days. The root of the trouble was the small school district and the flat provincial grant, which made it impossible to use the resources of rich districts with high assessments to aid poor districts with low assessments and high tax rates to keep their schools open, or to base the provincial grant on need. The Commission recommended special provincial grants, the use of larger school units, and an equalized assessment to bring taxation into a tolerable relation with the productivity of the soil. In the face of the strong prejudice in favour of the small district and local control of the school, and the stringency of the provincial revenues, little could be done to carry out the recommendations at the time, and they were to remain largely a programme for the Department of Education to carry out as opportunity offered.¹¹²

In the University section of the report, the submission of Dr. W. S. Learned of the Carnegie Foundation had been approved by the Commission. Of this part of the report Morton says:

. . . Dr. Learned's frank amazement at the neglect of the University by the government and public was only saved from being scathing by his obvious admiration of the achievement of the University under the handicaps it suffered.¹¹³

¹¹¹Executive Minutes, Manitoba Educational Association, October 5, 1923. Minute Book "B", p. 459.

¹¹²Morton, op. cit., p. 390.

¹¹³ibid., p. 390.

The Report of the Murray Commission soon rested on the shelf, collecting dust with the 1919 Report. The recommendation for equalized educational grants, for example, was not to be implemented until 1947.¹¹⁴

The Commission of 1919 mentioned as one cause of the educational difficulties of the time "the apathy and in cases hostility shown to the propaganda of the teachers for increased salary." The Commission continued:

. . . The conclusion to be drawn is obviously that the school and its teachers have not been in touch with the public, the knowledge of the work performed by the teachers has not been transmitted, and the public generally have not been informed of the requirements of the profession.¹¹⁵

This explanation for the public attitude was perhaps too hard on the failure of the educators to publicize their needs and too easy on the general public. Morton is less gentle in the following statement:

. . . The decadence of intellectual standards . . . was increased by the contempt in which a materialistic community held the teaching profession. The really fine achievement of the University of Manitoba in its first generation was similarly threatened and the University, like the schools, was starved of that public understanding and appreciation without which the education of the young and the pursuit of knowledge became mechanical and defeatist occupations.¹¹⁶

¹¹⁴ Ibid., pp. 461-462.

¹¹⁵ Report of Royal Commission on Status and Salaries of Teachers (Manitoba: Province of Manitoba, 1919).

¹¹⁶ Morton, op. cit., pp. 467-468.

The attitude of the government seemed to be that it could not move faster than public opinion. Therefore, the responsibility for the existing conditions lay on the heads of the public. This attitude was illustrated in an address of Dr. Thornton, Minister of Education, given to the Annual Convention of the Trustees Association in 1920. Some of Dr. Thornton's remarks were reported in the Western School Journal as follows:

. . . The trustees and teachers were being aroused to their responsibilities and were co-operating with each other, but the cooperation of the public much more fully was still one of the great needs.¹¹⁷

One great difficulty was that in practical politics "the public" meant "the voters," and in Manitoba, at that time as now, the rural representation was grossly inflated in the provincial legislature. Educational improvement was to founder time after time on rural prejudice in favor of the little red school house, the stalwart local trustees, and "the three R's."

¹¹⁷Western School Journal, XV (April, 1920), p. 167.

CHAPTER VIII

ACTIVITIES OF THE SPECIAL COMMITTEES

1925--1945

With the passing of the Teachers' Retirement Fund Act in 1925 the M.E.A. withdrew from the field of teacher welfare, and its committee activities in the period 1925 to 1945 were concerned almost exclusively with curriculum or with social problems which impinged on effective education in the schools.

I. THE COMMITTEE ON MOVING PICTURES

The M.E.A. had shown a strong interest in moving pictures since the establishment in 1920 of a committee to "investigate the available and potential resources of the moving picture."¹¹⁸ This committee prepared a report which was felt to be so important that one thousand copies were printed for distribution at the 1921 convention.¹¹⁹ The committee recommended that a standing committee be appointed for three purposes:

¹¹⁸Letter to members of the committee from H. J. Russell, Jan. 14, 1921. (MSS in the "Visual Education" file of the Manitoba Educational Association)

¹¹⁹Letter from F. H. Schofield, Chairman of the Committee, to H. J. Russel, March 19, 1921. (MSS in the "Visual Education" file of the Manitoba Educational Association)

I.--TO ORGANIZE and carry on a campaign for counter-acting as far as possible pernicious influences of moving picture theatres on the children and youth of the community.

.....

II.--TO PROMOTE the use of moving pictures as a means of real education in our schools.

In this connection the committee should

A--Collect information in regard to existing and proposed films that are suitable for school purposes. and

B--Urge the Advisory Board and the Department of Education

(1) To authorize sets of films of recognized educational value for use in the schools of the province and to adopt a plan for obtaining them at a minimum cost;

(2) To secure such a standardization of moving picture machines and films as will allow authorized films to be used in any school of the province and to devise a plan for the systematic interchange of such films among schools equipped for their use.

III.--TO PRESS upon the attention of the Provincial Government the educational value of this work and the need of a special appropriation for inaugurating it¹²⁰

The continuing activities of the standing committee finally bore fruit in the establishment of the Visual Education Branch of the Department of Education in 1939.

In contrast to this success, the efforts of the M.E.A. committee to counteract the "pernicious influences of moving

¹²⁰"Moving Pictures," printed report of special committee on Moving Pictures (Winnipeg: Manitoba Educational Association, March 21, 1921).

picture theatres on the children and youth of the community" were ineffective. In spite of the efforts of the committee and repeated resolutions on the subject in the intervening years, the executive in 1945 was still waiting for action. At their pre-convention meeting the executive planned to prepare a resolution for the Annual Meeting which would express support for a bill being sponsored in the Provincial Legislature by Mr. Bardal, for the "Better Movies Association."¹²¹ The Bill would have allowed municipalities to pass by-laws regulating or prohibiting the admission of children under the age of fifteen years to a theatre or place of amusement. The resolution from the executive was never brought before the convention as Mr. Bardal's bill was defeated prior to the Annual Meeting.¹²²

II. THE COMMITTEE ON JUVENILE CRIME

The depression years of the 1930's presented education with new problems and new challenges. With little prospect of employment, boys and girls were staying longer in the schools and many were returning to school in the hope of acquiring knowledge or skills which might assist them in

¹²¹Executive Minutes, Manitoba Educational Association, April 2, 1945, p. 2.

¹²²Executive Minutes, Manitoba Educational Association, meeting of old and new executive, April 2, 1945, p. 1.

getting a job. The schools, particularly in Winnipeg, attempted to meet the need with academic and technical training. Inevitably, however, many young people found the frustration of unemployment and squalid living conditions an invitation to delinquency. The concern of educators with this problem led to the appointment in 1932 of a committee of the M.E.A. to study juvenile delinquency.

The committee, chaired by W. J. Sisler, made its major report in 1933. The quality of the report was high and the conclusions arrived at are very similar to those reached by larger and more recent studies.

The committee studied selected cases of confirmed juvenile delinquents in Manitoba and recorded their findings in each case on a form designed to obtain as objective information as possible. The findings of the committee were derived entirely from the study of the information recorded on the forms.

The statistical analysis of the information was followed by the conclusions, fifteen in number, which are summarized below.

The following characteristics were each displayed by from fifty-one to ninety-one per cent of the homes of delinquents: (1) the family did not attend church regularly and its economic status varied from "poor" to "fair", (2) the parents were not born in Canada and a language other than

English was used at least part of the time in the home, (3) the attitude of the children to the parents varied from "fair" to "bad," and (4) the home lacked sufficient reading material and had no provisions for music or art.

At least three-quarters of the delinquents showed evidence of untruthfulness and dishonesty at school, were academically retarded from one to five years, did not reach grade seven, and left school at the age of fifteen or earlier. The average delinquent was a member of a gang, found his amusement at movies, dance halls, or pool rooms, had no hobbies, and spent most of his money on clothes.

The report concluded that habits are the root of delinquency: habits of untruthfulness, lack of respect for property rights, self-indulgence, and lack of self-control. It becomes the duty of the home and the school to treat all cases of untruthfulness or pilfering promptly, firmly, and with an "impressive hand." The first occurrence should be made the last. The results of failure to do so are "almost irreparable."¹²³

The committee actually listed concomitants, rather than causes, of delinquency; and the final conclusions

¹²³Manitoba Educational Association, "Report on Cases of Juvenile Delinquency," mimeographed report of special committee on Juvenile Delinquency, April 20, 1933 (in the "Character Education" file of the Manitoba Educational Association).

perhaps over-simplified the remedies. Nevertheless, the report was a careful and competent presentation. The emphasis on habit training in the school and the home was in keeping with the spirit of the times. The Manitoba Educational Association was to give this subject considerable emphasis in the next five years, even to the extent of suggesting that the centre of the curriculum should be not the acquisition of knowledge but the development of character.

III. THE COMMITTEE ON CHARACTER EDUCATION

Sir James Aikins, Lieutenant-Governor of Manitoba in 1917, told the M.E.A. convention of that year "that the development of character should be the chief object of education."¹²⁴ Eighteen years later the convention of 1935 showed that this philosophy of education was still strong.

In the Principles of Education Section, Mr. Gordon Churchill opened a discussion of the objectives of education. Mr. Churchill declared that several influences were forcing educators to consider broader objects: (1) changes in public opinion towards emphasis on general training, including such extra-curricular activities as sports, music, and dramatic performances, (2) efforts to adjust courses to meet the needs of students of the non-academic type, (3) the

¹²⁴Western School Journal, XII (May, 1917), p. 189.

need to educate pupils to use profitably the leisure time produced by shortened working hours and the spread of unemployment, and (4) the periodic statements of business men and public-spirited citizens that not the acquisition of knowledge, but character training, was the greatest objective of education.

Another speaker at the same meeting, Mr. Oliver, gave three objectives for education: (1) the development of character to aid in creating good citizens who would tend to discharge their duties to their homes, to their groups, and to the community as a whole, in a manner befitting a civilized world, (2) health education, in order that the good citizen may discharge his duties of life properly, and (3) education for leisure.¹²⁵

In the Grades Four, Five and Six Section a committee on "Character Education" reported enthusiasm among parents and teachers for the "new" approach to education. One parent teachers' association was inspired to activity by the feeling that, with character development as the chief aim of education, parents could render a valuable and permanent service to the teacher, the school, the community and

¹²⁵Minutes of Principles of Education Section, Manitoba Educational Association, April 25, 1935, pp. 1-2.

the state such as they never could before.¹²⁶

This revival of a very old approach to education seemed to sweep all before it. At the request of the Grades Four, Five and Six Section, the Annual Meeting of the Association set up a committee to study character education under the chairmanship of Dr. G. W. Bartlett, Inspector. In 1936 this committee made a very lengthy and enthusiastic report to the Annual Meeting of 1936.

Speaking for the committee, Dr. Bartlett pointed out that character education and moral objectives had been pushed aside by the concentration on subject matter and testing, but that some teachers had continued to recognize two fundamental principles:

1. That Character Building in schools must be a cooperative socialized project.
2. That externally imposed codes must be ineffective; and that the only effective criticism must be self-criticism. That no code is effective unless the conscience of the pupil goes freely with the code.

The outcome of these principles is a functional morality, based on self-rating, self-government, self-control.¹²⁷

¹²⁶"Report of Committee on Character Education," Grades Four, Five and Six Section, Manitoba Educational Association, pp. 1-2 (In the "Character Education" file of the Manitoba Educational Association).

¹²⁷"Interim Report of Special Committee on Character Building," April 16, 1936. (MSS in "Character Education" file of the Manitoba Educational Association).

Most of the moral training in the schools, the report went on, was ineffective because it worked through inhibition and repression rather than through positive stimulating direction toward purposes significant in the life of the pupil.

. . . The positive growth of character and personality are conditioned by a life of happy, healthy, normal interests, with at least a reasonable share of successful achievement in activities significant in the life of the child. . . .

The positive function of the teacher is therefore the development of a wholesome, happy school spirit, the encouragement of normal child interests, and a sound morale.¹²⁸

The "bad" child, affirmed the report, is often the victim of a heritage of "bad nerves, poor physique, or even low mentality. . . . Home, community or school may each have a share in his delinquency."

The conclusion of the report made several points:

(1) that the school and the home must cooperate in character education, (2) that school ethics should not impose a divided loyalty or hypocrisy on the child, (3) that success, not failure, should be stressed in the classroom, (4) that teachers should practise self-rating and teach their pupils to do the same for themselves, and (5) that the teacher should at all times be fair and impartial, seeking out the

¹²⁸Ibid.

causes of pupil maladjustments rather than treating only the symptoms.¹²⁹

The committee reported again in 1938, this time under the new title of "The Committee on Moral and Social Education in the Schools." In addition to the principles set out in Dr. Barlett's report, the new committee advocated certain others: (1) candidates for teacher training should be accepted only after a careful study of their personalities and emotional control and while in training should study mental hygiene, (2) schools should give each child a psychological examination at an early age and provide clinical facilities for every child in the province, (3) the subject matter of courses should be integrated about the life interests of youth as a core, and (4) the school must have an effective health program.¹³⁰

In its enthusiasm for character education, the Principles of Education Section requested that a full report of the committee be prepared and made available to all interested. The full report was never prepared, perhaps falling a casualty to the new spirit engendered by the threat of war.¹³¹

¹²⁹Ibid.

¹³⁰Principles of Education Section, Manitoba Educational Association, resolutions to the Annual Meeting of April 21, 1938. (Mimeographed.)

¹³¹Minutes of Annual Meeting, Manitoba Educational Association, April 13, 1939, p. 4.

The war and the changes it produced soon pushed "Character Education" into obscurity. However, even the post-war emphasis on science and the acquisition of information has not buried the ideas expressed by Dr. Barlett and many before him. His report on "Character Education" bears a remarkable resemblance to material now being presented to the schools in large quantity on "Mental Health." Though educational jargon and teaching equipment may be new, ideas on education rarely are.

V. THE ARTICULATION COMMITTEE

At the 1938 convention a resolution of the General Secondary Section asked the executive to appoint a committee "to study thoroughly the ways and means of improving the articulation between the University and the High School." In response, the executive appointed the following committee of five, with power to add to its numbers:

Chairman--Sidney Smith, President, University of Manitoba,
 Dr. D. S. Woods, Dean, Faculty of Education,
 Dr. J. C. Pincock, Superintendent of Schools, Winnipeg,
 Dean W. Tier, University Arts and Science Department,
 A. C. Campbell, Principal, Daniel McIntyre Collegiate¹³²

This committee of five added to its number the following fourteen individuals:

¹³²Letter from C. S. Gow to Sidney Smith, Nov. 2, 1938 (in the "Articulation Committee" file of the Manitoba Educational Association).

Dr. Robert Fletcher, Deputy Minister of Education,
 W. G. Rathwell, Department of Education,
 Norman Young, Ravenscourt School,
 Dr. Andrew Moore, Inspector,
 O. V. Jewitt, Principal, Gordon Bell High School,
 Professor H. P. Armes, University of Manitoba,
 Miss E. Boyce, Roland,
 Professor Clark Hopper, University of Manitoba,
 T. A. Neelin, Superintendent of Schools, Brandon,
 Dean E. P. Fetherstonhaugh, University of Manitoba,
 Dean A. V. Mitchener, University of Manitoba,
 Dr. W. C. Graham, President, United College,
 Brother Joseph Bruns, St. Boniface.¹³³

In 1942, to fill vacancies in the committee, the following were made members:

Dr. W. P. Moran, Principal, Provencher School,
 C. K. Rogers, Acting Superintendent of Education for
 Manitoba,
 J. R. Reid, Inspector,
 G. J. Reeve, Principal, St. John's High School,
 Dr. W. J. Spence, Registrar, University of Manitoba,
 P. H. A. Wykes, Ravenscourt School.¹³⁴

This enlarged committee, representative of almost every group of educators in the province, was a quite remarkable gathering of educational leaders. The very fact that such a group met is an indication of the influence wielded by the Manitoba Educational Association.

¹³³Letter from D. S. Woods to C. S. Gow, Dec. 16, 1938 (in the "Articulation Committee" file of the Manitoba Educational Association).

¹³⁴Letter from Sidney Smith to L. J. Crocker, April 8, 1942 (in the "Articulation Committee" file of the Manitoba Educational Association).

The Articulation Committee presented a progress report in 1939,¹³⁵ and a full report in 1940. Following consideration and approval of the 1940 report by the General Secondary Section, it was officially adopted by the M.E.A. at the Annual Meeting, with instruction that the Minister of Education, the Superintendent of Education, and the Senate of the University of Manitoba be duly informed.¹³⁶ The following year the Matriculation Commission of the University of Manitoba Senate reported to the Senate, presenting essentially the 1940 report of the Articulation Committee with an addendum pertaining to the Junior Division in Arts and Science.¹³⁷ The University Senate handed the question over to committees of examiners and committees of the Faculty Council of Arts and Science and of the Faculty of United College, with a view to a revision of the curriculum of the Junior Division.¹³⁸

¹³⁵Sidney Smith, "Report of Committee on Articulation of University and High School," Report of the 31st Annual Convention, Easter, 1939 (Winnipeg: Manitoba Educational Association, 1939), pp. 27-30.

¹³⁶Minutes of Annual Meeting, Manitoba Educational Association, March 29, 1940, p. 4.

¹³⁷"Draft Report of the Matriculation Commission of the University Senate," University of Manitoba, 1941 (Mimeographed).

¹³⁸Letter from Sidney Smith to L. J. Crocker, Jan. 30, 1942 (in the "Articulation Committee" file of the Manitoba Educational Association).

In 1944 the Articulation Committee, represented by President Smith, Dr. Pincock, and Mr. Jewitt, submitted a brief to the Special Select Committee of the Legislature. The brief was based on the 1940 report of the Articulation Committee and the 1941 report of the Matriculation Commission of the University.¹³⁹ As the product of several years of work by the Articulation Committee and committees of the University and College faculties, the brief certainly was worthy of careful attention by the Special Select Committee.

The brief advocated that the work covered in grades ten and eleven be covered in three years, in grades to be called "ten", "eleven," and "twelve." The following paragraph indicates the reasoning used to justify this suggestion:

. . . If this proposed additional year were inserted into the curriculum, it would enable students throughout their high school courses to take greater part in extra-curricular activities, which are now recognized as contributing materially to the education of young people, and it would afford opportunity for more health training and for library work, supervised study, and counselling during school hours. The time given to English provides an opportunity for classes to use in their study such related activities as dramatics, poetry, speaking and writing clubs, and school periodicals.¹⁴⁰

¹³⁹"Brief of the Manitoba Educational Association Committee on Articulation of High School and University" (Winnipeg: Manitoba Educational Association, 1944). (Mimeographed.)

¹⁴⁰Ibid., p. 1.

The brief presented a revised curriculum for the High Schools, based on the adoption of the extra year:

The Association recommends the following scheme of studies for general adoption in the high schools, in the hope that it may serve the needs of all classes of students, whether proceeding to business, home life, agriculture, or industry, or to further studies in technical and vocational schools, Normal School, or University.¹⁴¹

The "Constants," subjects required of all pupils, were English, social studies (growth of civilization and citizenship), health and physical training, general mathematics (first two years only), occupational information and counseling, supervised study and library, and extra-curricular activities. The "Electives," from which a student picked one, two, or three subjects, were Latin, French, German, geography, physics, chemistry, special mathematics, modern history, special English, commercial subjects, agriculture, home economics, industrial arts, music, and art.

The "Constants" were assigned seventy-two "week-periods" out of a total of one hundred and five for the three years. The "Electives" were assigned thirty-three "week-periods." In other words, over the three years a student would spend one-third of the time on electives. It was possible for a student to spend twenty-eight of his thirty-three "week-periods" on one of commercial subjects, agriculture,

¹⁴¹Ibid.

home economics, or industrial arts. The student could spend fourteen of his thirty-three "week-periods" on either music or art, or spend a total of twenty-eight on both of them.

This scheme of studies, designed to serve the needs of all students, kept the door of the University open to all of them. The point is best clarified by a quotation from the report of the Matriculation Commission of the University Senate. After outlining a scheme of studies almost identical to that above, the Commission declared:

The Commission believes that the University, while still expecting that the majority of students intending to proceed to University studies on completion of the Senior High School course, would choose 5 periods of foreign language among their electives and perhaps also in many cases 5 periods of science or related subjects, might be willing to accept in the First Year in Arts and Science any student who will have completed satisfactorily the constants above outlined and any thirty week-periods from the electives and in so doing undertake to provide a program that will enable the student to overtake the requirements in any field that is essential to his future studies.¹⁴²

One difficulty at present being experienced by the new "General Course" in Manitoba is the tendency of parents and employers to emphasize the prestige of the "Matriculation Course." Had the "scheme" of the Articulation Committee been adopted, this difficulty would not have appeared since no particular course would have the designation "Matriculation Course." A student would have been able to enter University

¹⁴²"Draft Report of the Matriculation Commission of the University Senate" (Winnipeg: University of Manitoba, 1941), p. 2. (Mimeographed.)

after a high school course in which, for example, he had spent approximately one-third of his time on electives such as agriculture, commercial subjects, home economics, or industrial arts.

In the present "technical" courses fifty per cent of the time is devoted to such electives, but the student taking the matriculation course for his academic subjects requires an extra year to get to University. Under the scheme proposed by the Articulation Committee a student could take his "technical" electives and at the end of a course no longer than that of any other student, go to University.

The brief concluded with outlines for some subjects in the "constants" class to indicate the general scope of the subject fields.¹⁴³

In English the brief advocated a more extended use of library facilities, more practice in note-taking and in making outlines and bibliographies, and a more conscious effort to correlate such practice with the work in social studies, general science, and other subjects.

In social studies the brief presented a viewpoint quite at variance with that later incorporated into the

¹⁴³"Brief of the Manitoba Educational Association Committee on Articulation of High School and University" (Winnipeg: Manitoba Educational Association, 1944), pp. 2-4. (Mimeographed.)

high school curriculum of Manitoba:

"Social Studies" is definitely not an attempted compilation of history and geography. The course will be centred on a discussion of the problems confronting the citizens of Canada and other countries today. . . . Necessarily the problems confronting them must be considered against an historical and geographical background, but the reality of these problems in the present will be in the forefront. . . .

This course should cut across such such subjects as history, geography, civics, economics, psychology, sociology and religion; but in lieu of formal courses in these varied subjects, it will be based on real problems confronting the student as a citizen of a democracy.¹⁴⁴

"Growth of Civilization" was to be a course dealing primarily with the emotional and artistic values in life. Such a course as this has yet to appear at the high school or university level in Manitoba:

. . . Here the culture of our western civilization will be studied against its historical background. Literature, painting, architecture, sculpture, music, of this and preceding ages will be discussed. Standard and methods of criticism and evaluation will be given without any dictation as to what the student must admire or enjoy. Acquaintance with original works in art and music will be provided. The course will help the student to appreciate the extent and manner in which the present is indebted to the past and give him an appreciation of the continuity by which culture is transmitted and modified.¹⁴⁵

The outline of the course in general mathematics was not too different from the outline of the present matriculation course, with one major exception. The proposed course

¹⁴⁴Ibid., pp. 2-3.

¹⁴⁵Ibid., p. 3.

was to have no Euclidean geometry. Instead, the geometry was to be comprised of "the practical use of the important facts as used in mensuration."¹⁴⁶

The work of the Articulation Committee had already received the approval of the Minister of Education and the Department of Education. In April of 1940, Ivan Schultz, Minister of Education, in writing to C. S. Gow, secretary of the M.E.A., affirmed that the Department would give very serious consideration to the recommendations of the Committee as presented in the report of 1940, and asked that the appreciation of the department for the "splendid work" of the committee be conveyed to its members.¹⁴⁷ In 1942, in response to a query as to whether the Department was considering implementation of the suggestions of the 1940 report, C. K. Rogers, acting Superintendent of Education, replied that he had discussed the matter with the Minister:

The Department appreciates the leadership the Manitoba Educational Association has given in this study. We are more than interested in the plan submitted and consider it a step forward and quite in line with the educational trends of today. . . .

. . . We hope that the period immediately following

¹⁴⁶Ibid., p. 4.

¹⁴⁷Letter from Ivan Schultz to C. S. Gow, April 15, 1940 (in the "Articulation Committee" file of the Manitoba Educational Association).

the war will afford the opportunity of putting the plan into effect.¹⁴⁸

The brief to the Special Select Committee of the Legislature was also well received. In its report in 1945 the Special Select Committee endorsed, for the general high school course, the recommendations contained in the Draft Report of the Matriculation Commission of the Senate of the University of Manitoba, noting that this draft report was based on the report of the Articulation Committee adopted by the Manitoba Educational Association at its convention held in 1940.¹⁴⁹

All this approval of the work of the Articulation Committee bore little fruit.

The "four year high school" plan, as it came to be called, was never completely put into effect. The high school curriculum was revised in 1948 and for the years 1949 and 1950 a modified "four year plan" operated. It was originally intended that the majority of students would take four years to complete the former grades X, XI, and XII, with the top twenty per cent of the students taking the course in three years, the so-called "accelerated" course. As practised in

¹⁴⁸Letter from C. K. Rogers to L. G. Crocker, April 7, 1942 (in the "Articulation Committee" file of the Manitoba Educational Association).

¹⁴⁹Report of the Special Select Committee of the Manitoba Legislative Assembly on Education, (Winnipeg: Province of Manitoba, 1945).

1949 and 1950, the plan had the average student take grades X and XI in three years and the "accelerated" student, in two.¹⁵⁰ However, problems of cost and teacher supply made this arrangement extremely difficult for the rural schools, and in actual practice the "four year" course operated at very few schools in the province. Succumbing to pressure, the Department of Education reduced the academic standard required to enter the accelerated course from a seventy-five to a sixty per cent average, ostensibly "to remove any doubt that worthy students are being denied the privilege of finishing in two years."¹⁵¹ In response to this action, the M.E.A. at its Annual Meeting of 1950 passed a resolution protesting the "political interference" and the action of the Department in passing the new regulation without prior consultation with the Advisory Board, the General Curriculum Committee, the Manitoba Educational Association and other interested lay and professional educational groups.¹⁵² However, by September, 1950, the "four year" high school course was dead.

¹⁵⁰Executive Minutes, Manitoba Educational Association, Dec. 30, 1947, p. 3.

¹⁵¹"Report of Chief Inspector," Report of the Department of Education, (Winnipeg: Province of Manitoba, 1950).

¹⁵²Minutes of Annual Meeting, Manitoba Educational Association, April 13, 1950, pp. 3-4.

The other recommendations of the Articulation Committee, although more easily defended than the "four year" high school plan, met with even less consideration. The possibilities of the Articulation Committee as a curriculum revision committee were completely ignored. Instead the Department set up the usual General Curriculum Committee and subject sub-committees under Inspector R. M. Stevenson, who had not served on the Articulation Committee. The result of this system was a curriculum which differed from the old one in little more than the text books prescribed and the introduction and, from the point of view of the Articulation Committee, the misinterpretation of the term "social studies." The "matriculation course" still exists as a separate course and in 1964 is still adorned by Euclid.

The Articulation Committee was one of the strongest and most competent committees on education in Manitoba's history. The apparent sudden loss of its influence may in part be attributed to the departure of President Smith, the chairman, from Manitoba in 1944. Had he remained, the story of the committee might have ended rather differently.

The M.E.A. itself, either deliberately or through unconscious neglect, allowed the recommendations of the Articulation Committee, except that of the "four year" high school, to be quietly ignored. For example, when Mr. Stevenson, the new Director of Curriculum, requested that the M.E.A. send

a representative to work with the subject committee of the General Curriculum Committee, the M.E.A. missed the opportunity to send someone who had served with the Articulation Committee.¹⁵³

The Articulation Committee had asked, in 1944, that it be disbanded and replaced by a "Committee on Educational Policies, to be composed of representatives of the schools, the Department of Education and the University."¹⁵⁴ A core committee of six was set up by the executive with Dr. Smith as chairman.¹⁵⁵ However, Dr. Smith declined to act when he was appointed President of the University of Toronto.¹⁵⁶

The hunt for a chairman was protracted, Dean Armes, of the Arts faculty of the University of Manitoba, finally accepting the position.¹⁵⁷

The Educational Policies Committee did not seem to have the spark that was so evident in the Articulation Committee.

¹⁵³Executive Minutes, Manitoba Educational Association, Oct. 27, 1945, p. 2.

¹⁵⁴Executive Minutes, Manitoba Educational Association, April 10, 1944, p. 2.

¹⁵⁵Executive Minutes, Manitoba Educational Association, April 13, 1944, p. 2.

¹⁵⁶Letter from Sidney Smith to L. J. Crocker, June 20, 1944 (in the "Articulation Committee" file of the Manitoba Educational Association).

¹⁵⁷Executive Minutes, Manitoba Educational Association, April 7, 1947, p. 1.

The committee made abortive attempts to find a field of activity, the final suggestion coming from the executive in 1944. The Secretary, L. E. Walker, in a letter to Dr. Armes, outlined the progress of curriculum revision and the acceptance of the "four year" high school plan by the Special Select Committee. However, he pointed out, considerable difficulty was being encountered in putting the plan into effect and, contrary to the opinions of some of the committee, the curriculum would apparently be built a year at a time, without an overall plan being made first. The executive therefore suggested that the nucleus of the Educational Policies Committee should meet, choose additional members, and then follow through with the plan of the old Articulation Committee, making such changes as were necessary.¹⁵⁸ Mr. Walker's letter produced no action. At the executive meeting of November, 1947, the report of the Educational Policies Committee was postponed.¹⁵⁹ The committee was not heard from again.

¹⁵⁸Letter from L. E. Walker to Dr. H. P. Armes, April 19, 1947 (in the "Educational Policies Committee" file of the Manitoba Educational Association).

¹⁵⁹Executive Minutes, Manitoba Educational Association, Nov. 1, 1947, p. 2.

VI. THE COMMITTEE ON VENEREAL DISEASE

In 1945 a "Special Select Committee of the Legislature on V. D." was established by order-in-council to "study and report to the House at the next ensuing session on the measures that could be taken for the control and eradication of venereal disease in the province."¹⁶⁰

After receiving a request in November from the Minister of Health and Public Welfare for a brief to this Special Committee, the executive of the M.E.A. set up a committee to comply. The committee, composed of Mr. Floyd, Mr. Wharton, Mr. Walker, and Mr. Crocker, had to work quickly to prepare the submission for presentation on December 13.¹⁶¹

The Association's brief stated that most educators believed that training young people and adults to a "sound conception of sex as a positive value in both individual and social life" should be one objective of education, and that this training should be achieved by dealing with sex, health and family life from youth to maturity, considering at the proper level of maturation the causes, methods of spreading, prevention, and cures of communicable diseases, including V. D., as a part of the course in "Biology, Health and Human

¹⁶⁰Order-in-council No. 995/45 (Winnipeg: Province of Manitoba, 1945), p. 1.

¹⁶¹Executive Minutes, Manitoba Educational Association, Dec. 27, 1945, p. 2.

Welfare." The M.E.A. brief made six recommendations: (1) that health and human relations be integrated into the prescribed course on "Biology, Health and Human Welfare," (2) that qualified doctors or nurses present lectures at the high schools on communicable diseases including V. D., (3) that the Department of Health provide, for use in the schools, books and pamphlets on communicable diseases including V.D., (4) that the Department of Education distribute these pamphlets and stress their use, (5) that the instruction mentioned in recommendation number two be adapted by the Department of Education for use in Normal Schools, the Faculty of Education, Colleges, University, and adult education.¹⁶²

Although it was prepared very quickly, and there appears to have been no follow up by the committee, the brief is of interest as an indication of the attitude of the provincial government that on this question, as on many others, the opinion of the M.E.A. would be of assistance in the investigation of the problem.

¹⁶²Brief of the Manitoba Educational Association to the Special Committee of the Legislature on V. D." (Winnipeg: Manitoba Educational Association, December 13, 1945) (Mimographed.)

CHAPTER IX

ACTIVITIES OF THE SPECIAL COMMITTEES

1945 TO THE PRESENT

In the post-war period the number of special committees set up by the M.E.A. declined markedly. Only two such committees were established, the committee to prepare a brief on teacher recruitment and the committee to prepare a brief to the MacFarlane Royal Commission.

I. THE COMMITTEE ON TEACHER RECRUITMENT

In October of 1953, C. K. Rogers, Chief Inspector of Schools, wrote to H. Connolly, President of the M.E.A., requesting that the Association submit a brief on teacher recruitment for the consideration of the Department of Education's Co-ordinating Committee on Teacher Recruitment.¹⁶³

At the November meeting of the executive of the M.E.A. and the chairmen of convention sections, teacher recruitment was discussed at some length.¹⁶⁴ A committee of five was appointed which prepared the brief, keeping in mind the

¹⁶³Letter from C. K. Rogers to H. Connolly, Oct. 26, 1953 (in the "Teacher Recruitment" file of the Manitoba Educational Association).

¹⁶⁴Executive Minutes, Manitoba Educational Association, Nov. 14, 1953, pp. 2 and 4.

comments made at the November meeting, and submitted the draft to the members of the executive and to the chairmen of sections for their individual consideration and comment. In the light of the suggestions so obtained, the committee modified the brief before presenting it to Mr. Rogers.¹⁶⁵

The brief was lengthy and somewhat repetitive. It referred to the problem of the teacher shortage, commenting that in the depression there was no shortage of teachers but that it was hardly credible that an economic depression was necessary to ensure an adequate supply of teachers. The brief's main contention was that teachers themselves, if fully content in the practice of their vocation, should be the most effective agents in influencing others to enter the profession. A list of ten comments made by teachers on the problem were presented as examples of dissatisfaction and the statement made that, while teachers do not expect that all will be sunshine and joy, they do expect society to remove those things which militate against their giving of their very best.

The many conditions which the brief felt militated against teacher recruitment may be summarized in the following eight items: (1) unsound pedagogical philosophies

¹⁶⁵Executive Minutes, Manitoba Educational Association, Dec. 30, 1953, p. 3.

and curricular changes which resulted in standards being relaxed all along the line and in unsatisfactory and distorted teaching time allotments, (2) the failure of teachers' salaries, particularly those in urban centres, to keep pace with the general rise in wage rates, (3) the steady deterioration in teachers' pensions in comparison with pensions in industry, (4) inadequate support of discipline in the schools, the concern of school boards with petty complaints against teachers, and the lack of support for teachers from parents, (5) the curbing of the initiative, judgment and effectiveness of the teachers by the numerous petty rules and regulations governing the organization and management of the school and the inmates, (6) the reduction of the profession to a level of dull mediocrity, either through indifference and inactivity on the part of the public, or because of unnecessary interference and petty irritations from a variety of sources, (7) the pressure imposed on teachers to take a succession of courses subsequent to Normal School and Faculty of Education training, and (8) the innumerable extra-curricular duties which teachers are called upon to perform.

The policies advocated by the brief as at least partial solutions for the problems of teacher recruitment may be summarized as follows: (1) larger school units, (2) professional status for teachers, (3) increased requirements for entrance to Normal School, (4) improved salaries and pensions for

teachers, (5) improved relationships between administrative officials, principals, and teachers, (6) expansion of the supply of scholarships and bursaries.¹⁶⁶

The brief was, of necessity, very quickly prepared. The Minister of Education had requested an M.E.A. brief in early July.¹⁶⁷ No real action on the request was possible until the Fall and the matter was not taken to the executive until the November meeting. The draft of the brief was mailed to the members of the executive and to sectional chairmen, together with a request for comment, on December 3, 1953. The accompanying letter requested a reply not later than December 7.¹⁶⁸ Sixteen answers were received of which only six contained comments. Some of the comments were highly critical of the brief, but very few of the suggested changes were incorporated. In any case, by December 15, C. K. Rogers acknowledged receipt of the brief.¹⁶⁹ The executive had never

¹⁶⁶"Brief of the Manitoba Educational Association to the Co-ordinating Committee on Teacher Recruitment of the Department of Education" (Winnipeg: Manitoba Educational Association, December, 1953) (Mimeographed).

¹⁶⁷Letter from H. Connolly to L. Dyker, August 22, 1953 (in the "Teacher Recruitment" file of the Manitoba Educational Association).

¹⁶⁸Form letter from H. Connolly to the members of the M.E.A. executive, Dec. 3, 1953 (in the "Teacher Recruitment" file of the Manitoba Educational Association).

¹⁶⁹Letter from C. K. Rogers to L. Dyker, Dec. 15, 1953 (in the "Teacher Recruitment" file of the Manitoba Educational Association).

met to consider, revise, or approve it.

Not unnaturally, the quality of the brief was not all that it might have been. It was rather querulous in tone, somewhat disorganized, and badly written in places. Its major value may have been in proving that the M.E.A. is not organized to produce briefs on short notice and that the Association's executive should very carefully, and at leisure, examine all written policy statements issued in its name.

II. THE COMMITTEE ON THE BRIEF TO THE ROYAL COMMISSION OF 1957

In the preparation of the brief to the Royal Commission of 1957, the M.E.A. was able to avoid undue haste. Following a request by the Minister of Education for a brief from the Association,¹⁷⁰ the executive appointed a committee composed of Dr. Myrtle Conway, Dr. J. M. Brown and A. H. Hoole. In May a letter was mailed to all chairmen of sections giving them the opportunity to express the views of their sections.¹⁷¹ The draft of the brief was read, discussed, and approved as amended, chapter by chapter, at a special meeting

¹⁷⁰Executive Minutes, Manitoba Educational Association, April 25, 1957, p. 3.

¹⁷¹Letter from W. L. McFarland to chairmen of sections, May 27, 1957 (in "MacFarlane Commission" file of the Manitoba Educational Association).

of the executive held on October 19, 1957, for that specific purpose.

The brief was presented to the Royal Commission in November. Brother Bruns, a member of the Royal Commission and also a member of the M.E.A. executive, reported to the executive that the Commission had commended the M.E.A. on its well prepared brief.¹⁷²

Chapter I of the brief outlined the nature, purposes and activities of the M.E.A. and pointed out that the recommendations of the brief were divided into two groups, those of general application and those of a specific nature which had been submitted by the various sections of the Association and were endorsed by the executive. The complete text of the submissions from the sections was included in the appendix of the Brief.

Chapter II dealt with "Administration." It contained recommendations that the Government promote vigorously the establishment of larger school areas, suggested a publicity program to acquaint the public with the findings of educational research and the latest advances in educational policy, and advocated the appointment of two directors of equal status under the Deputy Minister, a Director of School Administration and a Director of Public Instruction, as well

¹⁷² Executive Minutes, Manitoba Educational Association, Dec. 27, 1957, p. 1.

as the appointment of supervising teachers to assist the inspectors. At the elementary level these supervising teachers would be experienced primary specialists and at the secondary level would be subject specialists to act as supervisors of English, social studies, modern languages, mathematics and science, art and music.

Chapter III dealt with "Evaluation," and was based on the traditional faith in the value of external examinations to maintain standards and stimulate better teaching. It was recommended that external examinations be retained and extended to all secondary courses, and that the system of accrediting be thoroughly investigated. The investigation of accrediting was necessitated by the failure of some accredited students to obtain a clear pass in first year university subjects, possibly because the standard for accrediting was too low and the student did not know how to write examinations. It was further recommended that a "Bureau of Educational Measurements and Research" be established to prepare standardized tests of diagnostic and achievement types and to conduct a comprehensive program of testing. The greatest care should be taken, it was recommended, in the choice of both members of the examination committees and markers, and more time should be devoted to the setting of examination papers.

Chapter IV, on "Teacher Training," recommended that the entrance standard for Teachers' College be restored to that of a complete Grade XII and be articulated with matriculation requirements. The Department of Education was commended for setting up a Certification and Selection Advisory Committee to assist in the selection of candidates for the Teachers' College. However, it was recommended that the teacher training program be kept under constant review and that permanent certification of teachers be deferred to the completion of second year University standing.

The principal recommendation in Chapter V, "Curriculum," was the following:

We recommend that the Director of Curriculum set up Curriculum Revision Committees of teachers competent in their own fields, each committee to include the Supervisor in that particular field, and each member of the committee to be paid for his services.¹⁷³

The chapter also included a summary of the suggestions from the sections of the M.E.A. However, no major revision of curriculum was recommended.

The "Conclusion," Chapter VI, recommended:

. . . that the Royal Commission on Education, as a result of its findings, state clearly what the controlling aims in education should be, and formulate the indispensable fundamentals which should guide us and serve

¹⁷³"Brief Presented to the Royal Commission on Education by the Manitoba Educational Association," November, 1957, p. 16 (Mimeographed and bound).

as the bases for general education in the Province of Manitoba.¹⁷⁴

This brief to the Royal Commission is the most recent formal presentation of the views of the Manitoba Educational Association. Within its scope, the brief is an excellent one, although somewhat conservative. It was prepared through the dedicated labor of a small committee over a period of seven months, and considered and approved only by the executive. When the M.E.A. again seeks to prepare a major policy statement, it would be advisable to spread the work over a large committee and over a longer period of time, and to extend the discussion and approval into the sectional and general meetings. Such a procedure would be possible only if the Association started the study on its own initiative, as it did with the work of the Articulation Committee,¹⁷⁵ rather than waiting for a request for its opinion from an outside source.

¹⁷⁴Ibid., p. 23.

¹⁷⁵Vide pp. 79-92.

CHAPTER X

THE STANDING COMMITTEES

The constitution of the M.E.A. provides for five standing committees: (1) the Executive Committee, (2) the Finance Committee, (3) the Committee on Nominations, (4) the Committee on Resolutions, and (5) the Committee to govern the Dr. Alex McIntyre Memorial Trust Fund. In addition, the constitution provides for Honorary Life Membership, and since 1924 the executive has maintained a committee known as "The Honorary Life Membership Committee."

I. THE EXECUTIVE COMMITTEE

Article VI of the constitution specifies that the Association shall have an Honorary President and, as active officers, the President, Immediate Past President, Vice-President, Secretary-Treasurer, and a Secretary. The balance of the executive forms the "Executive Committee," which is comprised of ex officio representatives of various groups and organizations, the chairmen of the two largest sections, and fourteen other members elected for two year terms.

Article VII of the constitution requires that the executive hold three regular meetings. These meetings are the meeting on Monday of Easter week, the meeting of the "Old and New Executive," usually held on Thursday evening

after the Annual Meeting, and the Christmas meeting. In addition to these required meetings a regular meeting is held in the Fall, usually in October. In recent years it has been the practice to invite the chairmen and secretaries of all section to the Fall meeting to report on the progress of their convention planning, and to invite the new chairmen of sections to the meeting of the old and new executives, which is usually a dinner meeting held in the Vice-Regal Suite of the Royal Alexandra Hotel.

Additional meetings may be held on the written request of five members of the Executive Committee or at the call of the President. Five members constitute a quorum of the Executive.

II. THE FINANCE COMMITTEE

The Finance Committee consists of the President, Past President, Secretary-Treasurer, General Secretary and one other member of the Association appointed by the Executive. The Finance Committee rarely meets as such, but officially directs all expenditures and is required by the constitution to approve expenditures of over five dollars by sections. In practice, matters of financial policy have for many years been decided by the executive or the Annual Meeting and implemented by the President, General Secretary, and Secretary-Treasurer. For these reasons, and since it is so intimately

related to membership and to the Annual Convention, the financial history of the Association was considered in Chapter XI, under the heading "The Material Needs--Membership and Finance."

III. THE NOMINATIONS COMMITTEE

In keeping with the requirements of the constitution, the Nominations Committee meets on the first day of the convention and draws up a slate of officers for presentation to the Annual Meeting on Thursday. For some years, the practice in selecting the Nominations Committee has been for the General Secretary to obtain recommendations from the inspectors of each inspectoral division, and to determine by mail whether these people are willing to serve. It has thus been possible to have a committee representative of all sections of the province. The committee has on occasion been as large as thirty. The proposed list of officers and executive members is posted on the bulletin board not later than noon on the second day of the convention and additional nominations, signed by five members, are received until noon on Thursday.

On only one occasion were nominations made in addition to the slate presented by the Nominations Committee. At the Annual Meeting of 1933 the Nominations Committee had put forward the name of Inspector A. B. Fallis as President and H. J. Russell as Secretary. When the excitement of the

election was over, Mrs. U. N. Macdonnell was President, Miss Eda E. Brydon was Secretary, and H. J. Russell had been removed from his post as Secretary and made a regular member of the executive.¹⁷⁶ These events apparently were a reflection of dissension between the men and the women teachers of Winnipeg. In the Western School Journal, W. A. McIntyre recalled that Mr. Russell had been secretary of the M.E.A. since 1920 and referred to his removal as "an irreparable loss."¹⁷⁷

IV. THE COMMITTEE ON RESOLUTIONS

The composition and duties of the Committee on Resolutions are governed by Article VII, Section 3 of the constitution. The committee includes at least one member of the executive and five other members of the Association. In practice the committee members have been chosen in the same manner as those of the Nominations Committee.¹⁷⁸ Only resolutions passed by sectional meetings are dealt with by the committee, except for the resolution of thanks to those who contributed to the convention. Sectional resolutions may

¹⁷⁶Minutes of Annual Meeting, Manitoba Educational Association, April 20, 1933, (in the Western School Journal, XXVIII (June, 1933), p. 211.

¹⁷⁷W. A. McIntyre, "An Irreparable Loss," editorial in Western School Journal, XXVIII (June, 1933), p. 200.

¹⁷⁸vide p. 106.

be sponsored by the Resolutions Committee at the Annual Meeting, modified, or referred back to the section for further consideration. If the committee declines to sponsor a resolution, it may be moved and seconded from the floor of the Annual Meeting. If the resolution is rejected or referred back, any reconsideration of it by the section is delayed until the next sectional meeting, usually one year hence. To avoid such delay on matters a section considers vital, the constitution provides that the section may by-pass the Annual Meeting entirely by voting to submit its resolutions directly to the Department of Education. In this case the resolution must include a statement that it comes from the section and not from the M.E.A. Annual Meeting.

In the early years of the M.E.A. the Annual Meeting was well attended, three hundred meeting in 1913 for example, and until 1942 the meeting was always scheduled for one of the largest rooms. By 1939, however, the attendance had fallen to approximately forty, and from 1943 on the meeting was usually scheduled for a small room.¹⁷⁹ As long as the meeting was well attended there were sufficient safeguards on the activities of the Resolutions Committee to ensure a

¹⁷⁹Executive Minutes, Manitoba Educational Association, March 26, 1913, Minute Book "B", p. 137; Minutes of Annual Meeting, April 13, 1939, p. 1; and published convention programs, 1906-1964.

wise disposition of resolutions. With the decline in attendance at the Annual Meeting difficulties soon arose.

In 1949 the executive, after hearing a report from its Visual Education Committee, had suggested that two resolutions be presented to the Annual Meeting by the Visual Education Section.¹⁸⁰ The first of these resolutions, expressing appreciation for the efficient service of the Visual Education Branch of the Department of Education and asking for a list of films most suitable for each subject and grade, was moved by the Resolutions Committee chairman and carried unanimously by the Annual Meeting. The second resolution, requesting grants for visual education materials on the same basis as grants for science and library materials, was not sponsored by the Resolutions Committee. The Committee felt that since the Department of Education was giving very good service to the schools and already spending a great deal of money on such work, the Committee could not take the responsibility of approving the resolution. A heated discussion followed. The resolution was moved and seconded from the floor but by a vote of eighteen to five it was referred back to the Visual Education Section to be

¹⁸⁰Executive Minutes, Manitoba Educational Association, April 18, 1949, pp. 3-4.

re-drafted and reconsidered.¹⁸¹ Since the section would not meet again until the 1950 convention, the resolution was effectively nullified for one year and, in fact, was not raised again. In this case a resolution approved by a committee of the executive, by the executive itself, and by a sectional meeting, was rejected by a very small Annual Meeting at which only twenty-three members voted on the issue.

At the same Annual Meeting doubts were expressed as to the competence of the meeting to decide on the disposition of resolutions. A resolution of the Grades Four, Five and Six Section, requesting that the Department authorize suitable textbooks and workbooks in social studies in the junior elementary grades, was sponsored by the Resolutions Committee. One member arose to state that he did not think the resolution should be discussed by the meeting as it considered what was a delicate subject at that time and the Annual Meeting was not made up of people with the specialized knowledge necessary to make a wise decision on the matter. A motion was then passed that the resolution be sent to the Department as coming from the Section and not from the Annual Meeting of the Association.¹⁸²

¹⁸¹Minutes of Annual Meeting, Manitoba Educational Association, April 21, 1949, pp. 5-6.

¹⁸²Minutes of Annual Meeting, Manitoba Educational Association, April 21, 1949, p. 6.

The following year the Annual Meeting did not hesitate to postpone action on a resolution for a year although it had been submitted by one of the larger sections. The Social Studies Section, meeting in 1950, held a panel discussion on the topic "Social Studies Examinations in Relation to the Stated Objectives of the Course."¹⁸³ The panel agreed that the examinations set by the Department tested facts rather than skills, while the course objectives maintained that skills were more important than facts. Following discussion, the three hundred and twenty present at the meeting passed three resolutions.¹⁸⁴ At the Annual Meeting two of these resolutions, suggesting changes in the Social Studies examinations, were passed. The other resolution, asking that the Departmental examination for Grade X be discontinued, was not sponsored by the Resolutions Committee and was referred back to the Social Studies Section with the statement that "if the Section wished to send it on to the Department of Education it would have to do so on its own initiative."¹⁸⁵

¹⁸³Published Program of the M.E.A. Convention of April 10 to 13, 1950, p. 9.

¹⁸⁴Minutes of Social Studies Section, Manitoba Educational Association, April 11, 1950, p. 4.

¹⁸⁵Minutes of Annual Meeting, Manitoba Educational Association, April 13, 1950, p. 3.

At the Fall meeting of the executive and sectional chairmen, the chairman of the Social Studies Section raised the question of the rejection of the resolution and objected to the Annual Meeting having power of veto over resolutions passed by the sectional meetings.

From 1951 to 1959 eighteen resolutions from sections were submitted to the Annual Meetings. One-third of these were tabled or referred back to the sections but no objection to this action was recorded.¹⁸⁶

In 1960 the sectional chairmen were particularly requested by the President, Lewis E. Walker, to have their sections bring forward resolutions. As a result, eight resolutions were presented by sections to the Resolutions Committee, all of which the Committee sponsored. When the first resolution, one from the Home Economics Section, was presented to the Annual Meeting, a motion was made from the floor that the resolution be forwarded to the Minister of Education as from the Home Economics Section. The discussion made it clear that the mover felt that the Annual Meeting was not competent to pass on the resolution since it came from a group of specialists and referred to matters on which most of those present were unable to form an immediate opinion. The motion from the floor was carried. All but two

¹⁸⁶Calculated from Minutes of Annual Meetings, Manitoba Educational Association, 1951-1959.

of the remaining resolutions were similarly handled.¹⁸⁷

At the 1961 convention the chairman of the Resolutions Committee moved that all the resolutions from the sections, as they were too specialized for the consideration of the Annual Meeting, should be forwarded to the appropriate authorities by the General Secretary with a covering letter indicating that they came from specific sections and had not been considered by the Annual Meeting.¹⁸⁸

Although this method of handling the resolutions from the sections insured that they would go on to the appropriate authorities, it did remove any possibility of their being sent with the backing of the M.E.A. as a whole. Perhaps as a result of this, no resolutions were submitted from the sections in 1962 and 1963. In 1964 the procedure of 1961 was applied to the one resolution coming from a section.¹⁸⁹ There is little doubt that the members of the M.E.A. generally feel that the Annual Meeting should not pass on the merits or demerits of resolutions from the sections. Perhaps the solution to the dilemma will be found in

¹⁸⁷Minutes of Annual Meeting, Manitoba Educational Association, April 21, 1960, pp. 2-6.

¹⁸⁸Minutes of Annual Meeting, Manitoba Educational Association, April 6, 1961, p. 2.

¹⁸⁹Minutes of Annual Meetings, Manitoba Educational Association, 1962, 1963, 1964.

arrangements between the M.E.A. and the M.T.S. arising out of the affiliation of specialist groups with both organizations.¹⁹⁰

V. THE DR. ALEX MCINTYRE MEMORIAL TRUST FUND COMMITTEE

The Dr. Alex McIntyre Memorial Trust Fund Committee includes the Treasurer and three other members of the executive. It is charged with the responsibility of supervising the trust fund, which is included in the M.E.A. audit and reported on by the Treasurer at each Annual Meeting.

Dr. Alex McIntyre, Vice-Principal of the Provincial Normal School for many years, died in 1928. The M.E.A. proceeded to establish a fund in his memory. The donations to the fund yielded sufficient capital to permit presentation annually of a scholarship to the outstanding student at the Manitoba Teachers' College. For many years the amount of the scholarship was seventy-five dollars. This was increased to one hundred dollars in 1960 when the yield from the investments permitted.

The Memorial Fund has made it possible to honor a great educator and to encourage a high standard of achievement among the students of the Teachers' College.

¹⁹⁰Vide Chapter XII, "The Manitoba Teachers' Society."

VI. THE HONORARY LIFE MEMBERSHIP COMMITTEE

The Honorary Life Membership Committee presents a list of candidates for life membership to the Annual Meeting for its consideration. For many years the committee was chaired by Dr. Robert E. Fletcher, the other members of the committee being the President of the Association, the Secretary of the Teachers' Retirement Allowances Fund, the General Secretaries of the M.E.A. and the M.T.S., and the Superintendent of Winnipeg Schools. The list of teachers retiring each year is checked against the M.E.A. membership file, which shows membership since 1943; and if the membership record of a teacher has been good, particularly in the past ten years, Honorary Life Membership is recommended to the Annual Meeting.

The granting of Honorary Life Membership began in 1924, having been authorized by the executive in 1923.¹⁹¹ In the first year, six were chosen to be honored in recognition of their considerable contribution to the cause of education in Manitoba. In 1924 the Western School Journal published pictures and brief biographies of these first Honorary Life Members: Frederick H. Schofield, B.A., Elwood A. Garratt, B. A., Miss Anna B. Stewart, S. E. Lang, M. A., John White,

¹⁹¹Executive Minutes, Manitoba Educational Association, Dec. 28, 1923, Minute Book "B", p. 469.

Alex S. Rose, and T. M. Maguire.¹⁹²

¹⁹²Western School Journal, XIX (June, 1924), pp. 3-6,
and XIX (Sept., 1924), p. 41.

CHAPTER XI

THE ANNUAL CONVENTION

Throughout its almost sixty years of history the most important activity of the Manitoba Educational Association has been its annual convention.

I. THE PURPOSE OF THE CONVENTION

The purpose of the Association as stated in its constitution is essentially a statement of the purpose of the convention, the convention supplying the means "to bring together for the discussions of these common problems, teachers, inspectors, administrators, and all citizens interested in education."¹⁹³

The conventions have been largely directed toward the inspiration, edification and training of teachers, administrators, and, to some extent, the public. When the deliberations of the convention have produced a need for further study or action on some problem, the need has been met by special committees working throughout the year. In other words, the convention was the reason for the existence of the M.E.A. and the other activities of the Association were, in a sense, incidental to, and a consequence of, the convention.

¹⁹³vide Appendix A.

In the eyes of the executive and the membership, the success of the Association has been measured in terms of the success of the Annual Convention. Particularly since the founding of the Manitoba Teachers' Federation has this been true. The division of functions between the two organizations seemed to produce an emphasis on the convention which acted to the detriment of other activities, such as year-round committee study of educational problems, activities that arose as naturally from the stated purposes of the Association as did the conventions.

To improve the quality and the influence of the conventions, the expansion of the membership and the improvement of the financial status of the Association were both eagerly sought after.

II. THE MATERIAL NEEDS--MEMBERSHIP AND FINANCE

The membership of the M.E.A. at its first convention in 1906 was seven hundred. In succeeding decades the annual memberships were as follows:

<u>Year</u>	<u>Membership</u>
1916	1320
1926	2004
1936	1460
1946	1705
1956	2518

The membership at the 1963 convention was 2678.¹⁹⁴

As an indication of the distribution of memberships throughout the province, it was recorded in 1921 that of 1638 memberships, 677 were issued for Winnipeg teachers and 961 for teachers outside the city.¹⁹⁵ For the 1937 convention a somewhat more detailed breakdown of memberships was recorded:

Winnipeg City Staff	877
Suburban and Rural	575
Department of Education	29
Music Teachers (private)	15
University and Colleges	11
Normal School	5
General	2
<hr/>	<hr/>
<u>Total</u>	<u>1514</u> 196

To obtain a distribution of memberships for 1963, the Treasurer's "Ticket Book List" was analyzed. Since this list does not distribute membership tickets sold at the registration desk during the convention, such memberships, amounting

¹⁹⁴Compiled from Annual Financial Statements, Manitoba Educational Association, 1906 to 1963 inclusive.

¹⁹⁵Executive Minutes, Manitoba Educational Association, Dec. 29, 1921, Minutes Book "B", p. 429.

¹⁹⁶"Synopsis of Membership, Manitoba Educational Association, 1937," (MSS in "Finances" file of the Manitoba Educational Association)

to eight per cent of the total, were shown as "unclassified." The resulting distribution of memberships for 1963 was as follows:

Winnipeg City Staff	1264
Suburban	712
Rural	355
Private and Parochial	25
Department of Education	16
Manitoba Teachers' College	15
University and Colleges	8
General	65
Unclassified	210
<hr/>	<hr/>
<u>Total</u>	<u>2670</u>

For the purpose of comparing the distributions of 1937 and 1963, the "Private and Parochial," "General," and "Music Teachers (private)" classifications were all reclassified as "Miscellaneous." The per cent of total membership for each year and for each classification was then calculated to the closest one per cent. The results seem to indicate that although the total membership has almost doubled since 1937, the proportions of the distribution have changed surprisingly little:

<u>Classification</u>	<u>Per Cent of Total Membership</u>	
	<u>1937</u>	<u>1963</u>
Winnipeg City Staff	58	47
Suburban		27
Rural		13
Suburban and Rural	38	
Department of Education	2	1
Normal School or Manitoba Teachers' College	*	*
University and Colleges	*	*
Miscellaneous	1	3
Unclassified		8
<hr/>	<hr/>	<hr/>
<u>Total</u>	<u>99+</u>	<u>99+</u>

*Under 0.5 per cent.

The membership fee was initially one dollar and, despite an abortive attempt in 1921 to raise it to two dollars, the fee remained at its original level for forty-one years.¹⁹⁷ In 1947, concerned with the operating deficits of 1944 and 1946, the executive raised the fee to one dollar and fifty cents.¹⁹⁸ Some objection was raised to this action. Eighteen men on the staff of Kelvin High School, all of whom paid

¹⁹⁷ Minutes of Annual Meeting, Manitoba Educational Association, March 31, 1921, in the Western School Journal, XVI (April, 1921), p. 572.

¹⁹⁸ Executive Minutes, Manitoba Educational Association, Dec. 27, 1946, p. 2.

the increased membership fee, objected to the action of the executive as unconstitutional, which it was, and requested that in the future the fee be set by the Annual Meeting or the constitution changed.¹⁹⁹ At the Annual Meeting a motion was passed "That the Executive for the forthcoming year be requested to retain the \$1.50 membership fee and to offer more, rather than fewer, services."²⁰⁰ Ten years later the Annual Meeting of 1957 raised the fee to two dollars, notice of motion having been given in 1956.²⁰¹ The fee still stands at two dollars. However, the Annual Meeting of 1964 passed an amendment to the constitution placing the authority to set the fee in the hands of the executive.²⁰²

The increases in the fee certainly did not keep pace with the increase in expenditures. The average annual expenditure for each decade of the Association's history was as follows:

¹⁹⁹Letter from eighteen staff members of Kelvin High School to the executive of the M.E.A., April 3, 1957 (in the "Finances and Membership" file of the Manitoba Educational Association).

²⁰⁰Minutes of Annual Meeting, Manitoba Educational Association, April 10, 1947, p. 2.

²⁰¹Minutes of Annual Meeting, Manitoba Educational Association, April 25, 1957, pp. 2-3.

²⁰²Minutes of Annual Meeting, Manitoba Educational Association, April 2, 1964, p. 2.

1906-1915	\$ 780
1916-1925	1503
1926-1935	1821
1936-1945	1785
1946-1955	4895
1956-1963	7319

The lowest annual expenditure from 1906 to 1963 was \$293 in 1911, and the highest, \$10,483 in 1961. The expenditure for the first convention was \$312, while that for the 1963 convention was \$8812. This 1963 expenditure was twenty-eight times as large as that of 1906, while the membership fee was only twice as large.

Until 1960 there was no major expansion of the services of the Association which could account for any appreciable part of the rise in expenditures. The two major factors in the increase were largely uncontrollable: increasing rental costs and inflation. Until 1938 the Association paid no rental for the schools or the hotel in which the conventions were held. From 1939 to 1949 the hotel rental was one hundred to three hundred dollars per annum. After 1949 the cost rose sharply, until by 1961 the bill for hotel rental and services (including the provision of microphones and tape recorders) was \$2114. The effect of inflation may be clearly seen in the average expenditure by decades from 1906 to 1963. The first sharp rise occurred in the period

1916 to 1925, which included much of the war-time and post war inflationary periods. The only drop in expenditures occurred in the 1936 to 1945 period, which included the later depression years and the war-time years of price control. Following 1945 the costs rose sharply as prices spiralled with the post war inflation.

From 1960, a new factor made a major contribution to the rising expenditures, the increase in the number of visiting speakers.²⁰³ The expenditure for speakers' honorariums and expenses for 1959 was \$554. This expenditure climbed to \$1677 by 1960 and \$3073 by 1962.

The increase in expenditures could not be met entirely by the increase in revenue from membership fees. From 1906 to 1963 the annual expenditure had increased by \$8500, while the revenue from fees had increased by only \$4656. In 1906 the fees provided the total revenue, in 1951, one-half, and in 1963, two-thirds. To solve this problem the Association sought and found other sources of revenue. The most important of these sources were grants from the Department of Education, the Manitoba Teachers' Society, the T. Eaton Company and certain other commercial firms, and the sale of advertising in the Convention Report or the Program.

²⁰³Vide Chapter XI, Section VII, "The Visiting Speakers."

The Department of Education first made a grant to the M.E.A. in 1912, offering \$61.10 to pay for transportation of pupils to the convention for demonstration classes. In 1913 \$58.30 was contributed for the same purpose. From 1914 the annual grants from the Department were as follows:

1914-1918	Nil
1919-1923	\$300
1924	Nil
1925	\$200
1926-1939	Nil
1940-1946	\$200
1947-1957	\$300
1958-1963	\$1000

The Manitoba Teachers' Society made grants in lieu of rental for space at the Royal Alexandra Hotel of fifty dollars a year from 1946 to 1948, one hundred and fifty from 1949 to 1953, two hundred from 1954 to 1958, and three hundred in 1959. In 1960, although the M.T.S. was no longer holding its convention at the Royal Alexandra Hotel, the Society donated one hundred dollars to the M.E.A. The grant from the T. Eaton Company, in lieu of rental for the ballrooms used for the convention party sponsored by the company, was fifty dollars in 1949, three hundred dollars in 1950 and 1951, and three hundred and fifty dollars from 1952 to the present. As a result of a policy of soliciting donations

from business organizations, initiated by President Hugill in 1958, the M.E.A. realized the following amounts:

1958	\$250
1959	600
1960	757
1961	707
1962	505
1963	100

By a unanimous decision of the executive in 1962, the policy of soliciting donations was discontinued.²⁰⁴ In 1963, however, one thousand dollars was received from an anonymous donor.²⁰⁵ The first substantial revenue from advertising was obtained in 1949 when \$285 was received from advertising in the Convention Report. From 1950 to 1953 inclusive, advertising in the Convention Program produced an average annual revenue of \$2365.

These sources of revenue other than fees were usually sought and found following conventions which produced, or threatened to produce, operating deficits. Twenty-two of the Association's fifty-nine conventions produced

²⁰⁴Executive Minutes, Manitoba Educational Association, June 12, 1962, p. 1.

²⁰⁵Statement made by J. H. Pemberton, Treasurer, Manitoba Educational Association, at the Annual Meeting, April 2, 1964.

operating deficits. Up to and including 1960, the Association had nineteen deficit years with no more than two of them in succession. The smallest of these deficits was recorded in 1914, seventy-two cents; and the largest, in 1928, \$576.79. That the Association always recovered from these deficits is shown by the balance on hand at the end of each decade of its history:

1915	\$ 386
1925	232
1935	522
1945	938
1955	2860

The balance, or "Amount of the Fund," after the last audit in March of 1964, was \$4062.

It may be observed that from 1935 on the fund was maintained at a higher value than previously. This was the result of an Association policy, established by the executive in 1934, of building up and maintaining a reserve fund sufficient to operate one convention. At its highest point, after the 1960 convention, this fund amounted to \$8661.

The increased expenditure for visiting speakers from 1960 to 1963 placed a strain on the budget. In 1960 the Association maintained a small surplus, but the operating deficits for the following conventions were as follows:

1961	\$1768
1962	2831
1963	172

The deficit for 1963 would have been one thousand dollars larger except for an anonymous donation of that amount. The largest previous deficit, that of 1928, was equal to twenty per cent of the current revenue--that of 1962 was equal to thirty-eight per cent. As would be expected, concern has been expressed at at the recent high deficits, but if the past history of the Association is any indication, the problem will soon be solved. Additional sources of revenue may be found, for example, by an increase in the membership fee or a return to selling advertising in the Convention Program. That expenses have already started to fall is indicated by a reduction of expenditure of \$1500 between 1962 and 1963. Also on the brighter side, it should be noted that the amount of the fund after the last audit, \$4062, is larger than at any time before 1959.²⁰⁶

²⁰⁶All information in the foregoing section, "The Material Needs--Membership and Finance," was obtained, except where footnotes indicate otherwise, from the old and the new Cash Books of the Manitoba Educational Association, which contain the financial records of the Association from 1906 to the present.

III. THE PHYSICAL FACILITIES

For its first sixteen conventions the M.E.A. met in schools and churches. Until 1912, the Winnipeg conventions were held in the Winnipeg Collegiate Institute, William Avenue and Kate Street, and in either Westminster or Wesley Church. Neither of these church buildings still stands. Of the two Brandon conventions, the first, in 1907, was held in Park School and St. Paul's Church; the second, in the Collegiate Institute and St. Paul's Church.

In 1912 the M.E.A. moved to the newly opened "Lord Kelvin Technical High School." This building, now known as Kelvin High School, offered an assembly hall and a gymnasium for large meetings, and about thirty classrooms in addition to the technical shops in the basement.

The move to non-academic surroundings was made in 1923 when the convention was held in the Royal Alexandra Hotel on Higgins Avenue, at Main Street. The hotel has now been the convention headquarters for over forty years. Its facilities offered considerably more variety and a considerably less Spartan atmosphere than could be found in the schools. Meeting rooms ranged in size from those, like the Crystal Ballroom or the Banquet Room, which could accommodate six hundred at a meeting, to others, like the Windsor Room, which could seat sixty. Two banquet rooms were available for official luncheons, and the Tea Lounge offered

ample display space. The major drawback of the hotel was the cost of rental and services, which after 1938 steadily rose until it was over two thousand dollars by 1961.²⁰⁷

On at least two occasions consideration was given to holding the convention at the University of Manitoba, Fort Garry. In 1943 and 1944, Dr. Sidney Smith, President of the University, and Lewis E. Walker, then General-Secretary of the Association, discussed this possibility. Dr. Smith was of the opinion that the University buildings offered the proper atmosphere for the M.E.A. convention, but the plans made by him and Mr. Walker were never consummated as Dr. Smith left Manitoba in 1944. Again, in the convention year 1928-1959, Mr. Walker, then Vice-President, held discussions with the University authorities in the hope of holding the convention at the Fort Garry site. The authorities felt that since the period when the convention was normally held coincided with the period in which building maintenance was carried out at the University, the plan was not feasible.²⁰⁸ It is to be hoped that at some time in the future it may become possible to hold Manitoba's largest educational conference at the site of the province's institute of higher

²⁰⁷ Vide p. 123.

²⁰⁸ Lewis E. Walker, in personal interview, May, 1964.

education.²⁰⁹

IV. THE ORGANIZATION OF THE CONVENTION PROGRAM

For the first nine conventions of the M.E.A. the structure of the program was comparatively simple. At least half of the convention time was devoted to general meetings, one of which was usually public. The sections were usually two: "Primary," grades one to eight, and "Secondary," grades nine to twelve. In 1907 an "Inspection and Training" section was added for the inspectors, and a "School Administration" section, for the trustees. From 1910 to 1914 the convention returned to the pattern of general, primary and secondary sections, the only exception being the introduction of "Classes of Instruction," beginning in 1912.²¹⁰

The Tenth Annual Convention, 1915, saw the end of simple programming. The number of sections was greatly multiplied. General meetings and a public meeting were still held, and the two major sections were maintained under the names "General Elementary" and "General Secondary." The General Elementary section broke up for smaller meetings into

²⁰⁹Except where footnotes indicate otherwise, all information in the foregoing section, "The Physical Facilities," was obtained from the programs of conventions from 1906 to 1964 and from the "Accommodation Plan" of the Royal Alexandria Hotel.

²¹⁰vide pp. 38-39.

the sub-sections "Rural," "Primary," "Intermediate," and "Senior." The General Secondary section broke up into "Mathematics," "Science," "Classics and Modern," "English and History," "Agriculture," and "Technical and Manual Training." By 1916 "English and History" split into two sections, as did "Classics and Modern," and in the next ten years sections were added for "Intermediate and High School Principals," "Commercial," and "Home Economics."

By 1926 the program had assumed the general form which has prevailed to the present. Two general sessions were held in addition to the Annual Meeting. All other sessions were "sectional," each with its own chairman and set of minutes. The "Sections," as they came to be called, were fifteen in number: (1) Elementary Division, General Session, (2) Grades I, II, and III, (3) Grades IV, V, and VI, (4) Rural Conference, (5) Secondary Division, General Session, (6) Commercial, (7) History, (8) Modern Languages, (9) Mathematics, (10) Home Economics, (11) Practical Arts in Education, (12) English, (13) Classics, (14) Training, Inspection and Supervision, and (15) Science.

From 1926 to the present the organization of the program has not fundamentally changed. New sections have been added. "School Music" was introduced in 1932, "Physical Education," in 1936, "Visual Education," in 1940, "International Reading Association," in 1960, "Council for Exceptional

Children" and "School Libraries," in 1962, and "Guidance Association," 1964. Other sections were combined or dropped from the program. "Teacher Training" operated for one year only, in 1962. A "Rural Principals" section was opened in 1936 and combined with "Rural Conference" in 1942, to form a new section, "Rural Principals and Rural Conference" which was dropped from the program twelve years later. In 1942 the "Principles of Education" and "Training, Inspection and Supervision" sections were united and met as the "Principles of Education, Training, Inspection and Supervision" section.

The program of the 1963 convention listed the following nineteen sectional meetings: (1) General Elementary, (2) General Secondary, (3) Manitoba Association for Art Education, (4) Council for Exceptional Children, (5) Canadian Association for Health, Physical Education and Recreation, (6) Kindergarten, I, II, III, (7) Classics, (8) English, (9) Manitoba Music Educators' Association and School Music, (10) Home Economics, (11) Mathematics, (12) IV, V, VI, (13) Educational Training and Supervision, (14) Modern Languages, (15) Science, (16) Social Studies, (17) Visual Education, (18) International Reading Association, and (19) Commercial. In addition, in 1963, so that its members might more readily attend sessions of the convention, the Manitoba School Inspectors' Association held a regular meeting at the Royal Alexandra under M.E.A. auspices.

V. THE PUBLIC MEETINGS AND RADIO AND TELEVISION PROGRAMS

Throughout its history the M.E.A. has attempted, with varying success, to reach out beyond the professional educators and administrators to the general public. In 1919, for example, the executive, after defeating a motion to raise the fee to two dollars, engaged in the following discussion:

Mr. Cox-Smith thought that by making the programme of more general interest we might secure a larger membership and thus swell the revenue. We should endeavor to secure the membership of people not in the actual work of teaching. Mr. Lang pointed out the topics of general interest on the programme of last year, but quite agreed with Mr. Cox-Smith that we should stress the fact that the constitution of the Association is such that the membership may include persons not in the actual work of teaching. Dr. McIntyre suggested a number of topics for discussion that might prove attractive to parents and trustees. Mr. Wright thought that the programme was not so much at fault as was the general attitude of the Association and the public towards each other.²¹¹

Fortunately, the attitude of the Association and the public towards each other is much more healthy today than it was in the lean years following World War I. However, the foregoing discussion, with variations, has been repeated many times at M.E.A. executive meetings--and a solution to the problem has never been found. During its history the Association has never succeeded in bringing the general public into the membership except in very small numbers. As an alternative, for

²¹¹Executive Minutes, Manitoba Educational Association, Dec. 29, 1919, Minute Book "B", p. 379.

many years the M.E.A. turned to public meetings as a partial answer.

The first M.E.A. public meeting was held in 1907 in St. Paul's Church, Brandon, on the evening of the second day of the convention. Dr. G. Stanley Hall, President of Clark University, spoke on the topic "Child Study, its Methods and Results." No record has been preserved of the number of the public who attended the lecture.

From 1907 to 1921, excepting 1911 and 1916, the Association held public meetings at each convention. In planning the 1922 convention, the executive decided to dispense with the public meeting, usually held on Wednesday evening, and to allot that time to the Manitoba Teachers' Federation.²¹² The evening public meetings were not resumed until 1935. From 1922 to 1934, the public meeting was replaced by an afternoon "General Session," usually with a visiting speaker. These sessions were open, however, only to those who paid their M.E.A. membership fee. On occasion, evening events such as the illustrated lecture by Lowell Thomas in 1928, held in the Walker Theatre under the auspices of the National Council of Education, were announced in the program but do not appear to have been initiated

²¹²Executive Minutes, Manitoba Educational Association, Dec. 29, 1921, Minute Book "B", p. 431.

by the M.E.A.

A new era for the public meeting opened in 1935. President Sidney Smith of the University spoke on "Today's Youth and Tomorrow's Education" at the new Winnipeg Civic Auditorium. The program was rounded out with musical selections by the Winnipeg Boys' Choir, the Band of the Princess Patricia's Canadian Light Infantry, and the St. John's High School Graduate Choir. The Government of Manitoba supplied the facilities of the Auditorium and continued to do so until 1958, with the exception of 1936 when the public meeting was held in Young United Church. At these public meetings the M.E.A. used its leading visiting speakers, men like Leonard W. Brockington (1944), Dr. J. S. Bonnell (1946), and Louis St. Laurent (1949). In holding these meetings the Association was making a real contribution to the community.

The advent of television hastened the decline of interest in public meetings of all types and attendance at the M.E.A. public meetings began to suffer. In 1959, bowing to changing times, the Association dispensed with the public meeting and turned to television.

In that year the Association cooperated with the C.B.C. in arranging a "Roundtable" television program. Lieutenant-Colonel Kurt R. Swinton, the M.E.A. Luncheon speaker, and Dr. Hilda Neatby, whom the Association brought in specially

for the program, discussed current problems in education. The following year, the M.E.A. cooperated with the C.B.C. in producing an "Eye to Eye" program, presenting A. D. Thomson, Assistant Superintendent of Winnipeg Schools, and four of the visiting speakers, Dr. Guy L. Bond, Dr. B. C. Diltz, Dr. Marion E. Jenkinson and Dr. Helen M. Robinson. The M.E.A. experienced difficulty, however, in controlling these programs as much as it wished, and since 1960 has been satisfied to make its visiting speakers available to the radio and television stations for interviews whenever possible. In 1960, for example, when the Association taped some of the major addresses, the tapes were made available to Mr. E. Dutton, who edited them for broadcast at intervals over radio station CKRC.²¹³

VI. THE LUNCHEONS

Unlike the public meetings, the Association's public luncheons have continued to flourish. These luncheons, featuring outstanding guest speakers, have attracted the attendance of some of the public and the attention of the

²¹³Most of the information used in the two preceding sections, "The Organization of the Convention Program," and "The Public Meetings and Radio and Television Programs," and in the following section, "The Luncheons," was derived from the programs of conventions from 1906 to 1964.

press and radio.

The M.E.A.'s first public luncheon with a guest speaker was held in 1936, featuring Professor Fred Engelhard of the University of Minnesota. Since that date such well known personalities as B. K. Sandwell (1941), Lieutenant-Colonel G. M. Churchill (1946), Max Freedman (1948), Dr. Hilda Neatby (1954) and Sir John Wolfenden (1960) have spoken at the M.E.A. luncheon on Wednesday of the convention week.

In 1961, on the initiative of President R. R. Robertson, the M.E.A. instituted a second luncheon, held on the last day of the convention. Known as the "Informal Luncheon," honoring the past presidents, the success of this function has ensured itself a permanent place on the M.E.A. program.

Since 1962 the Wednesday luncheon has been a joint function of the Manitoba Educational Association and The Manitoba Teachers' Society.

VII. THE VISITING SPEAKERS

The greatest change in the M.E.A. convention program since the division into sections in 1915 was the considerable increase in the number of visiting speakers in 1960.

Until that year, the M.E.A. had never had more than three visiting speakers at one convention. In some years the principal speakers were prominent men resident in

Manitoba, but in most years one, two, or three speakers from outside the province spoke to the sections, general meetings, public meetings, or luncheons. At the second convention, held in 1907, three hundred dollars was spent to bring Dr. G. Stanley Hall, President of Clark University, to address the public meeting and certain sections. This three hundred dollars represented thirty-seven per cent of the annual budget for that year.²¹⁴ In 1959 the M.E.A. brought in Lieutenant-Colonel Kurt R. Swinton, Dr. Hilda Neatby, and Miss Irene E. McDermott. Miss McDermott spoke to the Home Economics section at no cost to the Association. Honorariums and expenses for Dr. Neatby and Lieutenant-Colonel Swinton amounted to five hundred and fifty-four dollars. This expenditure represented six per cent of the annual budget.²¹⁵ Obviously the expenditure on visiting speakers had not increased at the same rate as the revenue of the Association.

In his retiring address at the 1958 Annual Meeting, President Hugill called on members to increase both revenue and expenditure. He particularly referred to a need for increased expenditures for visiting speakers.²¹⁶ This need

²¹⁴ Calculated from Financial Statement, Manitoba Educational Association, 1907, Old Cash Book, p. 4.

²¹⁵ Calculated from accounts in New Cash Book, Manitoba Educational Association, 1959-1960, pp. 60-63.

²¹⁶ Minutes of Annual Meeting, Manitoba Educational Association, April 10, 1958, p. 5.

was met by the incoming President, Lewis E. Walker. Mr. Walker had served the Association first as Treasurer and then as General Secretary from 1942 to 1949. In the light of his knowledge of the Association he felt that the M.E.A. could well afford to enrich its program by bringing to the convention a larger number of carefully selected guest speakers. Consequently, the 1960 program showed eight visiting speakers:

Dr. Guy L. Bond, University of Minnesota,

Dr. B. C. Diltz, Ontario College of Education,

Miss Isabelle Elliott, Vancouver,

Dr. Marion E. Jenkinson, University of Alberta,

Arthur Lismer, LL.D., R.C.A., Montreal Museum of Fine Arts,

Dr. Anne McKillop, Columbia University,

Mrs. Dora Reese, Eastern Montana College of Education,

Dr. Helen M. Robinson, University of Chicago,

Sir John Wolfenden, C.B.E., Reading, England.

Unfortunately, illness prevented Arthur Lismer from attending in the convention.

The honorariums and expenses paid by the M.E.A. for these speakers totalled \$1677.08, nineteen per cent of the budget for 1960-61. Despite this expense, the 1960 Convention showed an excess of revenue over expenditure of fifty dollars.

dollars.²¹⁷

The policy of expending a larger part of the Association's income on visiting speakers has been continued. In each of the past four conventions there have been from ten to thirteen visiting speakers. The result of this policy has been the enrichment of the convention to the extent that, in the number and quality of the visiting speakers, it is comparable to the international conventions of such organizations as the International Reading Association or the Council for Exceptional Children. The membership and convention fees of such organizations, however, are much larger than the M.E.A.'s two dollars. Clearly, the Association is providing a service invaluable to the education in Manitoba, and a service that is duplicated by no other organization.²¹⁸

VIII. THE SOCIAL EVENTS

In the early days of the M.E.A., social events at the conventions, although often recorded in the program, were sponsored or initiated by individuals, or organizations other

²¹⁷Calculated from Financial Statement, Manitoba Educational Association, 1961.

²¹⁸Most of the information given in the preceding section, "The Visiting Speakers," and in the following sections, "The Social Events," "The Workshops, Exhibits and Displays," and "The Annual Meeting," was derived from the programs of the M.E.A. conventions from 1906 to 1964.

than the Association itself. His Honor the Lieutenant-Governor, for example, held receptions for the members in 1919, 1921, and 1924 to 1926. Luncheons and dinners were occasionally sponsored by organizations such as the Winnipeg Schoolmasters' Club.

Since 1933 the Hudson's Bay Company has held an afternoon tea for the membership at its Portage Avenue store. This tea, affording an opportunity for the members to meet informally and to renew acquaintances in pleasant surroundings, has now been a part of the program for over thirty years.

The first dance held in conjunction with the convention arose from the re-union meetings of Normal School classes. Such dances were announced in the programs of 1925 and 1926 but a general invitation was not extended to the M.E.A. membership until 1927. The last of these dances was held at the 1941 convention.

At a meeting of the executive in 1948, the Secretary, Mr. Walker, suggested that one evening of the convention should be set aside for a party. He had tentatively reserved the Crystal Ball Room and the Banquet Room for this purpose and hoped that the T. Eaton Company would sponsor the party.²¹⁹ Mr. Walker's hopes were realized and the "Conven-

²¹⁹Executive Minutes, Manitoba Educational Association, Nov. 20, 1948, p. 5.

tion Party," sponsored by the T. Eaton Company, became a part of the program at the 1949 convention and has since been perhaps the most popular of the convention sessions. The party is now held on Wednesday evening and consists of dancing to orchestras in the Crystal Ball Room and the Banquet Room, and bridge, usually played in the Windsor Room.

IX. THE WORKSHOPS, EXHIBITS, AND DISPLAYS

Workshops, then called "Classes of Instruction," were a feature of the early convention from 1912.²²⁰ The last of these early workshops were held in 1921 with "classes of instruction" in drawing, paper-folding and cutting, right and left hand weaving "with inventions," and music in the primary grades. For the next thirty years audience participation of the type found in these classes was avoided in the M.E.A. program. It is possible that the strengthening of professional pride, which came in the period of the formation of The Manitoba Teachers' Society, may have resulted in a feeling that this form of activity was too reminiscent of the old style "Inspector's Convention."

The intervening years have endowed the "workshop" with a new dignity. The term is used to describe a gathering of individuals who meet to solve a problem, to exchange ideas

²²⁰vide pp. 38-39.

and acquire information in a particular field, or to acquire new skills. The term "teacher," or "instructor" is usually carefully avoided, the implication being that all attending are equally competent to make a contribution to the discussion or work. However, in many cases the presence of an expert is obviously required. This expert is sometimes called a "resource person," a rather cumbersome and unnecessary euphemism.

The term "workshop" first appeared in the M.E.A. program in 1958 when it was used to describe a meeting of the Physical Education Section in Sargent Park School Gymnasium. Teachers attending were asked to wear gym clothes so that they could take an active part in the program. It is difficult to see any difference, except the name, between this "workshop" and the early "classes of instruction."

Perhaps the most popular of the M.E.A. workshops have been those presented since 1960 by the Manitoba Association for Art Education. The first such workshop was composed of a number of booths, each demonstrating a different art activity such as working with clay, painting, or making jewelry. Those who attended were invited to try their own skill. Other workshops were held by the Commercial section in 1961 and by the the School Libraries section in 1962 and 1963.

These workshops have given the teachers of the province an opportunity to acquire skill and knowledge from experienced

and expert colleagues and their popularity will almost certainly continue.

In contrast to the workshops, displays do not offer the advantages of participation, but have served a valuable purpose since the early conventions. From 1909 to 1918 the M.E.A. solicited samples of school work, particularly from rural schools, and during this period offered prizes to the teachers who presented the best displays.²²¹ Exhibits of school work were continued beyond 1918 but without the competitive element or the award of prizes. From 1924 to 1929 no reference to exhibits of school work appeared in the convention programs, but such notices returned in 1930. In recent years exhibits of school work have usually been held in sectional meetings, rather than as a part of the general exhibits.

On occasion the displays were very active affairs. From 1941 to 1951 the Physical Education section of the M.E.A. presented displays under the direction of Robert Jarman, Director of Physical Education for Winnipeg Schools. The displays were usually held in the Concert Hall of the Civic Auditorium during an afternoon, with pupils of the Winnipeg schools taking part. The popularity of the display led to provision for the admission of the general public. The last

²²¹vide p. 39.

such display was held in 1951, the year of Mr. Jarman's retirement. Since that date physical education displays at the convention have been of the demonstration lesson type, for M.E.A. members only, and have been held in gymnasiums.

At most of the conventions throughout its history, the Association has offered free facilities for display to various outside organizations. Temperance displays, displays by the Department of Health and by the Department of Education Library were typical of these. In 1963 the M.E.A. program listed five such displays: the Department of Education Book Display, the Exhibit of the Canadian Cancer Society, the Junior Red Cross Exhibit, the United Kingdom Information Service Exhibit, and the Handicraft Display of the Manitoba Sanatorium.

In addition to these "courtesy" displays, the Association has had commercial displays since 1923. For some years the Hotel rented space in the Colonial Room to the exhibitors, but in 1939 the Association found it necessary to use this room for meetings. Except for a brief period when they were relegated to hotel bedrooms, these displays have since been held in the Tea Lounge.²²²

²²²Executive Minutes, Manitoba Educational Association, Dec. 30, 1947, p. 3.

X. THE ANNUAL MEETING

The Annual Meeting or "Business Meeting" of the Association is held on the afternoon of Thursday, the last day of the convention. The constitution does not specifically set the time of this meeting but Article VIII, Paragraph 2, which allows nominations for the election of officers up to Thursday noon, effectively requires that the Annual Meeting be held no earlier than Thursday afternoon.

Following the reading of the Necrology, the meeting hears the minutes of the previous Annual Meeting and turns its attention to business arising from them. Reports are heard from the Honorary Life Membership Committee, the Treasurer, the Resolutions Committee and special committees. Business arising from the minutes is followed by the President's Remarks and the report of the Nominations Committee. If required by additional nominations, the election of officers is held at this time. New Business is taken up with the new President in the chair.

By its nature, the Annual Meeting has tended to become formalized and to attract only those who are involved or particularly interested in the inner operations of the Association. At least for the last forty years, attendance at the meetings has been small.²²³ In 1960 the Royal

²²³Vide p. 108

Commission on Education had apparently aroused in some people a fear that a resolution with regard to separate schools might be brought forward. The attendance at the meeting was so large that it was necessary to move the meeting from the Windsor Room to the much larger Colonial Room. The anticipated resolution did not materialize but the executive was able, for this meeting at least, to enjoy the luxury of a large attendance.

In 1931 the Annual Meeting was held in the Banquet Room and preceded by an address by a visiting speaker, Dr. Ludwig Mueller. This attempt to add to the attraction of the Annual Meeting was not repeated until 1964 when the meeting was held immediately following the Thursday Luncheon at which the address was given by Mr. Allan Bready. The meeting was somewhat larger than usual.

In spite of such devices, the vigor of the Annual Meeting has been sapped by the decline in the number of special committees reporting to the meeting,²²⁴ and by the obvious inadequacies of the meeting in dealing with resolutions.²²⁵ As long as the Association's activities are almost exclusively devoted to the provision of an inspirational convention, the Annual Meeting is unlikely to be rejuvenated.

²²⁴vide p. 95.

²²⁵vide pp. 107-114.

XI. THE PUBLICATION OF CONVENTION PROCEEDINGS

From the early days of the Association to the present, many of the members have felt that the proceedings of the conventions should be published and circulated as widely as possible.

At its meeting on the first day of the convention, the executive of 1907 passed a motion "that arrangements be made to have the proceedings of the 1907 Convention reported in a special number of the Western School Journal."²²⁶ The proceedings were so published at a cost of about seventy dollars.²²⁷ In the period from 1907 to 1914 the cost of printing and distributing the "Convention Number" of the Western School Journal never exceeded this amount. From 1915 to 1938 inclusive, the cost rose, averaging close to two hundred dollars.²²⁸

In 1921 the Annual Meeting declared the Western School Journal the official news medium of the Association.²²⁹ From

²²⁶Executive Minutes, Manitoba Educational Association, April 3, 1907, Minute Book "B", p. 45.

²²⁷Financial Statement, Manitoba Educational Association, 1907, Old Cash Book, p. 4.

²²⁸Financial Statements, Manitoba Educational Association, 1915-1938.

²²⁹Minutes of Annual Meeting, Manitoba Educational Association, 1921, Western School Journal, XVI (April, 1921), p. 571.

this date the Association had an M.E.A. section in each issue of the Western School Journal until the Journal went out of print in 1938, shortly after the death of the editor, W. A. McIntyre. The M.E.A. section included the minutes of all executive and annual meetings, reports of committees, advance convention information, and a selection of convention addresses which had not been published in the regular "Convention Number." The section was headed by the new crest of the Association, designed by W. J. Phillips and approved in 1921.²³⁰

The cost of the monthly publication and the "Convention Number" rarely exceeded two hundred dollars, partly because it was the policy of the executive not to publish all addresses. In 1924 the Classics section passed a resolution recommending to the executive "that all papers read in the various sections be printed at the expense of the Association and sold, if need be, at a nominal cost." The executive decided "that the time was not opportune" for acceding to the request.²³¹

With the demise of the Western School Journal, the Association was forced to discontinue publication of the

²³⁰Ibid.

²³¹Executive Minutes, Manitoba Educational Association, April 25, 1924, Minute Book "B", p. 479.

convention proceedings or to publish them independently. At the Annual Meeting of 1939 the Committee on Publications reported that a fifty to sixty page report of the convention proceedings could be published for an estimated cost of two hundred dollars. The meeting then approved a resolution requiring the retiring executive to "prepare and publish a full report of Convention proceedings" and to ensure "that a copy be issued to every member of the M.E.A."²³²

The "Report of the 31st Annual Convention, Easter, 1939," comprised one hundred and seven pages and included a message from the president, twenty-three addresses, the minutes of the Annual Meeting, and the financial statement. The cost was about four hundred and ten dollars.²³³ By 1948 the cost had risen to approximately nine hundred dollars, about one third of the annual income of the Association.²³⁴

In spite of the rising costs there was obvious reluctance to discontinue publication of the report. In 1940 the Department of Education was prevailed upon to make a grant to the M.E.A. of two hundred dollars, something the Depart-

²³²Minutes of Annual Meeting, Manitoba Educational Association, April 13, 1939, p. 4.

²³³Financial Statement, Manitoba Educational Association, 1940.

²³⁴Minutes of Annual Meeting, Manitoba Educational Association, April 21, 1949, p. 3.

ment had not done since 1925. This grant was increased to three hundred dollars in 1947. In the Annual Financial Statements for these years, the grant was invariably shown as "grant--Department of Education, re Convention Report." This may have helped to take the sting out of the expense of the report, but was not strictly accurate, for the Minister of Education had made it clear that the grant was not specifically for the report.²³⁵ In some years the Department paid the cost of sufficient copies of the report to send one to each school library in the province²³⁶ and in other years purchased four hundred copies for distribution at the Normal School.²³⁷ However, the expense of supplying copies of the report to all members of the M.E.A. still fell upon the Association.

In 1954 a committee of the executive approached the Minister of Education for assistance in publishing the report. As a result of their requests the Minister agreed to allot to the publication of convention reports the centre

²³⁵Executive Minutes, Manitoba Educational Association, March 26, 1940, p. 1, and letter from C. K. Rogers to L. E. Walker, April 27, 1949 (in the "Publication of Convention Proceedings" file of the Association).

²³⁶Executive Minutes, Manitoba Educational Association, Dec. 29, 1942, p. 2.

²³⁷Letter from C. K. Rogers to L. E. Walker, April 27, 1949 (in the "Publication of Convention Proceedings" file of the Association).

four pages of six issues per year of the Manitoba School Journal, the Department's monthly publication.²³⁸ Since Honorary Life Members would not receive the Journal, it was planned to provide them with copies of the centre pages. Arrangements were made with the printer to keep the type of these pages so that copies could be printed and bound later. Five hundred copies of the 1955 report were thus printed, three hundred being sent to Honorary Life Members, and the remainder to the executive, Department of Education officials, convention speakers, and the Department of Education libraries. A few additional copies were available to meet requests for them.²³⁹

The report as published comprised twenty-four pages, a considerable reduction from the eighty-nine of the 1954 report. Publication in this manner was continued until 1960 when the Department of Education decided to publish only five issues of the Manitoba School Journal and informed the Association that it would have insufficient space to publish the convention addresses.

The report would undoubtedly have been dropped entirely at this stage but for the efforts of the President, L. E.

²³⁸ Executive Minutes, Manitoba Educational Association, Dec. 29, 1954, pp. 1-2.

²³⁹ Minutes of Annual Meeting, Manitoba Educational Association, April 5, 1956, p. 2.

Walker. With the approval of the executive, Mr. Walker undertook to arrange for a mimeographed report of the convention proceedings. Mr. Walker served as editor, purchasing agent and publisher; and by virtue of his efforts four hundred copies of the report were published and distributed at a cost of approximately three hundred and thirty dollars. However, in 1961, when editing and publishing were done professionally, the production and distribution of five hundred of the mimeographed reports cost about seven hundred dollars.²⁴⁰

After the publication of the proceedings of the 1961 convention the executive concluded that such expense was not justified. At succeeding conventions, as an alternative and cheaper arrangement, whenever a speaker provided a copy of his address, the address was mimeographed, unedited, and made available to the membership following the meeting at which the address was given, or as soon thereafter as possible.²⁴¹

²⁴⁰Compiled from cash vouchers, Manitoba Educational Association, 1960-61.

²⁴¹Executive Minutes, Manitoba Educational Association, Dec. 27, 1961, p. 2.

CHAPTER XII

THE RELATIONSHIP OF THE M.E.A. WITH OTHER ORGANIZATIONS

Throughout almost sixty years of history the M.E.A. has had relations with virtually every organization interested in education in Manitoba. Sometimes its function was that of a goad to action, sometimes that of a cooperative assistant or partner, sometimes that of a suppliant for education, and sometimes that of a parent organization. In all these relationships the principal aim has been the advancement of education in Manitoba.

I. THE SCHOOL TRUSTEES' ASSOCIATION

Writing in 1924, S. E. Lang stated that the School Trustees' Association owed its existence to the Manitoba Educational Association "in which it began its career as a section or division."²⁴² Mr. Lang, as President of the M.E.A., had presided over a discussion by the executive in 1906 of the advisability of establishing a "School Administration" section for the school trustees of the province.

²⁴²Letter from S. E. Lang to H. J. Russell, May 12, 1924 (in the "Honorary Life" file of the Manitoba Educational Association).

The executive instructed the secretary to write to the school boards of cities, towns, and villages to secure their cooperation in this project.²⁴³ The reaction from the school trustees was favorable and the "Department of School Administration" met at the 1907 and 1908 conventions. From these meetings developed the Manitoba School Trustees' Association which has since held its own Annual Convention, usually in February.

The relationship between the M.E.A. and the Trustees' Association continued to be close for some years. In 1915 the M.E.A. planned a model rural school for the trustees' February convention²⁴⁴ and the executives of the two organizations often joined for luncheon at the time of their Christmas meetings. These luncheons ensured excellent liaison which produced, for example, the joint request of the two organizations for a Royal Commission in 1919.²⁴⁵

A permanent link with the Trustees' Association was ensured in 1949 when the trustees were asked to send a representative annually to serve on the M.E.A. executive. Both the rural and the urban trustees' associations now have

²⁴³Executive Minutes, Manitoba Educational Association, July 16, 1906, Minute Book "B", p. 35.

²⁴⁴Executive Minutes, Manitoba Educational Association, Dec. 28, 1915, Minute Book "B", p. 209.

²⁴⁵Supra p. 61.

representatives on the M.E.A. executive.

II. THE UNIVERSITY OF MANITOBA

One weakness of the M.E.A. has been its failure to involve the University of Manitoba deeply and consistently in the affairs of the Association. University and college professors, deans, and presidents have served ably and energetically on the executive since 1905, have often been speakers at the convention sessions, and have taken an active part in sectional meetings. Yet the membership, attendance, and active participation of the University staff, with the exception of those in the Faculty of Education, have been limited to a very few individuals.

One explanation for this is the timing of the convention, which unfortunately often coincides with the busiest time of the University year.

Whenever University personnel have participated actively in M.E.A. affairs in appreciable numbers, the results have been so beneficial that they have served to emphasize how much the Association has missed on other occasions. In 1914 and 1915, for example, conferences of high school, college and university instructors were held at the M.E.A. conventions to discuss the high school course and electives.²⁴⁶

²⁴⁶Supra pp. 43-44.

The deliberations of the conferences played a large part in the revision of the curriculum going on at that time. Again, from 1938 to 1947 the Articulation Committee provided a means for active cooperation between the University and the schools in the revision of both the high school and the university curriculums.²⁴⁷

A major attempt to bring the M.E.A. and the University closer together was made with the suggestion that the convention should be held at the Fort Garry site.²⁴⁸ Possibly this suggestion, never consummated in the past, holds the solution for the future.

III. THE PROVINCIAL GOVERNMENT

The public school system of Manitoba is very highly centralized under the Department of Education of the Provincial Government. Whatever its historical origins, this system was solidified by the "Manitoba Schools Question" and the periodic influx of non-English-speaking immigrants. Chinks have been appearing in the armor of the system in recent years, but during most of the lifetime of the M.E.A. the system stagnated in an uninspiring political climate, with money very scarce, teachers insufficiently trained and

²⁴⁷Supra pp. 79-92.

²⁴⁸Supra pp. 130-131.

underpaid, and a multitude of small school districts dominated by local boards. Curriculum and general educational policy was, and still is, set by the Provincial Government and theoretically enforced by an overworked group of inspectors. The operation of individual school districts was severely hampered by their shortness of funds. The policy of the Provincial Government appeared to be that of tightly controlling curriculum, examinations, and inspection to compensate for the inadequacy of its financial support for the schools.

Although hampered in its actions by the political climate, the Department of Education was much closer to an understanding of the problems of the schools and the teachers than were the politicians, and showed a lively interest in the affairs of the Manitoba Educational Association. The Deputy Minister, Robert Fletcher, for example, did all he could to consummate the formation of the M.E.A. in 1905,²⁴⁹ and inspectors, like S. E. Lang, the second president, were active in the Association from its earliest days. It was at the request of the inspectors that a "Department of Inspection and Training" was established at the 1907 convention,²⁵⁰ and since 1922 the Inspectors' Association has had

²⁴⁹Supra p. 24.

²⁵⁰Executive Minutes, Manitoba Educational Association, July 16, 1906, Minute Book "B", p. 35.

ex-officio representation on the M.E.A. executive.²⁵¹ The other officials of the Department, as anyone who has served as General Secretary will testify, have always been ready to give every possible assistance to the M.E.A.

Frequently in the first twenty years of the Association's history, the Department made use of the curriculum committees established by the M.E.A. In 1920 the Advisory Board requested that the M.E.A. Science Committee meet to consider the science course for grades nine, ten, and eleven. The M.E.A. committee of six added to its numbers B. J. Hales of the Brandon Normal School, A. C. Campbell of the Manitoba Teachers' Federation, and Professor Frank Allen of the University of Manitoba. The chairman, Inspector E. Knapp, reported for the committee in 1921, to R. Fletcher, Secretary to the Advisory Board.²⁵² Similarly, in 1920 the Advisory Board requested that the M.E.A. appoint five of its members to meet with the Board and representatives of the University Council to consider the matter of midsummer examinations.²⁵³

²⁵¹Executive Minutes, Manitoba Educational Association, July 11, 1922, Minute Book "B", p. 443.

²⁵²E. Knapp, "Report of the Science Committee," submitted to R. Fletcher, Secretary to the Advisory Board, March 9, 1921. (Mimeographed.)

²⁵³Executive Minutes, Manitoba Educational Association, Feb. 19, 1920, Minute Book "B", p. 383.

In subsequent years the Department tended to set up its own committees on curriculum or other matters. The Association was frequently asked to submit its opinions to Royal Commissions or to Select Committees of the Legislature, but the actual revision of curriculum passed entirely out of its hands.²⁵⁴ However, the Association's resolutions to the Minister of Education still offered a means of expressing opinion on matters of curriculum, and the resolutions were often acceded to as long as they did not entail the expenditure of much of the provincial funds.²⁵⁵

On rare occasions the M.E.A. dealt with ministries of the provincial government other than that of Education. On one such occasion in 1942, the Association felt that an injustice was being done to seventeen and eighteen year old youths who could not obtain work permits for "non-essential employment" under the National Selective Service Regulations, and could not find employment in "essential industries" since so few industries were located in Manitoba. These youths often left school to seek employment before they became seventeen, in order to avoid the National Selective Service Regulations. A committee of the M.E.A., on May 2, 1942, made a presentation to the Government of Manitoba outlining

²⁵⁴Supra Chapters VIII and IX.

²⁵⁵Supra p. 43.

the problem and suggesting a relaxation of the issuance of work permits.²⁵⁶ By May 13 the Association received a copy of a letter from the Chief Executive Officer, Manitoba Regional War Labour Board, to the Director of National Selective Service, which gave assurance that there would be prompt issuance of permits as requested by the M.E.A.²⁵⁷

On many occasions the M.E.A. sought financial assistance from the Provincial Government through the Minister of Education. Until 1958 the assistance so obtained varied from nothing to three hundred dollars per annum,²⁵⁸ plus the provision of the Civic Auditorium free of charge from 1935 to 1958²⁵⁹ and the occasional purchase of the report of convention proceedings for distribution to Normal School students or to school libraries.²⁶⁰ In 1958, when it seemed possible that the M.E.A. might be taken over by the Manitoba

²⁵⁶R. J. Cochrane, "Manitoba Educational Association, Presentation to the Government of Manitoba, May 2nd, 1942." (Typescript.)

²⁵⁷Letter from W. Elliot Wilson, Chief Executive Officer, the Regional War Labour Board for Manitoba, to E. M. Little, Director of National Selective Service, Ottawa, May 13, 1942 (in the "Department of Education" file of the Manitoba Educational Association).

²⁵⁸vide p. 125.

²⁵⁹vide p. 136.

²⁶⁰vide p. 152.

Teachers' Society,²⁶¹ the Provincial Government increased the annual grant to one thousand dollars.

This financial assistance received from the Provincial Government has never produced any tendency on the part of the Association to spare the sensibilities of the Department or of the Minister. On one occasion when the Department seemed to be exerting undue influence, the reaction was strong. From 1955 to 1959 the report of convention proceedings was published on the centre four pages of the Manitoba School Journal.²⁶² At the executive meeting of November 5, 1955, the following was recorded:

The members of the executive expressed concern over the apparent reluctance of the Department of Education to publish controversial addresses. The original premise established with the Department of Education had been that the Department would be willing to print any and all addresses in that the same medium could be used for publishing a rebuttal. It was the desire of the meeting that all addresses be published.²⁶³

Apparently no further difficulty of this type was experienced.

The relationship of the M.E.A. with the Provincial Government has been an ambivalent one, the Association acting

²⁶¹Vide Chapter XII, section V., "The Manitoba Teachers' Society."

²⁶²Supra pp. 152-153.

²⁶³Executive Minutes, Manitoba Educational Association, Nov. 5, 1955, p. 2.

on many occasions as a cooperative assistant, particularly with the officials of the Department of Education, but acting just as often as a goad to action on the part of the Minister. Although the cooperation of the Department and the Minister was necessary in the establishment of the Association,²⁶⁴ the Association has never degenerated into a mere sounding board for the Department or the government and has maintained a vigorous independence on matters of policy.

IV. THE SUBJECT-SPECIALIST ORGANIZATIONS

Since World War II there has been an increasing tendency for groups of teachers specializing in a specific subject field to form provincial organizations and, in some cases, to affiliate with national or international organizations. Among such organizations connected with the M.E.A., for example, the Canadian Association for Health, Physical Education and Recreation (Manitoba Branch), the Manitoba Music Educators' Association, and the Manitoba Association for Art Education are members of national organizations. The Manitoba branch of the International Reading Association and the Council for Exceptional Children are members of international organizations.

²⁶⁴vide p. 24.

The policy of the M.E.A. has been to encourage such specialist groups by offering them accomodation at the Easter convention, and paying speakers' honorariums and other expenses. No request for assistance or affiliation from such professional organizations has ever been rejected by the M.E.A.

The first such organization to make overtures to the M.E.A. was the Manitoba Association for Art Education which was established in 1947.²⁶⁵ At its request, the M.A.A.E. was granted a room for a meeting and a place on the program of the 1949 convention.²⁶⁶

In 1950 the Manitoba Physical Education Association was granted representation on the executive of the M.E.A. The next year, the Physical Education Association having affiliated with the "Canadian Association for Health, Physical Education and Recreation," the physical education representative was shown in the list of the executive as "Representative of C.A.H.P.E.R., Manitoba Branch." In 1964 the Manitoba Secondary School Athletic Association was given separate representation on the executive.

²⁶⁵The Manitoba Teacher, XL (Nov.-Dec., 1961),
Winnipeg: The Manitoba Teachers' Society) p. 63.

²⁶⁶Executive Minutes, Manitoba Educational Association, Dec. 29, 1948, p. 4.

The Manitoba branch of the International Reading Association affiliated with the M.E.A. in 1960, establishing an entirely new section at the convention.

In the same year the School Music section acted as hosts to the National Convention of the Canadian Music Educators' Association. This session was held Thursday morning; and the Thursday afternoon and Friday sessions of the C.M.E.A., held at the Marlborough Hotel, were announced in the M.E.A. program. In subsequent years, the School Music section having formed a Manitoba section of the C.M.E.A., the section has been recorded in the program as, "Manitoba Music Educators' Association--School Music."

In 1962 two new sections were formed with the affiliation of the School Libraries Section of the Manitoba Library Association and the Council for Exceptional Children.

Two old sections of long standing, the Science and the Modern Languages section, now meet as specialist associations. The Science Section first met as the "Science Teachers' Association of Manitoba" at the 1963 convention, and the Modern Languages Section held its organizational meeting for the formation of the "Modern Language Association" at the 1964 convention.

The newest section of the M.E.A. convention was formed in 1964, when the organizational meeting of the "Guidance

Association of Manitoba" was held at the convention.²⁶⁷

The formation of these nine specialist associations has been a valuable development for the M.E.A. A weakness of the old sections has been the absence of activity during the year, except for the planning of the Easter program by the chairman and secretary. The new associations tend to carry on a year-round program, using the M.E.A. convention as the locale for an annual business meeting and for a program designed to interest teachers in the year-round activities.

Of the nine association, all but the School Libraries Section of the Manitoba Library Association and the International Reading Association have availed themselves of the advantages of affiliation with the Manitoba Teachers' Society. Such affiliation became possible in 1961, and provides the associations with financial assistance, the use of McMaster House for meetings, a news bulletin in The Manitoba Teacher, and certain other benefits. One restriction on associations so affiliated with the M.T.S., is that all curriculum resolutions passed by them are channelled through the M.T.S. Curriculum Committee rather than going

²⁶⁷Most of the information used in the preceding six paragraphs was derived from the programs of M.E.A. conventions from 1950 to 1964 inclusive.

directly to the Department of Education.²⁶⁸ This has meant that these associations, when forming a section at the M.E.A. convention, do not submit curriculum resolutions to the annual meeting. By agreement between the M.E.A. and the M.T.S., such resolutions go to the Society's Curriculum Committee for consideration. This does not, however, preclude resolutions from general sections from going through M.E.A. channels.²⁶⁹ The new arrangement provides a highly effective solution to the perpetual problem at M.E.A. annual meetings of what to do with curriculum resolutions which the annual meeting does not feel competent to handle.

V. THE MANITOBA TEACHERS' SOCIETY

Cooperation with all interested organizations is necessary to the effective operation of the Manitoba Educational Association; cooperation with the Manitoba Teachers' Society is necessary to its existence.

The membership of the M.T.S. includes virtually all public school teachers in Manitoba. The membership of the M.E.A. has a broader base, but a large majority of its members are also members of the M.T.S. It must be a

²⁶⁸The Manitoba Teacher, XXXIX (March-April, 1961), pp. 49-50, and XL (May-June, 1961), pp. 6-7 (Winnipeg: The Manitoba Teachers' Society).

²⁶⁹Minutes of Meeting of Table Officers of the M.T.S. and the M.E.A., October 23, 1962, p. 2.

cardinal principle of the Association's operation that this majority should never be confronted by a strong conflict of interest or policy between the Association and the Professional Society.

In other provinces such a conflict has invariably produced the decline of the provincial association.²⁷⁰ In Manitoba, fortunately for education in the province, conflicts between the M.E.A. and the M.T.S. have been few, and have been amicably and reasonably resolved before the liaison between the two organizations has been irreparably damaged.

One reason for the success of the empirical adjustments made between the M.E.A. and the M.T.S. has been the similarity of their attitudes to teacher welfare. In the early years, the Manitoba Educational Association was the voice of the teachers, and performed ably, within the limits imposed by its lack of local branches throughout the province, the functions that would have been those of a strictly professional society. At the organization meeting of the M.E.A. in 1905, it was emphasized that the new association would afford the members the power of speaking as a unit.²⁷¹ In succeeding years the M.E.A. used this power to advance the welfare of the teaching profession in, for example, its

²⁷⁰Vide pp. 13 ff.

²⁷¹Supra p. 25.

efforts to establish a pension plan for teachers²⁷² and its request for and submissions to the Royal Commission of 1919.²⁷³

What has been called the first attempt by the teachers of Manitoba to form a professional organization was made with the obvious assumption that the M.E.A. would approve, and would permit the new organization to meet with it. This organization, "The League of Manitoba Teachers," was formed at Dunrea, on November 30, 1907. Although the organization apparently did not meet again, it did draw up a constitution.²⁷⁴ Article I of the constitution included the following two paragraphs:

paragraph 4.

The time and place of meeting to be the same as that of the Manitoba Teachers' Association.

paragraph 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.²⁷⁵

The "Manitoba Teachers' Association" was, of course, the

²⁷²vide pp. 46-50.

²⁷³vide pp. 60-64

²⁷⁴Haraldur Victor Vidal, "The History of the Manitoba Teachers' Society" (unpublished Master's thesis, The University of Manitoba, Winnipeg, 1958), p. 3.

²⁷⁵"Constitution of the League of Manitoba Teachers," Vidal, op. cit., Appendix A, pp. 190-191.

Manitoba Educational Association, which used the former name until the constitution was adopted at the 1906 convention.²⁷⁶

The 1918 convention of the Association passed a resolution favoring investigation of the possibility of forming a teachers' federation, a professional organization.²⁷⁷ This resolution preceded by a few months the action of a group of teachers in the summer of 1918 which actually resulted in the formation of a federation.²⁷⁸ Some of the controversy that resulted from two separate groups trying to form the new federation probably arose from a feeling on the part of some M.E.A. members that since the Association's action had come first, it should have been consummated. However, the profession at the time definitely favored the formation of an independent organization. E. K. Marshall, who had long been associated with the M.E.A.,²⁷⁹ and undoubtedly knew about the motion passed at the 1918 convention, was an active participant in the group forming the M.T.F. in the summer of 1918.²⁸⁰ It is therefore highly likely that the M.T.F. was formed separately not by accident, but by design. The replacement of the early disagreements by reasonable cooperation was

²⁷⁶Supra p. 28.

²⁷⁷Supra pp. 52-53.

²⁷⁸Supra pp. 53-55.

²⁷⁹Supra p. 55.

²⁸⁰Ibid.

facilitated by the confidence of both organizations in Mr. Marshall. This confidence was displayed by the election of Mr. Marshall as president of the M.T.F. in 1922, and of the M.E.A. in 1925.

In 1920 the two organizations made a temporary definition of their respective spheres of activity and immediately began to implement it in pragmatic fashion.²⁸¹ In planning the 1923 convention, the M.E.A. executive recorded a suggestion that care should be taken to avoid appointment of committees whose work would overlap that of the M.T.F.²⁸² The M.E.A. was to be quite conscientious in such matters. In 1936, for example, in explaining why a query from the National Employment Commission should be passed to the M.T.F., President J. E. S. Dunlop wrote that the findings of the Federation would "really represent the opinions of the teachers."²⁸³ Similar care was taken in the matter of resolutions. The Resolutions Committee of 1958 was quite meticulous in handling a resolution relating to working conditions, making it clear to the Annual Meeting that this was an M.T.F. and

²⁸¹Supra pp. 57-58

²⁸² Executive Minutes, Manitoba Educational Association, April 21, 1922, Minute Book "B", p. 439.

²⁸³ Letter from J. E. S. Dunlop to C. S. Gow, Dec. 9, 1936 (in the "M.T.S." file of the Manitoba Educational Association).

not an M.E.A. matter.²⁸⁴

From the beginning of their association, the M.E.A. and the M.T.F. often worked together. In 1920 the M.E.A. added a representative of the M.T.F. to its Science Committee which was revising the science courses for grades nine, ten and eleven at the request of the Advisory Board.²⁸⁵ This was perhaps the M.T.F.'s first excursion into the field of curriculum revision. The two organizations worked together again on curriculum in 1925, when they made a joint presentation to the Review Committee of the Department of Education, which was in the process of revising the elementary curriculum.²⁸⁶ The submission to the Murray Commission in 1923²⁸⁷ and the work for pension legislation until 1925, were also cooperative efforts.²⁸⁸ A later example was the preparation in 1943 of a joint brief to the Special Select Committee of the Legislative Assembly on Education.²⁸⁹

²⁸⁴Minutes of Annual Meeting, Manitoba Educational Association, April 10, 1958, p. 4.

²⁸⁵Supra p. 160

²⁸⁶Minutes of Annual Meeting, Manitoba Educational Association, April 17, 1925, Western School Journal, XX (May, 1925), p. 384.

²⁸⁷Supra p. 65.

²⁸⁸Supra pp. 48-49.

²⁸⁹"Brief of the Manitoba Teachers' Society and the Manitoba Educational Association to the Special Select Committee of the Legislative Assembly on Education" (Winnipeg: The Manitoba Teachers' Society, Dec. 30, 1943). (Mimeographed.)

After 1922 the M.T.F. was closely associated with the M.E.A. conventions. In that year the Federation held an open meeting in the Board of Trade Building, the announcement of the meeting being included in the M.E.A. program.²⁹⁰ The following year, when the M.E.A. held its first convention at the Royal Alexandra Hotel, the M.T.F. open meeting was held at the hotel on Thursday evening of the convention week. The same procedure was followed in 1924, but in 1925, at the request of the M.T.F., the meeting was held on Thursday afternoon.²⁹¹

During these years, the M.E.A. and the M.T.F. often shared speakers and speakers' expenses²⁹² and even shared Mr. E. K. Marshall and his expenses as a delegate to the Imperial Conference of Teachers' Associations, held at Toronto in 1921.²⁹³

The relationship between the two organizations was not, however, always a smooth one. The M.T.F. was growing in size

²⁹⁰Program of the M.E.A. Convention of April 17 to 20, 1922.

²⁹¹Executive Minutes, Manitoba Educational Association, Dec. 28, 1923, Minute Book "B", p. 465.

²⁹²Executive Minutes, Manitoba Educational Association, Dec. 28, 1923, Minute Book "B", p. 465.

²⁹³Executive Minutes, Manitoba Educational Association, March 28, 1921, Minute Book "B", p. 415; and Old Cash Book, pp. 24-25.

and strength, and inevitably its need for convention time increased. This required a periodic re-examination of the place of the Federation in the M.E.A. program. In addition, the expanding activities of the M.T.F., and the increasing publicity that it received, sometimes resulted in resentment on the part of individuals in the M.E.A. Some friction was inevitable, as it always is when many personalities meet. The executive minutes of the M.E.A., like those of most organizations, have a tendency to play down controversy, but there is evidence in the minutes and the correspondence of the period that tension between the two organizations was rising in the early 1930's.

The M.T.F. had been represented on the M.E.A. executive by its President and Secretary since the Annual Meeting of 1920.²⁹⁴ In April of 1932, the secretary of the Association, on behalf of the executive, requested that the M.E.A. be represented on the M.T.F. executive in the same manner, "it being understood that the two members appointed from the M.E.A. executive must be members of the M.T.F."²⁹⁵ The request of the M.E.A. was never granted. There is no record to show whether this rejection of the M.E.A. request was the

²⁹⁴ Supra p. 58.

²⁹⁵ Letter from H. J. Russell to E. K. Marshall, April 27, 1932 (in the "M.T.S." file of the Manitoba Educational Association).

cause, but after the 1934 convention the M.T.F. was represented on the Association executive only by its President. This meant that E. K. Marshall, the M.T.F. Secretary, ended thirteen years of service on the M.E.A. executive, one, in 1924, as President.

In 1925, after having allotted Thursday afternoon to the M.T.F., the M.E.A. executive passed a resolution that the Federation should pay a share of the convention expenses.²⁹⁶ However, the M.T.F. was not a wealthy organization, and, either by design or otherwise, the matter of a financial contribution from the Federation was not followed up. The matter was revived in 1932 when both organizations were encountering financial difficulties in the depths of the economic depression. H. J. Russell, the M.E.A. Secretary, in a consultation with the President, B. J. Hales of the Brandon Normal School, decided to bill the M.T.F. for the ten years from 1922 in which the Federation had had a place in the program. He assessed the Federation fifty dollars a year and asked for a total of five hundred dollars. Mr. Marshall declared, in reply, that he did not recall any such arrangement.²⁹⁷ The matter does not appear to have been considered

²⁹⁶ Executive Minutes, Manitoba Educational Association, Dec. 27, 1924, Western School Journal, XX (Jan., 1925), p. 246.

²⁹⁷ Letter from H. J. Russell to E. J. Motely, Treasurer, Feb. 11, 1932, Old Cash Book, p. 54.

by an executive meeting of the M.E.A. and no further attempts seem to have been made to collect the "debt."

In May of the same year, Mr. Russell wrote to the editor of The School, published by the Ontario College of Education, to complain that it had given publicity to the M.T.F. but not to the M.E.A. He noted that the May number of The School had included a statement that the M.T.F. was now recognized as the organization speaking for the teachers in particular and education in general. Mr. Russell's letter continued:

. . . As a charter member I hope and believe that this statement is true but it is also true that the Manitoba Educational Association speaks for education in general, and I do not quite understand why no reference is made to the sessions of our association, more especially as we announced in our programme the meetings of the Manitoba Teachers' Federation and facilitated the arrangements whereby their members were enabled to meet at our headquarters. . . . Surely your correspondent must have had some knowledge of this event. 298

In the program for the 1933 convention all mention of the M.T.S. was omitted for the first time in eleven years, although the M.T.F. continued to hold meetings at the Royal Alexandra Hotel. There is no indication in the scanty minutes of that year whether this change resulted from the feelings that were expressed in Mr. Russell's letter.

²⁹⁸ Letter from H. J. Russell to Editor, The School, O.C.E. May 9, 1932 (in the "M.T.S." file of the Manitoba Educational Association).

Whatever the cause, the 1933 Annual Meeting was a fiery one. The slate of officers offered by the Nominations Committee was not accepted. Inspector A. B. Fallis had been nominated as President and H. J. Russell as Secretary. The meeting substituted Mrs. U. N. Macdonnell as President, Miss Ida E. Brydon as Secretary, and made Mr. Russell a member of the executive committee. In the Western School Journal Mr. Russell was described as an "unfortunate victim of the dissensions in the ranks of the profession."²⁹⁹ It is quite possible that the dissensions referred to involved other matters than the friction between individuals in the Association and in the Federation. However, the sequence of events certainly suggests that the relationship between the two organizations was deteriorating.

Fortunately, action was taken by the executives of both the M.E.A. and the M.T.F. to improve the situation. At the M.E.A. executive meeting held on December 28, 1933, several members, who were also members of the M.T.F., expressed a desire for further cooperation between the two organizations. A committee of three was set up to meet with a similar number from the M.T.F. to discuss the placing of Federation items on the next program of the convention. Also, at the request of the M.T.F. executive, a committee of five was set up to

²⁹⁹Supra pp. 106-107.

meet with an equal number from the M.T.F. to discuss a closer working arrangement for convention purposes.³⁰⁰

The first committee met in January, deciding that the Federation should be given an additional afternoon on the program and that M.T.F. items should be included in the reference table on the front page of the M.E.A. program. It was left to the M.E.A. President and the secretaries of the two organizations to decide upon any other Federation announcements to be included in the program.

The second committee, which was called "The Joint-Program Committee," held a series of four meetings from January 6, 1934, to March 24. The first meeting went immediately to the core of the problem. The discussion was opened by W. G. Oliver of the M.T.F.:

Mr. Oliver gave an outline of the present situation, and put in a strong plea for action. He gave instances of duplication in the work of the Federation and of the Association during each year, but especially at convention time, and suggested that if it could be arranged to have the whole under one committee representative of every branch of the teaching profession, both effort and expense could be reduced.

Mr. Marshall reviewed briefly the beginning and growth of the Teachers' Federation in the different provinces, and how in each case there is a movement on foot to bring about a close working arrangement between the Federation and the Educational Association.

³⁰⁰Executive Minutes, Manitoba Educational Association, Dec. 28, 1933, Western School Journal, XXIX (Feb., 1934), p. 75.

Professor Johnson started a discussion by asking if it would be a feasible plan to have the Government collect and hand over to the association, say 50 cents from each District, so that our Executive would have a definite amount of money on which to run the Convention. This brought up the question of compulsory membership, and of financing of the Federation and of the Association, should the two decide to work under one central committee. It was the general opinion of the meeting that while compulsory membership would be ideal for the Federation, it would be disastrous in the case of the Association.³⁰¹

At the second meeting, the M.T.F. representatives made their position clearer. They suggested that many teachers objected to paying fees to two organizations and doubted the necessity of their separate existence. The union of the two organizations might be patterned after the action taken in Saskatchewan and Alberta, where the professional organizations and the teachers' associations had been amalgamated. In any case, the resolutions now being submitted to the Annual Meeting of the M.E.A. were being rushed through too hurriedly and if these resolutions were reported by the section to the Federation, they would be dealt with at leisure and therefore more competently. The M.T.F. representatives had no specific plan for a union.

When an Inspector on the committee was asked to express the stand of his colleagues, he stated that they had agreed to take no stand until they had further information.

The immediate request of the Federation was for fewer evening meetings. At the last convention, the M.T.F. had

³⁰¹Minutes of Joint Program Committee, Jan. 6, 1934.

been allotted one afternoon and two evening sessions, and its morning or afternoon time could be extended by limiting sectional meetings to one and one-half hours.³⁰²

At the next two meetings a revision of the program was prepared for submission to the two executives. The sharing of costs for the "Joint Convention" was discussed, but except for a statement that fifty per cent was more than the Federation should pay, no definite decision was reached.³⁰³

Since the last meeting of the committee was held on March 24, it was too late to implement the new program for 1934. The only change in the program for that year was the inclusion of the M.T.F. meetings in the reference table. The 1935 program, however, showed the effects of the committee meetings. On the cover of the printed program, the M.E.A. and the M.T.F. conventions were given equal prominence, the crests of both organizations appearing at the top of the page. The events of both conventions were included in the reference table and in the detailed program, and the executives of both organizations were listed on the back page. The M.T.F. meetings were scheduled for Monday, Tuesday and

³⁰²Minutes of Joint Program Committee, Feb. 17, 1934.

³⁰³Minutes of Joint Program Committee, March 17 and 24, 1934.

Thursday afternoons, the only evening meeting scheduled being that of the retiring executive at five o'clock on Thursday.

No action was taken on an actual union of the two organizations or of their fees, and no change was made in the handling of M.E.A. resolutions. The crisis in the relationship between the two organizations had been met by free and frank discussion which left both still independent but committed to active cooperation.

For the next twenty-three years no major re-assessment of the relationship between the M.E.A. and the M.T.S. was attempted or openly suggested, although minor changes were effected. Adjustments in the program became necessary to accommodate the increases in M.T.S. business and in the number of M.E.A. sections, but the limitations of time and space at the Royal Alexandra Hotel prevented satisfactory arrangements. The Society found its meetings again extending late into the evening and the M.E.A. found it necessary after 1950 to reduce the programs of some sections to one hour and a half. In 1957 the major question of a closer relationship between the Society and the Association was raised once more.

The suggestion in 1934 of some form of union had been initiated by the Federation; the discussions which opened in 1957 were initiated by the Association. At an executive

meeting held in April, Brother Bruns, the President, raised the question of the future of the M.E.A. and "the possibility that its function be taken over by the M.T.S."³⁰⁴ The matter was left for the consideration of the incoming executive.

At the meeting of the old and new executives at the conclusion of the 1957 convention, the question was presented for discussion. Mr. Gow, President of the M.T.S., expressed his belief that the Society would hesitate to take over the work of the M.E.A. unless the Association dissolved. The suggestion was raised that efforts be made to increase the membership from such groups as the home and school organizations, the University and the school trustees, with the possibility that these groups might be given space at the convention to stimulate interest. The discussion concluded with the appointment of a committee "to evaluate the present position and future prospects of the M.E.A." The committee members were President Hugill, Inspector Booth, Miss Arnold, Brother Bruns and Mr. R. J. Cochrane.³⁰⁵

At the first meeting of the committee, Brother Bruns presented two alternatives: that the nature of the convention be changed to more nearly fulfill the purpose for which the

³⁰⁴Executive Minutes, Manitoba Educational Association, April 22, 1957, p. 2.

³⁰⁵Executive Minutes, Manitoba Educational Association, April 25, 1957, p.2.

Association was founded, or that the Association dissolve, with the intention that the M.T.S. take over its functions. Following discussion, the committee recorded its support of the first alternative, resolving "that the M.E.A. should continue to function but that it broaden its field of interest."³⁰⁶

In an attempt to implement this broadening of interest, the committee arranged a meeting in December, at which the University, the Home and School Association, the Professional and Business Women's Club, the Provincial Council of Women, the Trustees' Association, the Department of Education, the Junior League, the University Women's Club, and the Manitoba Teachers' Society were represented. Dr. Hugill opened the discussion by suggesting that the activities of the Association had been reduced to that of operating a teachers' convention and that the original purpose, that of providing a forum for the expression and discussion of the views of all interested groups, had been neglected. Inspector Booth then outlined the origin and purpose of the M.E.A., stating that though the Association arose from the old Manitoba Teachers' Association, "it was not the monopoly of any one group."³⁰⁷ In the following discussion the Home and

³⁰⁶Minutes of Committee Meeting, May 14, 1957, p. 1.

³⁰⁷Minutes of Special Meeting, Dec. 10, 1957, p. 1.

School representative advocated a section at the convention to interest groups other than teachers, and the Junior League representative suggested that affiliate membership in the M.E.A. be considered. It was proposed that a panel discussion which would attract the public be planned for the next convention.³⁰⁸

The deliberations of the committee and of the special meeting produced few lasting results. At the 1958 Convention a panel, composed of representatives of various groups in the community, discussed "The Community Stake in Education;"³⁰⁹ and a special committee introduced a notice of motion to provide for associate membership. This committee changed its mind by the 1959 convention and withdrew the notice of motion, recommending instead:

. . . that future executives inaugurate a policy in which the program of one or more sections would be of such general nature as to appeal to organizations such as the Junior League, the Provincial Council of Women, the Winnipeg and District Labour Council, and the University of Manitoba, and that such organizations be invited to participate in these programs.³¹⁰

In the meantime, seeking the financial resources which would make the expansion of the convention program possible,

³⁰⁸Ibid. p. 2.

³⁰⁹Program of the M.E.A. Convention of 1958, p. 20.

³¹⁰Minutes of Annual Meeting, Manitoba Educational Association, April 2, 1959, p. 3.

President Hugill had succeeded in gaining an increase in the grant from the Provincial Government, and several hundred dollars in donations from business concerns.³¹¹ In requesting an increase in the provincial grant, Dr. Hugill had pointed out to the Minister of Education, W. C. Miller, that the M.E.A. was much weaker financially than the M.T.S. and that, if the Association was to maintain its independence, increased financial resources were essential. This argument produced the first increase in the provincial grant, to one thousand dollars, since the increase from two to three hundred dollars in 1947.³¹²

The debate on the relationship between the M.T.S. and the M.E.A. which began in April of 1957 had produced certain benefits. While it had resulted in no fundamental change in the Association, nor in any permanent expansion of the membership, it had revealed the strength of the feeling that the Association should remain independent, and it had resulted in an expansion in revenue which made possible the great success of the 1960 convention.³¹³

³¹¹Supra pp. 125-126.

³¹²Financial Report, Manitoba Educational Association, 1947.

³¹³Supra pp. 138-141.

The debate did have some unfortunate repercussions. Unlike the deliberations of 1934, it did nothing to increase cooperation and understanding between the M.E.A. and the M.T.S. On the contrary, the acrimony of the debate, particularly behind the scenes, left its mark on the relationship between the two organizations and certainly did not improve the communication between them.³¹⁴

Unfortunately, at about this time the problems of space and time at the Easter convention were becoming critical. Although the Society was granted two full days at the 1959 convention, even this was insufficient to remove the necessity of long evening meetings; and six M.E.A. sections were forced to hold meetings of no longer than one hour and forty minutes. The inevitable solution to the problem was effected in 1960 when the M.T.S. moved all its meetings to the Marlborough Hotel.

The transfer of the Society convention to the Marlborough solved problems for both organizations. Programming was considerably simplified at both conventions, and the possibility was removed of friction arising from the periodic re-allotment of time at the Royal Alexandra. The conventions

³¹⁴The statements in this paragraph were based on the personal observation of Ernest Butterworth, Treasurer of the M.E.A. for 1958 and 1959, and Secretary for 1960, 1961 and 1962, and on informal interviews with individuals directly involved in the "debate" of 1957 to 1959.

were improved in their efficiency; but, for the first time since 1922, they were physically separated. A policy of drift, combined with a reduction in communication, could soon have developed into an ideological separation too wide to bridge.

Fortunately, neither organization allowed the drift to continue for long. At the meeting of the old and new executives at the conclusion of the 1961 convention, R. T. F. Thompson, the incoming President, addressed the meeting on a matter of new business. He drew the attention of the meeting to press reports of proceedings at the Provincial Council of The Manitoba Teachers' Society. The Society had made provision for the affiliation of provincial teacher groups specializing in subject fields, and certain groups which were already affiliated with the M.E.A. had been in contact with the Society. He suggested that action was necessary to clarify the relationship between the Association and other educational organizations, the M.T.S. in particular. He declared that "any conflict between the course of action of the M.E.A. and that of the M.T.S. must be avoided."³¹⁵

The meeting subsequently passed a motion instructing the table officers to name a committee to study ways and

³¹⁵Executive Minutes, Manitoba Educational Association, April 6, 1961, p. 3.

means of liaison with the Home and School Association, The Manitoba Teachers' Society, and other similar organizations.³¹⁶

At the Fall meeting of the executive and chairmen of sections, Mr. Thompson reported that the committee had been formed of the table officers, and had met in the Spring with the table officers of the M.T.S. He announced that "there was complete understanding between the two organizations" and that further meetings of the table officers were contemplated.³¹⁷

Mr. Thompson reported on these meetings in December. The table officers of the M.T.S. and the M.E.A. had reached tentative agreement on eight items: (1) a joint press reception, (2) a joint official luncheon, (3) a program title referring to both organizations, (4) cooperative use of the City Hall lights for advertising, (5) cooperative procedures on resolutions from sectional affiliates of the M.T.S., (6) consideration of policies for sharing of speakers and their expenses, (7) consideration of plans to share in the provision of space to meet the needs of new and growing sections affiliated with the M.E.A. and the M.T.S., and (8) consideration of joint publicity through M.E.A. advertising to schools and through the Manitoba Teacher. The meeting

³¹⁶Ibid.

³¹⁷Executive Minutes, Manitoba Educational Association, Nov. 4, 1961, p. 1.

approved these agreements and passed a motion that "wherever possible, the M.E.A. cooperate with the M.T.S. in holding the Easter convention."³¹⁸

Most of these tentative agreements were implemented during the 1962 convention. Cooperative use of the City Hall lights became impossible as the City Hall was torn down before the convention; and consideration of plans to share in providing space for future sections was delayed until a need should arise and suitable space should be available. The remaining six items were implemented to the mutual satisfaction of the two organizations.

It became necessary at the 1962 convention to consider a replacement for the General Secretary, E. Butterworth. The Secretary had indicated his intention of resigning before planning began for the 1963 convention. During the preceding three years the expansion of the M.E.A. program, particularly the increase in the number of visiting speakers, had increased the work of the Secretary. It had become obvious that during the two or three months preceding the convention the work load had become too heavy for a secretary who was also employed full-time in a public school.

The table officers of the Association felt that the new secretary would have to be someone who could carry on

³¹⁸Executive Minutes, Manitoba Educational Association, Dec. 27, 1961, pp. 2-3.

the M.E.A. business in regular working hours and with the resources of an office staff behind him. Several possible solutions were discussed, with the consensus of opinion favoring an arrangement with the M.T.S. whereby one of the administrative assistants of the Society would act as General Secretary of the Association and work out of the M.T.S. office. The M.T.S. would be given the eleven hundred dollars formerly paid as honorariums to the General Secretary and his assistant. It was also felt that this arrangement would ensure constant liaison with the M.T.S. and facilitate cooperative procedures. The matter was informally discussed with representatives of the M.T.S. table officers.³¹⁹

The executive officially approved such an arrangement in April, and authorized the table officers to approach the executive of the M.T.S. on the matter.³²⁰ By June the Society informed the M.E.A. that it had agreed to the M.E.A. request and had selected Mr. C. C. Wood as the prospective General Secretary. The Association was assured of the full cooperation of everyone at the M.T.S. office.³²¹ The

³¹⁹ Executive Minutes, Manitoba Educational Association, April 26, 1962, p. 2.

³²⁰ Executive Minutes, Manitoba Educational Association, April 25, 1962, p. 2.

³²¹ Letter from E. L. Arnett to E. Butterworth, June 4, 1962,

executive unanimously appointed Mr. Wood as General Secretary, effective September first, at a meeting on June 12.³²²

Mr. Wood served as General Secretary for the 1963 and 1964 conventions, and the meetings of the table officers of the M.T.S. and the M.E.A. were continued. The close liaison thus established should ensure that cooperation between the organizations will continue to the benefit of themselves and of education in Manitoba, and should greatly enhance the probability of reasonable solutions to future problems.

VI. OTHER ORGANIZATIONS

In the first twenty-five years of its history the M.E.A. frequently sent representatives to a variety of organizations in which it had an interest. For example, representatives were sent to the following organizations in the years indicated:

The Winnipeg Industrial Exhibition, 1912,

The Imperial Union of Teachers of the League of Empire,
1913,

The Social Service Council of Manitoba, 1917,

The National Conference on Moral Education, 1919,³²³

³²²Executive Minutes, Manitoba Educational Association, June 12, 1962, p. 2.

³²³Supra p. 41.

The Imperial Conference of Teachers' Associations,
1921, ³²⁴

The Manitoba Economic Conference, 1924, ³²⁵

The World Federation of Educational Associations, 1927, ³²⁶

In later years the M.T.S. dealt with such organizations more often than did the M.E.A.

The M.E.A. has, however, been associated with the Manitoba Education Week Committee since its inception in 1931, ³²⁷ and gave financial support to the Manitoba Educational Research Council during its one year of existence in 1945. ³²⁸

The M.E.A. also sent representatives to the Manitoba branch of the Canadian Conference on Education in 1959. ³²⁹
The executive became somewhat concerned about the possibility

³²⁴Executive Minutes, Manitoba Educational Association, Dec. 30, 1920, Minute Book "B", p. 405, and March 28, 1921, Minute Book "B", p. 415.

³²⁵Executive Minutes, Manitoba Educational Association, Dec. 28, 1923, Minute Book "B", p. 473.

³²⁶Old Cash Book, p. 45.

³²⁷Minutes of Manitoba Education Week General Committee Meeting, Sept. 16, 1932.

³²⁸Minutes of Annual Meeting, Manitoba Educational Association, April 5, 1956, p. 3; and Minutes of Annual Meeting, April 25, 1957, p. 3.

³²⁹Executive Minutes, Manitoba Educational Association, Dec. 30, 1958, p. 1.

that the projected Manitoba Conference on Education might infringe on the activities of the M.E.A.; and a special meeting of the executive was called on April 7, 1959, to consider the matter. After hearing the President outline some of the opinions expressed at the C.C.E. meetings, the executive decided that the M.E.A. could not agree to any suggestion that it give up its name, with all its traditions, to a new organization. It was decided that the M.E.A. should hold a watching brief on the developments and take no immediate action. The Association did not send a representative to the first Canadian Conference on Education, but did send one to the second Conference, held in Montreal in 1961. No meeting of the C.C.E. has been held since 1961 and the Manitoba branch is no longer active.³³⁰

The Manitoba Music Teachers' Association, later the Manitoba Registered Music Teachers' Association, a group of private instrumental and vocal teachers in Manitoba, was connected with the M.E.A. conventions from 1924 to 1957. This association sponsored meetings of its membership and open concerts at the convention. The M.R.M.T.A. paid no affiliation fee, as such, but did pay the M.E.A. membership fee for its executive of fifteen, and an additional grant of ten dollars as a contribution towards the rental

³³⁰Executive Minutes, Manitoba Educational Association, Nov. 4, 1961.

of the space used.³³¹

The relationship with the Manitoba Home and School Federation, the only "lay" organization directly associated with the M.E.A., has been somewhat different from that with the M.R.M.T.A. In 1949 this Federation first approached the M.E.A. by mail, sending two dollars as an affiliation fee. The executive informed the Federation that it could not accept this fee and suggested an arrangement similar to that in effect with the M.R.M.T.A.³³² Such an arrangement was never consummated, but the liaison between the two organizations was made permanent and secure in 1958 when the President of the Home and School Federation was made an ex officio member of the M.E.A. executive. In the same year the Federation wrote to the M.E.A. suggesting that the organization would like to participate in one of the major sectional meetings. The suggestion was referred to the General Elementary Section.³³³ The result was a panel discussion at the 1959 convention on "The Role of the Home and School Association in Education," with the President of the Provincial

³³¹Executive Minutes, Manitoba Educational Association, April 4, 1924, Minute Book "B", p. 475; and April 18, 1949, p. 5.

³³²Executive Minutes, Manitoba Educational Association, April 18, 1949, p. 5.

³³³Executive Minutes, Manitoba Educational Association, Nov. 1, 1958, p. 1.

Home and School Association as chairman.³³⁴ At the meeting of the old and new executives in 1961, the representative of the Home and School Association stated that the Association would like direct assistance from the M.E.A. in planning their workshop, which could not be held at the same time as the M.E.A. convention, but could possibly be integrated with a section already planned for the M.E.A. convention. The matter of the relationship of the Home and School Association, the Manitoba Teachers' Society and other similar organizations was to be discussed by a committee authorized at this same meeting.³³⁵ The President reported on the Home and School Association at the next meeting of the M.E.A. executive in November,

. . . that the executive had decided to invite the Association to the sessions at the Convention, but as they were not actually a professional body that they would not be invited to form a section of their own.³³⁶

There is, however, no reason why arrangements such as were made at the 1958 convention should not be repeated.

For many years the M.E.A. has assisted a wide variety of organizations such as the Red Cross and the Manitoba

³³⁴Program of the M.E.A. Convention of 1959, p. 19.

³³⁵Executive Minutes, Manitoba Educational Association, April 6, 1961, p. 3.

³³⁶Executive Minutes, Manitoba Educational Association, Nov. 4, 1961, p. 1.

Sanatorium Board, by providing space for exhibits during the conventions.³³⁷ One such organization, now well known in the province, the Manitoba Schools' Science Fair, made its beginning at the M.E.A. convention of 1959,³³⁸ the M.E.A. providing space at the Royal Alexandra Hotel and paying the thirty dollar deficit incurred by the Fair.³³⁹

In concluding this consideration of the relationship of the Manitoba Educational Association with other organizations, it is relevant to recall that the purpose of the Association, as stated in the constitution, includes the development of an active consideration of educational problems and the bringing together for this purpose of teachers, inspectors, administrators, and all citizens interested in education. The attainment of this objective requires that the Association be ready to assist and encourage any group, professional or otherwise, which has similar objectives. This the Association has done in many cases, assisting in the formation of the Trustees' organization, the Science Fair, and specialist groups. If it is to fulfill its high purpose, the Association must, however, be ready to examine its

³³⁷Supra p. 146.

³³⁸Program of the M.E.A. Convention of 1959, p. 17.

³³⁹Executive Minutes, Manitoba Educational Association, Oct. 31, 1959, p. 1.

achievements critically and to ask whether all that can be done is being done. In this spirit the Association might reconsider, for example, its relationship with the Home and School Federation, with the University of Manitoba, and with the general public. In such matters the Association cannot stand still. If it does not move forward it will find itself moving backward.

CHAPTER XIII

CONCLUSION

There has been a tendency on the part of some teachers to regard educational associations, such as the Manitoba Educational Association and the Ontario Educational Association, as anachronisms whose usefulness lies in the past and whose functions could be readily taken over, and performed more efficiently, by the teachers' professional societies. In his thesis on "The Development of Teachers' Organizations in Canada," G. J. Buck stated that the educational associations were beneficial to many, but that they had disappeared with the advent of the professional teachers' organizations because they had neglected the real problems of the profession. He referred to the O.E.A. and declared that it survived because it operates in a thickly populated area and holds its convention in Toronto, a large city. He was a little kinder to the M.E.A., ascribing its continued existence to the holding of its convention in Winnipeg, the devotion of a large part of its program to the real problems of the teachers, and its support by the Manitoba Teachers' Federation.³⁴⁰ If these were the only reasons for the continued

³⁴⁰ Geoffrey John Buck, "The Development of Teachers' Organizations in Canada" (unpublished Master's thesis, The University of Manitoba, Winnipeg, 1938), pp. 166-167.

existence of the Manitoba Educational Association surely it could never have survived, particularly after the Manitoba Teachers' Federation took over the problems of teacher welfare. The conclusions of H. V. Vidal, in "The History of The Manitoba Teachers' Society," are a reasonable extension of those of Buck. After discussing briefly the division of functions between the M.E.A. and the M.T.S., and the friendly relationship between the two organizations, Vidal suggested that it would be logical to combine the M.E.A. convention with the meetings of the M.T.S. Provincial Council. Since the M.E.A. and M.T.S. conventions had been held at the same time and in the same building since 1922, and since during most of that time a form of joint program was used, facts to which Vidal makes no reference, it can only be concluded that the combination of the conventions which he suggests would mean the complete absorption of the M.E.A. into the M.T.S.³⁴¹ If the M.E.A. is viewed simply as an organization of teachers who, with the assistance of others professionally interested in education, plan and conduct an inspirational teachers' convention, then Vidal's suggestion is a logical one. Such a view was held by some teachers within the M.E.A. at the time of the debate on the M.E.A.'s

³⁴¹Haraldur Victor Vidal, "The History of The Manitoba Teachers' Society" (unpublished Master's thesis, The University of Manitoba, Winnipeg, 1958), pp. 159-160.

future which began in 1957.³⁴² It is a conclusion of this study that such a view is based on a failure to recognize that among the organizations in Manitoba which are interested in education, the M.E.A. is unique and has been, and will continue to be, more competent to fulfill certain definite needs than any other organization in the province.

The unique qualities of the M.E.A. lie in its breadth of purpose and membership and in the infinite variety of its possible functions. The purposes of the Association encompass the consideration of any educational problem by gatherings of any citizens, professional or otherwise. The operation of the Association allows the deliberations on these matters to take place in large or small committees of virtually unrestricted membership, in specialized organizations such as the Science Teachers' Association, or at sectional or general meetings of the Annual Convention. The deliberations may be carried on throughout the year and reported on at the Annual Convention, or they may begin and end during a convention. The eligibility of individuals to participate in these activities is restricted only by the payment of the nominal membership fee, and the participation of other organizations is facilitated in several ways. While the Association is not a federation, it does permit the affiliation of outside

³⁴²Supra pp. 182 ff.

organizations, sometimes by ex officio representation on the executive, sometimes by the allotment of a sectional meeting at the convention. Since there are no constitutional restrictions on such affiliations, the Association can adapt its practices in such matters to meet the demands of the moment.

Although the Association has never been satisfied with its degree of success in attracting the general public into membership, it can be proud of its record in bringing together, in one association, a wide variety of individuals professionally involved in education. Other provincial organizations are more exclusive in their membership. The largest such organization, The Manitoba Teachers' Society, accepts into active membership only those with a teaching certificate who are employed as teachers in public schools, including supervisors and principals. It excludes from active membership retired teachers, superintendents and administrative personnel, officials of the Department of Education, inspectors, professors, and teachers in private schools. To such people, the M.E.A. is the only organization in which they can meet and work with all types of educators in the province, without any restriction imposed by their particular professional specialty. The existence of the M.E.A. would be justified if this were its only function.

The breadth of purpose of the M.E.A. was somewhat restricted with the formation of the Manitoba Teachers' Federation in 1919. The statement in the constitution of the purposes of the Association includes the advancement of the interests of the teaching profession. The organization of the Association was not designed to pursue this objective efficiently, and this fact no doubt contributed to the movement for an independent professional organization. Although the large membership of active teachers ensures that the Association will always sympathize and cooperate with efforts to safeguard and improve teacher welfare, the historical developments which followed the founding of the Manitoba Teachers' Federation have, in effect, erased the search for teacher welfare from the list of objectives. This development has, by allowing concentration on the remaining objectives, increased the efficiency of the Association, and perhaps also its objectivity. Now more than ever, the M.E.A. is uniquely suited to acting as the forum for all professional educators and lay personnel who wish to examine educational problems. In their professional society the teachers are deeply concerned with these problems and their solution, but only in the M.E.A. are they able to meet, on a basis of equal membership, with all others similarly concerned, whether professionals or not.

The advantages possessed by the M.E.A. in fostering the consideration and solution of educational problems are of value only if they are used effectively, and the effectiveness of use may be judged by the influence the Association has had on the development of education and educational bodies in Manitoba. As this study has shown, the Association has a remarkable record of achievements to show for its almost sixty years of existence. An early assessment of its influence was written in 1924 by S. E. Lang, then a retired inspector:

The older members of the Association are in a position to know something of the record of educational work of a constructive character which stand to its credit. Perhaps its greatest achievement has been the continuous success which has attended its efforts to stimulate and foster, both within and without the ranks of the teaching body, a living interest in public education. One notable instance of this is to be found in the history and work of the Manitoba Trustees' Association, which owes its existence to the Manitoba Educational Association in which it began its career as a section or division.

Everyone knows that our Association has done the state some service in its efforts to improve the elementary and high schools in their material equipment, in their courses of study, and in the quality and qualifications of the teachers. ³⁴³

The findings of this study have general corroborated Mr. Lang's assessment of the early accomplishments and have

³⁴³Letter from S. E. Lang to H. J. Russell, May 12, 1924 (in the "Honorary Life" file of the Manitoba Educational Association).

demonstrated that in the later period the Association influenced curriculum development more than any other organization except the Department of Education, fostered or influenced the development of such organizations as the subject specialist groups, The Manitoba Teachers' Society, and the Science Fair, produced tangible effect on provincial legislation and regulations, and provided immeasurable benefits to thousands of members through the annual convention, which has now achieved a high standard of excellence. The "continuous success" in stimulating and fostering "a living interest in public education," which is attributed to the Association by Mr. Lang in his above letter, may defy objective assessment, but the continuing success of the almost sixty conventions offers strong, if subjective, corroboration.

The vigorous independence of an educational association after almost sixty years is a sufficiently rare historical development to justify consideration of its causes. The history of educational associations which disappeared or were absorbed by the professional societies suggests three concomitants, if not causes, of the downfall of the associations. One such concomitant was strong intervention by the provincial department of education at the time of the formation of the teachers' professional society. In British Columbia, the Department of Education supported the amalgamation of the institutes into the "British Columbia Teachers' Federation."

In Alberta, the Department of Education strongly opposed the professional organization in its formative years from 1916 to 1921. In Saskatchewan, the Department of Education discontinued the practice of counting the four convention days as teaching days.³⁴⁴ In all three cases, the provincial teachers' association disappeared. A second concomitant was a feeling of rivalry and a lack of confidence between rural and urban teachers. The clearest example of this is found in the history of the Saskatchewan organization.³⁴⁵ The third concomitant was opposition on the part of the association to the new professional organization. Saskatchewan again supplies the best illustration. In 1915, when the first attempt was being made to form a professional organization, the provincial Association rejected a request by the fledgling society for a place at the Association's annual convention.³⁴⁶ In the history of the M.E.A. none of the three concomitants appeared. The Department of Education never completely withdrew its support of the M.E.A. nor did it actively campaign against the M.T.F. The M.E.A. has always attempted to ensure representation of all areas of the province on the executive and a rural versus urban teachers

³⁴⁴Supra pp. 14-17.

³⁴⁵Supra pp. 16-17.

³⁴⁶Supra p. 15.

controversy has never arise. As for the third concomitant, in the critical early years of the M.T.F.'s existence, a pattern of cooperation between the Federation and the Association was quickly established and the two conventions were closely connected after 1921.³⁴⁷ In subsequent years, although disagreements did arise, the communication between the two organizations was always maintained and the differences amicably settled.

The avoidance of the three concomitants of the failure of other associations would alone be insufficient to maintain the existence of the M.E.A. No organization is likely to last sixty years unless its existence has met a real need and met it adequately. The Association has met the need of the professional educators of Manitoba to gather for discussion of, and action on, the problems of education. Here lies its principal strength. It is this accomplishment which has fostered the swift and firm support of the Association whenever the value of its independent existence has been questioned. Without the M.E.A. an inspirational convention of the present type might quickly disappear. Even if the convention were continued under the sponsorship of the M.T.S., it would lose its unique character as a meeting place, on an equal footing, of all interested in education. The

³⁴⁷Supra p. 174.

professional educators who are excluded from the M.T.S. would be most affected, and it is not surprising that their faith in the M.E.A. has always been strong and their active cooperation always available. Most professional educators who are members of both organizations have also been very firm in the conviction that the independent existence of the Association should be maintained. Such support from so many sources would not be forthcoming if the Association did not truly perform a unique function and fulfill a definite need.

At times, however, the Association has seemed to lose sight of the breadth of this unique function. Following World War II there was an increasing concentration on the convention as the only important activity of the Association. The number of special committees was sharply reduced and the year-round work of the M.E.A., except for convention planning, dwindled almost to the vanishing point. The pendulum had swung so far that the view of the Association's executive as a mere teachers' convention committee was almost justified, and the proposals in the late 1950's for amalgamation with the M.T.S. were a logical sequel. Having rejected the proposals for amalgamation and re-affirmed its faith in its future, the Association undertook a re-examination of its purposes and functions. This re-examination produced improvements in the convention itself, particularly the increase in the number of visiting speakers, but was much less

successful in other fields. Little attention was given to the fact that concentration on the convention had reduced the functions of the Association to the narrowest range in its history. No special committees to study educational problems were formed after the submission to the MacFarlane Commission, and even this submission was initiated by a request from the Department of Education rather than from a resolution of a sectional or general meeting at the convention. The formation of special committees was made even less likely by the solution adopted for the thorny problem of what to do with sectional resolutions at the Annual Meeting. After 1960 the submission of such resolutions was not actively encouraged and it became the practice to send them on from the sections without the consideration or approval of the Annual Meeting. These developments may have been partly a result of the failure to make a historical study of the Association's past activities.

The emergence of the subject-specialist groups, with their year-round activity and carefully prepared resolutions, the expansion of the activities of the M.T.S. into the field of curriculum, and the close liaison established with the Society, may all combine to stimulate the rejuvenation of the latent functions of the Association. The rejuvenation must come soon, for the future will demand much.

If the present prognostications on the brave new world of automation are realized, education's lot will be one of constant change and of an expansion which staggers the imagination. The enforced re-orientation of education will make tremendous demands on the adaptability of the professional educators and will make the present comparative isolation of public school, university, technical and adult education impossible to maintain. Collaboration between professionals of all types and at all levels, and between the professionals and the laity, will be made mandatory by the very magnitude of the changes required. The Manitoba Educational Association is, by its original nature, an ideal vehicle for such collaboration and the challenge cannot be evaded.

Meeting the challenge will require the Association to re-examine its nature, objectives and functions, and to take action designed to ensure the full utilization of all its potentialities. The findings of this study suggest several possible courses of action. The need to stimulate collaboration of all professional and lay groups could be partially met by a revival of large, representative committees, such as the Articulation Committee, to study and make recommendations on major educational problems. Such committees, together with the fullest utilization of the subject-specialist groups, would re-establish the year-round activities that have been missing for so long. The question of the involve-

ment of lay groups, like the Home and School, might be re-examined in the light of the demands of the future. Renewed efforts could be made, possibly through large committees, to involve University personnel in the activities of the Association; and the possibility of holding the convention at the site of the University might again be explored. In the expansion of activity that might follow such action the Association must maintain its liaison with the M.T.S., ensuring the fullest possible utilization of the resources of both organizations and the fullest cooperation in their mutual objective of the improvement of education in Manitoba.

The excellence of the Association's Annual Convention, the support it receives from its membership, the dedicated service of its executive and its long experience in adapting to changing conditions all combine to equip it to meet the exigencies of the future. The coming years will not be static nor restful, but they promise an environment of dynamic change in which the opportunities for service by the Association will be almost unlimited. The opportunities must be seized.

BIBLIOGRAPHY

BIBLIOGRAPHY

A. PRIMARY SOURCES

1. Records of the Manitoba Educational Association

Annual Financial Statements of the Manitoba Educational Association, 1906-1964.

Cash Book of the Manitoba Educational Association, 1906-1947.

Cash Book of the Manitoba Educational Association, 1948-1964.

Correspondence files of the Manitoba Educational Association, 1920-1964.

Minutes of Nominations Committee of the Manitoba Educational Association, 1914-1952.

Minutes of Resolutions Committee of the Manitoba Educational Association, 1916-1949.

Minutes of Sectional Meetings at the Annual Conventions of the Manitoba Educational Association, 1932-1964.

Minutes of the Annual Meetings of the Manitoba Educational Association, 1906-1964. From 1906 to 1939 the Minutes of Annual Meetings were not preserved with the other minutes of the Association, but were published in the Western School Journal until 1938 and in the Report of the Annual Convention, 1939.

Minutes of the Executive Meetings of the Manitoba Educational Association, 1905-1964. Minute Book "C", containing the Executive Minutes from 1925 to 1938 has been lost, but the minutes of this period were regularly published in the Western School Journal.

2. Printed or Mimeographed Programs, Addresses, and Convention Reports

Addresses at the Annual Conventions of the Manitoba Educational Association, Convention Issues of the Western School Journal, 1907-1938.

Addresses at the Annual Conventions of the Manitoba Educational Association, Report of Annual Convention, Winnipeg: Manitoba Educational Association, 1939-1961.

Addresses at the Annual Conventions of the Manitoba Educational Association, Winnipeg: Manitoba Educational Association, 1962-1964. (Individually mimeographed.)

Campbell, A. C. "President's Address," Western School Journal, XII (May, 1917), p. 184.

Gordon, J. W. "President's Address," Western School Journal, XIV (June, 1919), p. 202.

Programs of the Manitoba Educational Association Conventions, 1906-1964. The printed program for 1908 is lost.

Report of the Annual Convention. Winnipeg: Manitoba Educational Association, 1939-1961. (Printed 1939-1959, mimeographed 1960 and 1961.)

3. Committee Reports, Briefs and Resolutions of the Manitoba Educational Association

"Brief of the Manitoba Educational Association Committee on Articulation of High School and University." Winnipeg: Manitoba Educational Association, 1944. (Mimeographed.)

"Brief of the Manitoba Educational Association to the Coordinating Committee on Teacher Recruitment of the Department of Education." Winnipeg: Manitoba Educational Association, December, 1953. (Mimeographed.)

"Brief of the Manitoba Educational Association to the Special Committee of the Legislature on V.D." Winnipeg: Manitoba Educational Association, December 13, 1945. (Mimeographed.)

"Brief of The Manitoba Teachers' Society and the Manitoba Educational Association to the Special Select Committee of the Legislative Assembly on Education." Winnipeg: The Manitoba Teachers' Society, Dec. 30, 1943. (Mimeographed.)

"Brief Presented to the Royal Commission on Education by the Manitoba Educational Association." Winnipeg: Manitoba Educational Association, November, 1957. (Mimeographed and bound.)

Cochrane, R. J. "Manitoba Educational Association, Presentation to the Government of Manitoba, May 2nd, 1942." (Typescript.)

"Interim Report of Committee on Programme for the Upper Elementary Grades." Western School Journal, XV (June, 1920), pp. 236-244.

"Interim Report of Special Committee on Character Building." April 16, 1936. MSS in "Character Education" file of Manitoba Educational Association.

Knapp, E. "Report of the Science Committee." Report submitted to R. Fletcher, Secretary to the Advisory Board, March 9, 1921. (Mimeographed.)

"Moving Pictures." Printed report of Special Committee on Moving Pictures. Winnipeg: Manitoba Educational Association, March 21, 1921.

Principles of Education Section, Manitoba Educational Association, resolutions to the Annual Meeting of April 21, 1938. (Mimeographed.)

Proposed Retirement Fund for Teachers. Winnipeg: Manitoba Educational Association. (One page printed circular, undated, but probably published in 1920.)

"Report on Causes of Juvenile Delinquency." Report of Special Committee on Juvenile Delinquency. Winnipeg: Manitoba Educational Association, April 20, 1933. (Mimeographed.)

"Report of Committee on Honorary Life Memberships." December, 1943. MSS in "Honorary Life" file of Manitoba Educational Association.

Smith, Sidney. "Report of Committee on Articulation of University and High School." Report of the 31st Annual Convention, Easter, 1939. Winnipeg: Manitoba Educational Association, 1939, pp. 27-30.

"Synopsis of Membership, Manitoba Educational Association, 1937." (MSS in "Finances" file of Manitoba Educational Association.)

4. Bills, Acts, and Reports of the Province of Manitoba

An Act to Establish a Teachers' Retirement Fund. Winnipeg: Province of Manitoba, 1925.

Order-in-council No. 995/45. Winnipeg: Province of Manitoba, 1945.

Report of Royal Commission on Status and Salaries of Teachers. Winnipeg: Province of Manitoba, 1919.

Report of the Department of Education. Winnipeg: Province of Manitoba, 1950 and 1951.

Report of the Special Select Committee of the Manitoba Legislative Assembly on Education. Winnipeg: Province of Manitoba, 1945.

5. Others

"Draft Report of the Matriculation Commission of the University Senate." Winnipeg: University of Manitoba, 1941. (Mimeographed.)

B. SECONDARY SOURCES

Buck, G. J. "The Development of Teachers' Organizations in Canada." Unpublished Master's thesis, The University of Manitoba, Winnipeg, 1938.

"Federation of Teachers' Associations." Western School Journal. XIV (February, 1919), p. 79.

McIntyre, W. A. "An Irreparable Loss." Editorial in Western School Journal, XXVIII (June, 1933). p. 200.

McIntyre, W. A. "Sixty Years of Education in Manitoba." Western School Journal, XXV (April, 1930). pp. 134-144.

McIntyre, W. A. "Teachers' Salaries." Western School Journal, XIV (May, 1919). p. 167.

Morgan, H. J. "David James Goggin." The Canadian Men and Women of the Time. Toronto: William Briggs, 1898. p. 388.

- Morton, W. L. Manitoba: A History. Toronto: University of Toronto Press, 1961.
- Munroe, David. "Professional Organizations in Canadian Education." Canadian Education Today. Joseph Katz editor. Toronto: McGraw-Hill Company of Canada Limited, 1956.
- Ontario Educational Association. In the Cause of Education: Centennial History of the Ontario Educational Association 1861-1960. Toronto: University of Toronto Press, 1960.
- Phillips, C. E. The Development of Education in Canada. Toronto: Gage and Company, 1957.
- Scott, W. J. "The Federation of Teachers' Associations of Manitoba." Western School Journal, XIV (March, 1919). pp. 116-117.
- The Bulletin. I (May, 1919), VI, (May, 1920), VIII (October, 1920), XVI (January, 1922) and XXIX (January, 1924). Winnipeg: The Manitoba Teachers' Federation.
- The Manitoba Teacher. VI (January, 1925) and XIII (June, 1932). Winnipeg: The Manitoba Teachers' Federation.
- Vidal, H. V. "The History of the Manitoba Teachers' Society." Unpublished Master's thesis, the University of Manitoba, Winnipeg, 1958.
- Western School Journal. IV (October and November, 1909), IX (January and May, 1914), X (November, 1915), XI (November, 1916), and XII (January, 1917) to XLIII (June, 1938).

APPENDIX A

THE 1906 CONSTITUTION OF THE
MANITOBA EDUCATIONAL ASSOCIATION

.....

Constitution and Bylaws
of
The Manitoba Educational Association

Article I.- Name

This Association shall be known as "the Manitoba Educational Association."

Article II.- Departments

The Association shall include such Departments as shall from time to time be authorized by the Executive Committee and recognized by the Association.

Article III.- Membership

Any person interested in the work of education shall be eligible for membership and may continue a member by the payment of annual fee of one dollar.

Article IV.- Membership [sic]

Sec. 1.

The Annual Meeting of the Association shall be held during Easter vacation, unless otherwise decided by the Executive Committee and twenty members shall constitute a quorum.

Sec. 2.

The Place of Meeting shall be as determined by the Association at its annual meeting.

Sec. 3.

Special Meetings of the Association may be held on the written request of at least ten members of the Executive Committee at such times and places as the President may determine.

Article V

Sec. 1.

The Officers of the Association shall be an Honorary President, President, two Vice-Presidents, Secretary, and a Treasurer, to be elected by Ballot at the annual meeting of the Association, the candidate for any office who receives the greatest number of votes to be declared elected.

Sec. 2.

The Executive Committee shall consist of the Officers and twenty other members to be elected by ballot at the annual meeting of the Association, the twenty candidates receiving the greatest number of votes to be declared elected.

Sec. 3. Duties of the President.

The President shall preside at all meetings of the Association and of the Executive Committee and shall perform such other duties as by custom devolve upon a presiding officer. He shall be ex-officio member of all committees. In the absence of the President, one of the Vice-Presidents shall preside and in the absence of all the Vice Presidents a pro tempore chairman shall be appointed on nomination, the Secretary putting the question.

Sec. 4. Duties of Secretary.

The Secretary shall keep a full and accurate record of the proceedings of the meetings of the Association and of all the meetings of the Executive Committee and shall conduct such correspondence as the Executive Committee may assign and shall have his records present at all meetings of the Association and Executive Committee.

Sec. 5. Duties of Treasurer.

The Treasurer shall receive and under the direction of the Executive Committee shall hold in safe keeping all moneys paid to the Association; he shall invest or expend the same only upon the order of the Executive Committee, and shall keep an exact account of all his receipts and expenditures with vouchers for the latter, a full statement of which he shall render to the Executive Committee, prior to each regular meeting of the Association. The Treasurer shall give such security for the faithful discharge of his duties as may be required by the Executive Committee.

Sec. 6. Duties of the Executive Committee.

The Executive Committee shall have power to fill all vacancies in their own body, they shall have in charge the

general interests of the Association and shall make all necessary arrangements for its meetings. The Executive Committee shall hold its regular meetings (a) Immediately after the adjournment of the annual meeting of the Association, (b) on the day preceding or the day of the opening of the Annual Meeting of the Association; (c) on the written request of five members of the Executive Committee or (d) whenever the President shall deem a meeting necessary. Five members shall constitute a quorum. The Executive Committee shall have the power to engage necessary assistants, to fix their salaries and the salaries of the officers and to incur any expense necessary in the management of the affairs of the Association.

Article VI.- Amendments and Bylaws.

This Constitution may be altered or amended and by-laws not inconsistent with this Constitution may be adopted at any annual meeting of the Association by a two-thirds vote of the members present; providing that written notice has been given at a previous session.

Bylaws

1. On the first day of each annual meeting the President shall appoint a Committee on Nominations and a Committee on Resolutions; members shall have the right to add to or amend the reports of these Committees when presented.
2. The bill for any expense sanctioned by the Executive Committee shall be paid by the Treasurer upon being certified by the President.
3. One Auditor shall be elected by the Association at its annual meeting for the purpose of auditing the accounts of the Association. This officer shall hold no other office in the Association during his term of office.
4. All members of the Association shall be entitled to vote, and each voter, if required to do so, shall exhibit his certificate of membership.

APPENDIX B

THE 1963 CONSTITUTION OF THE
MANITOBA EDUCATIONAL ASSOCIATION

.....

CONSTITUTION AND BY-LAWS
of the
MANITOBA EDUCATIONAL ASSOCIATION

Revised April 22, 1960

Article I.-Name.

This Association shall be known as "The Manitoba Educational Association."

Article II.-Purpose.

The purposes of the Association shall be to enrich the character, advance the interests, and improve the efficiency of the profession of teaching and the technique of administration; to develop an active consideration of educational problems; and to bring together for the discussions of these common problems, teachers, inspectors, administrators, and all citizens interested in education.

Article III.-Department or Section.

The Association shall include such Departments or Sections as shall from time to time be authorized by the Executive Committee and recognized by the Association.

Article IV.-Membership.

a) Regular Membership:

Any person connected with or interested in the work of education shall be eligible for membership in the Association, and may continue a member by the payment of an annual fee of Two Dollars.

b) Honorary Life Membership:

Regular members of the Association, who have rendered conspicuous service to the Association or to education in general, may be made Honorary Life Members of the Association upon retirement from active work in education in this Province.

Article V.-Meetings.

Section 1. Time of Annual Convention. The Annual Convention of the Association shall be held during the Easter

vacation, unless otherwise decided upon by the Executive Committee. Twenty members shall constitute a quorum of the Association at any such convention.

Section 2. Place of the Annual Convention shall be determined by the Executive not later than at the December meeting of said Executive.

Section 3. Special Meetings of the Association may be held in case of emergency by order of the Executive Committee at such times and places as the Executive may determine.

Article VI.-Officers of the Association.

Shall be:

1. a) Honorary President.
- b) The active officers: President, Immediate Past President, Vice-President, Secretary-Treasurer, and a Secretary, hereafter referred to as the "General Secretary."
- c) The Executive Committee shall consist of the President of the Inspector's Association, the President of the Manitoba Teachers' Society, the President of the Manitoba Home and School Parent Teachers' Federation, a representative of C.A.H.P.E.R. (Manitoba Branch), a representative of the Trustees' Association, the Chairman of the Secondary Section, the Chairman of the Elementary Section, and fourteen other members of the Association. The members shall hold office for two years and the term of membership for one-half of the committee shall expire each year.
- d) Five members shall constitute a quorum of the Executive Committee.

2. a) Qualifications: No person shall be eligible to hold office in the Association or in any Department or Section thereof who is not a member of the Association at the time of such election.

b) No member shall be ineligible to hold office on the Executive Committee by reason of his (or her) holding office at the same time in any section thereof.

Article VII.-Duties of Officers.

President: The President shall preside at all meetings of the whole Association, and of the Executive Committee, and shall perform such other duties as by custom devolve upon a presiding officer. He may resign from his office at any time during his term of office by written intimation to the General Secretary, and such resignation shall become effective only on its acceptance by the Executive Committee.

Vice-President: The Vice-President shall, in the absence of the President, preside at the meetings of the Association, and of the Executive Committee. Upon the death or accepted resignation of the President during his term of office, the Vice-President shall immediately succeed to and take over the duties of the presidency and shall hold such office until the close of the next annual meeting.

Secretary-Treasurer: The Secretary-Treasurer shall receive and, under the direction of the Executive Committee, shall hold in safe keeping all moneys paid to the Association; he shall invest or expend the same only upon the order of the Executive Committee, and shall keep an exact account of all his receipts and expenditures, with vouchers and statements of accounts for the latter, a full statement of which he shall render to the Executive Committee prior to each regular meeting of the Association. The Secretary-Treasurer shall give such security for the faithful discharge of his duties as may be required by the Executive Committee. He shall be an Annual Appointee of the Executive and shall perform such duties and shall be paid such salary as the Executive Committee may determine.

General Secretary: The General Secretary shall keep a full and correct record of the proceedings of the business meetings of the Executive Committee; shall conduct the correspondence in the ordinary course and as the Executive may determine; and shall have his records present at all business meetings of the Association and Executive Committee. He shall be an Annual Appointee of the Executive and shall perform such duties and shall be paid such salary as the Executive Committee may determine.

Auditor: One Auditor shall be appointed by the Executive Committee at its December meeting for the purpose of auditing the books and certifying the accounts of the Association. If a member of the Association, he shall hold no other office in the Association during his term as auditor.

Executive Committee: The Executive Committee shall have power to fill all vacancies in its own body; it shall have in charge the general interests of the Association and shall make all necessary arrangements for its meetings. The Executive Committee shall hold its regular meetings (a) immediately after the adjournment of the Annual Meeting of the Association, (b) during the Christmas vacation, (c) on the day preceding, or the day of opening the Annual Meeting of the Association, (d) on the written request of five members of the Executive Committee, or (e) whenever the

President shall deem a meeting necessary.

The Executive Committee shall have the power to engage necessary assistants, to fix their salaries and the salaries of the officers, and to incur any expense necessary in the management of the affairs of the Association. Five members shall constitute a quorum of the Executive.

Finance Committee: This Committee shall consist of the President, Past President, Sec.-Treasurer, General Secretary, and one other member of the Association, appointed by the Executive.

This Committee shall have direction over expenditures during the periods between Annual Conventions, and to this Committee, requests from sections or departments for monetary grants in excess of Five Dollars shall be submitted before such expense has been incurred.

Article VIII.-Election of Officers.

1. a) The Executive at its December meeting shall arrange for the appointment of the following Committees:

- (1) Committee on Nominations.
- (2) Committee on Resolutions.

2. a) The Committee on Nominations shall include three members of the Nominations Committee of the previous year. This Committee shall prepare the following list of officers and Executive Committee:

President
Vice-President
and

Fourteen other members of the Association.

It shall meet on the first day of the Annual Convention to carry out its duties.

b) The prepared list of officers and Executive Committee shall be posted in a conspicuous place at the Convention Assembly, not later than noon on Wednesday, or the second day of the Convention.

c) Other nominations signed by five (5) bona fide members of the Association will be received by the General Secretary up to Thursday noon, and be posted by him along with the above mentioned list.

d) In the event of more than one nomination for any office, the General Secretary shall prepare ballot papers and the ballot shall be taken at the business meeting of the Association, the officer elected shall have received a majority of the votes polled.

e) In the event of more than fourteen (14) nominations being received for the Executive Committee, the General Secretary shall prepare a printed ballot, and the ballot shall be taken at the business meeting of the Association. The fourteen (14) nominees receiving the highest number of votes shall be declared elected.

3. a) Committee on Resolutions: shall consist of at least one member of the Executive and five other members of the Association. It shall report at the business meeting of the Association a list of approved resolutions.

b) To this Committee shall be submitted all resolutions passed by any section. Resolutions may be modified and referred back to their respective sections for further consideration.

Nothing in this paragraph shall be construed as preventing any section from submitting its resolutions directly to the Department of Education should such procedure be desired by a majority of the members of said section. Such resolutions must be definitely stated as coming from a Section of the M.E.A. and not from the General Assembly of the Association.

Article IX.-Amendments to Constitution.

a) This Constitution may be altered or amended and by-laws not inconsistent with this Constitution may be adopted at any Annual Meeting of the Association by a two-thirds vote of members present, providing that written notice of such amendment has been given at a previous session.

Article X.-Dr. Alex McIntyre Memorial Trust Fund.

This fund sponsored and collected under the direction of the Manitoba Educational Association shall be governed by a Committee consisting of the Secretary-Treasurer and three other members appointed by the Executive Committee. The Secretary-Treasurer shall hold in safe keeping, by deposit in any approved chartered bank or such other place as the Executive may decide, the Bonds and all moneys of the Fund. He shall pay annually the award as provided by the Trust Fund, and shall include in his Annual Report to the Association, a financial statement of the Fund, as certified by the Auditor.

Article XI.-By-Laws and General Rules.

a) All the bills and accounts for any expense, sanctioned by the Executive Committee shall be paid by the Secretary-Treasurer upon being certified by the President.

b) The payment of such current accounts as are incidental to the carrying out of the work of the Association shall be made by the Secretary-Treasurer on receipt of a statement of account and voucher certified by General Secretary and President.

c) All bona fide members of the Association shall be entitled to vote, and each voter, if required to do so, shall exhibit his certificate of membership.

APPENDIX C

AMENDMENTS TO THE CONSTITUTION
OF THE
MANITOBA EDUCATIONAL ASSOCIATION
1963 AND 1964

.....

MOTION PASSED AT ANNUAL MEETING 1963

That the constitution of the Manitoba Educational Association be amended to provide that notice of motion to amend the constitution of the M.E.A. may be presented to the Executive prior to the opening of any annual convention for publication to the membership, and be circulated to the members in advance of the next annual meeting so that such notice of motion may be considered at the next annual business meeting of the Association.

MOTION PASSED AT ANNUAL MEETING 1964

That the clause in the constitution setting the fees be repealed, and the authority to set the fee be vested in the executive of the Manitoba Educational Association.

APPENDIX D

APPENDIX E

VISITING SPEAKERS
AT THE CONVENTIONS OF THE
MANITOBA EDUCATIONAL ASSOCIATION

.....

- 1907--Dr. G. Stanley Hall, President of Clark University.
- 1908--Dr. E. Charlton Black, Boston University.
- 1909--Dr. G. F. James, Dean of College of Education, University of Minnesota.
- 1910--President Murray, University of Saskatchewan.
- 1912--James L. Hughes, Superintendent of Schools, Toronto.
- 1913--Dr. Charles H. Judd, University of Chicago.
- 1914--Dr. Nathaniel Butler, University of Chicago.
- 1915--Professor J. A. Dale, McGill.
- 1917--Sir James Aikins, Lieutenant-Governor of Manitoba.
- 1918--Dr. Theo G. Soares, University of Chicago.
- 1919--Dr. J. T. M. Anderson, Regina.
- 1920--Miss Edna E. Lowe, Iowa.
- 1921--R. L. Cooley, Director of Continuation Schools, Milwaukee.
--Judge W. P. Archibald, Dominion Parole Office, Ottawa.
- 1922--Miss Theda Gildemeister, Winona Normal School, Minnesota.
--Lieutenant-Colonel William C. Mitchell, M.C., B.A., Toronto.
- 1923--J. C. Brown, President of the Teachers' College, St. Cloud, Minnesota.
- 1924--Sinclair Laird, M.A., B.Phil., Dean of School for Teachers, Macdonald College, Quebec.
--Dr. L. D. Coffman, President of the University of Minnesota.
- 1925--John Lewis Paton, Retiring High Master of Manchester Grammar School, England.

- 1926--Dr. Albert Mansbridge, Welwyn Garden City, England.
- 1927--Dr. George M. Weir, University of British Columbia.
- 1928--Arthur Rowntree, York, England.
- 1929--Ernest Raymond, author, Haywards Heath, Sussex.
--Dr. Willis A. Sutton, Superintendent of Public Schools, Georgia.
- 1930--Dr. H. F. Munro, Superintendent of Education, Halifax.
--Dr. Arni Palsson, National Librarian of Iceland.
- 1931--Professor J. F. Macdonald, Department of English, University of Toronto.
--Dr. Ludwig Mueller, Director of the Junior College High School for Girls of Wuppertal, Barmer, Rhineland.
- 1932--Dr. R. B. McElheran, Principal, Wycliffe College, University of Toronto.
- 1933--Lorne Pierce, LL.D., F.R.S.C., Docteur ès-Lettres de l'Université Laval, Toronto.
- 1934--Professor Arthur Collingwood, F.R.C.O., University of Saskatchewan.
--Professor R. A. Wilson, Ph.D., University of Saskatchewan.
- 1935--Sidney Smith, President, University of Manitoba. (First public meeting in the Civic Auditorium)
- 1936--Professor Fred Engelhardt, Ph.D., College of Education, University of Minnesota.
- 1937--A. E. Morgan, Principal, McGill University.
- 1938--Dr. R. C. Wallace, Principal, Queen's University.
- 1939--Dr. J. S. Thomson, President, University of Saskatchewan.
- 1941--B. K. Sandwell, Toronto.
- 1942--J. H. Wiggins, Managing Editor, St. Paul Despatch.
- 1943--Cyril James, Principal McGill University.
- 1944--Leonard W. Brockington K.C., LL.D.

- 1945--H. C. M. Clarke, M. A., Headmaster, Repton School,
England.
- 1946--Dr. J. S. Bonnell, Fifth Ave. Presbyterian Church,
New York City.
- 1947--Dr. R. C. Wallace, Principal, Queen's University.
--Dr. Dora V. Smith, Professor of Education, University
of Minnesota.
- 1948--Lester B. Pearson, Under-Secretary of State for External
Affairs. (Mr. Pearson was unable to appear and was
replaced by J. L. Ilsley.)
--Max Freedman, Free Press Correspondent, Ottawa.
- 1949--Right-Hon. Louis St. Laurent, Prime Minister of Canada.
--Dr. Elroy Schroeder, Superintendent of Schools, Grand
Forks, North Dakota.
- 1950--Dr. Leonard W. Brockington, K.C., Rector, Queen's
University.
--H. C. Dent, Editor, Times Educational Supplement.
--Dennis William, Vice-President, Encyclopaedia Britan-
ica Films, Chicago.
- 1951--Alfred C. Hall, Deputy Director of the United Kingdom
Information Office, Ottawa.
--Milton Ezra La Zerte, M.A., B.Ed., Ph.D., F.R.S.A.
- 1952--Dr. J. G. Althouse, Chief Director of Education for
Ontario.
--Dr. M. Adeline Olson, Assistant-Professor, Business
Education Department, University of North Dakota.
- 1953--Hon. Lester B. Pearson, Secretary of State for External
Affairs.
--Dr. August C. Krey, Chairman of the Department of
History, University of Minnesota.
- 1954--Dr. Norman Mackenzie, President, University of British
Columbia.
--Dr. Hilda Neatby, Professor of History, University of
Saskatchewan.
- 1955--Dr. Hugh L. Keenleyside, Head of United Nations Tech-
nical Assistance Administration.
--Dr. Robert H. Beck, Professor of History and Philosophy
of Education, University of Minnesota.

- 1956--James Stuart Duncan, C.M.G., President, Massey-Harris Company.
 --Dr. Morley Preston Toombs, Professor of Education, University of Saskatchewan.
- 1957--Dr. R. O. MacFarlane, Director of the School of Administration, Carleton College, Ottawa.
 --Dr. Paul F. Brandwein, Senior Editor, Harcourt, Brace and Company, Publishers.
 --Dr. John L. Rowe, University of North Dakota.
- 1958--Don Henshaw, Senior Executive of the MacLaren Advertising Company, Ltd. (Last public meeting in the Civic Auditorium.)
 --Dr. W. G. Hardy, Professor, University of Alberta.
- 1959--Lieutenant-Colonel Kurt R. Swinton, Vice-President and Managing Director, Encyclopaedia Britannica of Canada, Limited.
 --Dr. Hilda Neatby, Professor of History, University of Saskatchewan.
 --Irene E. McDermot, Director of Home Economics Education, Pittsburg Public Schools.
- 1960--Sir John Wolfenden, C.B.E., Vice-Chancellor of Reading.
 --Dr. Guy L. Bond, Chairman of Elementary Education, University of Minnesota.
 --Dr. B. C. Diltz, Dean of the Ontario College of Education.
 --Miss Isabelle Elliott, Supervisor of Home Economics, Vancouver School Board.
 --Dr. Marion E. Jenkinson, Faculty of Education, University of Alberta.
 --Arthur Lismer LL.D., R.C.A. (Dr. Lismer was unable to attend, due to ill health, and was replaced by Elizabeth Harrison, Supervisor of Art, Kingston Public Schools.)
 --Dr. Anne McKillop, Teachers' College, Columbia University.
 --Mrs. Dora Reese, Associate Professor, Easter Montana College of Education.
 --Dr. Helen M. Robinson, Associate Professor, Department of Education, University of Chicago.
- 1961--K. L. Fawdry, Head of School Broadcasting, Television, British Broadcasting Corporation.
 --Dr. Milton J. Gold, Associate Professor, Department of Education, Hunter College, New York.
 --Professor H. L. Bratnober, Director of the Language Laboratory and Assistant Professor of French, Macalester

- College, St. Paul, Minnesota.
- Dr. Benoit Brouillette, Professor of Regional and Economic Geography, Faculty of Commerce, University of Montreal.
 - William L. Darnell, Editor-in-Chief, McGraw-Hill Company of Canada.
 - Dr. George E. Flower, Professor of Education, Ontario College of Education.
 - Miss Doreen Hall, Instructor in the Carl Orff method, Royal Conservatory, Toronto.
 - Dr. Frank MacKinnon, Principal, Prince of Wales College, Charlottetown.
 - Dr. Josephine A. Piekarz, Assistant Professor of Educational Psychology, New York University.
 - Dr. M. L. Van Vliet, Director of the School of Physical Education, University of Alberta.
 - Professor Letitia Walsh, Head of the Home Economics Education Department, University of Illinois.
- 1962--Dr. Robert E. Barry, Director of Pupil Personnel Services, Santa Barbara City Schools.
- Dr. Jean-Marie Joly, Director of the Department of Education, School of Pedagogy and Guidance, Laval University.
 - Nathaniel A. Beach, Executive Secretary, Ontario Federation of School Athletic Associations.
 - Dr. Max Beberman, Professor of Education, University of Illinois.
 - Dr. Theodore Clymer, Professor, University of Minnesota.
 - Arnold Edinborough, Editor of Saturday Night, Toronto.
 - Dr. Robert H. Johnson, Superintendent of Schools, Palo Alto, California.
 - Dr. P. M. Juul, Exchange Professor, Winona State College, Minnesota.
 - William H. Moore, A.R.C.T., L.T.C.L., F.T.C.L., B.A., Director of Oral English, Hamilton Public Schools.
 - Dr. Frederick Rainsberry, National Supervisor of School Broadcasts, Canadian Broadcasting Corporation.
 - Dr. Arthur W. Reeves, Chairman of the Division of Educational Administration, University of Alberta.
 - Dr. Edith Rowles, Associate Professor, College of Home Economics, University of Saskatchewan.
 - Dr. Merton Utgaard, Director of the International Music Camp, International Peace Garden, Manitoba and North Dakota border.
- 1963--Claude Carton, B.A., Principal, Current River School, Port Arthur Ontario.

- Erwin Ziolkowski, Head of Science Department, Sheldon Williams Collegiate, Regina Saskatchewan.
 - Ross Munro, Vice-President and Publisher, The Winnipeg Tribune.
 - Dr. Rageswari Rajaratnam, Director of Test Construction, Mathematics Section, Minnesota National Laboratory.
 - Mrs. Bertha Pharis, Chairman, Home Economics Department, Milliken University, Decatur, Illinois.
 - W. A. C. McMaster, B.A., B.Ped., Managing Director of Scholastic TAB Publications.
 - Murray Adaskin, Head of the Department of Music, University of Saskatchewan.
 - Dr. W. H. Worth, Chairman of the Division of Elementary Education, University of Alberta.
 - Dr. Brock Chisholm, Past-President (1958) of the World Federation for Mental Health.
 - Dr. John L. Rowe, Chairman, Department of Business Education, University of North Dakota.
 - Richard S. Dabney, Director of Special Education, Missouri State Department of Education.
 - Douglas Fisher, B.A., B.L.Sc., M.P.
 - Miss Germain L'Abbe, Professor, Faculty of Education, University of Alberta.
- 1964--Dr. P. F. Bargaen, Superintendent Designate, Edmonton Public School District.
- Dr. F. Enns, Associate Professor, Department of Educational Administration, University of Alberta.
 - Miss Marjory Farrel, B.S., M.A., Director of Special Education, Kansas City School Division, Kansas City, Missouri.
 - W. Harmon Wilson, Executive Vice-President, South-Western Publishing Company, Cincinnati, Ohio.
 - Dr. Max Kaplan, Academic Dean, Bennett College, Millbrook, New York.
 - Dr. Carl H. Gross, Chairman, Department of Secondary Education and Curriculum, Michigan State University.
 - Dr. A. F. Deverell, University of Saskatchewan.
 - Floyd H. Nordland, B.A., M.S., B.S.C.S., consultant for the State of Minnesota.
 - Father John C. Egsgard, B.A., M.A., St. Michael's College School, Toronto.
 - Dr. Roy A. Kress, Professor of Psychology and Director, The Reading Clinic, Temple University, Philadelphia.
 - Allan Bready, News and Editorial Director, CJOB, Winnipeg.

APPENDIX F

<u>Convention Year</u>	<u>President</u>	<u>Secretary</u>
1940-41	A. H. Hoole	C. S. Gow
1941-42	Miss E. Boyce	L. J. Crocker
1942-43	E. D. Parker	L. J. Crocker
1943-44	O. V. Jewitt	L. J. Crocker
1944-45	Miss Ethel Kinley	L. J. Crocker
1945-46	H. C. Ray	L. J. Crocker
1946-47	H. H. Saunderson	L. E. Walker
1947-48	C. K. Rogers	L. E. Walker
1948-49	Robert Jarman	L. E. Walker
1949-50	T. A. Neelin	W. L. Dyker
1950-51	Miss M. Conway	W. L. Dyker
1951-52	H. McIntosh	W. L. Dyker
1952-53	C. N. Halstead	W. L. Dyker
1953-54	H. Connolly	W. L. Dyker
1954-55	E. H. Morgan	W. L. McFarland
1955-56	A. Moore	W. L. McFarland
1956-57	Bro. J. H. Bruns	W. L. McFarland
1957-58	W. M. Hugill	W. L. McFarland
1958-59	Mrs. L. MacQuarrie	W. L. McFarland
1959-60	L. E. Walker	E. Butterworth
1960-61	R. R. Robertson	E. Butterworth
1961-62	R. T. F. Thompson	E. Butterworth
1962-63	Miss Elsie Gauer	C. C. Wood
1963-64	J. M. Brown	C. C. Wood