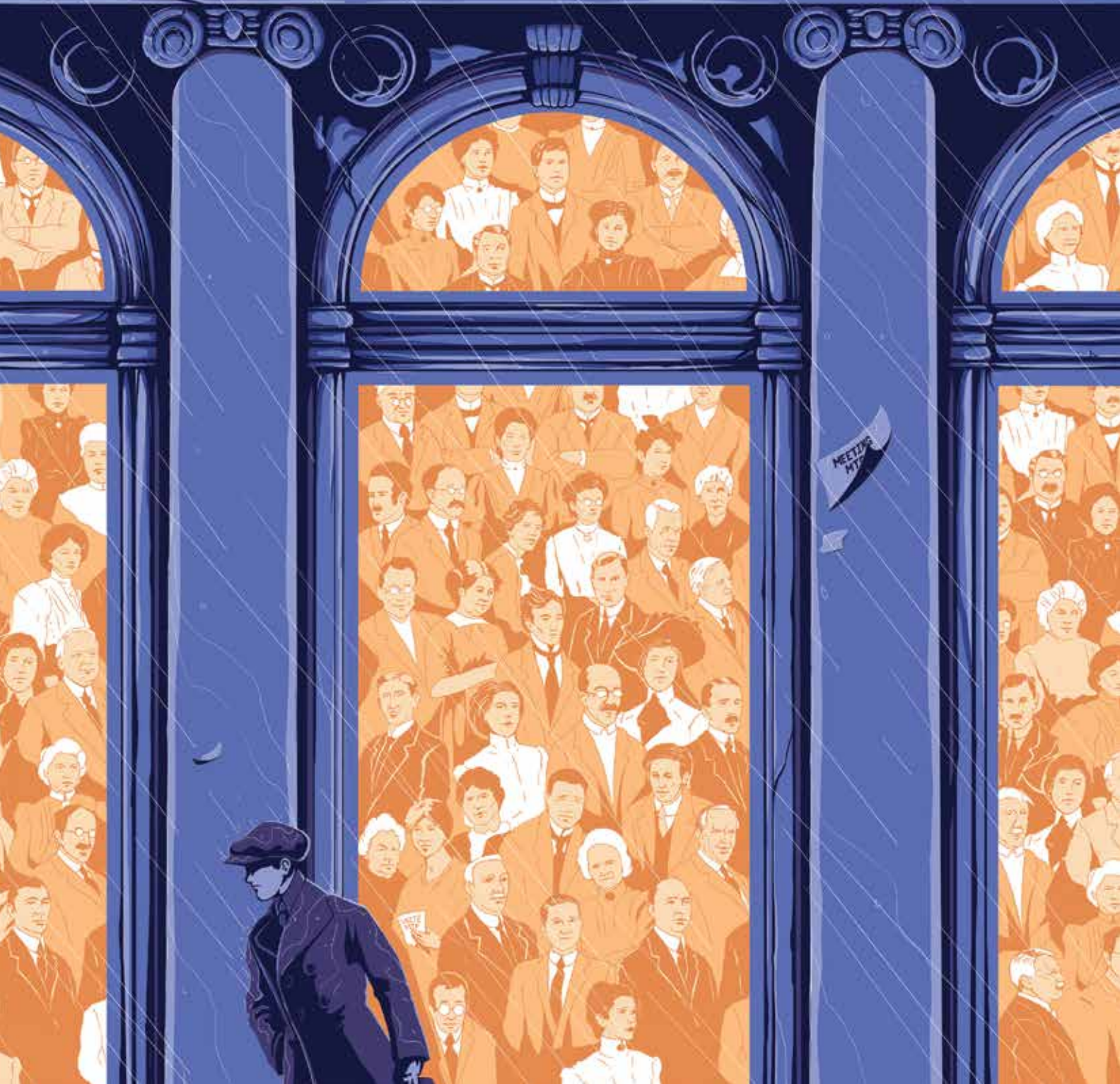


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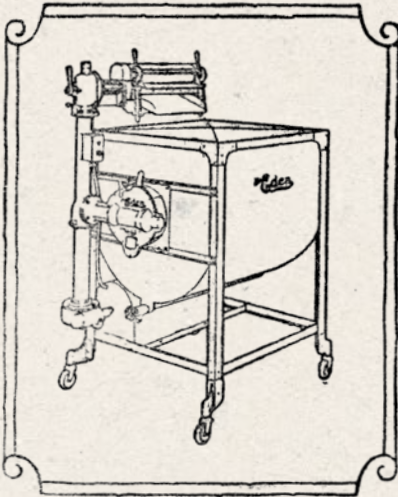
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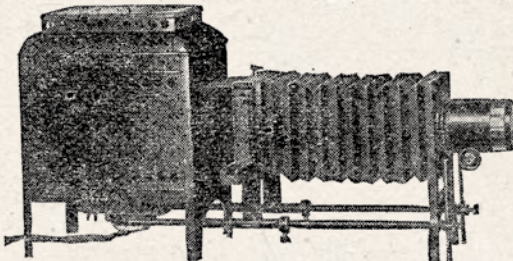
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ON THE COVER

The first meeting of the Manitoba Teachers' Federation began at 7:30 pm on April 22, 1919. Over 1,000 men and women, many from outside Winnipeg, packed the concert hall of the Industrial Bureau (Main and Water). To ensure only teachers were admitted, all were required to show a receipt from having attended the Manitoba Educational Association Easter convention. Later one reporter from each newspaper was also allowed inside.

It was said, "With great enthusiasm but much good humor they went over the constitution, clause by clause, scrutinizing every phrase." Shortly after midnight, they elected the first executive.

Cover illustration by Matt Kebler



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Collective bargaining
Heros: Brandon teachers fired for refusing pay cuts



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The road to talented teachers
Quality education for students begins with quality training for teachers



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Key women in MTS history
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Technology in the classroom
With each generation, a revolution



FROM THE **PRESIDENT**

H.W. HUNTLY

Less than a year ago a few teachers, while reading examination papers in Winnipeg, talked over the advisability of forming a teachers' federation.

Little did they think that the time was so opportune, as the increasing number of local organizations seem to show. Today in Winnipeg alone eighty-five per cent of the six hundred and sixty teachers are in one large organization, while in some rural centres this percentage is exceeded.

Some are inclined to look at this movement with a certain amount of apprehension, realizing that, what is capable of the highest good is also capable of the greatest evil. To such I would like to say that an organized body of workers well educated should occasion no anxiety.

The motives of those entering are of the very highest. They feel that in the past teachers have gone on with their work quietly, sacrificing without complaint, with a high sense of duty. Now, the war is over and the period of reconstruction is here, and as they examine the condition of their profession teachers find it to be in a chaotic state.

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

But some may say that all this has been attempted in the past. My reply to these is, have they succeeded? If not, let us try it from another angle.

The people of Manitoba seem to realize the importance of education. They frankly confess that if we are to escape the extremes of Russia, Austria and other illiterate countries it is only through a thorough system of education.

They are willing to meet us, hence the fault must lie with ourselves. Let us then move cautiously and carefully, but with a firm determination to improve conditions, and success will attend our efforts.

In conclusion I may say that this is not the work for a few. Every teacher should be in this organization and should try to do his or her part. Little petty grievances should be cast to one side, for in unity there is strength.

- H.W. HUNTLY, May, 1919



**The
Manitoba
Teachers'
Society**

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INSIDE MTS

MUCH HARD WORK AHEAD TO REALIZE OUR HOPES

E.K. MARSHALL, GENERAL SECRETARY

The Federation is the result of a movement which originated with the teachers who were examining at the Departmental Examinations last July.

For some time it had been felt that a more definite, energetic and united effort among teachers was needed in order to improve the status of the profession. To deal with this matter a committee consisting of W. E. Marsh, Belmont; J. M. Nason, Deloraine; E. K. Marshall, Portage la Prairie; W. J. G. Scott, Roland; and H. W. Huntly, Winnipeg, was appointed.

This committee immediately set to work, gathered material, studied the problem from every standpoint and embodied their judgment in a constitution for a Federation of Teachers' Associations. This was revised in January after further research and consultation with many teachers, and was finally submitted to some four or five hundred members at a meeting held on the evening of April 22nd in Winnipeg.

On this occasion the matter was thoroughly threshed out and a final

draft adopted at that meeting. The Constitution is being printed separately; copies will be forwarded to members shortly.

Procedure Suggested

It is highly important that local associations be formed at once. Teachers who wish to organize should communicate with the Executive and every assistance in their power will be given.

In case no local association can be formed teachers are urged to join by becoming "unattached members". Forms and other literature may be obtained from either the president or secretary.

The Registration Fee of one dollar and annual assessment of two dollars should be forwarded to the secretary.

Progress Reported

Before the meeting on April 22nd there were about 200 members, at the close of the convention on April 24th there were 600. There are now over 700 members, 10 local associations already formed and affiliated, and many in process of formation.

Encouraging News

Words of encouragement are heard on every hand. Nothing succeeds like success. Before the July meeting of Executive we hope to have a strong, progressive campaign in full swing.

We sound this note of warning: Much hard work is ahead of us in order to assure the teachers of a successful issue of their plans and a realization of their hopes. The Executive is pledged not to spare itself, and it appeals to the rank and file of the profession for hearty support and steady co-operation. The poet has well sung.

There is a tide in the affairs of men

Which taken at the flood leads on to fortune;

Omitted, all the voyage of their life

Is bound in shallows and in miseries.

On such a full sea are we now afloat.

And we must take the current when it serves,

Or lose our ventures.

- E.K. MARSHALL, May, 1919

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H. W. Huntly,
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J.M. Nason,
Secretary



W. E. Marsh,
Treasurer

Where it All Began

It was April, 1919. The Great War had ended just five months previously. The Manitoba Liberal minority government of Tobias Norris was hanging on with support of the progressive United Farmers of Manitoba. In two months, the first transatlantic flight would leave Newfoundland. In a month a general strike would paralyze Winnipeg.

Amid the unfolding of history, a group of teachers were working to bring a long-held vision to reality. They envisioned an organization of teachers that would protect its members and bring order to what they saw as the “chaotic state” of education.

At the time teachers were hired and taught and were fired at the whim of school division officials spread out in the more than 2,000 districts across the province. If a single female teacher got married, they were fired. Many had to live where they were told. Some taught with the most threadbare qualifications. Barbers earned more than teachers.

Almost a year earlier, on a hot June day in 1918, W.E. Marsh, a Belmont teacher, gathered 17 of his colleagues together in the basement gymnasium of the old Normal School on Winnipeg’s William Avenue to discuss forming a teachers’ organization.

Marsh and his fellow teachers met over lunch hour to pool their resources and lay the foundation for what was to become the



In 1919, a group of Manitoba teachers embarked on a mission that would forever revolutionize education in the province. The formation of The Manitoba Teachers’ Federation came at a time when barbers earned more than teachers and teachers weren’t expected to reach a minimum level of training.

Manitoba Teachers’ Federation (MTF).

They recognized that teachers’ wages, along with those of other workers, were paltry. They also knew they were sowing the seeds for something bigger than themselves.

The following year, on April 22, 1919— at 7:30 p.m. to be precise—hundreds of Manitoba’s teachers poured into the concert hall of the Industrial Bureau at Main and Water Streets to organize themselves at their first general meeting.

The first officers of the organization included men and women from across the province, from Winnipeg to Teulon to Brandon and Souris.

The *Bulletin*, the forerunner to *The Manitoba Teacher*, reported that a constitution had been drafted and accepted at the meeting.

“Before the meeting on April 22, there were about 200 members. At the close of the convention on April 24, there were 600. There are now over 700 members, 10 local associations already formed and affiliated and many in the process of formation.”

One of the first efforts was to encourage teachers to form local associations. A one-time registration fee of \$1 was set along with a yearly fee of \$2 for members. Locals were allowed to add “a small fee for its own expenses, such as postage, stationery, etc.”

“We have our Federation, but all have not yet joined up ... and as our success depends



The Industrial Bureau Exposition Building was the site of the first meeting of The MTF and later headquarters of the Citizens Committee of 1000 during the 1919 Winnipeg General Strike.

Source: Archives of Manitoba, Foote Collection 1688, N2754

largely on our numbers, we appeal to you to 'sign up'. In this spirit of mutual trust, fired with the idea of exercising the most potent influence for good in the community, let us accept the challenge."

The following issue of the Bulletin in September emphasized the need for teachers to organize locals, setting out a goal of having the complete province organized in that school year.

"We are confident that the claims and objects of the Federation have only to be placed before the teachers in order to enlist their hearty co-operation and support," the MTF executive wrote.

"The most desirable size for the local is still a matter of debate. Probably only experience will show whether a local of seven, 70 or 700 teachers is most desirable. The present constitution calls for at least 10."

The formation of what would become The Manitoba Teachers' Society, while attracting widespread praise, also had its critics.

Federation secretary, J. M. Nason, acknowledged criticism in a Bulletin article.

"To the charge that we are Bolsheviks we wish to be perfectly understood that members of the executive are deeply in earnest and in the profession for its own sake," he wrote. "If they can prepare the boys and girls of the present generation to go out into the world and fill their places as good citizens in the truest sense of the word they ask no higher reward, if only they can be assured of a proper living wage and working conditions which will not leave them physical wrecks after a few

years of service."

It wouldn't be long before the Federation came face-to-face with its harshest critics. In 1922 nearly 80 of Brandon's public school teachers were fired for rejecting a 25 per cent salary cut.

As J. C. Wherrett, one of those teachers, noted: "We felt that by taking a stand we had perhaps saved others from such an ordeal." The Federation's lobbying didn't recover the jobs, but the MTF did come to the members' financial aid.

Slashed teachers' salaries and indiscriminate firings followed during the Depression. Membership in the MTF fell dramatically during this period as teachers left the profession. However, in 1934, the MTF secured a new teachers' contract which better protected members.

Up to and during World War II, the MTF lobbied for larger school divisions to improve efficiency. In 1942, the MTF became The Manitoba Teachers' Society (MTS) in recognition of its responsibility for teachers' professionalism and ethical conduct.

The struggles, big and small, continued through the decades with gains from a set school day to parental leave and equal pay for men and women.

As the Society turned 100, other issues had supplanted those of history. But the work and the vision continues.

As was written when the organization was first formed:

"For let it be remembered that what this Federation is trying to do, is to build out of the conditions of things as they are what they should be."

The formation of the Manitoba Teachers' Federation drew wide comments from the media of the day after the first issue of the Bulletin was sent to newspapers.

Belmont News:

"The lawyer, the doctor and the dentist set their price, while the teacher, like the preacher, feels like saying: 'How long, oh, Lord?' How long – when he is forced to or invited to bid against his fellow for the lowest salary."

Neepawa Press:

"Let the teachers think some for themselves. They are educated too much along the lines of capitalism, which has no sympathy."

Winnipeg Tribune:

"It may sound paradoxical, but the pay of teachers is one service in which we can afford extravagance. The more the pay the more brains will be retained and recruited into the profession. The more the pay, the more the teacher can afford upon his or her training as a teacher. Let us make education our national extravagance. It is the one place where extravagance will be an investment."

Winnipeg Telegram:

"Praise cannot, however, be extended to the remuneration given to those who in no small degree, form the national mind, or at least, deal with it when it is at its most plastic stage, and it is to be hoped that this stigma will soon be removed and salaries given to teachers in more accord with the national importance of their work."

Canadian Finance:

"Good service deserves good pay. We need our teachers to possess the ability to enable them to instil our children with true Canadianism. The fate of the future generation depends materially upon the calibre of teachers today. It is a good investment to provide proper remuneration for the teaching profession."

THE QUEST FOR STATUS

Few topics in the history of The MTS are as vital to understanding the evolution of the organization as the quest for recognition of professional status for teachers.

It was a pursuit that burned with a passion but got colder and colder through the decades, to a point the flame flickered and died as it became clear that the vision of teachers was not the same as successive governments.

The recognition as opposed to establishment of professional status is an important distinction. Despite low pay, the majority of teachers had, from the very start, considered themselves to be part of a vital and esteemed profession.

While some teachers feared they would lose credibility in asking for higher pay, it wasn't lost on the founders of the Manitoba Teachers' Federation that although the general public, school boards and politicians often spoke of the dedication and nobility of teaching, real respect evaporated with the harsh realities of economics. They were convinced that an equal balance of higher standards and higher pay was needed for progress.

What teachers sought from government was to stop the lip service and accord them not only a living wage, but the power to influence decisions affecting public education on the whole. The MTF envisioned a professional body modeled on the same principles governing the medical and legal professions, but somehow teaching wouldn't fit the mold.

In addressing the AGM of 1924, the visiting general secretary of the British Columbia Teachers' Federation said:

"We have in our system many teachers whose academic qualifications and length of university training exceed the requirements

for either law or medicine, but on the other hand we have a large number who fall very far short in comparison, and the general public conception is based on the larger number. ... A further complication, which is often overlooked, lies in the fact that, whereas members of most other professions set up as individual practitioners, teachers are almost all employed by various educational bodies, and, what is of vital importance, by public bodies, who pay teachers' salaries from public funds.

What teachers sought from government was to stop the lip service and accord them not only a living wage, but the power to influence decisions affecting public education on the whole.

"These factors make it impossible to take ... any other profession as the model upon which to build, when we are considering teaching as a profession. It would seem to be the wiser course to adapt the essential features which determine a profession, to the peculiar circumstances and needs of teaching."

The MTF had already identified some of these key points and started work on many, including the first incarnations of a code of ethics, pursuing a seat at the table in matters of education policy, and establishing sub-committees to raise the standards required for both entrance to normal school and

graduation from a more robust program of study and beyond.

Progress was coming but the depression made it difficult for leaders to focus on much else than helping members keep body and soul together. Twice in the late '30s the Legislative Committee met with defeat in presenting professional bills. They tried again in 1940 with The Teacher Profession Act and were defeated yet again.

In 1942, some progress was made as outlined in a report of the MTS Legislative Committee.

"The passing of The Manitoba Teachers' Society Act set forth and assented to March 31st, 1942, marked a turning point in the affairs of Manitoba teachers. It marks the culmination of years of patient struggle for professional status; it now brings teachers in line with other recognized professional groups. True, the present Act does not embody all that we had envisioned but even its severest critics will admit that its passing marks a distinct achievement."

The biggest shortfall of the Act, as they were to see over the next three decades, lay in the power of certification by the Department of Education and Minister of Education who ultimately decided who could teach in Manitoba.

Allowing hundreds of permit teachers into schools during the Second World War, when much of the work force was diverted to the war effort, didn't seem unreasonable. But the practice continued throughout the 1960's, even after the Faculty of Education was established at the University of Manitoba and the era of Normal Schools came to an end.

The "emergency" 12-week summer course

House Accords Teachers Right To Organize

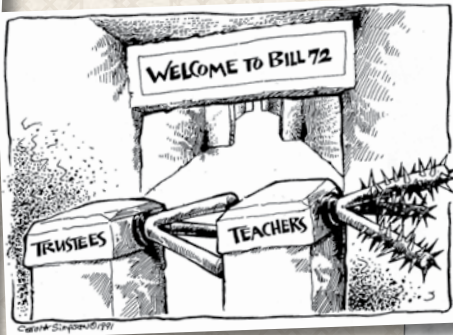
THE right of teachers to organize the teaching profession in Manitoba was approved by the Legislature Friday as it passed second reading of a bill to incorporate the Manitoba Teachers' Society Act.

The bill was introduced by Hon. van Schultz, minister of education. After years of negotiation with teachers and trustees, he said, the profession would be accorded a recognized status similar to that given law, medicine, pharmacy and dentistry.

The Winnipeg Evening Tribune
1942



The Manitoba Teacher
1971



The Manitoba Teacher
1991



The Manitoba Teacher
1992

instituted by the Department of Education in 1957 was finally discontinued in 1971. The push-back on para-professionals would continue even longer.

The extent to which executive discussions focused on the need to pursue a professional bill in the 1960s are unclear for lack of records pointing to a proposal to government. In Chalk, Sweat and Cheers J. W. Chafe noted in reference to The Society's increased focus on curriculum and professional development opportunities:

"...Nor can we wait to embark on the program until we win professional status... there is not the remotest chance of securing it at this time – that is, by legislative means. But we can achieve it by doing those things which are the essence of professionalism, and to such a degree that the public may decide to assist us further in our work by legislative enactment."

In 1973 an Ad Hoc Professional Bill committee was established yet again and after seven years, endless debate and ten drafts, a delegation met with Minister of Education Keith Cosens on April 22, 1980 to present this latest proposal. By that time wage and price controls and declining enrollment were on the horizon and the need to actively pursue the proposal became an issue of priorities and divisiveness. Some argued the timing was perfect since granting professional status and due process cost the government nothing financially. Others like Assistant GS, Asper, made the case that with cuts to education funding, "What good does a professional bill do if a thousand teachers are laid off?"

It wasn't until 1989 that the provincial executive named a task force to re-visit the topic.

The 1992 annual brief to the Minister of

Education reiterated:

"As indicated in 1991, increased responsibility is not synonymous with empowerment. The Society advocates policies which delegate to teachers the right to make decisions affecting the delivery of their service as well as establishing some control over their professional lives.

"The complexity of today's classroom with the number of individual students requiring support from other agencies has resulted in outside professionals giving,

**Given the opportunity,
government will disregard
teachers' professional
bodies. The pursuit of
status means something
much different now than in
the beginning.**

not support and assistance to teachers, but rather additional persons telling them what they must do. Parallel to the requirement to re-establish teacher classroom autonomy and professional decision-making is the Society's continuing effort to have enacted its proposed Professional Bill."

Sadly, the only bills in the '90s making headlines in The Manitoba Teacher were Bill 22 and Bill 72. As in the past, cuts to education redirected resources but the Society wasn't about to let it go altogether. Quite the opposite. The MTS revamped the proposal and this time didn't shy away

from addressing the biggest issue between the Society and the Minister of Education. It wasn't about qualifications. Not ethics. Not even professional development. It came down to a power struggle that was reflected, not too subtly, in the title of the document.

In 1997 the annual brief to Premier Gary Filmon and Education Minister Linda McIntosh, included a proposal for Professional Self-Governance which would result in the formation of a College of Teachers of sorts. The MTS proposal was markedly different from provinces such as BC and Ontario where similar entities were government led and government controlled. Ours would be teacher-led, funded and affiliated with the MTS, but the majority of board members would also be teachers.

Despite previous comments by the Manitoba government that they were open to considering a professional bill, they ignored this one.

In January 1999, with repeated attacks on funding and unilateral declarations of teacher certification, the Society drew attention to the languishing self-governance proposal from two years ago only to be met with the same deafening silence.

The last 20 years or so have proven that, given the opportunity, government will disregard and even usurp teachers' professional bodies in other provinces. It is no wonder that The MTS, having witnessed those tactics, came to realize that the pursuit of professional "status" means something much different now than it did in the beginning. The paradox is that, from the beginning, teachers have always known they were part of a vital and esteemed profession.



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The term Normal School routinely elicits a perplexed chuckle these days, but for generations of teachers, graduation from one of the province's training centres was the official start of their careers.

So named because of the emphasis on established "norms" of social and moral behavior for students and teachers as well as basic curriculum, the first teacher education institutions of Europe were established in the 17th century. At home, the Manitoba Teachers' Federation was a driving force in bringing them into the 20th century.

When the MTF formed in 1919, there were four English Normal Schools in Winnipeg, Brandon, Manitou and Dauphin. Other such schools in Mennonite communities as well as the French, St. Boniface École Normale were shut down in 1916 as the government of the day amended the Public Schools Act to a secular, monolingual system.

The entrance requirement was, ideally, Grade XII or Grade XI for particularly well-suited candidates, but students with no more than a Grade 9 were all too common. The Winnipeg and Brandon Normal Schools provided the one-year teachers' course required for Second and First Class Certificates, while Manitou and Dauphin also offered a 12-week course and conferred to graduates a Third Class Certificate.

The Federation had numerous issues to contend with in its first few years but lost no time in seeking allies within the normal schools and the provincial Department of Education when it came to teacher training.

In what would be the first of many such presentations of its kind over the years, the MTF made its position clear to the 1924 Educational Commission. The September 1925 issue of the Manitoba Teacher reported, "The short-term Normal has at last disappeared from Manitoba. This change in teacher-training is likely to be very far-reaching not only in regard to the profession itself but in the broader matters of citizenship. At a meeting of the Advisory Board this spring the decision was finally made that the minimum training shall be a year's course at a Normal School. ... Whilst the change grew directly out of the recommendations in the report of the Murray Commission, it originated in representations made to the Commission by the Federation. We believe this to be an important advance in our educational system, probably the most important of the year."

In 1929, the MTF announced with great satisfaction that permits and Third Class certificates were practically non-existent, while Second and first Class certificates were at an all-time high.

"Conditions in many parts of the province are such that it is impossible for some school districts to persuade a properly qualified teacher to take charge of their schools. The day will come when every child will receive equal educational opportunities, but until that day dawns, we must be content to allow an unqualified teacher to do the best he can."

Of course, we know hard times were just around the corner. Entrance to Normal School was relatively cheap and anyone who left teaching for greener pastures in the past dusted off their certificate now. The abundance of teachers kept salaries lower than ever, but since there were not enough jobs, those who could afford to do so continued their education for a second year and added university courses,

So named because of the emphasis on established "norms" of social and moral behavior for students and teachers as well as basic curriculum, the first teacher education institutions of Europe were established in the 17th century. At home, the Manitoba Teachers' Federation was a driving force in bringing them into the 20th century.

earning a First Class, Collegiate or even a Principal's Certificate. Due to increased demand, and support not only from the MTF but within the Department of Education, the University of Manitoba established the Faculty of Education in September, 1935. For all the emphasis on higher education, the salaries of teachers didn't reflect their improved qualifications and when the economy improved, many left the profession again. The result was a swift about-face in teacher supply that left the province scrambling to fill positions, especially in rural schools.

For the most part, the MTF had no issues with the Normal Schools themselves, save for insisting on higher entrance standards, but permits granted by the Provincial Department of Education was another matter. Allowing the unqualified to teach undermined everything the Federation was fighting for. The MTF supported the permittees; welcoming them into the fold, encouraging further study and giving credit where it was due since many taught in the

most wretched conditions. Rather than ever admit the connection between professional status, training and salaries, the government of the day continued to issue hundreds of temporary permits, erasing the last 10 years' progress by 1939.

In 1942, the organization, now called The Manitoba Teachers' Society, celebrated the victory of having the Society recognized as the official voice of teachers.

Unfortunately, the government still wasn't listening, as reported in the Winnipeg Tribune of July 1944: "About 300 high school students, who recently graduated from Grades 11 and 12, are attending a special short course for teachers, which commenced in the University of Manitoba (Broadway) buildings this morning. This course, sponsored by the provincial department of education, will last six weeks, and is designed to meet as far as possible the serious shortage of teachers in Manitoba, authorities stated."

Six weeks. If the abolition of the 12-week course almost 20 years before was one step forward, this 'temporary' measure was two steps back. The MTS opposed it but couldn't be seen to criticize what was essentially a 'war measures' solution to keeping schools open. And when the war ended? The course persisted for over 10 years. It was then replaced by another to offset the shortage of high school teachers.

That 'emergency' 12-week course was offered from 1957 until 1971. The province attempted to re-brand the ongoing permit situation by calling them 'student teachers' just as it renamed the Provincial Normal School, the Manitoba Teachers' College.

For many, their time in residence at the college brings back happy memories, but the two-tiered stream in teacher education kept Manitoba behind the times and undermined the value of a degree even when all teacher training came under the umbrella of the U of M's Faculty of Education in 1965, the University of Winnipeg, 1968 and Brandon University, 1969.

Throughout the 1970s, MTS pushed for more say in the content and structure of university courses and in the practicum of student teachers. As issues such as differentiated staffing arose, Emerson Arnett outlined the MTS position circa 1973: "The Society, implicitly or explicitly, has established general policies on teacher certification."

Those policies included that teachers' certificates should be based on a four-year degree program, that teacher preparation is a life-long process and that preparation is a shared responsibility of MTS, the province and employer.

The Brandon Collegiate staff pictured above in 1922 were among 80 teachers from all public schools in Brandon who lost their jobs in what became known as The Strike That Wasn't.



COLLECTIVE BARGAINING

Whether because of financial winds or political agendas, rarely has progress followed a clear path for the Society. Its dealings with the provincial government of the day to local school boards ran from a spirit of cooperation, negotiation and compromise to fierce defiance and resolution.

In 1919 the “militancy” associated with unions and demonstrations was new for teachers in Manitoba, but it was catching on elsewhere. The Winnipeg General Strike took place only 23 days after the founding meeting of the Manitoba Teachers’ Federation but there was no mention of it in any issue of *The Bulletin*.

In contrast, much of the initial progress of the MTF was due to the firm but even tone that characterized its leadership and earned the organization respect and credibility among trustees, politicians and policy makers. Within their first year, the Federation was effecting change.

The salary schedule just issued by the Winnipeg School Board forms the culmination of the work of the Salaries Committee of the Winnipeg Branch of the Teachers’ Federation... More than forty meetings of the committee were held. Their first task outside the committee room was to obtain an agreement that salaries should be the subject of conference between a committee of the School Board and a committee of the Federation. - *The Bulletin*, Oct 1920

Also in 1920, a Board of Reference was formed where the Federation was represented equally along with trustees and the

Department of Education. Bolstered by real progress, the MTF Legislative Committee also began work on a model contract with issues such as tenure and dismissals receiving considerable attention.

These were significant gains in a short time but solidarity was about to be tested. In 1922 the Brandon school board imposed a blanket 25 per cent wage reduction and a “take it or leave it” ultimatum. Some say all 80 teachers, including the Principal of Brandon Collegiate and even the Superintendent of elementary schools, resigned en masse, while others use the term fired. But, for the record, there was no strike. In a show of support, teachers from across the province and beyond sent in money to help tide over those affected until they could find other positions. Just as importantly, no members of the Society filled any of the vacancies.

The Brandon situation was high profile, but they weren’t the only one to test the will of the newly organized teachers.

The Board of Reference filled a real need, but for only three years. When two school boards refused to bide by its decisions, lawyers found that the decisions did not have the force of law, and the Board’s usefulness ended. (Not permanently; in 1934 its decisions were made legally binding.) - *Chalk, Sweat and Cheers*.

In another case of two steps forward, one step back, the Federation and Winnipeg teachers’ local found itself embroiled in a bitter dispute with the 1927 school board over the meaning of the word “conference” as it pertained to discussions about salary quoted above. On the upside, the first teacher

pension plan was negotiated in 1929 and the Department of Education began providing school boards with the general contract that had been in development for nearly a decade.

Negotiating power was reduced to so much dust during the depression, so the MTF concentrated on building trust and goodwill among members, providing assistance, advice and even emergency funds while fees were reduced to a trickle and many members couldn’t pay at all.

When the worst was over, teachers remembered and returned in great enough numbers for *The Manitoba Teachers’ Society Act* to pass in 1942. With the act came automatic, though not compulsory, membership but there was no real advantage gained as far as bargaining power.

Two years later, the Privy Council Order-in-Council 1003 passed giving legal recognition of the rights of workers to organize, bargain collectively, and to strike. Legislation guaranteeing those rights in Manitoba (the *Labour Relations Act*) wasn’t adopted until 1948. In the meantime, there was even a vote in December 1945 at the annual Fall conventions over whether the MTS would become affiliated with a labour union. Only a slim majority voted against it.

From the time of the formation of the Manitoba Teachers’ Federation to 1948 there was no legislation that governed teacher collective bargaining. During this time, negotiations evolved through customary practice in some areas of the province, but collective bargaining was not common. Salaries and working conditions were determined by individual bargaining or by



Faced with their Board's refusal to meet with their representatives, on May 5, 1970 more than 200 Winnipeg teachers converged at the Winnipeg School Board office to protest.



ABOVE—left to right: J. Bohemier, R. L. Reimer, Franz Neufeld, P. U. Dusek, George Neufeld, Frank Isaak, David Voth, John J. Peters, Nettie Enns, Mary Peters, H. E. Toews, Lawrence Klippenstein, E. A. Friesen, E. L. Arnett.

On November 17 & 18, 1950 the first Workshop on Collective Bargaining was held in the Steinbach Collegiate Institute. Some thirty interested teachers attended.

unilateral decision by school boards. Teachers might request a review of their salaries but this and other pertinent matters were unilaterally dictated by trustees. – Teacher Welfare - A brief History and Lessons Learned

When compulsory collective bargaining came into effect, some trustees began a campaign to have teachers excluded from the LRA, arguing that they belonged under the Public Schools Act. This splinter group did not represent all trustees however, and most teachers were not as concerned over what legislation they came under so long as their right to collective bargaining was guaranteed.

MTS and Manitoba Association of School Trustees presented a joint brief to provincial cabinet on June 6, 1955. The following year The Public Schools Act was amended to provide for collective bargaining rights for teachers, security of tenure, and the deduction of fees at source. Giving up the right to strike was a contentious point and a source of considerable division within the society with lines drawn between rural and metro associations. Teachers had never exercised the right since 1948. In the end, a unified society accepted binding arbitration as a fair alternative.

With MTS being the sole union, it was able to organize the bargaining units but by law the actual negotiations were between school boards and individual teacher associations. Teacher Welfare organized bargaining seminars twice a year which focused on salaries and economics as part of an overall regional plan to assist the many units (in the hundreds) that bargained.

The 1960s marked a period of real salary growth and bargaining gains, but the 1970s were far more challenging. Layoffs, an increase in part-time work, increases in multi-grade classes, larger class sizes and overall higher workloads became the new norm. In 1975, to deal with escalating inflation, the federal government passed the Anti-Inflation Act introducing wage and price controls which affected collective bargaining across Canada. The Manitoba Conservative government was keen to apply those measures to teachers' salaries and the Society fought back with vigour not to be seen for another 20 years.

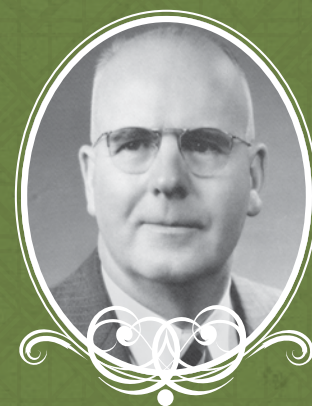
True to the pattern of ups and downs, the 1980s brought about positive arbitration awards; duty free noon hour, hours of work (student contact time), and limitations of extra-curricular activity. In 1989 after more than 12 years of unsuccessful negotiations, one other article was imposed by arbitration – paid maternity leave.

If ever there was a moment that encapsulates the 1990s, it had to be the introduction of Bill 72 which intended to severely limit the rights of teachers in bargaining.

MTS held meetings across the province and in many cases got over 70 per cent of teachers in association to attend these meetings.

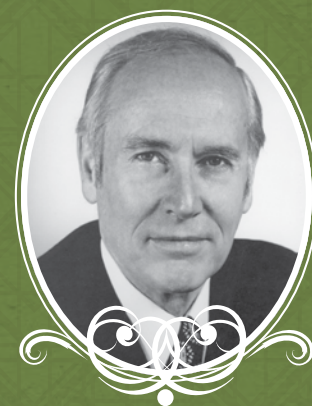
At the dawn of a new century, labour relations calmed under a new government. Teacher bargaining returned to the LRA for the first time since 1956.

The one significant change was the progressive growth of having MTS bargaining staff at local associations' negotiations' tables, especially in rural Manitoba.



THOMAS MCMASTER

As a teacher and in military service, he was a tireless champion of education. Since his appointment as General Secretary in 1945 to his untimely passing in 1956, his reputation as an astute negotiator was surpassed only by his dedication to the teachers of Manitoba. To name the home of the MTS in his memory was a fitting tribute to a man who embodied service to our members.



EMERSON ARNETT

In a career with the MTS that spanned nearly 30 years, first as assistant to Tom McMaster then as General Secretary from 1956 to 1975, his was a steady hand that led the organization through the turbulent 60's and into the modern era. Always a defender of teacher welfare, his commitment to teacher education and professional development was not less, and contributed greatly to current university standards.



MANITOBA TEACHER

TURNS 100

When the founders of MTS got together almost 100 years ago, they looked at ways to bring members of the union together and to keep them informed. One of their first decisions was to launch a magazine called *The Bulletin*.

The magazine, shortly after renamed *The Manitoba Teacher*, has become one of the oldest publications in Manitoba and a regular arrival for generations of teachers.

In May of 1919, 700 copies of the first issue of *The Bulletin* were printed. This current issue of *The Teacher* will be delivered to 16,500 teachers, government officials, other education partners and subscribers. More than a thousand others will access it online.

MTS has produced a number of publications over the years, but *The Teacher* is the only one that has withstood the impact of wars and politics and funding crises. Except for a brief suspension because of a lack of funds during the Depression, it has consistently published for almost a century.

MTS President Norm Gould says *The Teacher* has brought members together over the years.

“In such a geographically and culturally diverse province as Manitoba one of the first priorities is to create a means by which to communicate with the membership,” he says. “The sharing of provincial stories

allows the membership to be participatory in the activities of the Society; and through these stories there is a sense of solidarity and shared experiences.

“It acts for members as both a mirror in which they can see themselves and the work they do and as a window through which they can see what colleagues across the province are doing in their classrooms.”

In May of 1919, 700 copies of the first issue of *The Bulletin* were printed. This current issue of *The Teacher* will be delivered to 16,500 teachers, government officials, other education partners and subscribers. More than a thousand others will access it online.

That first effort was eight pages, more in the form of a newsletter than a magazine, but did immediately focus on issues facing teachers, some of which would re-emerge time and again right up to this year.

One article called for such once-radical changes as minimum salaries for all classes of teachers. This wouldn't fully come to pass

for another four decades.

It also called for an overhaul of the entire school system to be undertaken with the help of teachers. Next year the Manitoba government expects to complete a comprehensive review of the public school system, a review that MTS says must be done with extensive consultation with teachers.

While some concerns from the distant past have never been fully resolved or keep coming around again, the magazine has undergone numerous changes.

At times it has been published twice a month, to once a month to 10 times a year to seven times a year. It has been a small handout, to a large square magazine to a tabloid-sized newspaper to the current magazine style it is today.

One of the greatest changes to the magazine was undertaken within its first few years. In 1923 it got its first cover and asked members for suggestions as to what the publication should be named. The following year it was renamed *The Manitoba Teacher*, with a larger magazine-style format.

It promised to focus on the Manitoba Teachers' Federation, which MTS was called at the time. The president, C. W. Laidlaw, outlined the goal in the somewhat florid style of the day.

“Especially do we want the *Bulletin* to



bring home to you a vivid impression of the many activities of the Federation. It should tell you of the mass of business transacted in heavy, all-day meetings of the Executive.

“It should give some account of the goings to and fro in the land, when representatives of the Federation meet with locals or investigate trouble that cannot be healed by the method of correspondence, but demands personal interposition to compose the strained relationship.”

As well as the goings to and fro in the land, *The Teacher* through the years has focused on a host of issues facing public schools and teachers. Articles called for a national effort to wipe out illiteracy (1919), an emphasis on the importance of reading (1927) and the dangers of increased nationalism (1933).

In recent years, *The Teacher* has carried numerous stories on Indigenous education and other contemporary issues such as concussions in school sports, human trafficking, terrorism and student tours and robotics in the classroom.

In recent years, too, *The Teacher* has faced the question of its future as a print magazine in a digital world.

After a couple of failed attempts by some members to discontinue *The Teacher*, a committee was struck to do a comprehensive review of the magazine.

That resulted in creation of an app for members who wanted to access *The*

Teacher on tablet devices, which at that time our polling showed about 40 per cent of our members owned. At that time, as well, *The Teacher* was redesigned as a regular magazine rather than a tabloid-sized newspaper.

The new format appealed to members, the app did not. Only a handful of members accessed the app and that experiment was

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The Teacher through the years has focused on a host of issues facing public schools and teachers. Articles called for a national effort to wipe out illiteracy (1919), an emphasis on the importance of reading (1927), the dangers of increased nationalism (1933).

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discontinued after two years in 2017. On the other hand, members appeared to like the new format and content. Since then only a few delegates to Annual General Meetings have supported resolutions to discontinue the print version.

The digital revolution and growth of *The Teacher* has, however, had an impact on

many print publications put out over the years by the Society.

Through the years the Society has published various newsletters along with *The Teacher*, but as the magazine grew in size and content, they were discontinued. The Society regularly created posters for events such as workshops and sent them to schools. Now those posters are carried as full-page ads in *The Teacher*.

The most noticeable change was discontinuation of the MTS handbook, published for many years, that was given to members in September.

The handbook carried information about the Society such as who to contact in case of emergencies and other assorted information. With the development of the MTS website, that information in print form was no longer deemed necessary.

The website and associated social media platforms have allowed MTS to reduce the numbers of print publications as usage of the website and social media has grown. Back in the year 2000, the website consisted of a few pages accessed by a few dozen people.

It now is home to thousands of pages and is visited by more than 140,000 people a year.

Still, *The Teacher* in print continues to hold its unique place for members.

PD: 100 YEARS OF GROWTH

“Year after year the public has been thrusting more responsibilities upon the school, and ever demanding more in the way of social service. Teachers and educational authorities have alike risen nobly to the occasion. ... Teachers have thronged the special classes held in the evenings, on Saturday mornings and during the summer vacation, that they might raise their standing and make themselves more fit for a task which was becoming more complicated every year.”

- *The Manitoba Teacher Vol 13 - #7 - 1932*

The term “professional development” may have become a catch-all phrase over the years for most people, but for educators, it means something altogether more vital. Just ask a teacher how many lazy “days off” they have for PD and prepared to be schooled.

In the 1920s and '30s, professional development was a given. Ideally, young men and women entered Normal School with the equivalent of grade XI or XII and finished with a full year of further study, but since a great number began their careers with no more than a six-week course, it was common practice to attend classes in all types of subjects during the summer for several years. And while continued study wasn't necessarily a requirement of teaching, it was related to gaining higher levels of certification and corresponding salary increases.

The Manitoba Teachers' Federation strongly encouraged members to continue their studies having identified that higher qualifications went hand in hand with

professional recognition. Early versions of the Code of Professional Practice contain references to ongoing professional development and on a pragmatic level, The MTF printed classroom pointers, lesson plans, suggested reading and essays on education in *The Manitoba Teacher*. Local Association meetings and regional conventions gave teachers a chance to not only discuss union business but engage with peers on a professional level.

When the Federation officially became The Manitoba Teachers' Society in 1942, teachers gained further credibility in issues of curriculum and teacher training. Well into the 1950s, The MTS also found that increased focus on professional development was paramount in addressing the issue of permit teachers.

Even though the Department of Education issued permits to those barely qualified, and school boards eagerly signed up the ‘cheaper’ alternative to Class V or VI teachers who possessed a university degree, it was the teachers themselves who were expected to better their situations on their own time and own dime. The term “in-service” came into fashion as it described, quite literally, training teachers undertook while still serving in their position.

At first glance, not much changed until the end of the '50s, but the relative stability and prosperity of the post-war era provided teachers and the Society with the opportunity to concentrate on their role in education as a whole and professional development in particular.

Back in the early days, teachers who shared a particular interest or taught a specific subject, met informally as clubs or chapters

of larger organizations. The start of teacher-focused groups began with the Manitoba School Library Association in 1938. The Manitoba Art Educators followed in 1947, and though music teachers had organized long ago, the Manitoba Music Educators' Association officially started in 1959. The influence of many other special groups grew in the areas of curriculum far before becoming official associations.

Recognizing the invaluable insight SAGs offered, MTS passed a resolution at the 1961 Annual General Meeting providing financial and administrative support to groups for a two-year trial period. At that time, only two associations were attached to the curriculum committee. There were six associations in 1962-63, and double the following year.

Over the next 10 years, the number of groups topped 20 and MTS acknowledged their need to direct their own growth within the organization. The first SAGE Council formed in October 1970 and though most groups held their own individual events, 1976 was the first co-ordinated conference. The number of groups grew to 26 by 1980 and 29 by 1990. The co-ordinated conference became a PD staple, and while many groups have come and gone or changed their emphasis, if not their names, the importance of SAGs has only increased.

From a broader perspective, the Society had led workshops on collective bargaining and association leadership for over a decade, but in 1958 ventured into new waters by offering the first leadership course for principals and vice principals. From that point on, professional development as a core service of



MSLAVA – 1971 MTS workshop at St. Benedict’s Ed. Centre L-R Margaret Bean, Jim Weber, Kris Breckman

The Manitoba Teachers’ Society grew rapidly.

In 1967 Kris Breckman and Jean Gisiger became the Director, and Assistant Director of Professional Development, a huge step in establishing dedicated staff and resources at the Society level. That year, the newly built McMaster House at 191 Harcourt included space for a teacher’s lending library boasting over two thousand titles and AV materials. Margaret Bean came on board as a second Assistant Director of PD in 1971. As a fledgling department, they worked with SAGs in preparing events but soon broadened the scope to workshops and conferences related to Equality in Education, the Status of Women, and Special Education.

The nature of PD offerings has changed since the ‘70s of course, but the biggest issues to emerge over the last 30 years are autonomy and funding.

FRAME, Financial Reporting and Accounting in Manitoba Education, was established in 1983 as part of the Education Finance Review. Through the reports submitted by school divisions twice a year, local associations can track the amounts and nature of expenditures on professional development. While it is a powerful tool in keeping tabs on how much money is spent, the stickier question is who gets to decide.

From the Society’s point of view, teachers should have the final say since they are the ones held accountable for their own professional development not just under the Code of Professional Practice; 8 - A Member makes an ongoing effort to improve professionally, but as a matter of law. Under the Education Administration Act, a teacher

is responsible for: on-going professional development. That particular clause has only been part of the Act since 1997, coincidentally a time of massive curriculum changes that had teachers scrambling to keep up.

At the 1997 AGM, delegates responded by passing a detailed, eight-point plan on professional development. In that same time frame, the Society’s established a comprehensive Society Review Commission that resulted in several initiatives, including formation of a Standing Committee on Professional Development. It also appointed a Task Force in 1998 to determine policy and strategy. The resulting report, tabled in 2000, included three main recommendations:

- The Manitoba Teachers’ Society actively promote the professional image of teachers by ensuring the provision of professional development opportunities for its members.
- The Society strengthen its support to groups and individuals currently providing professional development opportunities for teachers.
- The Society redirect current financial and human resources to allow the active promotion of the professional image of teachers by providing professional development opportunities for its members.

And of particular note, this observation. “It is apparent that issues such as the control of professional development funds may have to be bargained on behalf of the membership. The Task Force advocates that professional development issues be considered working conditions and be pursued as such through collective bargaining.” (*Report of the Professional*

Development Task Force Presented to Provincial Executive, January 2000 – page 4.)

The future of professional development, whatever form it takes, rests in the hands of teachers themselves by whatever means may be required.

“The resources of people and money in the organization up to 1958 were devoted, of necessity, almost exclusively to welfare projects. Today it can be truly said that half of the financial resources and over half of the teacher resources of the Society are being expended in the areas of curriculum, instruction and professional development.

This is only the beginning of the story. The Curriculum Committee, Central Office, subject area groups and over 20 division associations worked together to produce curriculum workshops involving well over 2,000 teachers. These workshops were given by teachers, to teachers in the teachers’ own time and paid for out of the teachers’ own money. Outside of these workshops, the 13 subject area groups carried on their special activities, including meetings and workshops dealing with such matters as the new maths, the new physics, Cuisenaire and language laboratories.”

- The Manitoba Teacher, May-June, 1965

KEY WOMEN IN MTS HISTORY



Phyllis Moore,
MTS President



Caroline Parkinson,
MTF President



Linda Asper,
MTS President



Aileen Garland,
1930s Equal Pay Advocate



Judy Bradley,
General Secretary



Agnes MacDonal (MTS President), Janet L. More (Provincial Executive) and Sybil Shack (MTS President)



Edith Miller,
MTS President

It comes as no surprise that in a field predominantly represented by women, there is no shortage of noteworthy female personalities that pepper the history of the Society's. And at a time when we are encouraging more women to step into leadership roles in education overall, looking back on the paths of some of these trailblazers seems particularly appropriate.

Most people will recognize names like Edith Miller and Sybil Shack or, even Judy Bradley, to bring up a more modern reference, partly because they were all elected president of the Society. They are still part of a historical minority. There have been only 26 female presidents compared with 54 male.

However, women have been active on the provincial executive and local associations, right from the beginning of what was first known as the Manitoba Teachers' Federation.

Speaking of the inaugural meeting of The MTF where the election of the first executive capped off the historic meeting at the Industrial Bureau on April 22, 1919, J. W. Chafe wrote in *Chalk, Sweat and Cheers*, "A New Executive: Enter the Women - If up to this point in the MTF's founding the initiative had been taken by men, the choosing of a vice-president heralded the role the women teachers were to play. The meeting unanimously elected Miss B. Stewart of Winnipeg. ... other members of the executive were to be Miss E. Moore, Winnipeg and Miss Yemen, Souris."

Barbara Stewart would have been 60 at the time, with a long and distinguished teaching career behind her, and in 1921, Miss Yemen was elected vice-president in turn. The honour of being elected the first female president of The MTF went to Caroline "Carrie" Parkinson in 1935, after having served as secretary from 1932 - 1934. She too would have been about 60 with respect due from years as the first Principal of King George School (1911-1922) and David Livingstone School in Brandon before moving to Winnipeg and teaching at Norwood Collegiate Institute.

Even while MTS welcomed women teachers, they were further encouraged to get involved by discriminatory actions against them because of their gender.

In the 1930s, Aileen Garland was thrust onto the front lines to fight cost cutting measures that would reduce the salaries of female high school teachers and principals before applying an additional percentage to the rest of the staff.

"When I was asked to represent the high school women on the conference committee, I declined because of my obligations to the Little Theatre," Garland said in an article in *The Teacher* in 1968. "The next day I met Elizabeth Colwell in Eaton's notions department and in no uncertain terms she told me that I must accept the nomination. She swept my protests aside, pointing out that the theatre was my hobby but teaching my profession."

During the war years of the 1940s, women kept the Society's running. Just as many, if not more women than men, led local associations and steadily stepped into provincial executive positions. That trend, at least within the executive, continued into the 1950s with five female presidents.

Edith Miller (1953-54) is perhaps most well known for her work alongside Doris Hunt who also served on the Provincial Executive as Chairperson of the Pensions Committee and member of the Teachers' Retirement Allowances Fund.

From *The Manitoba Teacher, Special 60th Anniversary* insert in 1979:

"Having mastered the intricacies of every teachers' pension scheme in the country and several major industrial schemes as well, she became Canada's Wonder Woman of teachers' pensions.

"In 1948, with Miss Miller spearheading the pressure, the Winnipeg school board passed a new pensions bylaw, retaining the service basis. In the same year, the TRAF Act was amended to adopt a similar formula. Thus the way was prepared for the eventual amalgamation of the two plans in 1957. In the interval, Miss Miller headed the campaign for full recognition by both plans of war service, survivor's allowances and portability."

Before Sybil Shack took the helm of the Society in 1960, she also had served at the local level, on the provincial executive for several years and as vice-president in 1959. She was in good company with other women who served on the executive such as Enid Cousins, Janet More, Aileen Gunter and Elizabeth Redmond. In 1964, Redmond was elected president, but that election preceded a period dominated by men.

In the late '60s and into the '70s, as issues such as women's equality and rights were raised in society in general, MTS actually faced a decline in women's participation. In 1975, International Women's Year, the number of female elected representatives on provincial executive was at the same level it had been in the 1920s and '30s.

In 1966, there was only one woman on provincial executive. Until 1976-77, there were only three at most with the exception of four in 1973. The women of that era included Dorothy Slaughter, Jean Grant, Donna Feniuk, Shirley Chappell and, not surprisingly, Marilyn Thompson, Linda Asper and Dorothy Young. The latter three all to be president themselves in the next few years.

As though having swung from side to side, from one gender to the other, the pendulum had finally come to rest. By the time Young was president in 1981 the number of men and women on the provincial executive was equal. There was even a five-year trend of female presidents that led into the 1990s. Since then, with rare exception, years with male presidents had the lowest number of women on the provincial executive, but having a more even mix with a female president.

Pursuit of Equality

The pursuit of equal, if not equitable, representation of women in the field of education has been fraught with roadblocks and stumbling blocks.

In response, MTS has supported several initiatives over the years aimed at promoting women in leadership roles and examining the causes of under-representation. But while great numbers of women did become members of provincial executive over the decades, staff within the union itself didn't reflect that fact.

The nameplates on offices within the Society headquarters remained conspicuously masculine until the 1980s.

There were two women in support positions - Miep van Raalte and Eleanor Woloshen, but Margaret Bean became the first and only administration level staff person, serving through the 70s as Assistant Director of Professional Development. She later became Co-ordinator of Professional Development in 1977.

When Martha Colquhoun took on the job in 1980, she was still the one and only female in an administration job. It wasn't until 1982 that Kathy Lautens, Donna Lucas and Mariette Ferré-Collet were hired and a new, modern parity could begin.

TECHNOLOGY IN THE CLASSROOM

With each generation, a revolution!

If ever there was a common thread in education these last hundred years or so, it is technology in the classroom.

Each incarnation of the newest trend in teaching tech – from radio, to teaching machines to iPads – has been met with a mix of enthusiasm and condemnation by educators as well as the general public.

Along the way the Society has been a voice of moderation, speaking on behalf of the interests of both students and the profession.

Within a half dozen years after the union was established in 1919, the first of many revolutions came over the air waves. It was, literally, a voice in the wilderness for hundreds of teachers around the province and they had Miss Lila Staples to thank for it.

The long-time history teacher at Kelvin School spearheaded the weekly programs aired through CKY starting in the spring of 1925. As head of the committee, she was instrumental in recruiting urban teachers to prepare high-school level programs on topics ranging from literature and music to science and history.

Schools, or listening groups if the radio lesson was outside the classroom, were urged to have a recording secretary report on the number of listeners each week. Teachers as well as the general public

submitted letters of praise and thanks from across the province, although there were naysayers too in the debate over the place of such daring innovation. Peering far into the future of 1950, some predicted the teacher would be replaced with no more than a speaker at the front of the room. Later, the Department of Education would take over the work of arranging broadcasts for another 30 years or so.

By the time television was common in living rooms around Manitoba, radio programs were still around but mostly used in rural, elementary school settings. Having seen the benefits of broadcasts in schools, television should have been an easier “sell” but if the number of articles the Manitoba Teacher ran on the topic is any indication, there was plenty of discussion. To be fair, it wasn’t so much a question of whether or not television should be used in the classroom, but how and to what extent.

“When first considering TV, some questions seem almost automatically to come to mind. Can TV really teach? Is it just automation in education? Does it destroy the teacher/pupil relationship? Is it a threat to teacher security? Is it expensive?”

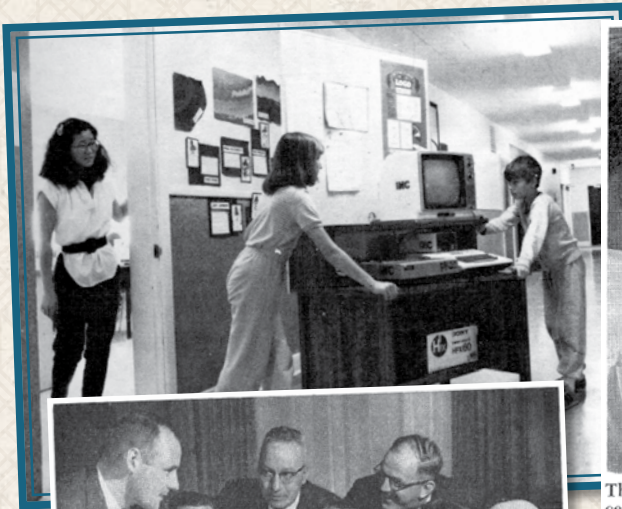
“In the matter of teacher/pupil relationships what, indeed, do most of us

dealing with 35 and more children per class in our urban secondary schools have to lose? Even here, however, a “closed - circuit” system can permit the specialist teacher to maintain his pupil contacts and relationships.”

- The Manitoba Teacher, 1958

The Society’s created an Ad-hoc educational television advisory committee in the early 1960s which included union activist and educator Sybil Shack. As principal of Isaac Brock School, she was actively involved in school broadcasting for many years and, if not the very first school in Winnipeg to have teachers prepare and broadcast TV lessons, Isaac Brock was a pioneer. Others like Tec Voc followed, but overall, in-school studios were uncommon given the cumbersome equipment of the day and complexities of editing and airing the programs.

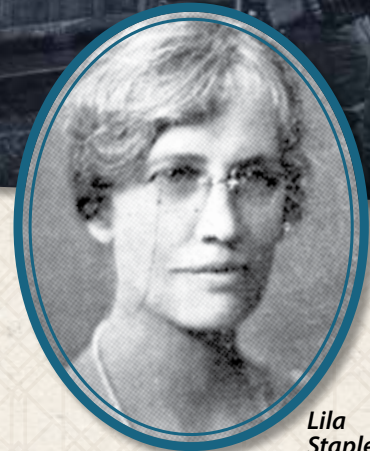
If anyone was concerned – and again there were a few – that teachers would be replaced by a cold, talking box, they were soon relieved. While educational television in Manitoba began with great promise in the mid-1950s it never reached the kind of diverse programming and ease of access hoped for. There were numerous problems; a



This teaching machine is called a Koncept-O-Graph and was purchased by The Manitoba Teachers' Society at the recent Canadian Teachers' Federation Seminar on Programmed Learning.



The Canadian Teachers' Federation sponsored a four-day seminar on Programmed Learning last November. About 40 representatives from the ten provincial teacher organizations attended, among them W. B. Gordon, assistant general secretary, who is seen operating a teaching machine, while other delegates look on.



Lila Staples

maze of bureaucracy within government, broadcasters and producers, constantly changing hardware requirements, and value for tax dollars. In other words, many of the same concerns teachers and administration have encountered time and again, right into the modern times.

Still, the use of video technology became embedded in schools. The influence of TV news in particular gained a foothold, but the source of programming evolved beyond the scope of that provided by the department of education.

At the dawn of a new century, corporations were eager to get their commercials in front of the young captive audiences in Manitoba schools. They offered free equipment to schools if they would show their Youth News Network to students. The Manitoba Teachers' Society was a big part of the successful fight to keep YNN and its corporate-branded messages out of schools.

Then came the Internet.

Even though computer applications in schools began in the 1970s for administration and specialized computer courses, classroom integration didn't begin until the early 1980s. Once the microchip revolutionized processing, the age of personal computers was upon us.

Recognizing the revolutionary impact of computers on education and society generally, the Society's Provincial Executive on June 12, 1981, established a task force on the implications and use of computers in education. The task force has been assigned to:

- *compile information on current technological advances;*
- *examine applications of electronic technology, such as Telidon and Videotex;*
- *study the implications of the use of electronic technology for Manitoba teachers;*
- *and make recommendations for Society policy and activities toward the use of computer education.*

The work of the task force should alleviate fears that "the chips are down," as some teachers have suggested. The notion that teachers will be replaced by computers and their training has become outmoded does not have to come true. Instead, through the work of the network, Manitoba teachers will have the opportunity to develop a balanced perspective on the role of computers in society, establish policy on the appropriate use of computers in the classroom, and view the revolution in computers as a chance to be in the chips."

- The Manitoba Teacher - December, 1981

Aside from the usual problems of hardware and infrastructure, the use of computers led to new questions of access and equality, especially from the standpoint of regions within the province and even among divisions. Much like the first days of radio, virtual classrooms and distance education have been a boon to students and teachers alike, but modern questions of copyright over lesson plans and the value of work done under contract became a concern to the Society. Likewise, the recurring warning that teachers could be replaced altogether by a talking screen has died down but the very real consequences of technology, positive and negative, have been the topic of countless PD sessions, and addressed in collective agreement seminars.

Today's environment harkens back to the television era where the question is not whether the current technology belongs in the classroom but how and to what extent and how it impacts a teacher's relationship with students and even parents. In this capacity the Society's role is, as always, to keep the dialogue open and moving forward with the best interest of students and teachers top of mind.



Alex Rawluk, Chairman of the Gypsumville School District Board, checks on the progress being made in the installation of the mobile living units for teachers in Gypsumville. The Department of Youth and Education spent about \$40,000 during the summer to improve school facilities and teachers' living quarters in the town. The move followed the release of the highly critical Society report on education facilities last June.

E. K. MARSHALL.
 _____, Man.,
 December 7th, 1924.

To
 The Manitoba Teachers' Federation,
 McIntyre Block, Winnipeg.

Sir,—

I am so grateful to you for what you have done, your good judgment as to what to do, and above all, your promptness in doing it.

M. _____ inspected my school on Friday, November 28th, and gave such a good report of me, my teaching and discipline, that the trustees are allowing me to stay. I still cannot understand why they should have wished to dismiss me, as the grouching trustee again for the second time assured me of his own absolute satisfaction with all that I had ever done, and yet he is the only person that we, Mr. _____ and I, can hear of, by the most diligent enquiry, as having made any criticisms at all.

I would have written you before but the matter was not settled till Monday when I had already missed the post, and Thursday I was so busy with exams., I missed the mail again.

It was with much satisfaction and some amusement that I noted the impression made on the trustees by the fact that I had written to the Manitoba Teachers' Federation, and that thus I had some protection; that I was not the helpless, defenceless woman they thought, with neither husband nor father nor brother nor son "to make trouble," and too poor to pay a lawyer.

Again I thank you for clearing my professional name, which is my bread and butter and that of my little son.

Very gratefully yours,
 (Sgd.) Mrs. K. A. S.

PROTECTING TEACHERS

SINCE 1919

Considering the huge steps the Society has made for all members over the last century, it's easy to forget that there were ordinary teachers living in terrible circumstances on that road to progress. Long before there was such a thing as Teacher Welfare, the welfare of teachers was the cornerstone of the Federation.

Sub-standard salaries were at the root of most bad situations. When you barely earn enough to pay for necessities there is no saving for a 'rainy day', but low pay for teachers caused damage beyond economics. It signaled to trustees, parents and even the students that the teacher, though held to the highest community standards, wasn't deserving of their respect. And where there is no respect, abuse isn't far behind.

Early issues of the Bulletin and Manitoba Teacher magazines contain members' letters to central office describing everything from having no decent place to live, unpaid salaries and unjust dismissals, all the way to assault. Many rural teachers were men and women under twenty, isolated from friends and family, which made them particularly vulnerable. Malicious mistreatment of teachers certainly wasn't the intent or even the case in most communities, yet school boards were rarely held accountable.

Such circumstances were part of the reason the MTF came into being, and for establishing a full-time, "travelling" General Secretary who could pay a personal visit to the area. Though he gained a reputation for being a tough negotiator, E.K. Marshall may not have had anyone shaking in their boots. Still, the message was clear that now a teacher had someone at their back.

Through the MTF, one could also share information about the state of living arrangements and the school building, problems encountered with trustees and parents and most certainly salary. Before applying for a position, the MTF vigorously encouraged teachers to "Clear with Central Office", a practice that endured well into the 1970s.

The 1930s are well known for financial hardship and, in this regard, the MTF, as an organization, as well as individual members contributed to an emergency fund for fellow teachers in dire straits. Pension reform went a long way to providing some measure of security but problems weren't always strictly about a regular paycheck. With collective

bargaining still over a decade away, many issues had to be handled on a case-by-case basis, as detailed in the May 1941 issue of the Manitoba Teacher. Membership at the time was under 5,000 so this roughly translated to nearly one in four needing help.

"One thousand three hundred matters affecting the welfare of Manitoba teachers were dealt with by the MTF this year. These included 44 cases of salary arrears, 16 boarding place problems, 15 cases of threatened dismissal, 35 military and war problems, 16 sick leave arrangements, 9 cases of assault or slander and many others behind each of which was a perplexed and worried teacher."



Benefit plans are just one example of how the welfare of teachers intersects with Teacher Welfare and how the particular needs of teachers sometimes require a creative solution. Over the next 50 years, MTS would also take up the fight for rights and benefits other 'public sector' employees enjoyed.



A common concern for teachers was finding affordable life and health insurance. In 1942, Vic Wyatt, a St. Vital teacher began looking into the problem after the death of a colleague left the man's family with no financial assistance. He found most companies wouldn't consider teachers because there were so many employers involved. But he persevered and as head of a new committee found a provider who offered life insurance (with double indemnity for accidental death), hospitalization and surgery benefits. No medical was required, provided that 75 per cent of the MTF members in either a Local or a single school applied for it. Since then, significant progress has brought security and peace of mind for teachers.

As current staff officer Glen Anderson, explains, "We've had an optional life plan that people could access since the '60s.

That was the first real benefit plan other than collective agreements that members could access. The first group plan that was really sponsored by the Society and the Manitoba Association of School Trustees started in 1972. It's still there. It's changed several times with different values and different policies, and insurers over time. There are other sub-plans, including dental, extended health benefits that had been added. Since 1989 there's also been a deferred salary leave plan also trusted by the school boards, trustees and the Society."

Benefit plans are just one example of how the welfare of teachers intersects with Teacher Welfare and how the particular needs of teachers sometimes require a creative solution. Over the next 50 years, MTS would also take up the fight for rights and benefits other 'public sector' employees enjoyed. Other times, the point to be made was that teachers were unlike other groups.

The '70s were proof of both instances. After years of political and legal wrangling, the Supreme Court of Canada upheld that teachers were eligible for employment insurance over the summer months. Meanwhile, the Society worked tirelessly to minimize the impact on teachers in the face of the anti-inflation board measures. Personnel Services staff officers also worked with Economic Welfare officers as teachers fought layoffs in the face of declining enrollment.

As is often the case, the two aspects of Teacher Welfare worked in tandem; on one hand helping local associations make gains under their collective agreements, and on the other ensuring that individual teachers are not denied the rights and benefits to which they are entitled.

Shifts in attitudes and an appreciation for the stress of teaching brought about the Educator Assistance Program in 1985 and the addition of two counsellors to the MTS staff. The 1990's began with the first comprehensive study MTS had conducted on workplace abuse of teachers and followed up with workload surveys across the province.

As membership in the Society grew, so did the need for expanded services and the staff to deliver them, from just two additional officers other than the General Secretary and AGS in 1959, to seven officers by 1979. By 2010, Teacher Welfare had grown to over a dozen staff dedicated to collective bargaining and Personnel Services.

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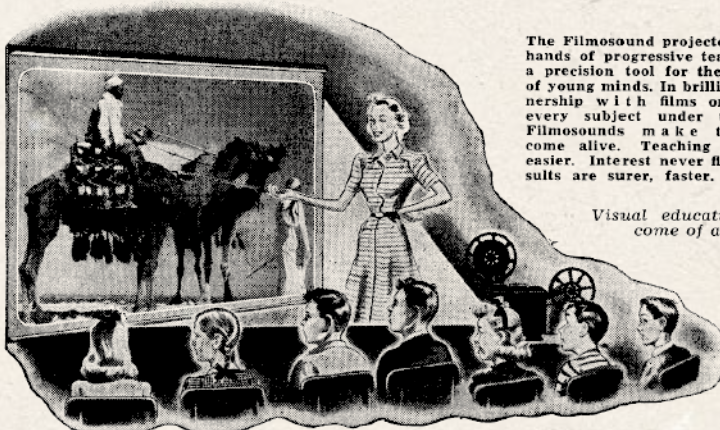
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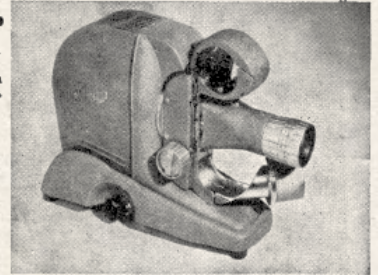
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SUNDAY, NOVEMBER 11th

(SCHOOL CEREMONIES, FRIDAY, NOV. 9th)



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In Flanders' Fields, the poppies blow
Between the crosses, row on row,
That mark our place, and in the sky
The larks, still bravely singing, fly—
Scarce heard amid the guns below.

We are the dead, short days ago,
We stand, tall down, saw short
grass,
Level and well level, and now we
lie

In Flanders' Fields,
Take us out, with the far
To you, from falling hands, we
are down,
So never in field to be
If ye could, folk with us, who die
We shall not sleep, though we
lie
In Flanders' Fields.

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