

TEACHING TEACHERS ON CAMPUS: INITIAL MOVES AND THE SEARCH FOR UBC'S FIRST PROFESSOR OF EDUCATION¹

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During 1990, the University of British Columbia enjoyed a period of celebration and reflection on its 75 years of public service. Among others of its instructional units, the Faculty of Education looked back on three historic milestones: 1926, the inaugural date of a Department of Education;² 1951, at which time a semi-autonomous School of Education took shape;³ and 1956, when a College of Education emerged.⁴ Among an old guard at least, these events are common knowledge. Less well known is that their sequential occurrence relates to yet earlier exertions to bring teacher education on campus, thereby establishing

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1. I am indebted to K. George Pedersen, then President of UBC, for allowing access to records held (1983-84) in the President's Vault of the old Administration Building. I am likewise grateful to Thomas Fleming and Martha Hazevoet for their assistance in locating certain items and arranging for on-the-spot microfilm reading. Thomas Fleming provided critical suggestions and encouragement. Neil Sutherland, J. Donald Wilson, and Jean Barman offered helpful comments on earlier drafts; other patient members of UBC's Department of Social and Educational Studies endured countless rehearsals.
 2. The name evolved through usage. Dean H.T.J. Coleman recalled "that the Calendar statement of the Teacher Training Course, passed by Senate on Feb. 17th [1926], referred to [it]...as a 'Department of Education' and that this act of Senate had been interpreted as a tacit endorsement of the change of name." See University of British Columbia Senate Minutes (hereafter UBCSM), 16 Mar. 1926, 458. The name was later recommended by Senate resolution on 9 Apr. 1926 and approved by the Board of Governors on 5 May 1926. See UBCSM, 9 Apr. 1926, 463; *ibid.*, 5 May 1926, 468. From 1923 to that time, teacher training on campus was offered under the aegis of the Department of Philosophy.
 3. See Minutes of the Council of the School of Education, Friday, 30 Mar., 1951, 1.
 4. The College consisted of a Joint Board and a Faculty. The first meeting of the former took place on Wed., 27 Apr. 1955, and of the latter on Monday, 1 Oct. 1956.

patterns and generating issues in provincial teacher preparation recognizable to this day.

I

When, in 1919, Dr. Leonard S. Klinck became UBC's second president, the training of British Columbia elementary school teachers had already assumed two distinct forms. Since 1901 in Vancouver and 1915 in Victoria, Grade XI graduates could attend a provincial normal school for two fifteen-week terms. In addition, summer school facilities were available. In Victoria, vacationing teachers could improve and update their qualifications and skills. As of 1920, a companion option appeared in Vancouver, the UBC summer session. To one or the other of these institutions came student teachers and seasoned practitioners, some bound for or already attached to remote coastal or hinterland elementary schools. But no similar organization offered corresponding training for prospective British Columbia high school teachers.

Granted, in those days demand for high school teachers was comparatively light. For instance, in 1917 only 166 served in the entire province compared with 1,958 elementary school teachers.⁵ Over the years, the province had recruited secondary school teachers from Ontario and Great Britain, both of which had formal provisions for their preparation from the late nineteenth century. Others arrived from the Maritime provinces and elsewhere armed with university degrees and teaching experience, but devoid of teacher training. No matter. Among authorities who believed that teaching is an art dependent on character and on understanding of a discipline, that learning *is* teacher preparation, and that pedagogical methodology is suspect, their qualifications appeared entirely acceptable.

President Klinck, however, afforded high priority to the professional training of prospective high school teachers. It had not escaped his attention that to varying degrees, other universities had already addressed the question—Bishop's University in 1898, followed in 1907 by Queen's, Toronto, and McGill (where, from 1905 to 1914, Klinck was Head of Cereal Husbandry). These developments justified his belief that UBC should promote education as widely as possible throughout the province. In his more recent capacity as UBC Dean of Agriculture, 1914-19, he had in 1917 joined Premier H.C. Brewster, Minister of Lands T.D. Pattullo, and Surveyor-General J.E. Umbach on a tour of north-eastern British Columbia, partly to try to identify land for university endowment. On the way, he quickly realized that few children from such far-flung regions would ever attend UBC without vastly improved secondary-level education

5. BC, Department of Education, *100 Years: Education in British Columbia*, One Hundredth Annual Report 1970/71 (Victoria, B.C.: Queen's Printer, 1972), 72.

delivered by professionally trained high school teachers. Meanwhile, among the more fortunate who already had graduated from UBC, Klinck found compelling evidence of interest in teaching careers. Eleven of the 36-member class of 1916 had taken up teaching, school administration, or college lecturing posts. In 1917, the ratio was 8 of 33; in 1918, 9 of 32; and in 1919, 19 of 46.⁶

Klinck's accomplice in this bold venture in teacher preparation on campus was H.T.J. Coleman, whom he had appointed Dean of Arts and Science and Head of Philosophy in 1920. Coleman arrived impressively qualified. Internationally disposed, he had taught in Ontario, North Dakota, and Washington State elementary schools, ending a successful school teaching career as principal of Spokane High School. At Columbia University, New York City, he attended with fellow students George D. Strayer, Ellwood P. Cubberley, and Edward C. Elliott the lectures of such luminaries as Edward L. Thorndike, William H. Kilpatrick, Paul Monroe, George Counts, and John Dewey.⁷ Following advanced work at this Mecca of American educational progressivism, Coleman accepted a post as professor of education at the University of Colorado, returning to his alma mater, the University of Toronto, in 1907, the year that institution first engaged in training high school teachers and Coleman published his *Public Education in Upper Canada* (New York: Brandon Publishing Company, 1907). After six years as associate professor of education there, he undertook for seven years the deanship of Queen's University's Faculty of Education.⁸

Philosopher, poet, and writer on major educational concepts, Coleman brought to UBC and continued to cultivate such progressive ideologies as the

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6. See *Directory of the Alumni of the University of British Columbia*, Third Issue, May 1924, passim.
 7. Strayer studied school administration with particular emphasis on statistics and school surveys. He later joined the faculty of Teachers College, Columbia University, where he headed the Division of Field Studies; see Geraldine Jonçich, *The Sane Positivist: A Biography of Edward L. Thorndike* (Middletown, Connecticut: Wesleyan University Press, 1968), 222, 297, 303, 304, 470, 475, 486, 489, 501n, 556. Cubberley, perhaps best remembered for his pioneer work in American and Western World educational history, also studied administration and quantification techniques and wrote in these areas. He held positions as President of Vincennes University, Indiana; Superintendent of Public Schools, San Diego; and Trustee of Teachers College, Columbia; *ibid.*, 229, 293, 298, 299, 304, 307, 392, 466, 475. Elliott likewise specialized in the survey aspects of educational administration including finance and the reliability of grading practices. As professor at the University of Wisconsin, he was frequently called upon to head state survey teams; *ibid.*, 297, 304, 392n, 475. For an appreciation of the disciplines, views, and academic stature of Thorndike, Kilpatrick, Monroe, Counts, and Dewey, see *ibid.*, passim. The point here is that Coleman arrived at UBC from total immersion in all that was new in the intellectual side of American educational progressivism.
 8. The lesser rank at the University of Toronto perhaps reflected Toronto's self-image compared with its perception of Colorado's standards!

social significance of play, democracy and the schoolroom, education and nature, education for leisure, and the individual and social ends of education. Further, early in his tenure as dean and department head, he set in place two courses not unknown to the normal schools but new to the "Fairview shacks," UBC's temporary home at 12th Avenue and Cambie Street until 1925. One of these, Introduction to Education (prerequisite, Philosophy I), dealt with educational movements since the beginning of the nineteenth century and theories of life and mind implicit in them. Required reading included Herbert Spencer's *Education* and John Dewey's *Democracy and Education*. The other, Educational Psychology, complemented and followed Social Psychology and, through lectures and perusal of such works as Edward L. Thorndike's *Educational Psychology* and Lewis M. Terman's *The Measurement of Intelligence*, signalled growing academic and professional interest in learning theory and educational measurement.⁹ In short, by 1921, the study of education at UBC had already gained a firm toehold on the craggy slope of the young university's liberal arts curriculum. Two arresting characteristics marked its appearance. Its rubbing shoulders with philosophy and psychology in a philosophy department implied scholarly respectability; and its initial promotion by a president with a keen sense of university extension in the spirit of American land grant colleges (he earned his Master's degree at Iowa State), and a dean with exceptional training as scholar and teacher in the United States, reflected early American influence on teacher training at UBC and not, as Professor Malcolm MacGregor observed in 1978, the appearance in "recent years" of a "tendency to follow the southern flock."¹⁰

II

Supportive though they were of the study of education at university level, President Klinck and his versatile dean were not alone in their wish to develop it along professional lines. As things stood, potential high school teachers required a Bachelor's degree and a term at a provincial normal school. Principal D.L. MacLaurin of Victoria Normal School challenged the absurdity of such an arrangement. "The training they receive," he declared, "is entirely associated with elementary school work." In his view, "a better training would be given were that training associated directly with the grade and subject matter of the schools they propose entering."¹¹ Principal D.M. Robinson at Vancouver Nor-

9. For biographical details on Coleman, see University of Victoria Archives, Box 81-27. Department of Philosophy course offerings are shown in *UBC Calendar* (hereafter *UBCC*), Seventh Session, 1921-22, 129.

10. Malcolm F. MacGregor et al., *The Education and Training of Teachers in British Columbia* (Victoria, B.C.: Province of British Columbia, 1978), 6.

11. Superintendent of Education, *Annual Report of the Public Schools of the Province*

mal School echoed his sentiments. He urged "practical high school teaching" rather than supplementary theory during a single normal school term.¹²

Other agencies proved more direct. In May 1921, Coleman reported to UBC Senate that because of its responsibility for staffing British Columbia's expanding high school system (between 1917 and 1922, the number of high school teachers increased from 166 to 301),¹³ the British Columbia School Trustees Association had requested that UBC set up a school of education to help it achieve its goals.¹⁴ This proposal went into committee in the Faculty of Arts and Science where it remained under advisement for many months, only to resurface upon Senate receipt of an appeal from the British Columbia Teachers' Federation for university-sponsored extramural help in "academic and professional work" for teachers.¹⁵ Such overtures had attracted the attention in Victoria of Superintendent S.J. Willis, whose career intersected with the issues at hand. Willis graduated from McGill in 1900 with Honours in Classics, then secured a British Columbia high school teacher's certificate (the old First Class Academic), teaching first at Boys' Central School, Victoria, and later at Victoria High School, where in 1908 he became principal. In 1916 he was appointed Associate Professor of Classics at UBC and in 1918, Principal of Vancouver's King Edward High School where he remained one year prior to replacing Alexander Robinson in the provincial superintendency.¹⁶

In early January 1923, Willis and Coleman exchanged opinions as to how UBC might best address the yet-unanswered question of training high school teachers. On January 4, Coleman executed the opening gambit by suggesting a "feasible course of professional training for University graduates who desired to obtain [high school] teachers' certificates."¹⁷ Astutely supposing his ideas would be "susceptible to all sorts of modifications," he went on to describe a thirty-week programme evenly divided between preparation for both elementary and secondary school teaching and conspicuously incorporating History and Principles of Education as the major professional component.¹⁸ Candidates were to attend

of British Columbia (hereafter *ARPS*) (Victoria, B.C.: King's Printer, 1920), C47. MacLaurin repeated his plea the following year.

12. *ARPS*, 1922, C48.

13. *100 Years*, 70.

14. UBCSM, 11 May 1921, 228.

15. *Ibid.*, 21 Feb. 1923, 319; 7 Mar. 1923, 86.

16. See John Calam, ed., *Alex Lord's British Columbia: Recollections of a Rural School Inspector, 1915-1936* (Vancouver, B.C.: University of British Columbia Press, 1991), 124-25, 175.

17. President's Vault, UBC (hereafter PVUBC), microfilm, H.T.J. Coleman to S.J. Willis, Vancouver, B.C., 4 Jan. 1923.

18. Note that in 1917, of 847 provincial schools, only 57 did work beyond the Grade VIII level. Accordingly, elementary methods courses for prospective high school teachers were perhaps partially justifiable in that securing a teaching post in a small

Vancouver Normal School from September to December for the elementary teaching phase and in the new year go to the university for the secondary stage of their preparation. Alternatively, UBC could take charge from September on, where and when necessary employing normal school instructors conveniently situated nearby. As to cost, a professor of education at \$4,000 per annum, eight special lecturers in high school methodology at \$500 apiece, and use of schools at \$1,000 overall, less fees of, say, fifty trainees at \$50 each, together came to \$6,500.¹⁹

By return, Willis promised Coleman to discuss the plan with Education Minister J.D. MacLean.²⁰ The clock ticking, however, and having within a week received no further news, Coleman perhaps sensed some unforeseen hindrance. To underscore his enthusiasm and good will in the affair, on January 15 he wrote once again, reconfirming the flexibility of his scheme and his readiness to "modify it upon fuller information as to what the Department has in mind."²¹ Following his promised audience with MacLean, Willis at length reassured Coleman that with "slight modifications" the plan would be "feasible and satisfactory."²² Presumably on the basis of Coleman's plan, and doubtless with the wish not to be caught napping, UBC Senate resolved five weeks later "that in view of the educational needs of the province, the Senate strongly...[recommended] the appointment of a Professor of Education."²³ Beyond this commitment, an unnerving delay ensued. February passed. March, April, and May slipped by. So did June and July of the year the proposed programme was expected to take effect. In fact, not until early August did Willis write, then telegraph Coleman requesting he hasten to the provincial capital to resume discussions.²⁴

Subsequent accounts of exchanges between Coleman and Willis regarding details of the plan reveal the degree of caution characterizing the political niceties of the case. As legal teacher certification agent, the provincial Department of Education was determined not to surrender its public trust. But as an institution established in the tradition of academic freedom, UBC was keen to develop curricula and recruit faculty unencumbered by external pressures. Between these extremes, and by now critically short of time, Coleman and Willis looked for common ground.

rural school not infrequently required a qualified high school teacher to teach at least some elementary grades. See *100 Years*, 76.

19. PVUBC, Coleman to Willis, 4 Jan., 1923.

20. *Ibid.*, S.J. Willis to H.T.J. Coleman, Victoria, B.C., 8 Jan. 1923.

21. *Ibid.*, H.T.J. Coleman to S.J. Willis, Vancouver, B.C., 15 Jan. 1923.

22. *Ibid.*, S.J. Willis to H.T.J. Coleman, Victoria, B.C., 17 Jan. 1923.

23. UBCSM, 21 Feb. 1923, 319-20.

24. PVUBC, S.J. Willis to H.T.J. Coleman, Victoria, B.C., 1 Aug. 1923.

Coleman's notes on their August 6, 1923 deliberations capture the essence of their sensitive agenda. Willis had made it clear that what the Minister of Education had in mind was neither a faculty nor a university department of education but a professor of education initially appointed to an existing administrative unit at UBC.²⁵ Minister MacLean nonetheless perceived the move as of highest importance, and thus worthy of the most "careful survey" of eligible candidates, enlightened by inquiries among prominent political as well as educational figures. For example, in the case of George M. Weir whose name had already appeared as a possible choice, certain western provincial ministers of education were to be consulted.²⁶ Academic freedom notwithstanding, it would be politically necessary that the future appointee enjoy provincial government approval. Budget was perhaps a less fragile matter. The professorship in education was legitimately a university expense. Willis assured Coleman, however, that government would vote \$6,500 against defraying costs, the sum representing \$2,500 toward the new professorship and \$4,000 for eight existing UBC professors who, over and above their regular teaching duties, would deliver lectures on how to teach high school subjects, notably, English, Latin, French, mathematics, history, botany, physics, and chemistry.²⁷ Further, Willis guaranteed full payment of the new post either by increasing the general grant to the university and earmarking the difference, or by means of a "specific grant to [the] Department of Education."²⁸ The government, Willis added, was prepared to pay for critic teachers working in their high school classrooms with visiting teacher trainees. Student fees were to be set at \$40 rather than the \$50 Coleman had initially suggested, payable to the UBC bursar; but pending the professorial appointment in education, Vancouver Normal School Principal D.M. Robinson was to receive student applications for the academic year 1923-24. With each of these policy and business obligations, Coleman evidently agreed. His major concern was time. Seven months of delay had all but scuttled chances of getting the high school teacher-training programme at UBC started by September, 1923. The new enterprise would require Senate approval. A senior appointment in education needed Board of Governors' consent. Methods lecturers would need to "outline and prepare courses." Most urgent of all, a thorough search for a professor, consistent with the touchy nature of the appointment, had to be concluded, ideally

25. *Ibid.*, Memorandum headed "Meeting with Superintendent S.J. Willis, Mon., Aug. 6, 1923."

26. *Ibid.*; here, Coleman's notes specify Saskatchewan Minister of Education the Honourable D.P. McColl.

27. *Ibid.*: listed in "Methods in Teaching High School Subjects—Suggested Distribution of Courses, Schedule [3]," appended to H.T.J. Coleman to S.J. Willis, Vancouver, B.C., 4 Jan. 1923.

28. This observation is far from clear. Willis more probably said, or at least meant, a grant to the Department of Philosophy, or to UBC via the Department of Education in Victoria.

by the beginning of September; without fail by the end of December, 1923. To these aims, Coleman next applied his considerable energies.

Shortly after his meeting with Willis, the Dean of Arts and Science drafted a four-point proposal for on-campus teacher training which he and Willis agreed would best ensure both governmental and university interests. First, a course of instruction was to be given "graduates in Arts and Science and Applied Science in both elementary and high school methods." Second, direction of this work was to be "in the hands of a professor of education, to be appointed by the Board of Governors in the Department of Philosophy." Third, lectures were to be conducted "partly in the University, in accordance with arrangements to be made with the [Vancouver] Normal School Principal." Fourth, the course of lectures would include History and Principles of Education, Educational Psychology, School Administration and Law, Instruction in Special Subjects, Methods of Teaching Elementary and High School Subjects, and Observation and Practice Teaching at each of these levels.²⁹ Professionally familiar with McGill's growing pains in teacher education a decade earlier, and resolved from the start to establish strenuous academic standards, Klinck endorsed the plan.³⁰ On Friday, August 17, 1923, the proposal was placed before Senate, which ratified it without hesitation. It remained to recruit a professor of education in whom all concerned might place their confidence.

III

With due speed, President Klinck and Dean Coleman commenced a widespread search. Correctly anticipating Senate ratification of the Coleman-Willis scheme, they had in early August already put out feelers. Klinck approached two prominent Canadian educators for their opinions of Weir and others. One was Dr. Peter Sandiford, a former student of the pre-eminent American psychologist Edward Lee Thorndike, and himself an authority on educational psychology and statistics as well as a scholar conversant with the way they trained teachers at his

29. PVUBC, 9 Aug. 1923, "Proposal of the [Provincial] Department of Education, to be laid before Senate at the special meeting on Fri. Aug. 17th."

30. Himself a scientific crop breeder whose experimentation introduced Pontiac barley, Banner oats, and Quebec 28 corn, Klinck may have sensed reservations among McGill colleagues in Agriculture regarding association at Macdonald College with the School of Household Science and the School for Teachers. At issue was Agriculture's provision at the outset of baccalaureate degrees based on "physical and biological sciences, engineering and economics," pioneering of graduate instruction, and sustained research activities, a scholarly milieu some felt was matched in neither household science nor education courses. See John Ferguson Snell, *Macdonald College of McGill University: A History from 1905-1955* (Montreal: McGill University Press, 1963), 74, 92, 93, 212, 239, and *passim*.

present place of employment, the University of Toronto.³¹ The other was Dr. William Packenham, Dean of the College of Education, University of Toronto, whose estimate of George M. Weir “as educator, administrator, and man” Klinck solicited by night letter.³² Coleman contacted in Saskatoon Dr. J.A. Snell, Inspector of High Schools, Collegiate Institutes, and Normal Schools. He asked Snell as a person of long experience in high school affairs to think about the “various public and semi-public issues [with] which Weir had concerned himself,” and to rate the thirty-eight-year-old principal of the Saskatoon Normal School as to character, scholarship, ability as a lecturer, loyalty to his superiors, and “ability to deal with situations demanding a considerable measure of tact.”³³ Especially, Coleman inquired about Weir’s showing to date in the educational-political arena. “Has there been so far as you know,” he asked, “anything in Dr. Weir’s record in the Province, and particularly in his relationship with the local University authorities and the Department of Education which would throw doubt on his acceptability as a member of the staff of the University of British Columbia in the capacity mentioned?”³⁴

Sandiford, Packenham, and Snell responded candidly. That summer in Edmonton, Sandiford met with Klinck on August 8, 1923 and gave his opinion of three potential candidates. Dr. G.M. Weir, he said, was “a man of fine personality” who “stood high in his profession, had good organizing ability, and would suit British Columbia needs admirably.”³⁵ Outside Canada, he added, there were two other possibilities. Were UBC disposed to appoint a woman, Dr. Agnes L. Rogers of Goucher College, Baltimore, Maryland, ought to be considered.³⁶ In Sandiford’s book Weir’s intellectual superior, she held a B.A. and M.A. from St. Andrews, had led her philosophy class at Cambridge, pursued studies at Bonn, and earned her Ph.D. at Teachers College, Columbia University, having defended “what is generally regarded as the best thesis [ever] presented in that institution.” Immensely successful as an administrator, she combined in Sandiford’s opinion “great social gifts” with “rare mental...qualities” of exceptional value to an institution “wishing to combine a teaching position with that of the Deanship of Women.”³⁷ Sandiford also recommended for consideration Mr. F.C. Maultby, a brilliant secondary school teacher at Sideat, Somersetshire, whom he had recently supported for a position at McGill. Upon his return to

31. PVUBC, L.S. Klinck, notes on interview with P. Sandiford, [Edmonton], 8 Aug. 1923.

32. Ibid., L.S. Klinck to W. Packenham, Vancouver, B.C., 20 Aug. 1923.

33. Ibid., H.T.J. Coleman to J.A. Snell, Vancouver, B.C., 8 Aug. 1923.

34. Ibid.

35. Ibid., L.S. Klinck, “Notes, 8 Aug. 1923.”

36. Agnes Rogers, once Thorndike’s student, went on to teach pedagogy and psychology at Bryn Mawr. See Jonçich, *The Sane Positivist*, 488.

37. PVUBC, Klinck, “Notes.”

Vancouver, Klinck opened Dean Pakenham's letter commenting on a number of Canadian possibilities, several then working in the United States. Pakenham thought the person best matching UBC's requirements was Sandiford himself. Next to Sandiford, Weir, whom he knew "only by report," was probably the best Canadian available. He was highly regarded in Ontario, had a good reputation in the west, and as a student had obtained the highest standing to date in the pedagogy examinations.³⁸

For Coleman's information, Saskatoon Inspector J.A. Snell rendered a flattering account of Weir. During Weir's seven years as instructor at the Saskatoon Normal School, Snell was principal there. When Weir succeeded him, Snell had watched Weir's career with interest. He recollected his successor as "a gentleman of the highest type," endowed with "splendid powers of organization and administration," possessed of "a keen analytic mind; retentive memory; splendid physique; [and] unusual application." In brief, Snell considered Weir "probably the leading educationist in the Province."³⁹ All well and good. But in response to Coleman's query about Weir's relationship with Saskatchewan university authorities and its bearing on his acceptability at UBC, Snell waxed less effusive.

There is little doubt Coleman had asked Snell a loaded question. It certainly related to "the crisis of 1919," an episode in University of Saskatchewan history which university president Walter Murray perceived not just as an assault on his own policies on the subject but also as an attack upon his personal integrity. One facet of the affair was the university Board of Governors' refusal on Murray's advice to make available on campus sufficient land to accommodate a modern normal school, two practice schools, and playing fields. When construction of the new normal school eventually began across the South Saskatchewan River, sectors of the Saskatoon public, the teaching profession, the Ministry of Education, and even of Murray's faculty were alienated. Public outcry ensued. Weir aired his views in the press. More to the point, in the draft of a never-transmitted letter of resignation over the controversy, Murray alleged that attacks on him were coming to the Chairman of the Board of Governors from Weir.⁴⁰ Such a confrontation, if true, was unlikely to impress Coleman in his quest for candidates possessing "a considerable measure of tact."

38. Ibid., W. Pakenham to L.S. Klinck, Toronto, 4 Sept. 1923; *ibid.*, L.S. Klinck, "Notes on Trip to Prairies."

39. Ibid., J.A. Snell to H.T.J. Coleman, Saskatoon, 20 Aug. 1923.

40. For details of the "crisis of 1919," see Michael Hayden, *Seeking a Balance: The University of Saskatchewan 1907-1982* (Vancouver, B.C.: University of British Columbia Press, 1983), 89, 331 nn. 25, 26; W.P. Thompson, *The University of Saskatchewan: A Personal History* (Toronto: University of Saskatchewan and University of Toronto Press, 1970), 109ff.; David R. and Robert A. Murray, *The Prairie Builder: Walter Murray of Saskatchewan* (Edmonton, Alberta: New West Press, 1984), 107-28.

On his part, Snell minimized the damage. He conceded there had occurred "some differences" expressed by letters in the newspapers. From his perspective, though, Murray was mostly at fault. But, Snell continued, "I do not know that there is any hard feeling on the part of the President toward the Principal of the Normal School, nor vice-versa." On the contrary, he observed, "I have heard the Deputy Minister of Education speak in the highest terms of Dr. Weir and of the way in which he is conducting the school over which he presides."⁴¹

Informed with the results of his own and Coleman's preliminary inquiries, President Klinck boarded a train at Vancouver on September 11, 1923, and set out to confer with as many other referees as a tightly-scheduled, eleven-day search allowed. A feat of brinksmanship, it was relieved somewhat by his decision to place Dean Coleman provisionally in charge of the 1923-24 UBC teacher-training programme, since it was becoming more likely by the week that a professor of education would not appear on the scene much before Christmas, and probably later. Klinck's agenda was comprehensive. He had hoped to meet in Manitoba, Saskatchewan, and Alberta with normal school principals; school inspectors; ministers, deputy-ministers, and superintendents of education; and university presidents, deans, and professors—in short, prominent figures closely acquainted with the technical, professional, administrative, and political aspects of teacher preparation.⁴² In the event, Klinck was not to encounter everyone on his list. That he was well prepared, though, is beyond dispute.

IV

President Klinck's notes on his whirlwind swing through Western Canada reflect his determination to discover the best candidate for UBC's professorship in education. They also summarize the opinions of influential educational

41. PVUBC, Snell to Coleman, 20 Aug. 1923.

42. *Ibid.*, "Some Notes on a Trip to Prairies Sep. 11 - Sep. 21, 1923." Klinck signified hopes of meeting in Manitoba with University of Manitoba President J.A. MacLean and Deputy Minister of Education Dr. Robert Fletcher. Potential Saskatchewan contacts included Minister of Education S.J. Latta, his Deputy Ministers, A.H. Ball and Hedley Auld, Superintendent of Education Dr. T. McColl, Director of Elementary Agricultural Education F.W. Bates, ex-Minister of Education Mr. Justice W.M. Martin, Inspector of Saskatoon Schools Dr. J.A. Snell, and Regina Normal School Principal Colonel T.E. Perrett. His Saskatchewan list also showed key faculty at the University of Saskatchewan: President Walter C. Murray, Dean of Arts and Science Dr. D.H. Ling, Dean of Agriculture W.J. Rutherford, Professor of Philosophy Dr. J.A. Sharrard, and Professor of Mathematics Alfred J. Pyke. Alberta contacts were listed as Minister of Education J.T. Ross, Provincial Superintendent of Schools G.F. MacNalley, University of Alberta President H.M. Tory, and his Professor of Philosophy G.M. MacEachern.

practitioners as to what university-based teacher training should consist of; how it might best resist self interests; what qualifications the optimum appointee would offer; and who among promising acquaintances were equal to the task.

On the general principle of on-campus teacher preparation, Klinck's Manitoba respondents turned out to be discouragingly negative. University President J.A. MacLean was against the whole idea. Because of the divided authority between government and university, he prophesied, the British Columbia plan simply wouldn't work. "The Minister, Superintendent and normal school principals and staff," he argued, "may readily concur in the arrangements now,...but friction [would prove] inevitable," and the university "would suffer most because it can defend itself the least." Once appointed, "Professors of Education in the University" would "grow more academic because of the absence of [an] atmosphere of teaching. Complaints will be made to the Minister on this and other scores by instructors, normal [school] teachers and others. To these the Minister will naturally listen. There will always be administrative difficulties with the Normal School in selecting staff to serve...the university, just as there will be difficulty within the university itself." Accordingly, were UBC irrevocably committed to teacher education (it certainly was!), it must avoid an "array of normal school teachers against the Professor of Education," as a result of the university's tendency "to exalt the so-called academic over the practical and experienced school man." One way of avoiding these confrontations, MacLean contended, was to "insist upon joint responsibility in appointments and conduct, preferably with full concurrence of [the] Superintendent and Principals of the Normal Schools."⁴³ As to candidature, MacLean confessed he didn't know Weir, but considered Alfred J. Pyke, University of Saskatchewan Professor of Mathematics, "a man of great promise, given a year to establish new contacts, and bring himself in line with current thought, action, and tendencies."⁴⁴

If anything, Manitoba's Deputy Minister of Education Dr. Robert Fletcher sounded even less assuring. During a recent conversation with British Columbia Superintendent of Education S.J. Willis, Fletcher remarked, he (Fletcher) had not only disagreed with the Coleman-Willis plan but also had learned that Willis' Minister of Education, J.D. MacLean, had agreed to the scheme with some reluctance. Fletcher's personal views were utterly hostile. He was ill disposed toward university graduate teachers as a group, faulting their alleged air of superiority over non-graduates, their absurdly patronizing attitude toward elementary school teaching, which they never expected to practise, even their "Bolshevik" political leanings. Judging university jurisdiction over post-graduate teacher training to be an unwise denial of provincial Department of Education control, he urged what he considered a safer option. UBC "might give certain undergraduate courses, counting toward a degree, in History of Education,

43. Ibid., "President J.A. MacLean."

44. Ibid.

Psychology, etc. The same professors...might give the same courses to other students in the normal school...and might give other courses as well but all in the normal school and *under* it, this being the only way to retain [a teaching] atmosphere and enable the Department to exercise [sic] the measure of control its responsibilities impose."⁴⁵ Here, to be sure, was scarcely any university programme at all—the last word in caution implemented through extramural lectures. Not surprisingly, Fletcher proposed no candidates to deliver them.

On George Weir's home turf in Saskatchewan, assessments of the Saskatoon Normal School principal (fast becoming a candidate to be reckoned with) were mixed. Minister of Education S.J. Latta regarded Weir as a loyal, capable man, the "ablest in the province" at his post, difficult to replace—though the minister would not stand in the way of what he obviously considered a promotion for Weir.⁴⁶ Klinck's notes show that Deputy Minister A.H. Ball assessed Weir "much the same as [did] his Minister—brilliant, aggressive, direct, perhaps impatient, but a good colleague,...fully as tactful and no more wedded to his own way than Sandiford," and certainly "the ablest man for our purposes Saskatchewan has."⁴⁷ Ball's colleague, Deputy Minister of Education Hedley Auld, spoke more firmly. Weir, he asserted, was ambitious, at times indiscrete, without doubt aggressive. Sometimes, Auld noted, it was not clear whether Weir "wanted to increase the prestige of the Normal School at the expense of the University or...to force the hand of the President to create a Faculty of Education and appoint him Dean." Yet Auld was "not disposed to attach much importance" to Weir's occasional tangles with the University of Saskatchewan. These were, he supposed, the acts of "an aggressive young man and should probably be forgotten excepting, perhaps, his tendency to air his political opinions before his classes," a habit Auld attributed to Weir's "inexperience and youth."⁴⁸

Other Saskatchewan referees ranged over a wide spectrum of opinion as to Weir's candidature. Compared, say, to Latta, Ball, and Auld, Superintendent of Education D.P. McColl was enthusiastic. Admittedly aggressive, Weir was, he declared, "just the man for the position"—a better administrator than Sandiford, long an advocate of the kind of teacher training UBC had in mind, and mellowed since Saskatchewan's "University scrap." He had heard no adverse criticism. Selecting other names seemed unnecessary.⁴⁹ By contrast, two of Weir's personal friends, F.W. Bates, Director of Agricultural Education, and ex-Education Minister Mr. Justice W.M. Martin, blew hot and cold. They represented Weir as highly regarded throughout the province, a rapid, clear thinker, keen student, loyal worker, possessing an unusual ability to "read and digest any heavy work in

45. *Ibid.*, "Dr. Fletcher—Deputy Minister of Education."

46. *Ibid.*, "Honourable Mr. Latta, Minister of Education."

47. *Ibid.*, "A.H. Ball."

48. *Ibid.*, "Deputy Minister Hedley Auld."

49. *Ibid.*, "D.P. McColl, Superintendent of Education."

remarkably short time." He was, in fact, "by far the ablest man in Saskatchewan."⁵⁰ But he had his weak points. According to Bates, the most serious of these was getting along with others. He could be impatient, resorting at such times to "large and high sounding words, the too frequent use of which sometimes results in loss of sympathy and even of prestige."⁵¹ Martin agreed. Weir, he believed, could be prolix, tactless, and unnecessarily hostile. To illustrate, Martin was Minister of Education at the time of Weir's differences with President Murray over the new normal school site. Martin had warned Weir to "keep out of controversy," but Weir had ignored him and become, in Martin's opinion at any rate, needlessly embroiled.⁵²

Whether through Klinck's inability to meet with all the western educators on his agenda, their preference to duck his questions, incomplete or missing documentation, or a combination of these and other factors, his account of the western tour fell short of its projected scope. Eight referees had apparently met with him and offered advice. One more—University of Alberta President H.M. Tory—appeared only in a cryptic entry stating he did not know Weir personally "but had very decided opinions" about his brother who had served under Tory in World War I.⁵³ The rest did not appear in Klinck's summary. Conversely, Klinck introduced into his search file a number of suggestions attributable to acquaintances not listed among those he originally intended consulting but whom he presumably encountered on his rounds or heard from upon his return to Vancouver. Mostly these consisted of nominations other than Weir. Dean Pakenham of Toronto mentioned as an afterthought Professor Douglas Ewart Hamilton, D. Paed., a Toronto College of Education classicist who had recently resigned to accept a post in Latin at Toronto's University College, as well as Adrian McDonald, a young member of the Peterborough Normal School staff with a flair for sharp thinking and good writing.⁵⁴

Dr. Sandiford also added two names. One, Fred MacNalley, Supervisor of Schools for Alberta, was working during summer months on a Columbia University Ph.D. and in Sandiford's judgement was "a most successful administrator," though perhaps prone to agree too readily in an argument. The other, Earle McPhee, was a Nova Scotian with a Ph.D. and postgraduate work in psychology

50. Ibid., "F.W. Bates, Personal Friend."

51. Ibid.

52. Ibid., "Hon. W.M. Martin."

53. Ibid., "President Tory."

54. Ibid., "Dr. Pakenham." Klinck's notes indicate Hamilton's University of Toronto appointment was in Greek. Evidence, however, points to the fact that he accepted a post as Associate Professor of Latin, replacing Professor W.D. Woodhead who joined McGill University as Head of Classics. See "Former O.C.E. Professor Comes to U. of T. Staff," *Varsity*, 3 Oct. 1923. I am indebted to the University of Toronto Archives for this information.

and education from Edinburgh University. Initially on faculty at Acadia University, he was currently teaching at the University of Alberta in Edmonton, and was supported up to a point by a "Dr. McGibben [initials and institutional affiliation not indicated]" who saw him as a candidate at once outspoken, enthusiastic, lacking at times in judgement, given to approaching the education minister directly on minor matters, even obsessed with efficiency, yet possessing no drawbacks that experience could not cure.⁵⁵

As of September 21, 1923, on which date President Klinck stepped off the train in Vancouver, his list of nominees for UBC's first professor of education thus stood at nine names—Weir, Rogers, Maultby, Sandiford, Pyke, Hamilton, McDonald, MacNalley, and McPhee—with Weir drawing the bulk of the commentary as well as cutting the most controversial figure. Back at UBC, Klinck set about concluding his search by dispatching letters to several contemporaries whom as yet he had neither interviewed nor heard from. One was Dean Sinclair Laird of MacDonald College, McGill University. Laird advised that in Edmonton, McNalley was possibly ready to consider a career change. He imagined, too, that at the University of Alberta, several associated with the Bachelor of Education programme might let their names stand. In addition, he proposed Dr. S.J. Keyes of the Ottawa Normal School, Dr. H.E. Amos at the Hamilton Normal School, and Professor W.E. Macpherson, Ontario College of Education, each of whom offered years of relevant experience in teacher education.⁵⁶ A second response arrived from Professor J.A. Dale, Director of Social Service, University of Toronto, heartily endorsing Weir as "vigorous and able, a good speaker," and one who had "done some good study." Dale declined through ignorance, however, to comment on Weir's "work as an administrator or his cooperative qualities."⁵⁷ Thus, with MacNalley and Weir already accounted for and Keyes, Amos, and Macpherson newly nominated, Klinck's long list of candidates numbered an even dozen.

Acknowledging these and other messages bearing on the search, Klinck occasionally let slip his own misgivings over the delicacy of his mission. He was finding, he confided to Sandiford, that "local circumstances play as large or even a larger part in some instances, in determining the policy of teacher training than they do in law, medicine or agriculture."⁵⁸ Moreover, he confessed to Dale, he was experiencing difficulty securing credible assessments of George M. Weir's administrative capabilities, a matter not normally of highest priority to him excepting that the present case demanded someone "of more than ordinary ability in this respect."⁵⁹ Besides, as he wrote, staff recruitment deadlines were closing

55. PVUBC, "Dr. Sandiford"; *ibid.*, "Dr. McGibben."

56. *Ibid.*, S. Laird to L.S. Klinck, Ste. Anne de Bellevue, P.Q., 17 Sept. 1923.

57. *Ibid.*, J.A. Dale to L.S. Klinck, Toronto, 21 Sept. 1923.

58. *Ibid.*, L.S. Klinck to P. Sandiford, Vancouver, B.C., 1 Oct. 1923.

59. *Ibid.*, L.S. Klinck to J.A. Dale, Vancouver, B.C., 2 Oct. 1923.

in. Fifty-four trainees with Bachelors' degrees had already registered for UBC's new programme for training high school teachers. Of course, until Christmas, they would attend Vancouver Provincial Normal School while Dean Coleman held the fort across the way in the Fairview shacks—an arrangement of no insuperable logistic complexity.⁶⁰ Come January 1924, though, they would return en masse to the Fairview campus. That they should be received there by the most academically respectable, administratively astute, practically experienced professor of education that \$4,000 per annum could attract and hold was fast becoming a question of utmost urgency for UBC's second president.

V

Precisely how Klinck winnowed his long list, established his short list, and declared a winner has not yet come to light.⁶¹ But one thing is sure. Within three months he had made up his mind. By early October, he had talked to Weir and soon afterwards shared his impressions with close colleagues and with Superintendent Willis.⁶² It had appeared clear from the start that the new professor of education required strength in dealing with the sometimes conflicting interests of government, university, and normal schools, each set in its ways. Who best evinced such strength? After much deliberation, Klinck concluded Weir did. Not that his candidacy stood unflawed. Certain consultants had portrayed him as impatient, verbose, aggressive, indiscrete, tactless, and ambitious, personal attributes which, if not reined in, were unlikely to allow the diplomacy and compromise UBC's new professorship assuredly required. Despite referees' mention of organizational efficiency, moreover, Klinck seems to have reserved judgement on Weir's actual administrative talents. Just the same, there must have been something appealing about his youth (38), vigour, appetite for work, incisive mind, public presence, and, as a later observer remarked, "ability to marshal public opinion in favour of...projects which he has at heart."⁶³

Coupled with this robust personality was the apposite nature of Weir's academic qualifications, experience, and professional accomplishments in education. A committed student, Weir had earned a B.A. at McGill University in

60. Ibid., L.S. Klinck to P. Sandiford, Vancouver, B.C., 1 Oct. 1923; *ibid.*, L.S. Klinck to W. Pakenham, Vancouver, B.C., 1 Oct. 1923.

61. Fragmentary evidence exists, for example, that Sandiford might himself have been in the running but "couldn't be spared." See *ibid.*, Klinck's notes on correspondence from Dean W. Pakenham, Ontario College of Education, including an item dated 4 Sept. 1923, naming Sandiford as "our best College of Education man," and another (date illegible) hinting at his indispensability to his Ontario post.

62. *Ibid.*, Klinck to Sandiford, 1 Oct. 1923.

63. S.N., "Weir, Hon. George Moir," *The Canadian Who's Who*, ed. Sir Charles G.D. Roberts and Arthur Leonard Tunnell (Toronto: Trans-Canada Press, 1937), 1121.

1911, M.A. at the University of Saskatchewan in 1914, and D. Paed. at Queen's University (where Coleman taught him) in 1918. Early evidence of scholarly accomplishment was his Queen's doctoral thesis, "Evolution of the Separate School Law in the Prairie Provinces" (later expanded as *The Separate School Question in Canada* and widely used in Canadian history courses), a documentary analysis with pronounced Anglo-Saxon overtones urging "a spirit of tolerance and good will towards all classes and creeds."⁶⁴ On paper at least, Weir's formal intellectual background, matching most candidates' and outstripping some, could not but assuage fears at UBC of intrusions by largely technical or methodological interests.

As a person of experience, too, Weir had much to offer. Like Coleman and Willis, he enjoyed a breadth of understanding and attainment in education rare enough in his time. Successful as a teacher, principal, school inspector, graduate student, and normal school principal, he had acquired a feel for the various factors affecting sound education. Not the least of these was physical plant. Associated with Saskatoon Normal School for eleven-and-a-half years (five as principal), he was no stranger to the administrative challenges of modest beginnings. From its inception, he once wrote, "the Saskatoon Normal School has been something of a peripatetic institution."⁶⁵ "Since August, 1912," he added later, it had been "accommodated in five different homes."⁶⁶ Its last provisional quarters on the University of Saskatchewan campus, over which site the crisis of 1919 erupted, Harold W. Foght described as "a makeshift which gives the school an air of transitoriness."⁶⁷ In comparison, UBC's Fairview shacks would hold no terrors for Weir.

As for Weir's service to education in the broadest sense, it was not so much his familiarity with transience as his belief in social well-being through educational stability that commanded attention. A case in point was his sustained effort to realize in Saskatoon his vision of a new normal school rooted in the lore of educational progressivism. Vehicles for his opinions on the subject were the Saskatchewan Department of Education Annual Reports in which, throughout his tenure as principal of the "peripatetic" original, he presented his case. Compared with others', his accounts were models of style and thoroughness. Brimming with graphic and tabular information, they also dealt with philosophical issues which he appeared to relish meeting head on. There was much to be done, he declared, to readjust "the viewpoint" of the average degree-holding teacher

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64. George M. Weir, "Evolution of the Separate School Law in the Prairie Provinces" (D. Paed. thesis, Queen's University, 1917), 119.
 65. *Annual Report of the Department of Education of the Province of Saskatchewan* (hereafter *ARDES*), 1919-20 (Regina: J.W Reid, Government Printer, 1920), 98.
 66. *Ibid.*, 1921-22, 61-62.
 67. Harold W. Foght, *A Survey of Education in the Province of Saskatchewan Canada* (Regina: J.W. Reid, King's Printer, 1918), 121.

toward "elementary school problems and the child mind."⁶⁸ So, too, he perceived a general need "to adopt a more enlightened attitude towards the status of the teacher and the dignity of the teaching profession."⁶⁹ Also, Weir pondered the novice teacher's responsibility regarding the moral education of children, arguing that this trust was best fulfilled by means of "moral truths" distilled from "choice" literature rather than through "lessons in elementary ethics."⁷⁰ Most of all, Weir's periodic reports embodied his confidence in the notions of the school child as future responsible adult, and the school as but one of many social agencies, all of which "must co-operate in the development of a morally higher type of citizenship."⁷¹ His eloquence bore fruit. During Klinck's search, Weir was able to report that on January 3, 1923, "the new [Saskatoon] Normal School building opened its doors to over 450 students."⁷² Could he have expressed interest in Klinck's overtures at a better time?⁷³

After further negotiation, and with doubts over Weir's administrative and diplomatic capabilities unresolved, Klinck acted. On December 17, 1923, he recommended to UBC Chancellor R.E. McKechnie that Dr. George M. Weir be offered the professorship of education effective January 1, 1924. Since Weir's arrival could not be scheduled any earlier and the 1923-24 academic year was already half consumed, he further proposed that Dean Coleman be retrospectively appointed Director of Teacher Training from August 6, 1923 to March 31, 1924, at a salary of \$500 beyond that of his deanship.⁷⁴ In addition, he put forward, as lecturers in methods of teaching high school subjects, the heads of established UBC departments, January 1 to March 31, 1924, also at \$500 each over and above their regular salaries.⁷⁵ Klinck advised as well that the staff of King Edward High School (near 12th Avenue and Laurel Street, hence within convenient walking distance of the Fairview campus) "had agreed to act as critic teachers at a salary of \$75 each" per annum and that he would present specific names in due course. The UBC Board of Governors ratified Klinck's proposals forthwith and proc-

68. *ARDES*, 1920-21, 61.

69. *Ibid.*, 62.

70. *Ibid.*, 1919-20, 102.

71. *Ibid.*, 103.

72. *Ibid.*, 1922-23, 70.

73. Weir's campaign for improved physical plant was matched by his crusade for up-to-date curricular offerings. Through the medium of the *Annual Report*, he announced that "for the first time in the history of the Saskatoon Normal School ample provision has been made for preparing teachings in household science, nature study and agriculture, manual training and art." *Ibid.*, 70. This fresh working atmosphere surrounding the new Saskatoon Normal School no doubt stood Weir in good stead throughout Klinck's search.

74. PVUBC, L.S. Klinck to Chancellor and Board of Governors, Vancouver, B.C., 17 Dec. 1923.

75. *Ibid.*

essed appointments accordingly. By New Year's Day, 1924, UBC had acquired its first professor of education—George Moir Weir—and launched its first full-time, systematic teacher-education programme.

VI

No doubt Weir's arrival in British Columbia left its mark on provincial education, but in a way President Klinck could not have anticipated. Instead of stabilizing his career as teacher-educator at UBC, the inaugural professorship became a step-ladder to Weir's loftier ambitions. Ironically, the very attributes that secured his appointment also qualified him for others' agendas. On leave in 1924-25, he worked as co-commissioner of the influential *Survey of the School System*.⁷⁶ Between 1929 and 1932, he added to his considerable campus obligations the heavy responsibility of producing *A Survey of Nursing Education in Canada*, commissioned by the Canadian Medical Association and the Canadian Nurses' Association.⁷⁷ Wooed in 1933 by political parties, he was drafted by the British Columbia Liberals, ran successfully in Point Grey, and, once again on leave, joined Thomas Dufferin Pattullo's cabinet as Minister of Education and Provincial Secretary, which posts he filled until Pattullo's resignation and his own defeat at the polls in 1941. Yet again released from UBC, between 1942 and 1944 he served in wartime Ottawa as Acting Federal Director of Training for Rehabilitation. With UBC Board of Governors' blessing, he thus spent only ten years on campus during his twenty-one-year tenure as UBC's first professor of education. When in 1945 he was re-elected as member for Burrard, it seemed only correct he finally resign his university appointment. He did so and was replaced by Dr. Maxwell A. Cameron.

Perhaps on account of repetitive acting headships in education during his long absences, or perhaps because of hesitation as Minister of Education to interfere, continuity rather than change typified UBC's high school teacher-training programme throughout Weir's university tenure. To be sure, course offerings multiplied; but the spirit of Coleman's initial proposals endured.⁷⁸ It is a moot question whether, under Weir's interrupted direction, UBC's Department of Education led or followed other Canadian institutions in the preparation of high school teachers. In 1898 (thereafter contingent on sufficient demand), the University of Bishop's College, Lennoxville, first offered undergraduate lectures

76. J.H. Putman and G.M. Weir, *Survey of the School System* (Victoria, B.C.: King's Printer, 1925).

77. G.M. Weir, *A Survey of Nursing Education in Canada* (Toronto: University of Toronto Press, 1932).

78. In order to confirm the durability of the Coleman curricular emphases, compare *UBCC*, 1924-25 with its 1944-45 counterpart, 259-60 and 154-58 respectively.

on "the Art of Teaching," later combined with teaching practice. By 1926, a university degree had become prerequisite to courses in educational history, principles, law and management, and methods, all in charge of a well-qualified lecturer in (soon elevated to professor of) education. Enrolment remained modest. Queen's "met rough weather from the very beginning." Organized within a post-baccalaureate Bachelor of Pedagogy programme, education courses and staffing policies fell under the "firm control" of Superintendent of Education John Seath. Enrolment lagged behind expectations. In 1917, Ontario's Department of Education withdrew support and in 1921, Queen's Faculty of Education closed down. At McGill, aspiring high school teachers qualified through courses in history of education, educational psychology, current educational developments, and classroom practice pursued during the third and fourth years of the B.A. degree; or else they augmented their elementary diplomas by means of such studies as Latin, algebra, or geometry. But "registrants were not very numerous." By contrast, the initial academic scope of UBC's Department of Education, relative consistency of subsequent enrolment, "progressive" aspirations, and effective dealings with the provincial government characterize the Coleman-Weir administrations as leadership years. At the University of Toronto, though, things proceeded on a grander scale. From its inception in 1907, Toronto's Faculty of Education offered general, advanced, and specialist courses for provincial certification. In each case, the B.A. was prerequisite. In addition, graduates could register for Bachelor of Pedagogy or Doctor of Pedagogy programmes. Upon Queen's discontinuance of its Education Faculty in 1921, Toronto's Faculty of Education "assumed the name of the 'Ontario College of Education'" and rapidly became a distinguished graduate faculty. In this context, UBC's Department of Education was unquestionably a follower.⁷⁹

Admittedly, as minister responsible for education, Weir lost no opportunity to articulate a philosophy of education "progressive" as to its belief in state encouragement, curricular relevance, aptitude and achievement testing, voca-

79. See D.C. Masters, *Bishops University: The First Hundred Years* (Toronto: Clarke, Irwin & Company, 1950), 95; Hilda Neatby, *Queen's University, Volume I, 1841-1917* (Montreal: McGill-Queen's University Press, 1978), 278, 279; Stanley Brice Frost, *McGill University for the Advancement of Learning, Volume II, 1895-1971* (Kingston and Montreal: McGill-Queen's University Press, 1984), 158-59; W. Stewart Wallace, *A History of the University of Toronto 1827-1927* (Toronto: University of Toronto Press, 1927), 219; *The Calendar of the University of Bishops College Lennoxville, 1916-1917* (Printed for the University, 1916), 57; *ibid.*, 1926-27, 76; *ibid.*, 1927-28, 77-78; *ibid.*, 1928-29, 10; *ibid.*, 1929-30, 10; *Calendar of Queen's College and University, Kingston, 1908-9* (Kingston: *British Whig*, 1908), 128-29; *ibid.*, 1923-24 (Kingston: Jackson Press, 1923), 68-69; *Annual Calendar of McGill College and University, Montreal 1908-9* (Montreal: Gazette Printing, 1908), 148; *ibid.*, 1923-24, 150-51; *University of Toronto Calendar, 1908-9* (Toronto: The University Press, 1908), 396-417; *ibid.*, 1923-24, 536-80.

tional counselling, and the school's role as inculcator of "co-operative social attitudes" among school children.⁸⁰ Besides, he set in place many of the recommendations made in the 1925 *Survey of the School System*. Among these were substantial reforms such as initiating junior high schools, relaxing external examination requirements, extending the high school grades by one year, extensively revising the high school curriculum in 1936, and establishing the post of Chief Inspector of Schools, an office first assumed in 1939 by a "liberal in politics and a 'progressive' in education," Dr. H.B. King.⁸¹ In its early years, too, UBC's Department of Education maintained a training programme not entirely incompatible with Weir's educational purview. It appeared to do so, however in a general way, through attuning itself to some educational and political sense of place and time rather than following the kind of dynamic, sustained institutional leadership Weir had clearly demonstrated in Saskatoon. Indeed, given its curricular stability from 1923 to 1945, it is hard to distinguish Weir's influence from Coleman's.

In this last regard, full appraisal of Weir's educational philosophy lies beyond the scope of this article. Note, however, that at the time of his UBC appointment, Weir's reputation as an educational progressive rested mainly on his endorsement and professional application of progressive ideas such as administrative efficiency, curricular comprehensiveness, active-student methodology, vocational guidance, and scientific testing. Over the years, in such works as *Survey of the School System*, *A Survey of Nursing Education in Canada*, and *Our Faith in Liberalism* (1947), and through speeches in the Legislative Assembly and elsewhere, Weir's progressive philosophy evolved to its quintessence: "Without widespread education, there could be no true freedom. Without freedom there could be no real individual or public responsibility; without responsibility there could be no true morality; without morality there could be no good citizenship—no sense of national pride and responsibility, nor of international

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80. For a good summary of Weir's typical public observations on progressive education, see Jean Mann, "G.M. Weir and H.B. King: Progressive Education or Education for the Progressive State?" in *Schooling and Society in 20th Century British Columbia*, ed. J. Donald Wilson and David C. Jones (Calgary: Detselig, 1980), 102. It should be borne in mind that Weir's simultaneous responsibilities as Provincial Secretary were very demanding, especially his drafting of a hospital insurance act which, for want of funding during hard times, remained on the statute books unimplemented until 1948. It might be hypothesized that Weir's advancement of H.B. King's career as technical adviser to the 1934-35 committee on school finance and, in 1939, as chief inspector of schools, enabled Weir better to identify priority concerns affecting his educational portfolio. Margaret A. Ormsby, *British Columbia: A History*, Student Edition (Toronto: Macmillan of Canada, 1958), 487; Mann, "G.M. Weir and H.B. King," 104; Neil Sutherland to the author, Vancouver, B.C., Jan. 1993.
81. F. Henry Johnson, *A History of Public Education in British Columbia* (Vancouver, B.C.: Publications Centre, University of British Columbia), 114.

understanding; and without good citizenship there could be no sound and enduring democracy."⁸²

Embedded in such rhetoric, though, was Weir's approval of a governmental, business, industrial, and economic order which it was the schools' lot to nourish and expand. Despite concurrence in many quarters, such philosophical views and their policy consequences at length drew fire from other directions. Among gainsayers were socialists who identified the existing corporate state as a principal source of social injustice; humanitarians who saw in aptitude and vocational counselling the abrogation of individual choice; depression-ridden parents who challenged the job-procuring potential of courses in art, music, or physical education; fiscally strapped ratepayers and municipalities lamenting the high cost of technical education; and a conservative press alleging Liberals' conspiracy to bend schools to their political purpose. Nevertheless, many strands of Weir's educational progressivism survived to modern times.⁸³

Which of these strands in *Weir's day* directly connected with the training of high school teachers at UBC is less apparent. On the one hand, use of texts and references, by prominent American (or American-trained) progressives, in educational psychology; school administration and law; history and principles of education; educational tests, measurements, and statistics; and methods in high school subjects signalled Weir's confirmation of Coleman's preferences and his own theoretical leanings. Moreover, regular assignment of the Putman-Weir *Survey of the School System* constantly reminded trainees which philosophical and pedagogical paths Weir believed it was their collective duty to tread.⁸⁴ As well, professors in education affirmed both their research obligations and affinity for educational progressivism by generating papers on educational purpose, the junior high school, curriculum building, modern developments, parent-teacher associations, patriotism, internationalism, citizenship, and other topics dear to the progressive heart.⁸⁵

On the other hand, UBC high school teacher candidates sometimes found scant evidence during the actual *conduct* of their training, of the philosophy and techniques of progressive education they learned so much *about* in their courses. The lecture method was their instructors' stock in trade. Content reigned in both training courses and high school teaching subjects. For practical reasons, experimenting with methods during practice teaching was rarely convenient. And over time, future teachers and their critics in the profession deplored the periodic

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82. *Our Faith in Liberalism*, an address given, Mar. 1947, to the officers of Victoria's Laurier Club and "a few months later" at a meeting of the Vancouver-Burrard Liberal Executive, privately published, 26.
83. Mann, "G.M. Weir and H.B. King," 95, 96, 112, 113, 114, 115, and *passim*.
84. *UBCC*, 1926-27, 102-04; *ibid.*, 1932-33, 134-38.
85. John Calam, "A Moat Defensive to a House: Academicism in Early UBC Teacher Training," unpublished paper, Jan. 1993, 2.

absence on campus of preparation for librarianship, physical education, art and music appreciation, guidance, and junior high school organization—progressive educational realities already in place in British Columbia schools during the late 1920s and throughout the 1930s.⁸⁶

Just the same, UBC's maiden quest for a professor of education placed provincial teacher education on an entirely new footing. Here was an abrupt shift in the preparation of high school teachers from the "practical" normal schools to an infant university resolved to withstand dilution of its academic heritage. The search itself established the precedent that faculty recruitment in education would thenceforth be widespread. Unlike normal school instructors culled from the field of successful British Columbia teachers and school inspectors, permanent university professors of education thereafter would present competitive post-graduate qualifications. British Columbia school experience would no longer suffice. Appointees' permanency, moreover, would rest not just upon superior instructional and supervisory services in aid of teaching prospective teachers how to teach. It would stem as well from their performance as scholars.

The consequences of this academic imperative in teacher education at UBC were rapid and diverse. The relative merits of theoretical as opposed to empirical instruction thrived as an issue of unending debate and disagreement among teacher trainees, their education instructors, and their critic teachers whose classrooms they periodically borrowed for teaching practice. For future high school teachers, methodology remained subject-specific and trainees' programmes organized according to what rather than whom they would eventually teach. Stringent certification requirements of university studies extending five years beyond high school graduation exacerbated a professional caste system already separating high school from elementary school teachers. They also lent credence to a popular assumption, since challenged, that the duration, complexity, and sophistication of teacher preparation should vary directly with the age of school children to be taught. Meantime, a teacher-training curriculum took shape, its components seeming to assert their relative importance in terms of mandatory or optional status, duration over the academic year, and transferability as a minor area of study for a UBC M.A., to the advantage, it must be said, of History of Education and Educational Psychology.

Finally, the search for UBC's first professor of education prompted unprecedented, lasting scrutiny of the university instructional unit over which George M. Weir first presided. On campus, sometimes diverging presidential, senate, departmental, professorial, and student interests tended to throw an emerging Department of Education on the defensive as it strove to reconcile professional relevance and technical immediacy with academic rigour. Off campus, school trustees monitored with care the quality of UBC teacher graduates and utilized departmental facilities and student performance data during annual staff recruit-

86. *Ibid.*, 5-11 and *passim*.

ment drives. Similarly, teachers at once eager to enhance their careers and bring educational research to bear on classroom problems, pressed UBC's Department of Education to furnish appropriate courses. At the same time, through ministerial and civil service contact with UBC, the provincial government now and again asserted its own teacher certification prerogatives. Encircled by vested interests, teacher training at UBC persevered. In the end, its major confrontations would yield less to constitutional analysis than to force of character and practical exchanges on particularities.