



*A Commemorative Book Honouring the Centennial Celebrations
of the
Newfoundland Teachers' Association*

by ROBERT D. PITT

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A LEGACY
OF
LEADERSHIP

NTA
100

1890 - 1990

DEDICATION

This Commemorative Book is respectfully dedicated to the
TEACHERS in every city and town, harbour and cove in
Newfoundland and Labrador over the past 100 years who,
through their depth of devotion, indomitable spirit and unstinting
service, have bequeathed to the present and future members of

THE NEWFOUNDLAND AND LABRADOR TEACHERS
ASSOCIATION

a precious and priceless

LEGACY OF LEADERSHIP

ACKNOWLEDGEMENTS

There are few professionals who are so steadfastly wed to the cultural, intellectual and social history of a region as its teachers. While doctors, lawyers, legislators, engineers and scientists attend to our temporal and temporary well-being, teachers are probably second in importance only to parents in determining what we are and who our children will be. Consequently, the true history of teachers and teaching is perhaps coextensive with the history of the province itself and with our civilization in general.

Compiling such a history-- even a brief one -- is therefore a significant undertaking, one which has necessarily utilized the efforts of other researchers and historians. Among written and published accounts of education, teachers and teaching. I have in particular drawn on the works of Ralph Andrews, Allan Bishop, Harry Cuff, Phillip McCann, Frederick Rowe and Louise Whiteway. My other main resource in the writing of this account has been the work of Robert Cuff, who was the principal researcher for the NTA's centennial history database. His research led him through not only the main secondary sources, but through old issues of the Journal, the NTA archives and library, teachers' log books, minutes of meetings and conferences, correspondence with most of the Branches, and to interviews with some of the Association's surviving "pioneers".

I would also like to thank Janet Miller Pitt for her great service in helping me select and organize the original material, and to acknowledge the kind assistance of others who helped me in many different but essential ways: Melvin Baker, John Downton, Ray Goulding, Judy Handrigan, Ray Hopkins, Marion Pitt and N. Ray Wight. My special thanks go also to Pat Walsh, Chairman of the NTA's 100th Anniversary Communications and Publications Committee, for his comments on the text and for his invaluable suggestions, which spring from a deep understanding of the NTA and its members.

Robert D. Pitt

FOREWARD

The Newfoundland Teachers' Association (NTA) has existed for 100 years. One only has to read this commemorative book to realize that this proud Association was destined to survive the many challenges it has faced.

The NTA, the collective voice of its 10,000 teachers is a story of dedication, determination, and leadership. It has been more than a teacher organization in our province; it has been a force which has helped to shape and influence Newfoundland society.

As you read through this condensed history of the NTA, you feel the sense of pride and commitment which the membership has towards the Association. NTA continues to serve its membership with the dual objectives of promoting the cause of education in this province and elevating and unifying the teaching profession.

Yes, it has been a legacy of leadership, a legacy for which the pioneers of our Association laid the seed. Generations which followed nurtured what we now proudly pass on to those who will succeed us.

Mr. Pitt, with the capable assistance of others, has captured the essence of the Newfoundland Teachers' Association. I feel confident that this book will allow the reader to share with the teachers of Newfoundland and Labrador their feelings of Pride in the Past, Strength in the Present, and Faith in the Future.

EDUCATION BEFORE 1890

In 1890, the year Newfoundland Teachers' Association (NTA) was founded, Newfoundland and Labrador settlement was still a miscellany of modest fishing outports punctuated by only an occasional town of substance. Around most of its thousands of miles of rocky coastline the only means of access was by small boat over open water, when wind and ice permitted. Great strides in communication had been promised by the start of the trans-insular railway, but by the late 1880s it still reached only as far as Placentia and Harbour Grace and connected few of the smaller places where most Newfoundlanders lived. Only a few places, such as St. John's, Harbour Grace, and Port aux Basques, had access to telegraphs and the trans-Atlantic cable; electricity was still in its delicate infancy and only in St. John's; and regular coastal boat service was still years away. Teachers travelling to their remote postings -- which were very nearly everywhere -- relied on dories, schooners, packet boats, dog teams and their own two feet. Mail came seldom if at all. Education was a luxury for most and unheard of by many.

Since the founding of the first Newfoundland school at Bonavista in 1726, the form of Newfoundland's educational system had been typically colonial, with one kind of school and schooling in private establishments for those whose parents were wealthy and privileged enough to live in one of the larger towns, and a very different kind of experience for the masses. For most, schooling was irregular, sometimes infrequent and always unpredictable if it was available at all. Teachers came but they usually went again before very long. The bigger boys, too, might be pulled from their desks at any moment in the spring to do something useful for the family, like sailing off to the Labrador to fish. Often the economic situation of the

parents required such an abrupt end to the academic year whatever their own feelings toward "learnin".

In the century after the founding of the Bonavista school by the Church of England's Reverend Henry Jones, about 16 more public schools were established in outport communities. These were the result of often daunting work by the Church of England's Society for the Propagation of the Gospel in Foreign Parts (SPG) and later the Newfoundland School Society, founded by Samuel Codner in 1823 (known back in Britain, perhaps in part for fund raising purposes, by its original name, the Society for Educating the Poor in Newfoundland).

By 1827 the Benevolent Irish Society (BIS) had established the Orphan Asylum School in St. John's and in 1833 the Presentation Nuns came to take in hand the education of young Roman Catholic girls in the capital: eight years later they built a school large enough to accommodate 1,200 pupils. In 1836 the new colonial legislature drafted its first **Education Act**, which allotted to all aspects of Newfoundland schooling the total sum of £2,100. By that time Newfoundland's educational system had expanded to 79 schools, but more than two-thirds of these were in the more populated mercantile centres of St. John's and Conception Bay. School attendance was not compulsory (and would not be so until 1942) and the system was left entirely in the hands of the religious denominations, not legislated by the state.

In 1842 the Sisters of the Order of Mercy arrived to open a "day school", where, as Bishop M. F. Howley put it, pupils could be taught "the elegant and fashionable accomplishments of the day, and, at the same time, have their young minds properly imbued with the principles of religion".

By 1843, the year Newfoundland's first School Inspector made his rounds, the legislature had raised the educational grant to more than £5,000, to be divided between the Roman Catholic and the Protestant schools. Although non-denominational education was attempted in the mid-1840s at a government Academy in St. John's, it was closed by disapproving clerics and a dwindling supply of pupils after just five years, even though, as Howley reflected several years later, "the sentiment of the people seemed strongly in favour of non-denominational education" at the time. Instead, the major denominations pursued the establishment of their own academies, later to be known as Bishop Feild College, St. Bonaventure's College and Prince of Wales College.

In 1850 the Methodists -- who were active in education from the beginning of the century -- had joined the field by establishing their own training school for teachers and agitating for more of the government education grant, which by 1858 had increased to £10,525. (Of this only £750 was set aside for teacher training.) For the first time, also, two school inspectors were appointed, one for each of the major denominational divisions. In the 1870s the denominational system was entrenched in colonial legislation, the non-conformists were allowed their own inspector, and the Irish Christian Brothers arrived and opened their first school in the old Orphan Asylum on the site of the present Benevolent Irish Society in St. John's.

In northern Labrador Moravian missionaries had begun teaching reading and writing to the Inuit as early as the 1770s, and in the following century schools were set up at several locations along the coast from Makkovik to Rammah. To the south, and employing the same techniques he used to attract doctors to the coast, Dr. Wilfred Grenfell recruited American teachers to volunteer a summer's work in the small outports near his Labrador missions. Later, well-equipped and well-staffed boarding schools were established at several communities where the Grenfell Association had premises.

By the close of the nineteenth century, about the time that the Newfoundland Teachers' Association was beginning to take hold of the imagination of Newfoundland teachers, there were 623 schools throughout the land. But the total number of teachers -- most of which were women -- was 763. This was an average of only a little better than one teacher per school, which was, more than often than not, a single small, smoke-filled room with little enough space for student seating, let alone learning. Many of these teachers had a

bare proficiency in the Three Rs, and no pedagogical models beyond their own talent and limited, if any, experience. Without a Normal School, teacher education was both nominal and optional. Vincent P. Burke, the Roman Catholic Superintendent writing nearly two decades after the founding of the NTA, would still note with asperity that " Many people are under the impression that as soon as a girl receives a Preliminary Grade Diploma of the Council of Higher Education she is, *ipso facto*, a heaven-born teacher and is fully responsible to take upon herself the responsibility of educating the rising generation physically, mentally and morally without further knowledge or training. Such a girl is frequently sent to teach in her own settlement or neighbourhood; she is young, her ideas are very circumscribed, probably never having been away from her immediate surroundings, and yet she is the one whom the people are supposed to depend upon for an education".

THE PIONEERS

James Norman, for many years the "teacher, lay reader, church warden, parish treasurer, and friend and councillor in Coley's Point", opened his school in the early 1890s, according to the logbook into which he inscribed all such information, armed with "3 blackboards, 1 easel, 6 maps, 4 lamps, 12 Histories of Newfoundland, 1 History of England". This, though, was an impressive store of supplies according to another contemporary account which noted that "it is surprising, not that the remoter schools are so poorly supplied, but that they are supplied at all...".

Like other pioneers of the Newfoundland Teachers' Association, Norman faced a 12-month working year punctuated -- and sometimes terminated -- by plagues (mainly diphtheria and typhus), peripatetic colleagues, fires, balking stoves, wet coal, miserable weather and pupils withdrawn unceremoniously from school to dig potatoes, mind siblings, salt fish, spread caplin or go fishing on the Labrador. Crowded onto roughly made, narrow wooden benches, the wood biting into their bottoms, their short legs dangling and their backs aching, pupils often had little incentive for work when they were in attendance.

Parental support of school attendance fluctuated with the seasons, too. As Norman reported, "Attendance so small, had to close school for the summer vacations a week before the usual time. Parents allow children to stay away from school for very little reason and then grumble when the schools are closed".

To be one of Newfoundland's teachers at that time was also to be, of necessity, a jack-of-all-trades as well as master of the school. With teachers' salaries a pittance even within an impoverished economy, many supplemented their living by fishing and farming, by taking to the mosquito-plagued lumberwoods for the summer, or else left the profession altogether to the detriment of the outports and the despair of the school inspectors. A contemporary report on the teaching profession noted that teachers' salaries were lower than those paid " for the coarsest of unskilled labour ... The inducements to remain in the profession are so inadequate as almost to drive (teachers) away just when they are most likely to be of the most use to the education interests of the country.

MUTUAL INTERESTS

Finally, on October 18, 1890, 13 teachers meeting in Bay Roberts decided enough is enough. Lacking a living wage and concerned about their financial future and the security of their families, teachers from Harbour Grace to Bay Roberts - of all denominations and both sexes - gathered to discuss not only the immediate and pressing subject of salaries, but the more ambitious ideals of a teachers' pension fund, an insurance scheme and the means of professional development through the formation of a teachers' association.

The idea of a Newfoundland teachers' association was not entirely new in 1890. As early as 1875 the joint report of the inspectors of the Church of England and Methodist schools suggested forming an organization which would stimulate professional development and raise educational standards. Similar associations had

been constituted in many of the Canadian provinces but organizing teachers in Newfoundland had presented the twin barriers of geography and the denominational system. Concentrations of teachers sufficient to meet and discuss the formation of such a group could be found only in St. John's and Conception Bay, and primitive communications and high travel costs between the colony's capital and even the prosperous outports of Conception Bay often prohibited teachers from meeting. Yet educators felt compelled to try. In 1888 Canon William Pilot, the Church of England Superintendent, outlined a scheme for Teachers' Institutes or Conferences for "mutual improvement and discussion of matters of mutual interest". Although Pilot's proposal would have resulted in an organization very different in nature and intent from the NTA, prominent among his "matters of mutual interest" was the issue of a pension fund, the need for which provided some of the impetus for the pioneering series of meetings beginning with the gathering in Bay Roberts on October 18 and culminating just over a month later, on November 22, 1890.

THE FOUNDING

The Bay Roberts meeting was held in the school of James Frederick Bancroft, an energetic and able Englishman who at the time of the Association's founding was principal of the eminent Bay Roberts Central Church of England School. At this meeting a committee was struck, as the *Harbour Grace Standard's* reporter put it, to "secure the formation of a Teachers' Association for the Island". A subsequent meeting, chaired by Bancroft, followed at the Church of England school in Spaniard's Bay on November 22, 1890. There, voting on a motion put by J. Alexander Robinson, principal of the Carbonear Methodist Academy, it was unanimously agreed to form a Newfoundland teachers' association. At this, the founding meeting, the immediate agenda of the Association was set, though the election of officers was deferred until after Christmas. In the meantime one committee was formed to draft a constitution and by-laws and another was constituted to study life insurance schemes, but as the *Harbour Grace Standard* for December 2, 1890 reported, "the chief subject of discussion was that of the increase of salaries, the necessity of which is acknowledged by everybody inside and outside the profession ... But in order to have the desired effect it is desirable that all teachers work together. It is hoped for their own sake, they may do so.

Unionism in the 1890s was relatively new and did not wield much power in Newfoundland. Bancroft, however, who is regarded as the driving force behind the founding of the NTA, came from Chester, a union stronghold in England. Bancroft's background coupled with the desperate condition of the teaching profession probably influenced the early NTA in this direction of becoming, at least in the beginning, primarily a protective association.

At the next meeting, on January 7, 1891, the Association adopted its first constitution. One of its most notable and, for some time, remarkable tenets, was Article 10 which strictly prohibited party politics and religious discussions. Resolutely maintaining a non-sectarian stance at a time when politics and religion flickered in nearly every corner of public life, the newly formed NTA was nevertheless scrupulous to have representatives of all the major denominations on its first executive.

The new Association also resolved to establish a minimum wage for teachers (\$300 per annum for males and \$240 for females) and to draft a petition to the House of Assembly.

By March, the politically astute Bancroft (a well-known supporter of Prime Minister William Whiteway outside of the Association) succeeded in having a teachers' petition presented in the House, which that year effected an increase in the Education Grant. It also led to the creation of the Select Committee on Education which would be succeeded in 1893 by the permanent Council for Higher Education (CHE), the powerful group which until 1949 set standard examinations for Newfoundland schools (the sole measurement by which many teachers also unfortunately came to be judged). In 1892 an increase in augmentation of teachers' salaries was approved - a bonus based on teaching experience and qualifications - and the first teachers' pension plan was set up. (The insurance proposal, though, would not become reality until 1964.)

Despite these early accomplishments, there is little record of NTA activity from 1892 to 1898. Late in 1891 Bancroft had left the profession to accept the more economically prudent position of customs officer at Bonne Bay, but not before his dynamic leadership had inspired and shaped the young Association. Nevertheless, Bancroft's departure combined with the calamitous events of the 1890s seem to have resulted in the Association's temporary decline after 1893 at which time Thomas Hanrahan was elected president during a meeting convened at the Roman Catholic Academy in Harbour Grace. In 1892 the Great Fire had levelled St. John's and in 1894 the Bank Crash landed a second devastating blow to the colony's fragile economy and demolished with it the NTA's hopes for increasing their scanty salaries.

From the
HARBOUR GRACE STANDARD
October 24, 1890

The meeting of teachers of which notice was given last week, was held on Saturday last in the commodious class room of the school presided over by Mr. J. F. Bancroft. Owing to the day being a very rainy one, only thirteen teachers were present, representing however, we believe, all denominations. Mr. Bancroft being called to the chair said that the meeting was the outcome of a conviction that it was desirable to take some definite steps at once towards the formation of a Teachers' Association for Newfoundland and to endeavour to secure united action on the part of the teachers in the Island, especially with regard to the formation of a Pension Fund for old and otherwise incapacitated members of the profession. After dwelling at some length on the necessity of these objects, he was followed by several speakers who all expressed their concurrence in the Chairman's views. On Motion, it was resolved that the Meeting form itself into a Committee to secure the formation of a Teachers' Association for the Island. A Chairman, secretary and treasurer were then elected. It was decided to have another meeting in Spaniard's Bay on that day week and to invite all teachers to attend from Brigus District down to Bay de Verde, to include also Trinity Bay. It was hoped that teachers of other parts of the bay, and other parts of the Island would have similar meetings. At the next meeting, the chief subject of discussion will be the Pension Fund. The Rev. Mr. Shears and Eli Dawe, Esq., member of the district, attended the meeting, and expressed their sympathy with objects of it, and promised their support.

**First Executive
Committee**

President - J. F. Bancroft
Vice-President - J.A. Robinson
Treasurer - E. Williams

Non-official Members

Emma Martin
Eli Martin
J.D. Munn

REVIVAL MEETINGS

Without the firm hand of Master Bancroft at the helm, the NTA in the early years drifted and was sometimes next to foundering. It was not until after World War 1 that the NTA found its bearings again and, in the wake of the Great Depression, another war and Confederation, eventually came into its own as a powerful force for the profession and the new province. But in the meantime there were other attempts to keep the original spirit alive.

With the reorganization of the civil service in 1898, the responsibility for education was placed with the Office of the Colonial Secretary, a position then luckily held by J. Alexander Robinson, one of the Association's founding fathers. Partially under government sponsorship (and perhaps with the encouragement of Robinson), a teachers' convention was called for St. John's in the summer of that year. This convention (whose agenda covered such diverse topics as "How to Manage a School with a Small Staff", "Discipline" and "Ladies' Difficulties") was attended by nearly 400 of the colony's 650 teachers. An effective voice was added to their cause with the election of the venerable William W. Blackall, principal of Bishop Feild College, as president of the convention.

This convention aroused a colourful public debate in Newfoundland's unbridled and partisan press. Not surprisingly, letters to the anti-Conservative *Evening Telegram* attacked the convention--because of government's involvement--as a "political dodge" and a "political trick". But the *Daily News* (also not surprisingly as it was owned by Robinson himself) supported the convention and reported the views of Roman Catholic Superintendent Wickham who in his 1898 submission dwelt at some length upon the importance of the Teachers' Convention, which he considers has been of great general utility to the teachers throughout the colony, and that the Association cannot fail to become a powerful factor in the educational life of the country, [if] not allowed to become a mere instrument in the hands of designing men, either within or without the body, for the furtherance of their own personal ambition.

In 1899 the teachers initiated their first large, wholly *self-sponsored* convention. This reborn Newfoundland Teachers' Association dealt with the adoption of a new constitution, the election of officers and (with the encouragement of Blackall) matters of professional development. The convention nevertheless culminated with a lively and still timely session on the "Payment of Teachers", delivered by Vincent P. Burke. Richard Halfyard, an outport teacher and the newly elected president, left Newfoundland in 1900 and the NTA again hibernated until yet another revival in 1908, its persistence nevertheless a testimony to the spirit of, and desire for, the ideal embodied by the original Association. Led this time by the dynamic Philip G. Butler, principal of the St. John's Springdale Street School, the NTA was reanimated at a teachers' meeting sponsored by the Association for the Prevention of Consumption (tuberculosis). Under Butler's vigorous leadership, a new constitution was drawn up which finally established the form of the NTA as we know it today, and a majority of teachers attending the Consumption meeting were pressed into joining the Association before they left St. John's. By 1909, the next annual meeting, 418 teachers had joined. During Butler's tenure the Augmentation Grant was increased by \$20,000 which translated into an average 25% pay increase for teachers. Butler himself founded and became the first editor of the NTA *Journal* which quickly became the widely respected and influential voice of the Association.

Unlike the Conception Bay original, the new incarnation of the Association was run largely by a St. John's-dominated executive (usually teachers from the city's elite schools). Indeed, for many years an executive member (such as James Norman of Coley's Point) was specially designated to represent the "outport teachers", most of whom could not travel to St. John's for regular meetings.

Regional authority, however was to repose in more localized branch organizations. At the 1908 convention NTA secretary R.S. LeDrew announced that branches had been founded in the previous year at Grand Bank, Carbonear and Burin. The original 1891 constitution had provided for the formation of branches though none had applied for such status during the various revivals of the Association between 1891 and 1908.

It is not known how long these first three branches operated or what they did, and there is no mention of them recorded at the 1911 convention. At this convention Butler, now NTA secretary, unveiled a new pension scheme which was approved by the Association. In 1912 the scheme was incorporated into

legislation, but with the outbreak of World War I, the activities of the NTA again slipped to a lower ebb, with no convention held again until 1920, the same year the first Department of Education was created, with Dr. Arthur Barnes -- a long-time supporter of the Association -- as its Minister.

COMING OF AGE

When Robert Bond supervised the 1901 census, there were nearly 250,000 people in the colony, and of the population over the age of five more than a third could neither read nor write. By 1903, 60% of all teachers had fled the profession because of poor conditions and paltry wages. Despite the opening up of the colony's central and western frontiers through the growth of the mining and lumbering industries, and the introduction of amalgamated schools in the new company towns, the 1921 census found that there were still more than 45,000 souls over the age of 10 who were illiterate. Though new teachers were constantly recruited, between 1910 and 1919 more than 1,000 teachers may have quit the profession, eventually leaving 55 of the colony's schools closed for lack of teachers. At the beginning of the 1920s the colony's 65,000 scholars were being taught in approximately 1,450 schoolrooms by 1,600 teachers. The Great Depression was still 10 years away.

Nonetheless, for the NTA the Twenties were a prelude to full maturity as a permanent professional organization and a protective association, a maturity which would be tempered in the crucible of the Dirty Thirties and a world again at war. The 1920 convention, the first since before the Great War, was preoccupied with salary scales and service matters, especially the establishment of a Normal School for better teacher training. This again raised the theme of professional development and advancement which is still a major element in the Association today. While the proposed NTA pay scale was rejected by government, a 40% increase in the augmentation grant was offered and in 1921 the first teachers' Normal School was established in St. John's. In 1923 the NTA stood firmly behind one if its number brought up before the courts for disciplining a student, and it succeeded in having the court costs dismissed by The Department of Justice. (The magistrate had not rendered a decision.) Not long after this, its first grievance on behalf of a member, the NTA hired its first permanent secretary, the long-serving Robert H. Richards, a career teacher from Barened, Conception Bay, who had been elected to the NTA executive at its 1908 revival.

Hiring a permanent secretary was a critical and farsighted decision. It gave the Association, which had been buffeted by the personal careers of its leaders so often in the past, a permanent presence and even a personal identity. It also gave them someone between conventions to build up the membership, edit the *Journal*, call meetings, take minutes and keep records. As presidents and executives changed he would provide a sense of continuity and accessibility which the officers of the Association might have difficulty doing during their own long and demanding academic year. Richards was also a member of the Library Association and this allowed the NTA the use of the library in St. John's as a venue for its executive meetings. Thus, for the first time in its history, the association had a semi-permanent -- even if borrowed -- home. Their full "office" inventory consisted of three chairs and a roll-top desk (containing all the NTA's files and records) placed in the hallway immediately outside the library door.

The mid-1920s were signal years for education in Newfoundland and for the enlightenment of Newfoundland society in general. In 1925, with the aid of New York's famous Carnegie Foundation, Memorial University College was opened, which would become the home of the Normal School and eventually, through its Faculty of Education, have a profound effect on teachers and teaching throughout Newfoundland and Labrador. The following year, for the first time, Newfoundland women were given the right to vote in national elections. At their 1926 convention, the first since 1920, NTA members studied a draft of the proposed *Education Act* (which would be passed in 1927) and made their own recommendations concerning the course of Education in the colony. They also voted an additional one per cent of their salaries toward pension premiums and were able to secure for the membership half-price passes on the government-owned railway and coastal boats.

In 1927, in addition to his NTA duties, Richards was appointed part-time secretary to the Library Association and in this dual role he was able to travel extensively; while managing the distribution of books to outports he would meet with teachers and let them know about the NTA at the same time. That year too, the NTA abandoned the desk and hallway office and established its first permanent quarters in the Morris

Building on Queen's Road in St. John's; this office served also as a distribution centre for books.

Then, at the onset of the Great Depression in 1929, the NTA sent H.J.B. Gough as an observer to the annual meeting of the Canadian Teachers' Federation (CTF), a Canadian organization with concerns, like those of the NTA, for professional development and the welfare of teachers. Within Newfoundland, too, interest in the professional association was growing. The 1930 convention agenda and topics for discussion mirrored the pressing professional and personal concerns of the teachers during the 1930s, but also showed their continuing interest in the ideals of education and the welfare of their students.

Despite such concerns, by early 1932 Newfoundland's education system was in tatters along with the economic fabric of the Dominion, which was forced to give up self-government to a British-appointed Commission within two years. The first great step backwards was taken when the grants for education (budgeted at over \$1 million in 1929-31) were reduced to \$500,000 in 1932 -- half their former level. Pensions were also slashed, and that year the Normal School was shut down to save more money. Though civil servants were hit with a 25% salary cut, teachers' salaries were reduced to approximately half of what they had been the previous year: they were now back to the level they had been in 1892, two years after the NTA was founded and had teachers' salaries raised.

The life of the outpost teacher had never been easy but things had become decidedly tougher. And in many cases the salary compensated only a part of the duties expected of the teacher. As a school inspector in Trinity Bay reported in 1936: I learned that in addition to teaching the day school from Monday to Friday both George Trickett and Bill Kelloway were required to teach Sunday School each Sunday and that, because of the clergyman's schedule, each was also required, in his capacity as lay reader, to take two services on each of three Sundays each month and one service on the remaining Sunday, and be present and take part in the second service on the fourth Sunday when the clergyman was present... I have heard each [teacher] say he was more tired on Monday morning than he was on Friday afternoon.

To supplement salaries, many teachers during the Depression continued the time-honoured tradition of occupational pluralism, especially as their teaching salary stopped with the end of the school year. In addition to fishing and farming, teachers, by virtue of their ability to read and write, often served as post masters, justices of the peace and, in some places, merchants and shopkeepers. As Ralph Andrews reported of teacher life in a small outpost in 1936: In addition to being the teacher Master McDonald was also a general merchant involved in the fishery, the Post Master responsible for transmitting telegraph messages by telephone to St. Anthony, and finally a Justice of the Peace. The McDonalds had three daughters who assisted their father. On most days two of the girls managed the store while the other looked after the post office, but on certain days when the arrival of mail required his presence in the post office one of the girls would take his place in the classroom. A similar arrangement was also necessary when a boat arrived with a load of fish.

Despite the inadequate salary and strenuous conditions, teachers continued to teach. As Dr. Blackall's 1932 Annual Report of the Church of England Schools related, "the schools have gone on, the children are at school, and the teachers, although in a beggarly state, are not on the dole". But the salary and reductions quickly produced an outpouring of anger by teachers, and demands for action by the NTA executive. One letter-writer to the *Journal*, under the pseudonym "Pollyanna", estimated that the \$22.50 monthly salary -- deducting fare to and from the teaching post, and room and board -- would net the teacher ...30 cents to the good. If I were home, I, obviously, should not have to write home. 30 cents would pay for 7 1/2 [letters], the other 4 1/2 cents will have to be sent COD and I shall only be able to attend church in the mornings when there is no collection. I did not know what my salary would be this year (my second here) till I arrived, else I would have wired my resignation, picked a gallon of blueberries to pay for the message and two gallons of partridge berries to get the 30 cents over and above my expenses ... Our wardrobes will soon be as scanty as Mr. Ghandi's! In spite of it all I can still sing -- but I daren't out loud! And dance -- only I've got Methodist feet.

One understandable short-term effect of the salary reduction was a drop-off in membership in the NTA (few teachers could afford the \$2 annual membership fee), but it eventually led to a renewed interest in the Association and a strengthening of the belief in collective action. The executive council of the Association

authorized a petition of protest which was signed by 1,100 teachers, and Llewelyn Colley, a former NTA president who was retired and living in England, succeeded in having the matter raised in the British House of Commons. The NTA's response and this action were generally seen as being responsible for the immediate restoration of pensions and the eventual restoration of the education grant in 1936.

BRANCHING OUT

Although the NTA was only partially successful in reversing the education cuts of the Commission of Government, the petition itself seems to have been instrumental in reviving branch activity. In 1934 the NTA executive noted applications from prospective branches in Grand Falls and Trinity. The 1936 convention (the first in six years and at which a new constitution was ratified) formally authorized and sponsored branch activity in the various districts so that "branches ... may send a representative to the executive council". Seven branches were recorded as having been formed that year -- Avondale, Burin, Grand Falls, Trinity, Bonavista, Carbonear and Harbour Grace -- although Trinity and Grand Falls had been founded in 1934.

Branch formation had now taken firm root, but, like the NTA itself, the vitality of these pioneer branches often depended upon strong individual leadership, teachers and principals who believed that education in their area would benefit from branch activities. The driving force behind the formation of the Kelligrews-Long Pond branch (the forerunner of the Conception Bay South branch), for example, was John B. Richards, principal of Codner School in Middle Bight, Foxtrap. During the rest of the 1930s, more pioneer branches were formed, and although such activity lessened during World War II, it revived again with Confederation and intensified in the 1960s when successive executives stressed to the members all around the province the importance of educational issues.

The Great Depression magnified many of the enduring problems of Newfoundland's education system. Meagre resources remained divided between the competing denominations, despite the NTA's own impetus towards religious integration. The net result was that, like teachers' salaries, conditions and resources in the schools showed little improvement over those which prevailed at the beginning of the century. Information presented at the 1936 supervisors conference noted that only half of their students were adequately supplied with textbooks and that 85% of schools visited did not have a reference or general reading book of any kind. Only 40% of classrooms had adequate desks and other furniture and 86% of schools had no grounds suitable for outdoor games and exercise. Of the 873 schools visited, most had no indoor toilets. Although the Normal School had reopened in 1934, less than 1% of the 1,209 teachers visited in 1936 had a university degree: 7% had some post-secondary training but 44% had themselves not graduated from Grade XI.

Despite the distraction of economic and other hardships, beginning in 1936 the NTA began the practice of raising public awareness of education, the educational system and other education issues through Education Week, an idea borrowed from the Canadian Teachers' Federation. Although first confined to a series of radio broadcasts on such subjects as "How Education Can Help Newfoundland Out of the Depression" (1936), by the end of the decade Education Week encompassed more ambitious programmes, such as concerts, poster contests, speeches and other activities. Over the years it has pursued a multitude of themes, ranging from local concerns ("Preparing for Post War Education in Newfoundland", 1942) to global issues such as "Saving Our Planet... Educating Our World" in 1990.

The outbreak of World War II in 1939 frustrated further growth by the Association until the armistice. The NTA met only once during the war, in 1943, fully seven years after its last convention. This may have been in part because of the war and in part because of a change of leadership in the NTA. During the 1920s, the masters of Bishop Feild College had dominated the NTA executive and provided its presidents but James A. Cochrane, principal of Prince of Wales College, became president in 1931 and continued in that capacity for most of the Depression. During his tenure, Cochrane and his executive colleagues closely directed NTA policies and activities without recourse to very much consultation or active participation from the membership.

Perhaps in tune with the wartime effort, the 1943 convention was also more practical, focusing more on the Association's advocacy role and areas of potential influence than on professional or general educational issues. For the first time, though, branch delegates -- representing 14 branches in all -- attended the

convention. While little came of the Association's discussions and resolutions (which included the need for more outport representation on the executive council and the ratification of a code of ethics for teachers), this convention helped set the business-like tone of the modern NTA conventions which followed the war.

FROM THE NTA JOURNAL 1939

The first public event in the Education Week program was a concert staged by members of the Junior Red Cross at Canaille. The program included songs, recitations, and exercises as well as two sketches. The concert was exceptionally well patronized, and all who attended were well pleased with the splendid manner in which the little children acquitted themselves. The proceeds, which are to be used to paint the interior of the school, were up to expectations. On Thursday night the teachers and pupils of Bayley's Cove school added their quota to the Education Week program, when an excellent concert was given in the school. This program contained two beautiful sketches... On Friday night all the schools (Canaille, Bayley's Cove and Central) united to stage a free program at the Orange Hall... The Hall was suitably decorated with artistic educational posters and slogans prepared by the pupils of the various schools. These slogans were particularly apt and could not fail to impress upon the audience that the responsibilities incident to the education of youth in any community are not the responsibilities of teachers alone, but must be shared by parents as well if the work is to be as efficient as our age demands... Mr. Case spoke enthusiastically of the objects of Education Week, the new curriculum and its aims, and the education program as applied to school and home... The enthusiasm with which the programs were received, and the splendid response made by the parents must act as an incentive for greater efforts and more elaborate plans for another year, not merely for Education Week, but also for the year's activities of the various schools of Bonavista.

Code of Ethics 1943

1. No teachers should apply for school, until assured that a vacancy exists.
2. A teacher should not apply for a post which he knows or suspects is vacant because of unjust dismissal.
3. To speak critically of other teachers is disloyal and harmful.
4. To boast of one's results with the obvious intention of promoting one's personal interests is unprofessional.
5. To encourage undue rivalry between teachers or schools is degrading to the profession.
6. To accept without consulting his (her) former principal a pupil who seeks a change of school because of grievances is unethical.
7. The innate dignity of a pupil should never be violated.
8. Impartiality should govern all relations between teacher and pupil.
9. Teachers should avail of every opportunity to promote in their pupils a love of Newfoundland. The singing of the "Ode to Newfoundland" is recommended as a daily practise.

NEW VISTAS

Despite the growing number and importance of the branches and a few other significant achievements, the days of the Commission of Government (1934 to 1949) were not marked by great strides in the Association's progress. Although the Commission passed the School Attendance Act in 1942 (for which the NTA had pressed for many years), the government did little else as "the Commission... appeared to be more interested in storing up a surplus than in providing services".

Allan Bishop, NTA president from 1939 to 1942 and again in 1949, and general secretary from 1952 to 1962, recalled a typical encounter with that particular system of government over the pressing matter of pensions: I had a number of meetings with Dr. Blackall after teachers' pensions were cut in half during the Depression. Sometimes after we had another pension request turned down I couldn't sleep all night. After the Commission came in I was dealing with an Englishman named Ira Wild (the Commissioner for Finance) on a plan to set up a pension scheme which was clear of the government altogether. I remember when the Association made their proposal he told us, "That's not legal". I said, "What do you mean that's not legal?"

"Well, its not in the Act". I said, "Of course it's not in the Act! If it was in the Act then we wouldn't bother to come and see you. You're the one who is supposed to be in government here. I want you to make it legal!" Of course, we didn't get our pension plan until after Confederation. The Commission just didn't want to do anything.

With the end of the war and a return to a more normal life and concerns beyond the war effort, things slowly began to happen once more. Nineteen forty-six, the year the National Convention was called to determine the future form of government in Newfoundland, was also the year that a four-year teacher training course -- bolstered by returning veterans -- began at Memorial College. And in 1949, when Newfoundland joined the Canadian confederation, NTA President Samuel J. Hefferton was asked to become the new province's first Minister of Education. Finally, too, in 1949 Memorial College became an accredited, degree-granting institution offering for the first time in Newfoundland's history a fully-fledged university degree in Education.

The majority of teachers had supported Confederation and many, in fact, joined the public service after 1949. But for those who remained in the profession or began their training, Newfoundland was now poised on the brink of a new age in education. For the first time, the new province had not only an accredited university, but more funding for education and financial assistance for students. Advanced post-secondary education was now within the reach of many teachers and those who wished to become teachers. In 1945 few of Newfoundland's 2,200 teachers were trained beyond a Grade I certificate (one year university completed; the Associate Grade represented two years of approved university training and the University Grade was awarded after three years), and many had not reached even that level, but by 1960 half of the province's 4,000 teachers had received some university training and by 1965 that figure had increased to nearly 70% of 5,3000.

The NTA also had high hopes, raised by the appointment of Hefferton, that the new government would be able to deal with such long-standing issues as teachers' salaries. So while the NTA met at their 1949 convention, meetings continued with the Educational Advisory Committee to set for teachers the first standard salary scale based on qualifications and experience. The NTA wanted a new scale that would correct some of the inequities of the past but the Committee did not accept all of the NTA's proposals. Teachers, who were described as "bitterly disappointed" with the committee's proffered scale, even went so far as to authorize the NTA executive to call a strike. The executive later agreed to the committee's offer, the first scale based on qualifications. In 1949, however, women still received only 85% to 90% of the base salary for men. A male teacher with a university degree and 16 years experience could expect to earn \$3,400 a year, while a female teacher with the same qualifications earned \$3,060 -- unless she was a widow with at least one dependant child under age 16, in which case she was permitted the same salary as a man.

Along with its new vigour the NTA's basic platform became more sharply focused on wage and equity issues. At the 1953 convention, discussions converged on a new salary scale and whether the NTA should become associated with the labour movement. While the NTA was clearly a protective organization committed to collective action, the delegates balked at affiliation with the labour movement and the final decision was deferred until all members could vote on the question by referendum. (The following year the matter was decided by a three-to-one vote against affiliation) Other landmark resolutions -- not just for the profession but for society in general -- were passed at this convention supporting equal pay for men and women of equal qualifications and experience, a concept that was many years ahead of thinking in most other professions.

Although not entirely happy with the outcome of these negotiations the NTA had nevertheless effected several significant changes in the government's original offer, including cost-of living bonuses, higher scales tied to years of service, and, very importantly, substantial increases for teachers with university certificates.

It was soon clear that the 1950s were to become a watershed for the Newfoundland Teachers' Association and its members, both male and female. As never before the NTA was becoming a powerful and unified league of professionals. In 1951 the Association was incorporated and the provincial government agreed to statutory membership for the Association, a crucial milestone which not only guaranteed the Association's viability and financial independence but ensured that the NTA would be truly representative of all

Newfoundland and Labrador teachers. That year, too, the NTA joined with its Canadian colleagues as a member of the Canadian Teachers' Federation, and the following year Allan Bishop, a past president who had just retired from teaching, provided leadership and dedication by becoming NTA general secretary for the next full decade.

WOMEN IN THE NTA

It is perhaps indicative of the historical roles of the sexes in society that the question of pay equity for women seems to have surfaced for the first time only at the 1953 convention. At these meetings two members of the St. John's delegation -- Sophie Edgecombe and Jessie Halfyard -- presented a brief on the subject and led the struggle for equal pay. And yet women had played a pivotal role in both the teaching profession and the NTA since its founding.

In the early days of the NTA, women are estimated to have made up approximately 60% of the profession; a photograph of the 1899 convention shows that they made up about half of the membership at this early meeting. Indeed, at the second meeting of the NTA in January 1891, it was noted that four of the 20 teachers who attended were "ladies, who... came from considerable distances", and by the time of the 1921 census more than 75% of teachers were women.

But while membership lists published in the NTA *Journal* indicated that the membership was predominantly female, few women held executive positions, though the first, Emma Martin, had been elected in 1890. A Miss Allison was elected in 1898 and the following year Emily G. Stirling, headmistress of the prestigious Bishop Spencer College, also held office (which she would do again from 1919 to 1921). Following Stirling, the next female executive member was a Miss Worrall, appointed to fill a vacancy on the 1933 executive.

The low proportion of women active at the executive level was, no doubt, largely because most female teachers remained in their profession for such a short time, leaving after only a few years to marry and raise their families. Faced with poor working conditions, burdensome responsibilities and meagre pay, they had little inducement to attempt the dual careers of teaching and parenting -- even if such a choice had been practical. Even for those women who chose to continue their career after marriage and children, there was often simply no time to take part.

Despite the dearth of women at the executive level, they were more active in the branches, and in 1934, when some of the first branches were founded, women played decisive roles. The founding president of Exploits Valley, the first branch to be registered with the provincial executive, was Jean Hayward, and as other branches were founded women filled many more executive positions -- though rather more often as branch secretaries than as presidents. In the 1930s, about a dozen women were on branch executives. Of these, at least three were branch presidents: Millicent Dawe at Glovertown, and Jean Hayward and Barbara Brett at Exploits Valley. By 1960, the NTA elected Alice Wareham, a teacher in St. John's, as its first female vice-president, and women were being included more often on the provincial executive, though it was not until 1987 that the Association was to elect its first female president, Patt Cowan.

As Sister Joan Coffey, for many years the principal of the Peenamin McKenzie School at Sheshatshui, Labrador, and the NTA's longest-serving female executive member (1972-1981), observed: I can see why many women teachers find it difficult to take active part in the Association. It has been easier for a man to take on the responsibilities, the work and travel time, connected with such things on Branch and Provincial Executives.

Another reason for the lack of representation by women at the executive level may have been that some were also members of Roman Catholic orders. Many of these women were not involved in matters outside their religious communities until the 1960s and 1970s, when many nuns did become very active in the Association. In addition, the NTA executive was heavily weighted with members who were administrators, positions seldom held by women until relatively recent times.

Since the 1970s an increasing number of members have expressed the view that the Association must have many more women in active leadership roles in the branches, at conventions and on provincial executives. With this growing consciousness of the need for fuller participation by women, several groups have been

formed within the Association, such as the Women's Issues in Education Special Interest Council and the Advisory Committee on Equality Rights to the NTA's Provincial Executive Council. The growing numbers of women attending conventions and assuming executive positions indicate that the NTA is now moving slowly towards a more equitable representation of its female constituents, who still make up a majority of the membership. As in many other areas, members' concern for sexual equality has not stopped with the Association, but has prompted many to address both the larger social context of sexual discrimination and more specific issues, such as the hiring and promotion of female administrators within the province's educational system.

EQUITY AND EXPANSION

The 1954 convention marked a turning point for the NTA in many ways, not the least because it was the first regular convention to be held outside St. John's and the first of the continuing annual conventions. Convened in the paper town of Grand Falls at the invitation of the then newly formed Parent-Teacher Association of Grand Falls Academy, the majority of delegates were billeted in private homes as non-paying guests. This was also the first convention to which delegates were elected. As Charles J. Goodyear described this historic decision: ...the gymnasium of the high school was made ready. Single desks, each bearing the name card of the delegate to be seated at it, were arranged in horseshoe formation, and in the back of the gym, well away for the delegates, were several rows of visiting teachers who were not delegates. Sitting with the visitors, most of whom were from the Exploits Valley area, were teachers from Grand Falls Academy, one of whom, at the beginning of the proceedings, rose to urge his colleagues who were not delegates to forgo their right to vote at the Convention thereby ensuring that the decisions reached would be those made by regional delegates only.

At past conventions in St. John's, NTA decisions were heavily weighted toward the opinions of teachers in the capital and surrounding areas because it was easier for them to attend the convention and participate in the decision-making. The determination to hold the convention in central Newfoundland and to accredit only elected delegates broke this traditional dominance and opened the association up to a true province-wide consensus.

The 1954 salary scale, negotiated by the provincial government and the NTA and approved by the convention, was also innovative. The pay equity clause which guaranteed equal salaries for men and women meant a 20% increase for women, in addition to the negotiated scale. Under the new scale teachers with a Grade I licence would earn from \$2,204 to \$2,604 (with six steps according to experience), while a teacher licensed with a top-of-scale Grade IV would earn between \$3,000 and \$4,200 (in 11 annual steps). A bonus system for principals and vice-principals (based on enrolment), for teachers in one-room schools (with pupils above Grade VIII) and for teachers in northern Newfoundland and Labrador, was introduced for the first time, too. This salary scale has provided the basic framework, with modifications and negotiated increases, for all salaries since that time.

1954 Salary Scale (In Dollars)

YEARS OF EXPERIENCE	I	II	III	IV
0	2004	2304	2604	3000
1	2124	2424	2724	3120
2	2244	2544	2844	3240
3	2364	2664	2964	3360
4	2484	2784	3084	3480
5	2604	2904	3204	3600
6	_____	3024	3324	3720
7	_____	3144	3444	3840
8	_____	_____	3564	3960
9	_____	_____	3684	4080
10	_____	_____	_____	4200
Grade I	Grade XI plus 1 year professional training.			

Grade II	Grade XI plus 2 years professional training.		
Grade III	Grade XI plus 3 years professional training.		
Grade IV	Grade XI plus 4 years professional training.		
	B. Licence \$1380	C. License \$1200	Probationers \$1140

CREDIT, CO-OPS AND COMMUNICATIONS

When NTA delegates met in Clarenville in 1955, they considered both the formation of a credit society for its members and the setting up of a permanent headquarters for the NTA in St. John's. Both matters were referred to committees for further study, but when the NTA met the next year in Corner Brook the members had determined to start the society.

The co-operative movement, an outgrowth of pioneering work in co-operative principles and education in England, had been introduced to Newfoundland by Dr. Wilfred Grenfell in 1896 and had been popularized by the well-known Fishermen's Protective Union (FPU) and William Coaker during the 1920s and 1930s. Government, too, had become interested in promoting co-operatives and co-operative principles, culminating with the passage of the *Newfoundland Co-operative Societies Act* in 1939. While early co-operatives had involved mainly primary producers (fishermen and farmers) and consumer credit, in the 1950s the emphasis was on more specialized financial co-operatives such as the one proposed by the NTA. Under their plans members could pool their cash reserves, now idling in bank accounts, provide competitive rates to its depositors, and offer short-term, low-interest loans to members who needed them.

Thus the NTA Co-operative Credit Society was established in 1957 and registered in 1960. Allan Bishop had been one of the prime movers of the idea and shortly afterwards N.Ray Wight, the newly appointed assistant secretary treasurer, was given the responsibility for doing the Society's books and promoting the Society to the membership. In 1962 the Society received a boost when the government granted it the ability to make payroll deductions for both savings deposits and loan repayments. For the first two decades its membership was restricted to teachers, who at the time of the Society's registration numbered 85 members with assets of nearly \$5,000.

By 1970 the society had over 1,000 members and more than \$700,000 in cash assets. In 1981 the society, now the largest credit union in the province and re-named the Newfoundland and Labrador Credit Union, was opened to public participation. Although this was necessary to allow access to a larger and therefore more secure financial base, the Credit Union continues a strong association with the NTA, with more than half of its Board of Directors, in 1990, being teachers. After a merger with the Terra Nova Credit Society in 1981, the assets of the Newfoundland and Labrador Credit Union reached \$22 million and served 6,000 members. By early 1990, with membership at 14,500 and assets of \$90,000,000, the Credit Union was the largest in Atlantic Canada.

At the 1956 convention the NTA also decided to revamp the *Journal* to emphasize professional development and to reduce the emphasis on teaching aids. Since its founding in 1909, the *Journal* had been a vital link in the instruction of many teachers who lacked formal teacher training. As Wilson Earle, former principal of Twillingate Regional High School (who retired in 1981 after more than 40 years in the profession) recalled: We... used to discuss the exercises and examinations in the *NTA Journal* and we'd often set common examinations for the different schools. Just getting together was an important part of our social lives. The branch would often have refreshments, or we'd have entertainment and sports.

Earle's description also points to another very significant function of the branches -- not only were they venues for the exchange of professional ideas, they were also important social institutions. Especially for members from the more isolated, one-room postings, the meetings often provided the only opportunity for teachers to fraternize with their peers, and apart from church functions for many they were the only chance to socialize at all.

The "official organ of the Newfoundland Teachers' Association" (the motto which appeared on every issue

of the *Journal*) was supplemented by the NTA *Bulletin* in the mid-1950s but the Association also decided to adopt other measures to stimulate and enrich the activities of the branches and to improve the NTA's public relations.

The other issue referred to committee at the 1955 convention, the matter of the NTA's headquarters, was concluded in 1958 when the Association settled into new quarters on Barter's Hill. The following year the Association was in a position to expand its full-time staff and its first assistant secretary treasurer was hired.

INTO THE 60s

Educators in post-Confederation Newfoundland during the late 1950s witnessed the transformation from a system of large urban schools and tiny one-room outport schools to a more regional system, still denominational in character, but one which had accepted the rationale of amalgamated schools serving several denominations in one place. The number of schools expanded, staffed in part by new graduates of Memorial University. Swelling enrolments, new roads, improved social welfare systems (including the new family allowance, which was linked to school attendance) and the government's centralization program also led to an increase in the number of regional high schools run by amalgamated boards composed of integrated Protestant denominations. The province instituted its centralized school program in 1953 and Herdman Collegiate in Corner Brook and Queen Elizabeth Regional High School in Foxtrap quickly became models for other regional integrated high schools. By 1964 there were 82 such schools, and the trend toward integration continued with the amalgamation of Anglican, United Church and Salvation Army schools at the end of the decade. Consolidation occurred at the level of the school boards as well, which were reduced in number from more than 300 at the time of Confederation to 37 by the beginning of the 1960s. In this period, too, the NTA decided to abandon its earlier practice of electing an executive along strictly denominational lines (it had been made up of five Anglican, five Roman Catholic and five United Church members, one Salvation Army member and one other -- usually a Pentecostal) and vote without regard for the religious denomination of the candidates.

The NTA was 70 years old in 1960 though it had been a truly authoritative agency for only a single decade. The next 20 years would bring about a further transformation in the NTA from a professional association which attempted, with varying degrees of success, to provide security and benefits for its members to a tough union when it needed to be. The late 1950s, 1960s and 1970s were also periods when the balance of power in the NTA executive itself -- long dominated by St. John's interests -- shifted so that for the first time (beginning in 1963), the majority of executive members were from outside the capital city.

In 1962, upon the retirement of Allan Bishop, his assistant N. Ray Wight became the Association's new secretary treasurer. A graduate of Memorial and principal of the Amalgamated School at Bishop's Falls, Wight was active in the Exploits Valley branch executive and had been its president before joining the NTA staff in 1959. For the next several years he edited several publications in addition to his other duties, familiarizing himself with the Association and its membership. When Wight succeeded Bishop in 1962 he thus provided much-needed administrative continuity as he undertook an endless number of responsibilities for the Association over the next 17 momentous years.

In the 1960s school enrolments were inflated with baby boomers. The four-year teacher training program was revamped as Memorial University prepared for a wave of new students and the move to its comparatively spacious new campus. The Warren Commission on Education (1964-1967) gave further impetus to the amalgamation and integration movement. In 1964, with Brother Augustus J. Brennan as president, resolutions were adopted that would encourage the formation of Special Interest Councils, and in 1969 the NTA's constitution was amended to integrate these groups aimed at professional development. By the end of the 1980s the Association operated 23 such councils, with membership spread throughout the province, endeavouring to keep its membership abreast of the many innovations and methodologies that affect their particular disciplines. In 1989 the Provincial Executive approved new councils for substitute teachers and Co-operative Education.

In 1965 the Newfoundland Teachers' Association had had the opportunity to present itself to the national professional association by hosting the Canadian Teachers' Federation convention. The ties with that federation had become stronger over the years as it would continue to do in the future, especially with Sherburne McCurdy (1961-62), Brother A. F. Brennan (1969-70), Len Williams (1977-78), and Brian

Shortall (1983-85) serving as presidents of the national body. With the CTF, too, came the distinguished national Hilroy Fellowship programme, established in 1969-70 by the Roy C. Hill Charitable Foundation to encourage and reward classroom teachers who had innovative ideas for teaching and the improvement of the profession.

HILROY AWARD WINNERS

YEAR	NAME
1976	Horace Davis - Bishop's Falls
1977	R. M. Cardona - St. Fintan's
1978	Tony Manning - St. John's George Mayo - St. John's
1979	Loran Young - Stephenville
1980	Georgina Hedges - Grand Falls
1981	Emerson & Donna Coish - Labrador City
1982	Linda Doody - Clarenville
1983	Robert Kelly - St. John's
1984	Wayne Williams - Clarenville
1985	Francis G. Hollihan - St. John's
1986	Wm. Raymond & Dave Rideout - Foxtrap
1987	Carol Fitzpatrick - St. John's
1988	C. George Brown - New Harbour, T. B.
1989	Ann Ferncase - Corner Brook
1990	Len Hynes - St. John's

The spirit and purpose of the Association had deepened during this period of continued development and expansion. In 1964 the Group Insurance Plan gave teachers "more comprehensive and less expensive health and life insurance than any other groups of employees in the province". Teachers were now getting better salaries, had more security and were given greater opportunities for professional advancement than at any other time in the history of their profession in Newfoundland.

In keeping with this spirit, the NTA had adopted its new logo (based on a concept by N. Ray Wight and developed by Austin Advertising), several other fellowships and bursaries had been initiated, and the distinguished honorary memberships in the Association had been established, to be conferred on those who had made a significant contribution to the cause of education.

In 1967 the Association moved into its new provincial headquarters in St. John's, designed for the NTA by the local architectural firm of Cummings, Dove and Whitten.

THE CONTINUING STRUGGLE

During the 1960s teachers became increasingly disenchanted with government salary offers, the process of salary negotiation and other decisions affecting education. Despite all their gains since Confederation, and even during a period of acute teacher shortages, Newfoundland teachers remained the lowest-paid in the country, notwithstanding the introduction of a seventh-grade salary scale in 1963.

Matters came to a head in 1970 when teachers insisted on the need for a significant increase in the salary negotiations then continuing with the government. Until this time, these negotiations were *ad hoc*. If teachers' salaries were to be improved, the right to collective bargaining had to be enshrined in legislation. In 1971 the executive, led by president Walter Cull, decided to take action even without that legal right. A salary offer was made by the provincial government in early January but the executive advised its 6,400 members to reject it. On February 12, when no satisfactory response followed from the province, teachers at

four St. John's schools -- Bishop's College, Brother Rice, Vanier Elementary and St. Bonaventure's -- reluctantly withdrew their services as a last resort, the first time such an action had ever taken place in Newfoundland. Before the dispute was settled to the Association's satisfaction in March, 430 teachers from 20 schools around the province had been involved, and teachers from across the province had contributed to the morale and salaries of those involved in the action.

Gilbert Pike, who had been chairman of the salary negotiating committee, was chosen as the NTA's first full-time president at the convention in 1971 and the legal right to strike was pursued as a priority issue. On May 31, 1973 the **Newfoundland Teachers' Collective Bargaining Act** was enacted finally recognizing the NTA as the legal bargaining agent for all school teachers for the purposes of the Act. The legislation also authorized the appointment of a representative School Board Committee, established procedures for collective bargaining with the provincial Treasury Board and set down the conditions under which a strike or lockout could take place.

THE MODERN NTA

Throughout the 1970s the NTA and its members discussed the implications of the collective bargaining legislation. A resolution had been passed at the 1973 convention that conscientious objectors did not have to strike, although this was later rescinded. At successive conventions, too, teachers debated such issues as pupil-teacher ratio and class size. An *ad hoc* Status of Women Committee, formed in 1975, became a permanent part of the Association in 1977, the same year a Professional Relations Committee was appointed to revise the Code of Ethics, first introduced in 1943. (These were to be revised again in 1990.) In 1978 substitute teachers were granted NTA membership privileges. In 1979 a Standing Committee on Teacher Allocation and Declining Enrolments was established, as dwindling enrolments and government cutbacks in the number of both teachers and programs had come to dominate NTA convention agendas by the late 1970s.

In the midst of the turmoil at decade's end, the NTA paused to commemorate its founding president through the creation of an award in his name to honour outstanding contributions by individual members to the branches. The first Bancroft Awards were bestowed upon Job Halfyard, Fred Martin and Christopher Stratton at the Annual General Meeting in 1980.

In early 1983, a contract dispute, which had begun the previous year led to the withdrawal of all supervisory services and teachers' participation in extra-curricular activities. In response, school boards closed most of the province's schools on April 12, 1983. Following this -- the province's first lock-out of teachers -- 3,000 teachers massed at a giant rally held in the St. John's Memorial Stadium and in other centres across the province, such as Corner Brook and Grand Falls, which culminated on April 20 in a protest march on Confederation Building. With the ratification of an agreement with the government (assisted by a mediator), the lockout ended and classes re-opened on May 3.

The 1980s were also a period of self-examination and a time to scrutinize the changes in the education system. In 1980, a Future of the NTA Committee had been struck to study the structure, operations, representation and liaisons of the Association. In 1984 the committee reported in the landmark study **To See Ourselves**, which was discussed (along with the ramifications of the lockout and a policy on pornography) at the NTA convention held that year in Gander.

While labour matters tended to dominate the Association's direction and activities through the remainder of the decade, professional development and social concerns continued to be included on the agenda, as they had been since Bancroft's day. As Lloyd Buffett recalled: **We had some very forward-looking ideas: not just about teacher benefits or education, but also all kinds of social change. We had begun the fight for medicare as far back as 1953. Of course, teachers did not have the power to accomplish much, even in areas like teacher benefits. It was more a case of going to the government hat in hand. At least today the NTA can do**

some real collective bargaining. When I look at the Association today it's hard to believe that it is the same organization that Allan Bishop used to run from an office back of Hotel Newfoundland.

With the introduction of collective bargaining legislation and the experience of a strike and a lockout under their belts, members of the NTA shaped a very different organization in the 1980s. In September 1985 when the teachers in six Labrador West schools went on strike a resolution was reached within nine days and a three-year contract was signed.

For some teachers, however, such strikes were an impossible choice: while statutory members of the NTA, they nevertheless objected on religious or moral grounds to such job actions, which included again, in 1986, the planned withdrawal of voluntary services. The question of exemptions from NTA membership consequently was included in discussions at the 1985 convention in St. John's; as a result, special by-laws were passed which allowed members to remain within the Association but apply for exemptions from such actions.

While the NTA necessarily focuses its attention on members who are still active in the profession, retired teachers, too, have an important and acknowledged role to play in the Association, and the Association still negotiates on their behalf. Consequently, the Retired Teachers' Association was created in 1971 as one of the Association's Special Interest Councils; after a period of dormancy it was re-formed in 1987.

Honorary Members	
R. J. Connolly	1968
Molly Dingle	1968
P. J. Hanley	1968
Vera Perlin	1968
Clifford Andrews	1971
Donald Evely	1971
Sherburne McCurdy	1971
G. A. Hickman	1973
William Fitzgerald	1974
Walter C. Hudson	1976
John Patrick Keane	1976
William Ford	1977
Gilbert Pike	1977
J. Howard Sainsbury	1978
N. Ray Wight	1978
C. Lloyd Buffett	1979
S. J. Hefferton	1980
Edith Manuel	1981
Allan Bishop	1982
Edgar G. House	1983
Philip J. Warren	1984
Jessie Mifflin	1985
Cecil Roebathan	1986
Fred Rowe	1987
Sister Nolasco	1988
Mulcahy	1989
Grace Layman	1990
Lorne Wheeler	

TODAY...

In 1987 the NTA achieved a historic first: Patt Cowan, principal of All Saints Primary School in Conception Bay South, was elected the first female president of the NTA, nearly 100 years after the Association was founded. After the 1970s more and more women had taken an active role in NTA affairs, both at the branch and provincial levels, individuals such as Anna Meany in St. John's, Gladys Costella from Corner Brook, Beverly Butler from the Exploits branch and Grace Hollett of Mount Pearl.

It is perhaps especially fitting, then, that the same year the NTA elected its first female president, it also bestowed the prestigious new Barnes award on another, Rita Janes of St. John's. With more teachers than ever before actively pursuing professional advancement the Barnes Award was created to honour outstanding achievement in the area of professional and curriculum development. Since the early 1960s the role of professional development within the Association had been growing in prominence and importance, with the Association investing hundreds of thousands of dollars in in-service training and in other opportunities for advancement.

Throughout the 1980s, and now into the 1990s, the Association has continued its multiple roles in aid of education and professionalism, and for the betterment of society at large. Whether negotiating with government in the interests of teachers as the Association's pioneers had done, hosting a major forum on denominational education, sponsoring Janeway Days begun in 1986 as the Association's continuing charitable fundraising event, or instituting (with the government) its Employee Assistance Program to deal with potential professional problems among teachers, the NTA is working for all Newfoundlanders.

In this year, 1990, the Association celebrates its centenary, and the Association has decided to make it an opportunity for (in the words of the president, Keith Coombs) "festivity and proud reflection as well as an expression of our commitment to the second 100 years of the Newfoundland Teachers' Association." Since 1986 when the Anniversary Co-ordinating Committee was formed, with Ray Goulding as its head, until the end of this year, thousands of hours of work, planning and preparation will have been expended. As a consequence, a newly researched computer database of information relating to the history of the Association has been compiled and is accessible to all branches; a videotape documentary has been prepared as a living record of the NTA's past; a 140-year-old school house is being restored as a historic property in Bristol's Hope, Conception Bay; special kits have been distributed to all branches -- and the celebrations continue in a hundred other ways

Although such anniversaries are a time to look back they are also a time to look ahead, and to face the ever-present challenge of change and the new demands of technology. The centennial celebrations themselves are a significant event in the Association's history not only because they mark where teachers have been but because they help teachers to see where they should go next. Much has now been achieved, but more is left to be done.

... AND TOMORROW

Although the NTA has come a full century from its inception in 1890, and has grown from a meeting of 13 enlightened individuals to an Association of more than 10,000 professionals, in 57 branches, and although Newfoundland society has traveled eons during the same time, the basic tenets of the pioneers remain: professionalism, security, solidarity, leadership and excellence. Because of these ideals and the hard work and intelligence with which they were made real, not only has the profession benefited, but every element and corner of Newfoundland society, too. In the coming century, that legacy of leadership will grow with the children, who will be tomorrow's pupils and its teachers.



Newfoundland and Labrador Teachers' Association

NTA EDUCATION WEEK THEMES - 1936 TO 1990

YEAR	THEME
1936	<ul style="list-style-type: none"> ▶ Changing Education in a Changing World ▶ How Education Can Help Newfoundland Out of the Depression ▶ Education and Value
1937	Education -- The Greatest Responsibility
1938	Not Recorded
1939	Not Recorded
1940	Not Recorded (Stressed importance of full attendance)
1941	Education as a Training for Citizenship
1942	Preparing for Post War Education in Newfoundland
1943	Not Recorded
1944	Newfoundland -- A Better Place for Newfoundlanders
1945	What Yardstick for Education
1946	Not Recorded
1947	Education for Responsible Citizenship
1948	The Schools Build the Nation
1949	Not Recorded
1950	Education is Everybody's Business
1951	Education -- Everybody's Business
1952	Education -- Everybody's Business
1953	Education -- Everybody's Business
1954	Education -- Everybody's Business
1955	Centralization of Schools
1956	Education -- Everybody's Business
1957	Education -- Everybody's Business
1958	Not Recorded
1959	Not Recorded
1960	Not Recorded
1961	Not Recorded
1962	Not Recorded
1963	How About Teaching?
1964	Not Recorded

1965	Education -- Gateway to progress
1966	Not Recorded
1967	Not Recorded
1968	Don't Quit -- Choose
1969	Unrest in Education: Change... To What?
1970	Education Is...
1971	Education: Challenge for the Seventies
1972	Education is Living
1973	Education is Freedom
1974	Schools are People
1975	The Classroom Today
1976	What Can My School Do...?
1977	Learning is Living
1978	Education is Right
1979	Learning? It's Everywhere!
1980	How Time Change!!
1981	All Being is in Becoming
1982	Learning - Key to the Future
1983	Education: Encounters of the Finest Kind
1984	Many Faces - One Heart
1985	Caring for a Small Planet
1986	Media - More Than Meets The Eye
1987	Learning To Choose - Choosing To Learn
1988	Today's Dreams, Tomorrow's Reality
1989	Making Sense of Our World
1990	Saving Our Planet - Educating Our World