

Articles

THE FIFTIES: PIVOTAL DECADE IN CANADIAN ADULT EDUCATION

Gordon Selman

University of British Columbia

Abstract

Research reveals that whereas in the United States, the late thirties and forties brought a distinct shift from social movement to professional tendencies in adult education, in Canada this was a phenomenon of the 1950s. This thesis is examined from four main perspectives: the sense of vocation or professionalism in the field, the availability of training opportunities, institutional support, and the literature of adult education. These matters are discussed from both a national and, as appropriate, a regional (largely British Columbia) point of view, and emphasis is placed on the central role played by Dr. Roby Kidd and the CAEE in these developments. The fifties can justifiably be seen as the "take-off" period in the increased professionalization and institutionalization of adult education in Canada.

Résumé

La tendance à comprendre l'éducation des adultes comme un mouvement social cédait à un point de vue qui insistait plutôt sur l'importance de la pratique professionnelle. Ce changement a eu lieu aux États Unis dans la période de 1935 à 1945, mais nous voyons maintenant que c'est pendant les années cinquante qu'il se manifestait au Canada. Nous explorons cette thèse en en considérant quatre aspects: le sentiment de professionnalisme, les possibilités de formation, la disponibilité de ressources institutionnelles et la documentation dans le domaine. La discussion comprend des points de vue nationaux et régionaux (ces derniers venant principalement de la Colombie Britannique) et nous insistons sur le rôle central joué par Roby Kidd et L'Association canadienne pour l'étude de l'éducation des adultes. L'analyse ne laisse aucun doute sur le fait que c'est dans les années cinquante qu'on voit le décollage du développement institutionnel et l'accroissement du professionnalisme dans l'éducation des adultes au Canada.

Introduction

Of the recent decades in our history, two stand out as having a pronounced character or flavor of their own, the 1930s and the 1960s. The 1940s are synonymous with World War II. The fifties and the seventies are generally seen as quieter interludes during which our crises were less extreme and most people could get on with their lives in pursuit of personal interests. Donald Creighton, in his history of the period, referred to the fifties as a

"sober and conventional period" (1976:245) and in his history of social policy, Tom Kent has termed it "our conservative decade" (cited in Guest 1985:142). Research carried out in recent years is indicating that as far as the field of adult education is concerned, at least, the 1950s were far from a quiet period. It was a time during which the character of adult education in Canada was transformed dramatically, a new spirit of professionalism began to emerge, and generally the foundations were laid for many developments which have become more pronounced in the subsequent decades.

This article examines the nature of the changes which took place in the fifties. The scene is set by a brief examination of the nature and reputation of adult education in Canada at the beginning of the decade, with particular reference to The Canadian Association for Adult Education and to Dr. Roby Kidd, who became its Director in 1951. Kidd was to be the leading personality in many of the developments during the decade. The signs of emerging professionalism in adult education are then examined under four headings: a sense of vocation or profession, the development of training opportunities, institutional development, and the literature of the field. In each case, these topics are examined from a national perspective and then, as appropriate, from a regional point of view.

The article is an attempt to take a closer look than we have before at the fifties and to identify some of the major developments and forces in connection with adult education which were at work, both nationally and regionally. The author having for some years carried out historical research on adult education in British Columbia, that region will be used mainly to illustrate some of the more important changes at the more local level. The evidence indicates that for adult education in Canada, the 1950s may justifiably be judged a "pivotal" decade.

In what sense may it be seen to be pivotal? It would appear that the institutional base of the field, especially in the public educational systems of Canada, was significantly strengthened across the country. The number of persons who came to identify themselves and their careers with the field of adult education was greatly enhanced during the decade. Generally the period was one of an expanding sense of professionalism on the part of growing numbers of workers in the field, involving increased concern about the systematic and appropriate use of methodology and the development of appropriate adult curricula. This in turn led to a demand for training opportunities in adult education. Leaders in the field came to an increasing realization of the significance of Canadian achievements in adult education. This decade also saw the creation of a number of organizations of adult educators at the national and provincial levels.

It is interesting to note that according to several authorities in the field in the United States, the corresponding period of development in that country was perhaps fifteen or twenty years earlier. Based on a study of the literature of the field, Webster Cotton (1968) concluded that there was a strong trend towards the professionalization of adult education "in the middle and late 1930s" (p. 7). Cotton contrasted what he termed the

social reformist tradition of adult education, one which existed in the early years of the movement and supported adult education as a means of improving society, with what he termed the professional position, which placed greater emphasis on serving individual needs, building a sense of common cause among practitioners based on expertise and, as he put it, transforming the adult education enterprise "from one primarily oriented toward social reform to that of a more purely educational undertaking" (p. 9). Cotton identified the emergence of the professional point of view with the creation of the American Association for Adult Education in 1926, the launching of its journal three years later, Columbia University's introduction of a doctoral degree in the field in 1935 and the publication of the first textbook for the field in 1936 (Bryson 1936). Other American scholars who have studied this trend in their country, most notably Malcolm Knowles (1977) and Cyril Houle (1956, 1960), are in general agreement on the timing of these developments.

Although it is possible in this way to identify some elements of emerging professionalism in adult education in the United States as early as the 1920s and 1930s, a profession in the full or classical sense of the term has never been realized. The late A.A. Liveright examined this question at some length in the landmark American study, *Adult Education: Outlines of an Emerging Field of University Study*, which was published in 1964, and he concluded that adult education could not then be classified as a profession in the full sense of the word. It is certainly not being suggested here that in the decade being studied, anything approaching professional status in the full sense was even aimed for, much less achieved, in Canada. Rather, attention is focused here on signs of an emerging sense of a profession-like approach, or professionalism on the part of practitioners, efforts made to promote such a tendency and the growing institutionalization of the field.

The Role of J. R. Kidd

Many of the noteworthy developments towards the professionalization of adult education during the 1950s can be connected with the efforts of Dr. J. Roby Kidd, whose tenure as Director of the Canadian Association for Adult Education (CAAE) coincides with the period. Kidd worked for eleven years with the Y.M.C.A. in Montreal and Ottawa early in his career and earned his Masters degree at McGill University. After the war, he went to New York to study for his doctorate in the field of adult education at Columbia University, graduating in 1947 and thus becoming the first Canadian to receive a doctorate in this field. (Kidd enjoyed making the point that his claim to this distinction hung on a technicality, in that Florence O'Neill of Newfoundland had earned her doctorate at the same institution three years earlier, but that until 1949 Newfoundland was not a part of Canada!) Kidd returned to Canada upon graduation to become Associate Director of the CAAE. When E. A. Corbett retired in 1951, Kidd became Director, a post he held until the spring of 1961.

Kidd's effectiveness with respect to the building of the adult education enterprise in Canada during this period and the encouragement of a more

professional view of the field can be explained on several grounds. First of all, the fact that he had earned a doctorate in adult education, and from the most prestigious university in the field at that time, opened certain doors for Kidd. He could deal with educational officials, government leaders and academic institutions and be seen by them as having outstanding formal qualifications in his field of operations, qualifications beyond what any but a handful of Canadians possessed. Secondly, his position with the CAAE provided him with unique opportunities. In a country where education was a provincial responsibility, there were few organizations concerned with education at the time which had a national membership and mandate. The fact that the CAAE was a small organization and represented a field of activity which was little recognized at the time was a handicap from certain points of view. But this meant that Kidd and the organization were a threat to no one, and could move relatively freely in the politically sensitive national and inter-provincial educational scene, promoting the development of educational activities. A further advantage of his position with the CAAE was that Kidd had at his disposal the national information networks which had been built up by the organization, in terms of both personal contacts and publications. Of course, all of this would have been of little avail if Kidd himself had not been committed to the promotion of the institutionalization of, and a more professional approach to, the field. His belief in the importance of these matters, demonstrated in so many ways, was basic to his efforts. As the decade of his tenure as Director of the CAAE progressed, Kidd gained increasing stature in the field, most notably through his published works and also his growing reputation at the international level (Cochrane 1986, Selman 1982). The final attribute which contributed to Kidd's effectiveness as a promoter of adult education at this time was his capacity to build relationships and attract the respect and affection of others with whom he worked and had contact. He was effective in inspiring in others—fellow workers in adult education and others outside the field—a sense of the significance of adult learning and the importance of promoting and supporting it effectively in Canadian society. This he pursued in three main ways: the promotion of a more expert or professional work force in adult education; the documentation of Canada's experience and accomplishments in that field; and the strengthening of the institutional base of operations for the field. There were, of course, many other persons who contributed to the developments at this time, and a number of them will be mentioned in this article, but Kidd was undoubtedly the most important figure.

The Field at the Beginning of the Fifties

At the beginning of the fifties, adult education in Canada had already achieved a considerable reputation among those who were knowledgeable about the field, largely on the basis of several outstanding projects. These would include, certainly, two programs sponsored by the CAAE and the Canadian Broadcasting Corporation: the National Farm Radio Forum and the Citizens' Forum, which made imaginative combined use of broadcasting, print and local discussion groups. The extension program in education about co-operatives, sponsored by St. Francis Xavier University

in Nova Scotia under the leadership of the Rev. Moses Coady, was widely known internationally. The work of Frontier College in bringing basic education to men in isolated centers on the frontier, that of the Banff School of Fine Arts in providing education in the arts, and the activities of the Joint Planning Commission as a clearinghouse for organizations involved in the social and cultural development of the country, were also well known in some circles. There was, of course, much adult education being conducted in other settings, in voluntary organizations, co-operatives, university and agricultural extension, and a few local school boards, but this work was on the whole not noteworthy on an international scale.

The CAAE was also widely known as an organization by this time, at least in adult education circles. Its reputation rested on two main things. First, under the leadership of Ned Corbett, its founding Director, the organization had established several projects of importance. National Farm Radio Forum and Citizens' Forum have already been mentioned and the methodologies developed for those programs were being adapted for use in many other countries (Sim 1954, Wilson 1980, Faris 1975). In 1947, Corbett found funding and launched the Joint Planning Commission, a vehicle for consultation and co-operation among over a hundred national organizations and departments of government (Clark 1954). North America was strewn with the corpses of defunct clearinghouse bodies of this kind, but Canada's Joint Planning Commission seemed to work and visitors came from several other countries to study its structure and methods.

These and other significant projects had established the reputation of the CAAE as an innovative and capable programming agency. While these projects were important in themselves, it was the nature of their overall purpose and content which constituted the basis for the second characteristic of the CAAE which had attracted wide attention. The CAAE was founded in 1935, largely by persons from the universities and government, to serve as a clearinghouse for the field, generally to be the servant of practitioners and institutions. Before long, however, as a result of the leadership of Corbett and other early leaders, and also of the conditions brought on by the Second World War and the period of reconstruction thinking in the late and post-war period, the Association was transformed from a clearinghouse body to a direct programming agency, largely in the field of education about public affairs (Faris 1975, Selman 1981).

In the somewhat radicalized period of reconstruction thinking in the latter war years, the CAAE conference of 1943 approved a "Manifesto" which gained it a reputation in some quarters of being a leftist, anti-free enterprise group. The legacy of this incident and the almost inevitable controversy which flared up from time to time over its handling of public issues in the Farm Forum and Citizens' Forum series plunged the organization into disputes in the late forties and early fifties, just as Kidd took over as Director (Faris 1975). In the October 1951 issue of *Food For Thought* the CAAE's journal, in an unsigned portion of the editorial column, but no doubt written by Kidd himself, a statement was printed

which explained that the CAAE's advocacy role was restricted to speaking about "adult education in Canada" and that the Association would "take no partisan position on controversial questions" (The CAAE and Social Action 1951:9). It was with considerable feeling, no doubt, that in his first report as Director of the Association, in the spring of 1952, he told his colleagues that during the year the Association had been subjected to criticism from all parts of the compass, and while much of it was undeserved and misguided, there was need for caution.

An organization like ours has bounds and limitations which we must recognize. It is not, and by its nature cannot be, the radical agency of social action which some of you might prefer. Nor can it be a research agency only—simply observing and reporting facts. Our work cannot be done in splendid isolation; we must stay close to where groups are living and working. The CAAE is concerned about the welfare of, but cannot be the mouthpiece of, the farmer, the union member, the housewife, the businessman (p. 5).

For all this, however, it would be a mistake to interpret Kidd's remarks as signalling a rejection of the citizenship education thrust of the organization. He was cautioning against an extreme social action position, but it is clear from his actions as Director of the Association in the ensuing decade that he was firmly committed to the citizenship education mission of the CAAE. With respect to the field as a whole, what he promoted was a more professionalized field of practice, with the strongest possible institutional base, but one which at the same time retained a lively sense of the social as well as the individual needs to be served, and benefits to be delivered.

A Sense of Vocation

The emerging sense of professionalism or profession-like commitment on the part of practitioners in adult education was pronounced in the 1950s, although it perhaps came into greater prominence in the following decade. The concept of the adult education leader as a professional person did not of course originate in the 1950s. In the report of the survey of the field which was undertaken at the time of the formation of the CAAE in the mid-thirties (Sandiford 1934), there was an obvious assumption that the leadership of adult education in Canada would be an increasingly professionalized group, and that the field would become more tightly co-ordinated at the provincial level. At the first Western Regional conference on adult education, held in Saskatoon in March of 1938, the need for trained leaders in the field was stressed (Rayner 1938). When, for instance, the Public Library Commission of British Columbia conducted a comprehensive survey of the field in B.C. in 1941, the recommendations in its report called for a co-ordinated system of adult education, led by "specialists in adult education, not child educationists" (B.C. Public Library Commission 1942:7). During the 1940s at least three Canadians earned doctoral degrees in adult education in the United States—Roby Kidd and Florence O'Neill, who have already been mentioned, and John Friesen of

Manitoba (Houle & Buskey 1966). In 1947, successive issues of *Food For Thought* carried articles on the history of adult education written by Corbett (1947, 1947b) and later in the year, a long description was carried of the report of the Manitoba Royal Commission on Adult Education (Tweedie 1947). The first of a series of biographical sketches of adult education leaders in Canada appeared in the CAEE Journal in late 1947, a further sign of an emerging self-conscious adult education movement (Corbett 1947c). In the same issue, an article appeared describing the Adult Education Division of the Department of Education in Saskatchewan, written by its Director (Smith 1947), and early in the following year an article appeared which examined the "democratic safeguards" which needed to be adopted if governments were to get into the business of financing adult education (Needler 1948). At the annual meeting of the CAEE in June, 1948, consideration was given (as far as can be determined, for the first time in Canada) to policy concerning the development of training programs for adult educators. Recommendations called for the development of university degree programs (In Our Opinion 1948). In the same year the first article carried by the Association's journal on the training of adult educators appeared, making reference to the "elements of a profession" as they relate to adult education (Hallenbeck 1948). (Attention had been given earlier to "leadership training" for a variety of community workers.) These few examples serve to illustrate that prior to 1950, recognition of professional concerns and of the need for professionally qualified adult educators was present in the field. What occurred in the fifties was a very considerable further development along these lines.

As has been suggested, the most important person in the promotion of a sense of professionalism or of the need for well trained leadership in the field was undoubtedly Roby Kidd (Selman 1983, 1986). His work took him back and forth across the country and provided many opportunities to talk to both adult educators themselves and also their employers, such as senior officials in educational institutions and large voluntary organizations, and key officials in departments of government. The fact that in some respects he was the epitome of the professional adult educator, with a doctoral degree from the most highly regarded graduate program in the field on the continent, who frequently was teaching degree credit courses in the field at Canadian universities, and who was the head of the only national organization in Canada devoted to adult education, helped to open many doors for him. His very great capacity to convince and influence others and his skills, however cloaked with personal modesty, to present his case in compelling, winning ways, contributed to his undoubted success in getting support for his point of view.

Kidd seemed to lose no opportunity to emphasize the responsibility of adult educators to address and make use of the increasing knowledge that was becoming available about how adults could be assisted in their learning. As well, he persistently stressed to the employers of adult educators the importance of selecting first class people and providing them with opportunities to study about the field. A study of the major addresses, reports and publications produced by Kidd and his organization

during the 1950s reveals what a consistent theme this was (Selman 1982, 1983). For example, in his Director's Report to the CAAE in 1956, which was devoted in large part to professionalism in the field, Kidd spoke strongly about the need for good personnel and training:

I have only one serious apprehension about the future. More and more the conception of continuous learning is being accepted. But will we have the staff who are numerous and talented enough? Every year several important positions are open which require men and women of considerable capacity and long experience. So we quickly look around for a suitable person as if we did not fully understand that such people aren't just found, they must be "grown", and the growing period starts many years before.

In the latter 1950s, more space was devoted than before in the Association's journal to professional concerns such as training, information services and research. In his consultations with educational authorities across Canada, Kidd repeatedly stressed the need to employ able people to take charge of adult education. For instance, in his major report to the Toronto Board of Education, written late in the decade, he included strong recommendations on the need for training in adult education for teachers and counsellors of adults and for administrators and planners of adult education programs (Kidd 1961).

Other people were providing leadership in this same direction within their spheres of influence. In British Columbia, Dr. John Friesen, Director of the Extension Department of the University, and one of few Canadians holding a doctoral degree in the field, urged and enabled his staff members to advance their study of adult education. He was joined in this in mid-decade at the University by Alan Thomas, who had completed all but his dissertation at Columbia University at that stage and who was by the end of the decade writing articles in *Food For Thought* on professional matters (Thomas 1959, 1959b). Dr. Bert Wales, who earned his doctorate in the field from Oregon State University in 1958, and who became Director of Adult Education for the Vancouver School Board the following year, was leading by example towards a more professionalized approach to adult education, particularly among the rapidly increasing number of school board adult educators. Encouragement in this direction was also provided by L.J. Wallace, who became provincial director of adult education in B.C. early in the decade and who, by various means, encouraged the adult educators employed by the school boards to take a broader, more professional view of their responsibilities (Report of the Provincial Conference 1955). British Columbia was one of the regions in Canada showing leadership with respect to the development of adult education in this period. It was perhaps not typical of the country as a whole. At least four other Canadians earned doctoral degrees in the field during the 1950s (Houle & Buskey 1966), and it is clear from other developments, described later, that some similar things were happening elsewhere.

Training Opportunities

Opportunities in Canada for acquiring training in the field of adult education expanded very greatly during the 1950s. There had been some work of this general kind going on for many years in certain quarters. The literature of the forties contains many accounts of "leadership training" activities in fields such as group work, recreation, and especially late in the decade, human relations training. The Y.M. and Y.W.C.A., and other voluntary organizations, the folk school, co-operative and labor movements were active in this work. Roby Kidd recalled that he had been a student in a credit course in adult education at Sir George Williams College in 1934-35, which may have been the first such course in Canada (Selman 1982).

When Kidd returned from his doctoral studies in 1947 and joined the staff of the CAAE, the promotion of training opportunities for adult educators was one of his priorities. He suggested the formation of a CAAE "Committee on Personnel in Adult Education", whose initial report in 1948 has already been mentioned. It indicated that, of the 86 full-time adult educators in Canada who responded, only two had had any training in the field, even a single course, and recommended that the CAAE take a lead in the promotion of both formal and non-formal training programs (Kidd 1950). The endorsement of this report provided Kidd with a mandate for his continuing efforts to these ends during the fifties. He pursued this goal in various ways: by encouraging the organization of training programs by various organizations, including the CAAE, and playing a leading role as instructor in this work; by fostering regional meetings of adult educators at which in-service development training could take place; by assisting with the formation of regional and provincial associations of adult educators; by encouraging senior administrators in employing institutions to seek training for their adult education staff; by raising funds from foundations which could be used to assist individuals to engage in professional training; and by assisting interested universities in Canada in the development of credit courses and programs.

Non-credit in-service development activities for adult educators were an important new feature of the period and Kidd played a leading role. A few examples will indicate the types of programs which were organized. The first training course for adult educators in the western region, a two week program on "Extension Methods and Techniques", was held at Banff in 1949, co-sponsored by the CAAE and the University of Alberta. Kidd took part in the planning and the instruction. He frequently taught courses for adult educators in the labor movement. In 1951, he secured a foundation grant to support a two-year series of training programs designed for workers in the outports of Newfoundland. The first regional training course for the Atlantic region was organized by the CAAE in 1958.

In 1950, at Kidd's suggestion, the CAAE made a decision to hold national conferences every second year and to sponsor regional conferences in the Western and Atlantic regions in the intervening years. The chief reason for this suggestion was that the regional meetings would be more

accessible to practitioners than were national ones and could serve as a vehicle for in-service professional development. The Atlantic region was the first to pick up on the idea; the "first Atlantic Region Conference" was held at Amherst, Nova Scotia, in June of 1951 (Maritime Conference 1951:32). Further such meetings followed every second year throughout the decade, the programs focusing mainly on the social and economic development of the region. In the West, the meetings did not begin until 1953, the first being held in Banff, but were held regularly thereafter. Although the conferences in the West, like those in the Maritimes, devoted some attention to social development, there was much more focus in the West on the formation of provincial organizations of adult educators, their functions and their relationship with the national organization. It is clear from the reports of these meetings, East and West, that the decision to facilitate the holding of regional meetings under CAEE sponsorship was an important factor in stimulating in-service development activities in both regions (Selman 1982). In the case of the Western region, there was also a great impact on the development of provincial organizations.

There had been a few local and regional associations of adult educators in Canada prior to the fifties—one in Winnipeg in the mid-thirties, in Ontario and the Eastern Townships of Quebec in the early forties and in Alberta beginning in 1943 (Selman 1982)—but by the late forties, no such organizations were functioning. Arising out of suggestions discussed at Banff in 1953, and worked out by leaders in the field in British Columbia, steps were taken in that province to create a provincially based organization. An organizational dinner which was addressed by Roby Kidd in September of 1954 led to the first of what were to be a continuing series of semi-annual conferences on adult education which continued on a regular basis until 1961 (Selman 1969). The B.C. organization was a council of agencies rather than a personal membership body, but the B.C. Adult Education Council sponsored a significant series of in-service development activities within the framework of the semi-annual conferences. In 1956, all four Western provinces held provincial conferences of adult educators and in all but B.C. (where an organization already existed), plans were discussed for the possible creation of provincial bodies (Selman 1957). As it turned out, plans developed more quickly in Saskatchewan than in the other two provinces and under the terms of a revision in the CAEE constitution passed in 1958, the B.C. and Saskatchewan organizations subsequently became "affiliated" with the CAEE and had representation on that organization's National Council. The meetings in the Atlantic region did not lead to the promotion of provincial bodies as they had in the West and that development did not come until the following decade.

Apart from the CAEE, there were other organizational developments in the field at the national level. The French language national body, the Institut Canadien d'Education des Adultes, which had developed out of a standing committee of the CAEE, was reorganized in 1952 and became a more vigorous and effective instrument for that language group. Those who worked in the field of university extension, after a considerable period of consultation with an already existing organization of colleagues

responsible for summer session activities, joined with them in 1954 in forming the Canadian Association of Directors of Extension and Summer Sessions (Kidd 1956). Educators interested mainly in the rural and agricultural aspects of adult education had formed an Extension Group under the Canadian Society of Technical Agriculturalists in 1940, but this organization met only sporadically during the following decade and disappeared by 1953. In 1959, a decision was made to revive such a body, and the Canadian Society of Rural Extension came into existence the following year (Adema 1984).

Similarly, the decade was one of significant beginnings at the provincial level. In British Columbia, as described above, the first organization of adult educators (more accurately, of adult education organizations) was formed in the year 1954, with leadership coming from three institutions: the University Extension Department, the Vancouver School Board and the Provincial Department of Education. The Vancouver School Board, which had, since early in the century, been the leading board in the province in adult education, gave strong support to the field and by the 1950s employed a considerable number of program administrators, who had come to identify themselves in career terms with adult education. In 1955, the dynamic director of adult education in the Department of Education, L.J. Wallace, organized an ambitious five-day conference of night school directors in the province in which 22 night school directors and 16 resource persons took part and which, in retrospect, may be seen to have marked the beginning of a major expansion of school board sponsored adult education. The result was that in the ensuing decade such work in B.C. became the leading example of this aspect of adult education in all of Canada (Wales 1958). Dominion Bureau of Statistics figures showed school board adult education enrolments in 1959-60 to be leading the country and proportionately approximately twice as large as the national average (Dominion Bureau of Statistics 1962). Further regional conferences of night school directors were held within the province in 1959 and 1960 and in his annual report in the latter year, the provincial director made the point that the traditional term "night school" was giving way to "adult education" as a better reflection of the broad community service for adult learners which the school boards were aiming to provide.

By the end of the decade, there were large numbers of educators in British Columbia who identified themselves and their careers with the field of adult education. At the thirteenth semi-annual conference of the B.C. Adult Education Council, held in the spring of 1961, there was a concerted effort to plan for the decade ahead and one among several task forces was asked to consider what kind of organization for adult educators would serve the field appropriately in the future. In reporting to the conference, this group stated emphatically that the existing Council, which was an inter-agency clearinghouse, was no longer adequate because there had been such a large increase in the number of adult educators who wished a personal commitment to the field and desired an organization to which they could belong on a professional basis and through which they could receive assistance in their professional continuing education (Selman 1969, 1980).

A further dimension of working towards adequate training opportunities for adult educators involved efforts directed at employers of adult educators, most notably educational institutions, school boards and provincial departments of education. At the CAAE conference in 1950, a working group gave attention to "Provincial Divisions of Adult Education" (meaning units within departments of education). In 1957, 1959 and 1961, conferences on the role of governments and school boards in the field were organized in co-operation with the Canadian Education Association. Beginning in the late fifties, the CAAE had standing committees both on governments in adult education and on school boards in the field. Reference should also be made to Kidd's pamphlet, *Adult Education and the School* (1950b), and his major study of adult education in the Metropolitan Toronto area carried out in 1961 on behalf of the Board of Education of that city (Kidd 1961). The committee organizing the Second Canadian Conference on Education, held in 1962, commissioned Kidd to write a background study on adult education, which was one of several on specialized topics, and by means of this substantial pamphlet, he made the most of the opportunity to address the educational establishment of Canada with respect to the system's responsibilities in adult education (Kidd 1961b).

Kidd was also active in raising funds from foundations for the purpose of financing training activities. Reference has already been made to the funds he raised for training work in Newfoundland, beginning in 1951. In 1953, a party of leading adult educators from English and French Canada was enabled, with the help of funds secured from Carnegie, to visit outstanding people and projects in Europe. In 1955, school board adult educators from Nova Scotia and New Brunswick were assisted with a study tour to American and Canadian centers. For several years in the late fifties, some \$15,000 a year which he secured from the Fund for Adult Education in the United States was used to make study tours or degree study possible for individual adult educators.

This was also the period during which academic degree programs in adult education were inaugurated in Canada. With his doctoral degree, Kidd was clearly qualified to be appointed to teach university courses. In the late forties and during the fifties he taught the first credit course in adult education at several Canadian universities and in 1951, he taught the first graduate course to be offered, at the Ontario College of Education. A course he taught at the University of British Columbia in the summer of 1956 was utilized by several leaders at that institution as the first step in developing and securing official approval for a masters degree program in the field, which when introduced in 1957 became the first degree credit program in adult education in Canada. (By this time there were at least twelve universities in the United States which were offering advanced degree programs in the field (Houle in Knowles 1960)). The University of Guelph became the second institution to offer such a program when it admitted its first masters candidates in this field in 1960 to a Master of Science degree with a specialization in agriculture and rural matters (Personal Communication, M.W. Waldron, September 10, 1986).

It is apparent from the foregoing that during the fifties considerable strides were taken in both providing various kinds of training opportunities and attempting to convince both adult educators and their employers that such training was desirable.

Institutional Development

The matter of institutional development has already been touched upon in several ways. The efforts made during the decade to convince the public educational authorities were in large measure directed to this end. Kidd made use of the available opportunities, at meetings and in the course of his constant travel back and forth across Canada to promote the field and the need for adequate institutional provision for this work. CAEE standing committees on school board and government adult education work have already been mentioned, as have several conferences held during the decade with representatives of those sectors of the field. The consultation carried out for the Board of Education in Toronto (Kidd 1961) and the opportunity to write one of the study pamphlets for the Second Canadian Conference on Education in 1962 (Kidd 1961b) were high profile opportunities to address the educational establishment in Canada. Another opportunity presented itself in 1953, when the National Conference of Canadian Universities commissioned Kidd to write a study concerning adult education in the university. The outcome was a volume entitled *Adult Education in the Canadian University*, which was published in 1956. Although it is impossible fully to trace the influence of such reports, several universities in Canada subsequently created extension departments.

There were grounds for encouragement particularly with respect to provision for adult education within the structure of the provincial departments of education. Kidd attached particular importance to this matter and approached it not only by means described above, but also through personal representations whenever possible. He also gave whatever prominence he could, through the Association's journal and by other means, to accounts of successful examples of work by the provincial departments. The stormy events surrounding Watson Thomson and his work as Director of the Adult Education Division in Saskatchewan in 1944-45 (Welton 1983) were largely ignored, but when the government of Nova Scotia created a Division of Adult Education a year later, Kidd gave great prominence to that development, carrying frequent news items in *Food For Thought* and printing a full account of the work of the Division as one of several pamphlets he arranged to have published in the early fifties (Henson 1954). Advances in this area were most satisfactory in this period. In 1945, only one provincial department of education in Canada—Saskatchewan—had an adult education unit (as distinct from just an official with responsibility in this area). When Kidd wrote his pamphlet entitled *Continuing Education* in 1961, he could report that all ten provincial departments had such a unit (Kidd 1961b). It was this kind of development which prompted J.D. Wilson and his colleagues in their general history of education in Canada to identify the fifties as a period

during which adult education "lost much of its amateur status" (Wilson, Stamp & Audet 1970:412).

The Literature of the Field

The literature of adult education in Canada was another area in which there was significant advance during this decade. It is generally understood that a field of practice, in order to advance towards professional status, must have a body of knowledge on which to base its growth and development. While adult education in Canada could not be said to have reached the stage of theory building or other advanced forms of research and scholarship at this time, what was attempted was to document the nature and history of the field in Canada and to assist adult educators who were ready to do so, to take an increasingly serious interest in the methods and problems of practice.

There was very little literature about the field in Canada published before the fifties. There were the accumulated files of the two CAAE journals, *Adult Learning* (1936-39) and *Food For Thought* (1940-), Fitzpatrick's plea for and account of the early years of Frontier College (1920), the survey of adult education activities in Canada edited by Sandiford (1934) as part of the process of founding the CAAE, and Rev. Moses Coady's account of the philosophy and methods of the Antigonish Movement, *Masters of Their Own Destiny* (1939). Aside from a few other articles, institutional and government reports, and a very few pamphlets, these seem to be the only published works on adult education in Canada prior to 1950 (Kidd 1950). Due to the efforts of Roby Kidd as both author and publisher and those of a growing, but still small circle of practitioners in Canada, this picture changed substantially during the fifties.

Walter Stewart, in his study of the content of the CAAE journals over the years (1983) perceived a distinct shift of emphasis in *Food For Thought* in 1950 compared to five years earlier:

The clearly intended audience of the 1950 issues is those who are engaged in educating adults and not those who were being educated as had been true in the 1940s (p. 36).

He commented further that at this time the journal became "a magazine about adult education rather than an instrument of adult education" (p. 54). He noted that an interest in the history of the field was being reflected in the journal and that, by 1960, the journal was including articles on philosophical issues, on methods and techniques and on evaluation. He comments that by that time, the journal "had made some moves towards becoming a professional journal" (p. 39).

Kidd's own writing about the field during the fifties was prolific, extremely varied, and may be seen to fall into five main categories. The first, that of descriptive studies of the field in Canada, is represented by two books of collections of articles about Canadian adult education, *Adult Education in Canada* (1950) and *Learning and Society* (1963) and two

pamphlets, *People Learning from Each Other* (1953), the summary pamphlet in the "Learning For Living" series which appeared from 1952 to 1954, and *Continuing Education* (1961b), written to represent the field at the 1962 National Conference on Education. On several occasions during the decade, Kidd produced substantial publications as a result of consultations which he or the CAAE undertook. These several reports have already been mentioned, one on the field as it related to the school (1950b), one on the place of adult education in the university (1956), and the major report to the Toronto Board of Education (1961). There were several publications on methodological aspects, two on film and film utilization (1953, 1959) and a guide for discussion leaders, a pamphlet published in 1956 (1956b). As Kidd became progressively more involved in the international dimensions of adult education, he began to write about that sphere of interest, this taking the form of articles in the main during the fifties: Kidd's most notable publication during the period in some respects was his textbook for the field, *How Adults Learn*, published in 1959. The first textbook for the field is generally considered to be Lyman Bryson's *Adult Education*, which appeared in 1936. Two others were published during the fifties in the United States (Sheats, Jane & Spence 1953, Kempfer 1955), but Kidd's was the first to be published in Canada and was a significant departure from all its predecessors in at least one major respect, the relative prominence given to learning theory. The book was well received in the field in North America, but especially so in other countries and it has since been translated into at least five other languages (Cochrane 1986) and has been used as a text in at least forty countries (Selman 1982).

Over and above Kidd's own writing, the field benefitted from his efforts in encouraging and publishing a great deal of material through the CAAE. Soon after his publication of *Adult Education in Canada* in 1950, he secured a grant from the Fund For Adult Education to make it possible to continue the program of documenting Canadian achievements in the field. The result was a series of eleven substantial pamphlets (up to 120 pages in length) in a series entitled "Learning For Living", which appeared between 1952 and 1954. A few other representative examples of CAAE publications during the decade were: a survey of labor education in Canada (Smith 1951), a bibliography of Canadian writings in adult education (Thomson & Ironside 1956), and *Residential Adult Education: A Canadian View* (Loosley 1960). There were as well several other notable volumes about the field which were published commercially at this time. They included Donald Cameron's history of the Banff School of Fine Arts (Cameron 1956), E. A. Corbett's reminiscences, *We Have With Us Tonight* (1957), and at the end of the decade, A. F. Laidlaw's history of the Antigonish Movement (1961).

Other organizations at the national level were publishing material at this time: the Canadian Labor Congress, the Canadian Library Association, the Canadian Film Institute and the Canadian Citizenship Council. As well, an increasing amount of material about adult education was being published at the local and provincial level. The bibliography published by the CAAE in 1956 (Thomson & Ironside 1956) selected a number of items related to

adult education from *Saskatchewan Community and Community Courier* (Ontario) and listed a number of other newsletters and bulletins published at the provincial level. The Extension Department of the University of British Columbia began in 1954 the publication of a series of monographs under the title, "Occasional Papers on Adult Education" and they appeared at the rate of one a year for the balance of the decade.

At the beginning of the 1950s there was very little Canadian literature in the field of adult education, whereas by the end of that decade, practitioners and students had a considerable and growing body of writings from Canadian sources on which to call, covering not only aspects of practice, but also Canadian perspectives, policies and achievements in the field.

Summary and Comment

While it is certainly not suggested, by way of summary of this account, that by 1960 adult education had become a professionalized field, or that Canada had reached an advanced stage in the institutionalization of this activity, it does seem justifiable to conclude that the field had moved very substantially in those directions during the previous decade. Whether this matter is approached in terms of the number of persons who identified themselves and their careers with adult education, the opportunities available for professional training and in-service development, the expansion of the institutional base and provision for adult education, or the expanding body of knowledge and literature available about the field in Canada, it is clear that the 1950s were a period of rapid advance towards a more professionalized field. In the terminology of the economists, the period might be seen as the "take-off" stage in which lines of development were established, ones which would set the general directions for the ensuing period.

At the beginning of the fifties, professionalism was simply not a significant issue in the field as a whole in Canada. But ten years later, during the period of preparation for the National Conference on Adult Education to be held in the fall of 1961, Alan Thomas, writing in *Food For Thought* under the pen name of Parameter, was expressing concern that adult education in Canada, in the face of rapidly advancing professionalism and institutionalization, was in danger of losing its quality of being a movement (Thomas 1961). In his closing address to the National Conference, Boris Ford, a visitor from Britain, commented on the obvious emphasis in the keynote address on "The Social Implications and Responsibilities of Adult Education" and the concern which had been expressed that with advancing professionalism in the field, education for adults would come to be seen too predominantly in terms of meeting individual needs to the neglect of social needs (National Conference on Adult Education 1961:60). Such concerns were far removed from the situation a decade earlier.

References

- Adema, B. (1984), *The History of the Canadian Society of Extension*, Unpublished M.Sc. Thesis, University of Guelph.
- British Columbia Public Library Commission (1942), *A Preliminary Study of Adult Education in British Columbia: 1941*, Victoria, B.C.P.L.C.
- Bryson, L. (1936), *Adult Education*, New York, American Book Co.
- Cameron, D. (1956), *Campus in the Clouds*, Toronto, McClelland and Stewart.
- [The] CAAE and Social Action (1951), *Food For Thought*, 12 (1), 8-9.
- Clark, C. (1954), *The Joint Planning Commission*, Toronto, CAAE.
- Coady, M.M. (1939), *Masters of Their Own Destiny*, New York, Harpers.
- Cochrane, N. et al (1986), *J.R. Kidd: An International Legacy of Learning*, Vancouver, Center for Continuing Education, U.B.C.
- Corbett, E.A. (1947), A short history of adult education, *Food For Thought*, 7 (5), 14-17.
- Corbett, E.A. (1947b), A short history of adult education: part II, *Food For Thought*, 7 (6), 29-33, 43.
- Corbett, E.A. (1947c), Dr. James Tompkins: priest and prophet, *Food For Thought*, 8 (3), 10-13.
- Corbett, E.A. (1957), *We Have With Us Tonight*, Toronto, Ryerson.
- Cotton, W.E. (1968), *On Behalf of Adult Education*, Boston, CSLEA.
- Creighton, D. (1976), *The Forked Road: Canada 1939-1957*, Toronto, McClelland and Stewart.
- Dominion Bureau of Statistics (1962), *Survey of Adult Education 1959-60*, Ottawa, D.B.S.
- Ely, M.L. (1936), *Adult Education in Action*, New York, American Association for Adult Education.
- Ely, M.L. (1948), *Handbook of Adult Education in the United States*, New York, Columbia University.
- Faris, R. (1975), *The Passionated Educators*, Toronto, Peter Martin.
- Fitzpatrick, A. (1920), *University in Overalls*, Toronto, Hunter-Rose.

- Guest, D. (1985), *The Emergence of Social Security in Canada*, Vancouver, U.B.C. Press.
- Hallenbeck, W.C. (1948), Training adult educators, *Food For Thought*, 9 (1), 13-15, 25.
- Henson, G. (1954), *Adult Education in Nova Scotia*, Toronto, CAAE.
- Houle, C.O. (1960), The education of adult education leaders, in Knowles 1960.
- Houle, C.O. & Buskey, J.H. (1966), The doctorate in adult education 1935-1965, *Adult Education*, 16 (3), 131-168.
- In Our Opinion (1948), *Food For Thought*, 9 (1), 1-2.
- Jensen, G., Liveright A.A. & Hallenbeck, W.C. (1964), *Adult Education: Outline of an Emerging Field of University Study*, Washington, Adult Education Association.
- Kempfer, H. (1955), *Adult Education*, New York, McGraw-Hill.
- Kidd, J.R. (Ed.) (1950), *Adult Education in Canada*, Toronto, CAAE.
- Kidd, J.R. (1950b), *Adult Education and the School*, Toronto, CAAE.
- Kidd, J.R. (1952), A kind of partnership: director's report, *Food For Thought*, 13 (1), 4-7.
- Kidd, J.R. (1953), *People Learning from Each Other*, Toronto, CAAE.
- Kidd, J.R. (1953b), *Pictures with a Purpose*, Toronto, CAAE.
- Kidd, J.R. (1956), *Adult Education in the Canadian University*, Toronto, CAAE.
- Kidd, J.R. (1956b), *Putting Words to Work*, Toronto, CAAE
- Kidd, J.R. (1959), *How Adults Learn*, New York, Association Press.
- Kidd, J.R. (1961), *18 To 80: Continuing Education in Metropolitan Toronto*, Toronto, Board of Education for the City of Toronto.
- Kidd, J.R. (1961b), *Continuing Education*, Ottawa, Canadian Conference on Education.
- Kidd, J.R. (1963), *Learning and Society*, Toronto, CAAE.
- Kidd, J.R. & Storr, C.B. (1951), *Film Utilization*, Toronto, CAAE.
- Knowles, M.S. (Ed.) (1960), *Handbook of Adult Education in the United*

States, Chicago, Adult Education Association of the U.S.A.

Knowles, M.S. (1977), *The Adult Education Movement in the United States*, Huntington, Robt. E. Krieger.

Laidlaw, A.F. (1961), *The Campus and the Community*, Montreal, Harvest House.

Loosley, E. (1960), *Residential Adult Education: A Canadian View*, Toronto, CAAE.

Maritime Conference (1951), *Food For Thought*, 12 (1), 32-33.

National Conference on Adult Education (1961), Toronto & Montreal, CAAE & ICAE.

Needler, M.C. (1948), Government assistance in adult education, *Food For Thought*, 8 (5), 21-25.

Rayner, J.G. (1938), Four western provinces discuss adult education, *Adult Learning*, 2 (6), 18-21.

***Report of the Provincial Conference of Night School Directors, Principals or Supervisors*, Victoria Department of Education.**

Sandiford, P. (Ed.) (1934), *Adult Education in Canada: A Survey*, Toronto, University of Toronto.

Selman, G.R. (1957), Western variations on the theme, *Food For Thought*, 18 (1), 5-9.

Selman, G.R. (1969), *Toward Co-operation: The Development of a Provincial Voice for Adult Education in British Columbia 1953 to 1962*, Occasional Papers in Continuing Education, No. 3, U.B.C. Center for Continuing Education.

Selman, G.R. (1980), *The British Columbia Division of the Canadian Association for Adult Education 1961-1971*, Occasional Paper No. 7, Pacific Association for Continuing Education.

Selman, G.R. (1981), *The Canadian Association for Adult Education in the Corbett Years: A Re-evaluation*, Occasional Papers in Continuing Education, No. 20, U.B.C. Center for Continuing Education.

Selman, G.R. (1982), *Roby Kidd and the Canadian Association for Adult Education 1951-1961*, Occasional Papers in Continuing Education, No. 22, U.B.C. Center for Continuing Education.

Selman, G.R. (1983), Roby Kidd and the continuing education of adult educators, *Canadian Journal of University Continuing Education*, 9 (2), 10-16.

- Selman, G.R. (1986), Roby Kidd and the professionalization of adult education, in Cochrane *et al*, 1986.
- Sheats, F.H., Jane, C.D., & Spence, R.B. (1953), *Adult Education: The Community Approach*, New York, Dryden Press.
- Sim, R.A. (1954), *Canada's Farm Radio Forum*, Paris UNESCO.
- Smith, D. (1947), Adult education in Saskatchewan, *Food For Thought*, 8 (3), 24-27.
- Smith, D. (1951), *A Survey Report on Labor Education in Canada*, Toronto, CAAE.
- Stewart, W. (1983), *A Comparison of a Historical Model of the American Literature in Support of Adult Education with the Literature in the Journals of the CAAE*, Unpublished Major Paper, Faculty of Education, University of British Columbia.
- Thomas, A.M. (1959), Who are the professionals?, *Food For Thought*, 19 (8), 362-69.
- Thomas, A.M. (1959b), The making of a professional, *Food For Thought*, 20 (1), 4-11, 45.
- Thomas, A.M. (1961), Something to think about, *Food For Thought*, 21 (4), 180-82.
- Thomson, M. & Ironside, D. (1956), *A Bibliography of Canadian Writings in Adult Education*, Toronto, CAAE.
- Tweedie, A.S.R. (1947), Adult education, *Food For Thought*, 8 (1), 42-45.
- Wales, B.E. (1958), *The Development of Adult Education in British Columbia*, Unpublished Ed.D. Thesis, Oregon State University.
- Welton, M.R. (1983), *"To Be and Build the Glorious World": The Educational Thought and Practice of Watson Thomson 1899-1946*, Unpublished Ph.D. dissertation, University of British Columbia.
- Wilson, I. (1980), *Citizens' Forum: Canada's National Platform*, Toronto, Ontario Institute for Studies in Education.
- Wilson, J.D., Stamp, R. & Audet, L. (Ed.) (1970), *Canadian Education: A History*, Scarborough, Prentice-Hall.