

UNIVERSITY OF MANITOBA

THE HISTORY AND STATUS
OF SCHOOL
CORRESPONDENCE EDUCATION
IN CANADA

BEING A THESIS SUBMITTED TO THE COMMITTEE ON
POST-GRADUATE STUDIES IN PARTIAL FULFILMENT
OF THE REQUIREMENTS FOR THE DEGREE OF
MASTER OF EDUCATION

BY

JOHN MICHAEL PARSEY

BENITO, MANITOBA

MARCH, 1950



TABLE OF CONTENTS

	Page
LIST OF TABLES	v
LIST OF FIGURES	vii
Chapter	
I. INTRODUCTION	1
The Setting of the Study	
The Purpose of the Study	
The Method of the Study	
II. THE BEGINNINGS OF INSTRUCTION BY CORRESPONDENCE..	9
Introduction	
Early Ventures into Correspondence Education	
The First Commercial or Private Correspondence Schools	
Correspondence Schools Supported by the State	
Summary	
III. INSTRUCTION BY CORRESPONDENCE IN CANADA	30
Introduction	
Early Ventures into Correspondence Education in Canada	
Government Correspondence Education in British Columbia	
Government Correspondence Education in Alberta	
The Saskatchewan Government Correspondence School	
Department of Education Correspondence Courses in Ontario	
Education by Correspondence in Manitoba	
Government Correspondence Education in Nova Scotia	
Correspondence Education in Newfoundland	
Government Correspondence Education in New Brunswick	
Correspondence Education in Quebec	
The Correspondence Study Branch of the Department of Education of Prince Edward Island	
Summary	
IV. HISTORY OF THE CORRESPONDENCE BRANCH OF THE DEPARTMENT OF EDUCATION OF MANITOBA	87
Introduction	
Elementary Instruction by Correspondence	

TABLE OF CONTENTS

Chapter	Page
High School Instruction by Correspondence Trends, Special Services, and Present Status	
V. THE ADMINISTRATION AND THE INSTRUCTION METHODS OF THE CORRESPONDENCE BRANCH	112
Introduction	
The Administrative Organization	
Instruction Methods	
Student Achievement in the Correspondence Branch	
Present Trends and Future Plans	
VI. PRESENT STATUS OF CORRESPONDENCE EDUCATION	133
Introduction	
Advantages and Disadvantages of Education by Correspondence	
Correspondence Education in Peace and War	
Recent Trends: Co-operation, Control and Standardization	
VII. EVALUATIONS AND CONCLUSIONS	147
Summary of the Development of Instruction by Correspondence	
The Educational Contributions of Correspondence Schools	
Conclusions and Recommendations: The Correspondence Branch of the Department of Education of Manitoba	
Expanding Correspondence Services	
BIBLIOGRAPHY	162
APPENDIX	
A. ENROLMENT REGULATIONS FOR GRADES I - XII	168
B. SPECIAL INSTRUCTIONS CONCERNING COURSE REQUIREMENTS, ELECTIVES, AND COURSE ORGANIZATION FOR GRADES IX - XII	184
C. APPLICATION FORMS, GRADES I - XII	196
D. BOOK LISTS AND ORDER FORMS	215
E. FILING CARDS USED BY THE CORRESPONDENCE BRANCH..	224
F. SOME FORM LETTERS USED BY THE CORRESPONDENCE BRANCH	225

TABLE OF CONTENTS

	Page
APPENDIX (Continued)	
G. GRADES I TO XII: INSTRUCTIONS TO PUPILS AND SUPERVISORS	244
H. SUGGESTED TIME TABLES	266
I. SOME REPORT FORMS AND RECORD BLANKS USED BY THE CORRESPONDENCE BRANCH	278
J. A SAMPLE LESSON, TEST, AND TEST KEY IN GRADE IX MATHEMATICS	294

LIST OF TABLES

Table	Page
1. Enrolment for High School and Elementary Correspondence Courses in the Correspondence Branch of the British Columbia Department of Education, 1919-1948	43
2. Growth of Enrolment in the Correspondence School Branch of the Department of Education of Alberta, 1923-48	47
3. Growth of Enrolment in the Saskatchewan Government Correspondence School, 1924-1948	52
4. Enrolment for Correspondence Courses with the Ontario Department of Education, 1925-1949	58
5. Enrolment for Regular School Correspondence Courses with the Nova Scotia Correspondence Study Branch	66
6. Annual Enrolment in the New Brunswick Correspondence School, 1940-1948	71
7. Number of Students Enrolled with the Correspondence Study Branch of Prince Edward Island	77
8. Types of Instruction and Enrolment in Correspondence Courses Conducted by the Provincial Departments of Education	81
9. Present Status of Provincial Government Correspondence Education in Canada	84
10. Enrolment in the Elementary Section of the Correspondence Branch, 1928-1935	95
11. Enrolment in the Elementary Section of the Correspondence Branch, 1934-1949	97
12. Enrolment for Complete Courses in the High School Section of the Correspondence Branch, 1931-1949...	101
13. Total Enrolment for Complete Courses in the Correspondence Branch, 1927-1949	102
14. Enrolment by Grade in the Schools of Manitoba	105
15. Correspondence Courses Used as Lesson Helps by Teachers in Rural Schools	108

LIST OF TABLES

Table	Page
16. Enrolment in the Foreign Language Courses of the Correspondence Branch, 1935-1949	109
17. Summary of the Results of Departmental Examinations for Grade IX, 1932	125
18. Pass Rates of Grade XII Correspondence and Regular Students on the Department of Education Examinations, 1938	126
19. Summary of the Results of a Test in Arithmetic Fundamentals Given to Grade IX Pupils in Manitoba, 1947	127
20. Mental Ages of Grade IX Pupils in Manitoba	127
21. Summary of the Results of a Test in Mathematical Fundamentals Given to Grade IX Pupils in Manitoba, 1949	128
22. Summary of the Results of a Test in Reading Given to Grade IX Pupils in Manitoba, 1949	128

LIST OF FIGURES

Figure	Page
1. The Organization of the Correspondence School Branch of the Department of Education of Alberta	49
2. The Plan of Organization of the Saskatchewan Government Correspondence School	54
3. Showing the Trend in Enrolment for Pupils Taking Complete Courses as Offered by the Manitoba Correspondence Branch	103
4. Some Locations of Students of the Manitoba Correspondence Branch	111
5. The Organization of the Correspondence Branch of the Department of Education of Manitoba	114

CHAPTER I
INTRODUCTION

The Setting of the Study

One of the great handicaps of frontier communities is the lack of educational facilities for themselves and for their children. This handicap was unrecognized or ignored in the days when education was a matter of minor concern to the people. In more recent times, when the value and the need of an education have been more generally recognized, the problem of education in frontier communities has been receiving more active attention. Many partial solutions of this problem have been proposed and tested. The most popular, and the most promising solution lies in the method of providing home instruction through correspondence courses.

Several factors have contributed to the success and popularity of correspondence courses: (1) the growth of interest in education in democratic countries; (2) the realization that education was an almost indispensable prerequisite for individual personal advancement; (3) the realization that correspondence courses might be used for leisure time home study, for overcoming educational deficiencies, and for enriching the curricular offerings of the regular schools; (4) the realization that the community or the individual of the frontier needed a reasonably priced substitute for those educational facilities which only the larger centres could provide; (5) the realization that correspondence courses were a highly

acceptable and satisfactory substitute; and, (6) the realization that the correspondence education field might be exploited with profit, in terms of money, or in terms of satisfaction for service rendered.

The resulting multiplicity of offerings in the field of correspondence instruction did not escape the attention of educators. Many studies of various phases of education by correspondence have been made, particularly in the United States. These studies, in general, have been of four types: (1) national histories of correspondence education; (2) critical and evaluative studies of particular correspondence schools; (3) studies of the comparative effectiveness of correspondence instruction as measured against the effectiveness of the regular educational institutions; and, (4) the use of correspondence courses in expanding and enriching the curriculum of the small high school.

In Canada, very few complete studies of correspondence education seem to have been made. Such studies as the writer was able to discover were of the following types: (1) official reports made by Provincial Departments of Education; (2) publicity articles appearing from time to time in Canadian newspapers and magazines; (3) reports made to the International Conferences on Correspondence Education; (4) brief general survey reports made by officials of various correspondence schools; and, (5) relatively complete studies of certain aspects of correspondence education. Of these types, it seemed that the fifth was most directly related to the subject of the inquiry. Three studies of this type were discovered.

The first of these studies, in the library of the

University of Manitoba, is both historical and comparative.¹ In a general way it deals with the origins of correspondence instruction, followed by a comparative study of elementary and secondary school correspondence instruction in Canada, United States, Australia and New Zealand. The study attempts to deal with many aspects (history, organization, administration, methods of instruction, etc.) of a selected sample from a very wide field. It loses some of its effectiveness because of the tone of generality imposed by the number of aspects which are rather briefly considered.

The second study, in the process of preparation by Mr. G.F. Bruce of the Alberta Correspondence School Branch, is planned as a treatment of correspondence education in Canada.² Particular reference will be made to the work done by the Departments of Education in those Provinces which offer correspondence courses. Within this area, the emphasis will be on the academic courses at the elementary and high school levels with little attention to the strictly technical courses.

The third study was prepared as a report for the Canadian Education Association Convention held at Fredericton, New Brunswick, September 13-15, 1949.³ This study is a summary of the work of the Provincial Government Correspondence Schools.

¹W.A. Glazer, "The Development and Status of Correspondence Instruction in the Elementary and Secondary Schools of Canada, United States, Australia and New Zealand," pp. 181. Unpublished Master's thesis, Faculty of Education, University of Manitoba, 1943.

²G.F. Bruce, Director, Correspondence School Branch, Alberta Department of Education, in a letter to the writer.

³Advance Report on the Status of Provincial Government Correspondence Education in Canada, pp. 50. Regina: Saskatchewan Government Correspondence School, 1949.

The emphasis is on the present status of these Schools, but an attempt is made to summarize briefly, but rather completely, such aspects as the historical background, organization, services offered, instructional methods used, and the success achieved. In general, it may be said that this study covers the same area as that proposed for the study described in the preceding paragraph.

The present study is an attempt to combine and to extend the area of inquiry of the studies which have been described. In general, three broad lines of investigation were followed: (1) the beginnings of correspondence instruction; (2) correspondence instruction in Canada; and, (3) correspondence instruction as given by the Correspondence Branch of the Department of Education of Manitoba. It was hoped that the first two lines of investigation would yield a comprehensive background of information, while the third, being a particular example from the field, would provide definite illustration and corroboration of the processes and values of correspondence education. In addition, the three-fold approach would bring together the findings of previous inquiries and fill in many of the gaps left by them. The final result would be a more compact, accurate and comprehensive record of the processes and contributions of correspondence schools in general, and the Manitoba Correspondence Branch in particular.

The Purpose of the Study

In order to avoid the confusion of investigating minor issues, and to make practicable a somewhat detailed survey of the selected field, it was necessary to define the subject and

scope of this inquiry. In general, the inquiry was to include a discussion of correspondence study as defined by the following:

Correspondence Study designates that procedure in which the student secures instructional materials for study and returns the required written responses to the correspondence center for suggestions, corrections, commendations, and criticisms; and undergoes under proper regulations all required examinations and tests.⁴

This general definition was to be used as a guide in preparing a brief historical treatment of the beginnings of correspondence study, while a more limited application of it was to be made in dealing with the particular subject of this inquiry: the Correspondence Branch of the Department of Education of Manitoba.

Having selected and defined the field, the next step in the inquiry was to determine precisely the aims or objectives which would serve to direct the investigation and to lead to conclusions having significant values in suggesting courses of action which would improve the quality, extent, and effectiveness of correspondence instruction in Manitoba and elsewhere. The following objectives were formulated: (1) to discover the background, the beginnings, and the development of correspondence instruction in foreign countries, and from this setting to trace the development of correspondence instruction in Canada with particular reference to the Provincial Government Correspondence Schools; (2) to detail the founding and the expansion of the Correspondence Branch of the Department of Education of Manitoba; (3) to trace the development of methods of administration and instruction of the Correspondence Branch; (4) to give

⁴University of Nebraska, Correspondence Education and Supervised Correspondence Study, p.1. A Report Prepared by the Extension Division. Lincoln, Nebraska: University of Nebraska, 1938.

definite indications of the achievements and failures of the Manitoba Correspondence Branch in discovering and fulfilling adequately the needs of its students; (5) to detail some of the achievements of correspondence schools, and to indicate some of the unsolved problems of correspondence education, and, (6) to recommend and suggest ways and means of improving the services of correspondence schools in general, and the Manitoba Correspondence Branch in particular.

It will be noted that the list of objectives indicates a three-stage development of the selected field: (1) foreign; (2) domestic; and, (3) local. In setting up the objectives, the plan was to build up a rather complete historical treatment of correspondence education and in this setting to detail a particular, typical and local example of such education. It was thought that the general treatment would serve to indicate the processes and achievements of correspondence education, while the particular example would reinforce the generalizations made, and, at the same time, provide detailed illustrations of those processes which are common to this method of education.

The Method of the Study

The method used in investigating and reporting this inquiry follows directly from the objectives which have been stated. In the first place, all available sources were consulted in a search for such items as would reveal the background, formation and development of instruction by correspondence, from its beginnings to the present time. Secondly, more detailed information bearing upon state-supported correspondence

instruction at the public or grade school level was obtained. Pioneer experiments in public correspondence instruction both foreign and domestic, were particularly noted. Thirdly, a detailed survey of Canadian Provincial correspondence education was made. Fourthly, a thorough study was made of correspondence instruction as given by the Correspondence Branch of the Department of Education of Manitoba. The aim in this instance was to obtain details concerning the history, the trends in administration and methods of instruction, and the success and value of correspondence instruction in Manitoba. Fifthly, an attempt was made to summarize the services, trends, and problems of correspondence education in general, and of the Manitoba Correspondence Branch in particular. Lastly, a list of suggestions for the improvement of correspondence instruction in Manitoba was compiled. To a considerable extent, these suggestions and recommendations were based on reports of methods and devices that other correspondence institutions had found to be successful in practice. In many cases, however, the suggestions have been modified by the writer so as to be, perhaps, more applicable to the situation existing in Manitoba.

Data dealing with the historical background of correspondence education were gathered from Reports of the Provincial Departments of Education of Canada; from Bulletins of the United States Office of Education; from interviews and correspondence with officials of the various Canadian state-supported correspondence schools; from educational news sections, editorials, and reports in leading educational periodicals; and from standard reference works.

Information relating to correspondence education in Man-

itoba was gathered by means of interviews with the Director and personnel of the Correspondence Branch, from records of the Correspondence Branch, and from the annual reports and official records of the Department of Education of Manitoba.

Other particular sources of information are given in footnotes whenever particular reference is made to material contained in them. The general sources of information are given in full in the bibliography at the end of this report.

In cases where conflicting data were obtained, an attempt was made to use only those data which came from the more reliable sources. For example, in the matter of dates and expansion of services, the official reports of the Department of Education or the correspondence school concerned were accepted as more reliable than the extemporaneous and contradictory pronouncements of various officials of these organizations. However, in many instances, even the official reports contained regrettable inconsistencies, and it was then necessary to use those data which seemed to receive confirmation from earlier and later sources possessing a fairly high degree of reliability.

CHAPTER II

THE BEGINNINGS OF INSTRUCTION BY CORRESPONDENCE

Introduction

Investigations into the history of correspondence instruction have suffered from the lack of an adequate definition of the subject being investigated. As a result, such investigations have been characterized by at least three different approaches.

Firstly, there was the approach that emphasized the very ancient beginnings of instruction by correspondence. Some writers affirmed that correspondence instruction was one of the oldest methods of training individuals, and that it dated from the origin of written language. More cautious writers postdated the origin of instruction by correspondence to late Roman or early Christian times. Corroboratory evidence often consisted of quotations from correspondence of Roman times, from Saint Paul's Epistles to the Romans, Corinthians, Galatians, Philippians, Colossians, Thessalonians, and the Hebrews; and from his written advice and instructions to Timothy, Titus, and Philemon. These writers confused "correspondence education" with "correspondence" or "communication" when they accepted written advice, exhortation, information, gossip, and commands as constituting education by correspondence. Many writers of this school realized that their sweeping generalizations were unreasonable, and often modified them by statements such as:

Correspondence instruction began with written language. The ancient Romans used it, and there was in the eighteenth and nineteenth centuries in England and Germany

systematic instruction by this method.¹

Secondly, there was the approach that combined the theory of very ancient beginnings with a rather loose definition of the term "correspondence instruction". This type of approach rejected correspondence that was not definitely instructional, but still found it difficult to avoid the chief fault of this approach: the fact that it included, or seemed to include, such a tremendous proportion of all that had ever been written. The following quotation illustrates this point of view:

Teaching by correspondence is not by any means a recent invention. It is as old as written communication. Cicero's De Officiis comprised a series of letters written for the instruction of his son Marcus. Lord Chesterfield's Letters to His Son gave instruction of another type by the same method. William Cobbett, an Englishman famous as an agitator a hundred years ago, wrote a series of letters to his son, James Paul, which, when combined, formed a complete grammar of the English language. Published in book form, they had a tremendous sale.²

Thirdly, there was the approach that emphasized, not the fact that the instruction was carried out by correspondence, but that the method of written, rather than oral, direction and response was the essential characteristic of correspondence education. The following quotation is an excellent summary of this point of view:

The essential characteristic of correspondence study is not the fact that it is instruction by mail; that is in many cases merely incidental. It is not, then, the intervention of the postal system which gives to corres-

¹W.T. Bawden, The Contribution of Correspondence Instruction Methods to Industrial Education, p. 1. United States Bureau of Education, Industrial Education Circular No. 9. Washington: Government Printing Office, 1922.

²"Correspondence Courses for Children of Isolated Government Employees," The Elementary School Journal, XXX (September, 1929), 5.

pondence study its virtue. (The correspondence method has always been used in resident instruction in certain subjects and in many cases no other method is possible. English Composition for instance, can not be taught in any other way than by correspondence study methods.) The method of instruction is the essential thing. It may or may not be applied through the mails. The chief characteristics of the method are constant efforts by the student and correction by the teacher. As ordinarily applied in correspondence study, the method consists of the assignment by the instructor of definitely planned work, the writing out by the student of the results of his work, the correction and criticism by the instructor of the written lessons, and the suggestion and assistance upon points where the student needs such special help. The student is tested on the whole of every lesson. He not only recites the entire lesson, but reduces it to writing, so that any error may be detected and corrected. The criticism by the instructor is also clearly and definitely written. No slipshod or evasive work, no bluffing, is possible for student or for instructor. The hard grind which such methods require from students is such an ever-present fact, so much a part of correspondence study and so seldom found in class work, that this method of working is more truly than postal transmission the essential feature of correspondence study.³

Although all three points of view are defensible, they are all too wide in scope to be of service in a limited discussion of the origins of correspondence instruction. For the purpose of discussing its origins, correspondence instruction will be defined and delimited in terms of the definition given in the first chapter of this study, and in terms of what it has come to mean today. This definition will include some of the aspects mentioned in the foregoing discussion of approaches. More precisely, correspondence education will be taken as that instruction given by means of correspondence, usually through the mails, which is a direct substitute for the instruction given by such institutions as the schools, colleges, and the universities. Implied in this definition will be such charac-

³Arthur J. Klein, Correspondence Study in Universities and Colleges, p. 8. United States Bureau of Education, Bulletin No. 10. Washington: Government Printing Office, 1920.

teristics of education as definite aims or objectives, a systematized organization for achieving these aims, adequate and appropriate course content and methods of instruction, and adequate materials of instruction in the hands of a trained and experienced staff.

With this definition in mind, the early history of instruction by correspondence will be traced through three phases of its development: (1) early private ventures into correspondence instruction at the higher levels intended mainly for adults; (2) instruction at various levels by commercial or private correspondence schools whose aims were a mixture of service and profit; and, (3) instruction by public correspondence institutions, generally at the grade school level, where a part or all of the costs were borne by the public at large.

Early Ventures into Correspondence Education

Charles Toussaint, who taught French in Berlin, and Gustav Langensheit, a German writer and teacher of modern languages, were the originators of the correspondence school of the modern type.⁴ Their school of languages, established in Berlin in 1856, was the first educational institution to offer instruction by the correspondence method. The choice of language courses was not auspicious for, after many years of experimentation, it is known that language courses are among the most difficult to teach by correspondence. However, in spite of the difficult choice, the school was extraordinarily successful for many years, and the methods of instruction developed by Toussaint

⁴"Correspondence Schools," Encyclopaedia Britannica, 14th edition.

and Langensheit are in use to some extent today.

In 1858, two years after the founding of the Berlin school of Toussaint and Langensheit, the University Extension movement introduced correspondence instruction.⁵ At first, the new venture did not make striking progress, but it succeeded in publicizing this new educational method and in demonstrating possibilities that were to be more fully realized later, particularly in the United States. However, in spite of an inauspicious beginning, the University Extension movement was definitely established in England by the year 1871; so much so, that this year is often considered to mark the founding of the movement. In 1938, at the First International Conference on Correspondence Education, Dr. Reed, of the University of Nebraska Extension Division, paid tribute to this phase of English pioneering:

We go back to Mother England for our starting point in University Extension. You will recall that out of Cambridge in 1871 came a system of class instruction beyond college walls. This was followed shortly by the Oxford Movement that stressed University Extension as a way of living. Out of the former has come the correspondence study and class instruction as we know them today. Out of the latter has sprung the betterment view of the extension field, as represented by Hull House and other types of activity for the uplift of society.⁶

The next important development in education by correspondence comes from the Dominion of Canada. It was in 1878 that Queen's University of Kingston, Ontario, began work in this

⁵Ibid.

⁶A.A. Reed to the First International Conference on Correspondence Education, August 23, 1938. Report of the First International Conference on Correspondence Education, p. 79. Victoria, B.C.: The Department of Education, 1938.

field. The first experimental efforts of this institution were rather informal, consisting of arrangements whereby a few students were permitted to prepare for some of their final examinations by home study. By 1885, correspondence work at Queen's was definitely organized. In 1890, Queen's formed its Department of Extension: the first such extramural venture in Canada, and at least one year in advance of the much-publicized "first" ventures into University Extension work in North America, claimed jointly by the Universities of Chicago and Nebraska.

In the United States, the first recorded attempt at correspondence instruction was made in 1865. The attempt failed as a result, largely, of inadequate supervision of students by the instructional staff. It is reported that: "The first lessons based upon this idea were published in 1865, but the plan was not successful, chiefly because of lack of helpful criticism of student work."⁷

Another early American venture into education by correspondence was made in Boston in 1873 when the "Society to Encourage Study at Home" was organized.⁸ It was a rather informally organized group of college and university professors who instructed by correspondence such individuals as were unable to attend regular classes. The informal nature of this group seems to have been the main cause of its mediocre success, and with the rise of more vigorous organizations, its contributions to the correspondence education movement were soon overshadowed.

The first formal attempt in the correspondence educa-

⁷Bawden, op. cit., p. 1.

⁸Encyclopaedia Britannica, op. cit.

tion field in the United States was the work of William Rainey Harper, one of America's greatest scholars in the field of Semitic languages. "He began teaching Hebrew by correspondence, first on an independent basis, then as a part of the great Chautauqua movement."⁹

The Chautauqua Literary and Scientific Circle dates from the 1870's. It had its beginnings at the annual camp meetings or conventions of the Methodist Church held at Fair Point on the shore of Chautauqua Lake in New York State. At first these conventions were devoted to religious exercises, popular lectures, concerts and social entertainment, but academic lectures were soon added. It was in 1879 that Dr. Harper attended one of these conferences or conventions to lecture in languages, and at the close of the conference began correspondence instruction of Chautauqua students. By 1882, the Chautauqua (New York) Assembly had an organized correspondence instruction programme. Chautauqua University was chartered by the Legislature of the State of New York in 1885, and until 1900, when it ceased to function, it gave excellent instruction by correspondence to about three hundred students a year.

A rival of the Chautauqua group was the "Correspondence University" launched at Ithaca, New York, in 1883. Its main purpose was to supplement the work of other educational institutions.

University Extension in the United States was another of William Rainey Harper's contributions to education. In 1891, after his experience in teaching by correspondence, he became

⁹Reed, op. cit., p. 79.

president of the new University of Chicago. He organized the University on a five-fold basis, one of which was University Extension. From that early beginning the University of Chicago has had a splendid system of instruction by correspondence.

At about the same time an almost parallel event occurred at the University of Nebraska:

Dr. James H. Canfield became chancellor of the University of Nebraska in 1891. His rallying cry as he began to introduce the University of Nebraska to the people of Nebraska was 'The State is our Campus.' Among other means of making this campus evident, he organized all higher institutions of learning into an extension system. Representatives of all institutions were combined into a single University Extension Department..... When Dr. Canfield left Nebraska, his successor did not have the same broad vision, so the plan was abandoned. University Extension was re-established at Nebraska in 1908 with more activities, but limited to the single institution.¹⁰

The events at Queen's, Chicago and Nebraska are significant in University Extension work because they mark the period (1890-1910) when University Extension in North America developed very rapidly. During this period, the University Extension plan was adopted by many universities in Canada, and the United States, followed closely by universities in England, Australia, and South Africa.

The First Commercial or Private Correspondence Schools

Although it is true that most of the early ventures into correspondence education were, to some extent, commercial, they cannot be considered to have had the purely commercial, education-for-profit attitude which was exhibited by some of the later commercial or private schools. These schools were

¹⁰Reed, op. cit., pp. 79-80.

deliberate business ventures and, as such, often placed profits before educational service. On the other hand, many of them were able to strike a balance between service and profit, and prospered amazingly as a result.

The first purely commercial venture into the correspondence education field was the result, largely, of chance. During the 1880's, Thomas J. Foster, editor of the Shenandoah, Pennsylvania, Mining Herald, began to publish a series of questions and answers concerning coal mining.¹¹ This series became very popular, and from it Foster prepared a course on coal mining to be offered by the correspondence method. The purpose of the course was to secure greater safety, better heating conditions, and efficiency in operations, in this hazardous occupation. This course was very favourably received, other courses were soon added, and by 1891 the venture had grown into the International Correspondence Schools.

Today, the I.C.S., as it is popularly known, is one of the greatest educational institutions in the United States:

The International Correspondence Schools now offer more than 300 courses concerned chiefly with the technical fields -- engineering, industrial management, and many other vocations. While this institution specifically lists more than 40 courses for use by young people and adults studying on the high school level, it has many more courses of less than college grade which are purely vocational and technical in character. These are pursued by large numbers of persons with a view to self-improvement and vocational betterment.¹²

The I.C.S. enrolls about 100,000 students annually. Estimates made by those studying the activities of the school, indicate

¹¹Encyclopaedia Britannica, op. cit.

¹²Walter H. Gaummitz, "Correspondence Education in the United States," Proceedings of the Second International Conference on Correspondence Education, p. 125. Lincoln, Nebraska: University of Nebraska, 1949.

that, since its founding, it has built up a gross cumulative enrolment of some 5,000,000.

The success of the International Correspondence Schools attracted many other private and commercial ventures into the correspondence education field. Among the most important of these was the American School,¹³ founded in Boston in 1897 for the purpose of giving practical home-study training to wage earners. It was chartered by the Commonwealth of Massachusetts as an educational institution (not for profit). The first courses offered were of a vocational character, and were given by faculty members and graduates of the Massachusetts Institute of Technology and Harvard University. In 1902 the school was moved to Chicago, and in 1907 it extended its services into the High School, Law, and Business fields. At present, the school boasts an active enrolment of about 65,000. It reported 44,243 new students in the school year 1947-48, and a total staff of 436.

The establishment of the American School in the United States was followed closely by the establishment of the Hermod Correspondence School (Hermods Korrespondensinstitut) in Sweden:

It was by mere chance that correspondence instruction was introduced into Sweden in 1898. The event took place in Malmö, a prosperous city in the extreme south of Sweden. In the 1890's a young man, Hans Hermod, had opened a small private school in Malmö where he taught languages and commercial subjects. One of his students had to move to another part of Sweden before finishing his course in book-keeping. Wishing nevertheless to complete, he talked the matter over with his teacher. They soon agreed to continue the instruction by mail. This educational experiment turned out successfully and gave Hans Hermod something to think about. Could not the method be utilized on a larger scale,

¹³University of Nebraska, Correspondence Education and Supervised Correspondence Study, pp. 4-7. A Report Prepared by the Extension Division. Lincoln, Nebraska: University of Nebraska, 1938.

so that those who, for some reason or other, were unable to attend a higher school, might instead study by correspondence in their own homes? Hans Hermod solved the problem in his own practical way. In December, 1898, the first Swedish correspondence course, "Bookkeeping by Single and Double Entry," left the printing press to inaugurate the triumphs of education by mail in Sweden.¹⁴

The Hermod School concentrates on college, and high school courses leading up to the university entrance examination. Since its establishment, Hermods, as it is popularly known in Sweden, has grown tremendously:

In its first year, 1898-99, it enrolled 220 students -- in 1945, the peak year, about 90,000; the present annual average being 70,000; approximately 150,000 are simultaneously studying at the school. The total enrolment since 1898 has been about 1,250,000, a tremendous figure in a country with a population of only 6,700,000.¹⁵

The first commercial or private correspondence schools tended to cater to the needs of adults, and most of their efforts were devoted to vocational courses at various levels. Under the impact of competition and need, the core of vocational subjects was extended and some effort was made to give the ordinary grade school courses by correspondence.

The first record of an organized attempt at providing elementary education by correspondence comes from the United States, and concerns the Calvert Day School in Baltimore, Maryland:

It was all because of the whooping cough. In the winter of 1908, an epidemic of the disease forced the Calvert Day School in Baltimore, Maryland, to close temporarily. But Virgil M. Hillyer, the headmaster, thought the students should not remain idle. He sent their parents an outline of study to keep each child up in his work. When the school reopened, teachers were amazed at the extraordinary progress the children had made. Mr. Hillyer was

¹⁴Helgi Kökeritz, "Sweden's Leading Correspondence School," Proceedings of the Second International Conference on Correspondence Education, p. 152. Lincoln, Nebraska: University of Nebraska, 1949.

¹⁵Ibid.

amazed, too, but his amazement gave him an idea. Why not follow the same procedure with families in remote places throughout the world?¹⁶

From such beginnings developed the first commercial school offering elementary instruction by correspondence. Calvert is not the usual type of commercial correspondence school for, although it is a private school, it is unendowed and does not operate for profit. The school is still in operation and offers courses from kindergarten through the first year of high school. It enrolls about 3,500 students annually, about half of whom are the children of migratory Americans stationed all over the world.

Another early commercial or private correspondence school which, though it catered particularly to adults, did do some instruction at the elementary and high school levels, was the Norsk Korrespondenceskole of Oslo, Norway.¹⁷ This school was established in 1914 by Ernst G. Mortensen who had gone to Chicago to study the operation of the commercial correspondence schools there. Within twenty-five years, the Norsk Korrespondenceskole was enrolling ten thousand students out of a total national population of about three millions. It was specializing in preparing students for university entrance examinations, but was extending its courses downward to the elementary levels, though generally demanding an entrance requirement roughly equivalent to completion of elementary school.

¹⁶L. Mann, "They Go 5,000 Miles to School," Good Housekeeping, CXXIV (January, 1947), 42-43.

¹⁷University of Nebraska, op. cit., p. 26.

Correspondence Schools Supported
by the State

Several factors may be recognized as contributing to the rise of the public or state correspondence schools early in the twentieth century: (1) the striking success of the commercial correspondence schools; (2) the fine work being done by the various University Extension Departments; and, (3) the recognition that the existing agencies were not fulfilling needs at the elementary level.

Outside of the United States, it is generally true that elementary correspondence courses were first offered by public or state correspondence schools, and that the development was from the elementary level upwards.¹⁸ In the United States, private or commercial schools were the first to offer elementary courses by correspondence; state institutions offered college grade instruction first and then gradually extended their services into the high school and elementary school areas.

The earliest record of a public or state-supported school giving instruction by correspondence (at the elementary and high school levels) comes from the State of Victoria, Australia:

The wife of a pioneer in the bush country found her children growing up without any opportunity of receiving an education. In 1914 she wrote to the Education Department asking for assistance in this matter. As a result, a few student teachers at the Teachers' College prepared and corrected lessons for some time. Later, when more applications were received, a school was formed to carry out the instruction of primary pupils.¹⁹

Four years before, in 1910, the high school section of the

¹⁸Reed, op. cit., p. 80.

¹⁹University of Nebraska, op. cit., p. 33.

Victoria Correspondence School had been started in connection with tuition in high school subjects for junior teachers in the country. This secondary work was conducted by a branch of the Melbourne High School which was soon reorganized as the Secondary Correspondence School. In 1932, the elementary and high school sections combined to form the present Correspondence School of Victoria. By 1948 the enrolment had grown to 2,327 made up as follows: Primary 1,231; Secondary 576; Teachers 490; Ex-service Personnel 30.

Perhaps a more definite claim to first place in correspondence instruction at the school level by a state institution is advanced by the State of New South Wales, Australia, which established a Correspondence School at Sydney in 1916.²⁰ The specific work of this school was to provide elementary instruction to isolated pupils. By 1921, many pupils had completed their elementary schooling and a Secondary Correspondence School was established in that year. By 1924, there were four separate correspondence schools in the state, but on July 1, 1924, they united to form the Correspondence School of today. At present, this Correspondence School employs a staff of 162 teachers who instruct more than 8,000 pupils each year.

A third pioneer development in state-controlled correspondence schools also comes from Australia. The founding of the State of South Australia Correspondence School is detailed in the report of a survey conducted by the University of Nebraska in 1938:

²⁰W. Finigan to the First International Conference on Correspondence Education, August 23, 1938. Report of the First International Conference on Correspondence Education, p. 20. Victoria, B.C.: The Department of Education, 1938.

This school was established in May, 1920, and a certified teacher (Miss S.N. Twiss) was entrusted with the task of organizing the scheme and enrolling eligible pupils. Out-back clergymen, missionaries, and bush-nurses, as well as the teachers of Class VII schools were requested to submit the names and addresses of any children who were living too far from a school to be able to attend. By this means 253 pupils were enrolled by the end of the first year, necessitating the addition of three teachers to the staff.²¹

At the time of the survey, the School was giving both elementary and high school instruction. Its elementary enrolment was 994, and its secondary enrolment 213. The teaching staff consisted of a headmaster and headmistress, thirty-four primary teachers, eight secondary teachers, and an office staff of five.

It is generally stated that New Zealand was the second country to organize state-supported correspondence instruction at the grade school level. It is true that the Province of British Columbia in Canada, started an Elementary Correspondence School in 1919, but some authorities²² place British Columbia second to New Zealand, whose Elementary Correspondence School opened on February 1, 1922. Though the question of precedence is not of very great importance, it might be stated that in a consideration of the beginnings of state correspondence schools the year of establishment ought to be the single point of greatest significance.

New Zealand, then, the third country to enter the correspondence field, opened its Elementary Correspondence School on February 1, 1922, with an enrolment of approximately

²¹University of Nebraska, op. cit., p. 30.

²²Ibid., pp. 12, 20, 23, passim.

one hundred students.²³ The school proved so popular that, in March 1925, the enrolment was limited to five hundred in order to give the school time to consolidate its position. In 1927 the enrolment restriction was removed. In February, 1929, a Secondary Section was added to form the present New Zealand Correspondence School. Since that time the school has proved itself to be one of the most progressive in the field, and has increased its enrolment from 100 students in 1922 to 5,292 in 1948.

Canada was the second country to experiment with public-supported correspondence instruction at the grade school level. British Columbia, which established an Elementary Correspondence School early in 1919, was the first Canadian province to begin the operation of such a school. British Columbia was followed, in order, by Alberta (1923), Saskatchewan (1925), Ontario (1926), and Manitoba (1927). These facts are mentioned here only for the sake of chronological order: a rather detailed account of correspondence education in Canada, with emphasis on the correspondence schools established by the various Provincial Departments of Education, will be the subject of the next chapter of this inquiry.

Before considering correspondence education in Canada, brief indications will be given of some of the early attempts at providing state-supported elementary and high school correspondence instruction in the United States.

The first, and perhaps most famous, American attempt in

²³University of Nebraska, Pre-Conference Bulletin: Second International Conference on Correspondence Education, p. 47. A Report Edited and Compiled at the Extension Division. Lincoln, Nebraska: University of Nebraska, 1948.

this type of work was the Benton Harbour Plan of supervised high school correspondence study.²⁴ The Plan was put into operation in 1922 by S.C. Mitchell, a high school principal of Benton Harbour, Michigan. Under the Plan, the local school board secured the lesson materials from private correspondence schools. The local schools provided regular study periods during the school day, supervised the work of the students, and returned the required written responses to the correspondence schools for correction and criticism. The Plan, when extended to all of the schools of Benton Harbour, was highly successful.

The universities of the United States took up the idea of the Benton Harbour Plan, and many of them began to offer supervised correspondence courses in high school subjects. The University of Nebraska, which offered such courses in 1929, was the first in this field. It was followed, in the next two years, by the Universities of Chicago, Minnesota, Wisconsin, Columbia, Indiana, and many others.

At this point, in an attempt to preserve the chronological development, it is necessary to digress for a moment to consider correspondence education in Russia. Very little information is available on this work. Apparently, correspondence instruction is offered at levels equivalent to our Senior High Schools and Universities. A report made by the Russian correspondence education authorities to the University of Nebraska Extension Division in 1948 uses the terms "correspondence departments in ordinary higher education institutions" and

²⁴J.S. Noffsinger, "The Story of the Benton Harbour Plan," Report of the First International Conference on Correspondence Education, pp. 82-89. Victoria, B.C.: The Department of Education, 1938.

"independent correspondence schools of higher education" to designate two divisions of correspondence education in Russia. These terms are interpreted as references to public and private correspondence schools giving instruction at the levels indicated. For the purposes of this study, it is sufficient to recognize the existence and general character of these institutions, and to indicate their beginnings as given in the report:

Instruction by correspondence has become an essential part of the system of higher education in the Soviet Union. It began to develop on a large scale in the years of the First Five-Year Plan, 1928-32. At the present time, there are 16 independent correspondence schools of higher education, and 374 correspondence departments in ordinary higher education institutions.²⁵

Returning now to public-supported elementary correspondence education in the United States, it is noted that a beginning was made by the federal government in 1929. In that year, a representative from the United States Bureau of Education visited the Manitoba Correspondence Branch for the purpose of studying correspondence education methods.²⁶ It was the intention of the Bureau to meet the educational needs of the children of isolated government employees (lighthouse keepers, coast-guard, military stations, etc.) by means of correspondence courses. These courses were offered in the autumn of 1929.²⁷ They were free, and covered the work of any elementary or high school subject for which there was a demand.

²⁵University of Nebraska, op. cit., p. 62.

²⁶Annual Report of the Department of Education of Manitoba, 1928-29, p. 72. Winnipeg: King's Printer, 1929.

²⁷"Correspondence Courses for Children of Isolated Government Employees," The Elementary School Journal, XXX (September, 1929), 5-6.

For many years the Bureau's arrangement was the only attempt at public-supported elementary correspondence education in the United States. However, in very recent years, elementary correspondence education has again been receiving attention. By 1939 the University of Nebraska, which had entered the high school correspondence field in 1929, succeeded in developing a complete set of elementary correspondence courses. Using some of the materials developed by the University of Nebraska, the State of Montana Education Department began offering elementary courses by correspondence in 1941. In the next few years, Arizona, California, and other states followed the lead of Nebraska and Montana.

Summary

A description of the beginnings and development of education by correspondence derives much of its direction and emphasis from the meaning attached to the term "correspondence education." Accepting the broadest meaning dates the beginning of correspondence education from the beginning of written language: accepting a more precise and scientific meaning dates the beginning of correspondence education from the middle of the nineteenth century. The best authorities seem to accept the fact that the school of languages, established in Berlin in 1856 by Toussaint and Langensheit, was the first real correspondence school. Though earlier ventures might conceivably be called correspondence schools, the fact remains that this school was the first to employ deliberately (not by chance), through the medium of correspondence, all the essential educational processes of the regular schools.

The next advance in correspondence education concerns the University Extension movement in England. First begun in 1858, well established by 1871, this movement marked the beginning of an educational service that was soon to be offered, in many modified forms, by most of the universities of the world. Queen's University, the University of Chicago, and the University of Nebraska, which organized Extension Departments in 1890-91 were the first in this field.

Following upon the Toussaint-Langensheit school, and contemporaneous with the initial growth of University Extension, came the establishment of many commercial or private correspondence schools. Most of these schools are still active. The International Correspondence Schools founded in 1891, the American School founded in 1897, and the Hermod Correspondence School founded in Sweden in 1898, were among the first and most prosperous.

The first commercial or private correspondence schools tended to cater to the needs of adults by providing vocational courses. Under the impact of demand they began to extend their services downward to the school level. At the same time, other commercial schools began offering correspondence courses comparable to the courses usually given in the regular schools. The Hermod Correspondence School of Sweden offered high school and college courses from about 1898. The Calvert Day School of Baltimore began elementary instruction by correspondence in 1908. The Norsk Korrespondenceskole of Norway entered the high school field in 1914.

State-supported correspondence schools originated in Australia. The State of Victoria entered the elementary corres-

pondence school field in 1914, followed, in 1916, by State of New South Wales, and in 1920, by the State of South Australia. Canada followed the lead of Australia in 1919 when British Columbia offered elementary correspondence courses. Three years later New Zealand organized an elementary correspondence school. Because of pressure of need, all three countries were soon extending their correspondence services into the high school field.

In the United States, the general trend in public-supported correspondence education was from the high school level down to the elementary. The Benton Harbour plan of supervised high school correspondence study, begun in 1922, was the first American state-supported plan employing correspondence courses. The Benton Harbour idea was taken up by the University of Nebraska in 1929, and by many other American Universities in the years following. Public-supported elementary correspondence courses were offered to isolated children by the United States Bureau of Education in 1929. For ten years the Bureau was almost alone in this field, but, in 1939, the University of Nebraska offered a complete set of elementary correspondence courses. Since then other universities and State Departments of Education have entered the elementary correspondence education field.

Russia reports a rather extensive plan of correspondence education begun during the First Five-Year Plan (1928-1932). Although full details are not available, the schools are reported to be doing a vital work at the high school and university levels.

CHAPTER III

INSTRUCTION BY CORRESPONDENCE IN CANADA

Introduction

This chapter of the inquiry will be devoted to a consideration of the second of the three broad lines of investigation mentioned in the introductory chapter: the domestic. The foreign or early phase of correspondence education was detailed in Chapter II, while the local phase will be considered in later chapters of this report.

Two lines of approach will be used in dealing with correspondence education in Canada. Firstly, an attempt will be made to sketch briefly some of the very earliest ventures into correspondence education in Canada. No attempt will be made to include all of the early correspondence institutions. On the contrary, the aim will be to identify the very earliest schools in an effort to establish a chronological order and thus build up a general background into which may be fitted the succeeding sections of this chapter. Secondly, brief but rather complete reports of Government Correspondence Education in each Canadian Province will be presented. The emphasis here will be on correspondence instruction at the elementary and high school levels, with only incidental reference to other types of correspondence instruction sponsored by the Provincial Departments of Education.

Before proceeding with the discussion of correspondence education in Canada, it would be well to explain briefly the calendar system common to Canadian schools. In general, admin-

istrative and financial reports cover the period of the calendar year (January 1st to December 31st of the same year), or the fiscal year (April 1st of one year to March 31st of the following year). Purely educational aspects, such as enrolment, are usually reported for the period covered by the school year (July 1st of one year to June 30th of the succeeding year). The latter generalization will be of particular significance in interpreting the tables included in this chapter.

Early Ventures into Correspondence Education in Canada

Canada's entry into the correspondence education field was conditioned, largely, by events that had occurred or were occurring both here and in the United States. These events centered about the establishment of two types of institutions offering instruction by correspondence: the University Extension Departments and the commercial or private correspondence schools. In the matter of University Extension, as indicated previously, the examples of Queen's University, the University of Chicago and the University of Nebraska were followed, in the late nineteenth and early twentieth centuries, first by many of the older universities in Eastern Canada, then by their younger rivals in Western Canada. At the same time, the commercial correspondence schools of the United States, particularly the International Correspondence Schools and the American School, were extending their services into Canada and thus stimulating the establishment of rival institutions in Canada. In addition to these influences there existed in Canada, in the form of such organizations for adult education as the Worker's Educational Association and Frontier College, some basis upon which to build

a correspondence education programme.

In general, it may be said that correspondence education in Canada advanced by four steps: (1) University Extension; (2) private or commercial correspondence schools; (3) technical and vocational schools sponsored by the government; and, (4) elementary and high school correspondence schools sponsored by the government.

Queen's University was the first institution in Canada to offer correspondence instruction as a medium of education. This University was incorporated by Royal Charter of Queen Victoria, October 16, 1841. The first classes opened in March, 1842. Queen's University took the first step in the field of extra-mural work when, in 1878, it made provision for a few students (mostly teachers) to prepare for some of their final examinations by home study.¹ By 1885, correspondence instruction was definitely organized. In 1890, the Department of Extension was formed.

From these small beginnings Queen's Department of Extension has grown with the times, building up an enviable reputation through the success of its graduates. Nearly one-half of the public and separate school inspectors in Ontario were graduates of Queen's who did part of their degree work extra-murally. The great majority of Queen's extra-mural students (about 75%) are school teachers working toward higher teaching certificates or the Bachelor of Arts degree. The remainder of the enrolment represents an amazing variety of occupations, ages,

¹A.H. Carr, The University Extension Movement. Reprinted from the "Queen's Review" for March, 1930, p. 6. Kingston: General Alumni Association of Queen's University, 1930.

interests and addresses. The average annual registration, in recent years, has been about 1,100 students.

Queen's Department of Extension does not offer any complete degree courses by correspondence. In general, its present policy is fairly represented by the following:

Extra-mural students may take about half of the Bachelor of Arts work by correspondence and one-quarter of the Bachelor of Commerce work. The residence requirement for Bachelor of Arts candidates is either five summer schools or one winter and three summer schools or two winters. Candidates for the Bachelor of Commerce degree must spend three winters in residence.²

The example of Queen's University was followed by other Canadian universities and, by 1910, several Extension Departments were functioning successfully in Eastern Canada. Western Canadian universities, which were established later than those in the east, organized Extension Departments soon after they were organized. The University of Alberta, which established a Department of Extension in 1912, was the first western university to undertake correspondence work. Substantial grants from the Carnegie Corporation and the Rockefeller Foundation enhanced the future success of the venture. In 1929, the University of Saskatchewan first offered correspondence courses in Senior Matriculation and Second Year Arts subjects, but in 1940 the high school subjects were transferred to the Saskatchewan Government Correspondence School. The University of Manitoba has offered some Second Year Arts courses by correspondence since 1937, but the junior and senior high school subjects are taught by the Manitoba Correspondence Branch. In July 1949, the University of British Columbia

²H.K. Hutton, Director, Queen's University Department of Extension, in a letter to the writer.

announced that some credit work by correspondence would be offered. Previously, British Columbia extra-mural students took their work with Queen's University Extension Department.

Aiding in the extension work of the Canadian universities were such organizations for adult education as the Frontier College (established 1900) and the Workers' Educational Association (1918), and many youth organizations and cultural groups all across the Dominion. In addition, there were numerous commercial or private correspondence schools, at various stages of development, offering an almost unlimited range of technical and vocational courses of varying quality.

The first Canadian commercial or private correspondence school was the Shaw Correspondence School established in Toronto in 1901. The parent school was established in Toronto in 1892 as a business day school. In 1901, the correspondence section was organized and instruction by mail was given in commercial subjects. The correspondence work was supplemented by the use of radio: the first attempt at radio education in Canada. At present, the Shaw organization includes two day schools, twelve night schools, and the Shaw Correspondence School. The Shaw Schools today occupy an enviable position among commercial or private schools: they are approved by the Ontario Department of Education as training schools for Commercial Specialists.

The third step in the development of correspondence education in Canada concerns government sponsored technical and vocational schools. The first of these schools to offer correspondence courses was the Nova Scotia Technical College established under the Technical Education Branch of the Department of Education of Nova Scotia. This College first experimented

with correspondence courses in technical subjects in 1916:

During the summer of 1916 arrangements were made for a comprehensive system of correspondence courses. This extension of the college work was deemed necessary on account of the need in many isolated portions of the province for facilities in the study of various subjects where technical classes could not be offered.³

One of the courses (Dressmaking) was prepared at the Technical College while others (Shop Arithmetic, Advanced Shop Arithmetic, Practical Mathematics, Gasoline Automobiles, Mechanical Drawing, Machine Drawing, Steam Engineering) were secured from the Extension Department of the University of Wisconsin.⁴

Because of the war, the work of the Nova Scotia Technical College Correspondence Study Division was suspended from 1917 until 1921 when it was reported that:

As intimated in the Annual Report for 1921 this Division, suspended since 1917, was reorganized under the direction of Mr. A.T. Jewitt and commenced work in September of that year with an enrolment of 16 which, by the end of June 1922, increased to 181 students taking 199 courses.⁵

This reorganization resulted in the assembling of five large groups of courses: Business, College Preparation, Industrial, Drafting, and Home Making, with a total of sixty-five different courses available.⁶ Three non-credit high school subjects, Arithmetic, Algebra, and English were added. In 1923, Algebra, Geometry, Latin and French courses were offered.⁷

The school level, non-credit correspondence courses offered by the Nova Scotia Technical College proved to be among the most popular, and in 1926, it was reported that:

The success of the Correspondence method in this direction,

³Annual Report of the Superintendent of Education for Nova Scotia, 1915-1916, p. 182. Halifax: King's Printer, 1916.

⁴Ibid., 1915-1916, pp. 182-85. ⁵Ibid., 1921-1922, p. 127.

⁶Ibid., pp. 127-30. ⁷Ibid., 1922-1923, pp. 148-49.

has however, been so marked that one of the Maritime Universities, Acadia, has added a Correspondence Study Department to its activities and is offering correspondence students credit toward Degrees.⁸

The year 1929 marked a turning point in the correspondence services of the Nova Scotia Technical College. In that year the official report of the Correspondence Study Division contained the following comment:

An interesting development is the provision, at the request of the Council of Public Instruction of the Province, of free High School courses for acting teachers. The work of enrolling, recording, preparation of courses and criticism of students' lessons is carried out by the staff of the Correspondence Division..... The extension of the correspondence study method to the children of school age living in remote districts has been under consideration during the year and a survey of such districts is now being made by the inspectors.⁹

Following a favourable report by the inspectors, correspondence courses in the regular school subjects were offered to children of school age in December, 1929. It follows, then, that the school year 1929-30 may be said to mark the beginning of regular school courses by correspondence in Nova Scotia, a subject which shall be fully considered in a later section of this chapter.

Although Nova Scotia was first in offering technical and vocational courses by correspondence, the Western Provinces were not lagging behind. In 1917, the Department of Education of Alberta began an experiment in teaching mining and engineering courses by mail, followed, in 1918, by a new series of technical correspondence courses from the Calgary Institute of Technology. In 1919, the Technical Branch of the British Columbia Department of Education began to teach Elementary Mining by correspondence.

⁸Ibid., 1925-1926, p. 126.

⁹Ibid., 1928-1929, p. 156.

In 1924, the Technical Branch of the Department of Education of Manitoba offered technical courses to high school students and adults, and acted as an agency for commercial correspondence schools in the case of such courses as it could not offer. At the present time, all Canadian Provinces have some provision for technical and vocational education by correspondence: either a government sponsored technical and vocational correspondence school, or special arrangements with approved commercial correspondence schools offering instruction in technical and vocational subjects.

The period during which technical and vocational correspondence courses increased so rapidly witnessed a rather unique entry into the higher vocational field. This entry was the School of Higher Commercial Studies of the Province of Quebec. The School was founded by the Government of Quebec in 1907. In 1924 it organized a series of correspondence courses for the purpose of placing its services within the reach of all those who, for one reason or another, could not attend its regular day or evening classes. The first correspondence courses offered by the School were based on the subjects with which the school was primarily concerned: Accountancy, Financial Mathematics, Commercial Law, Political Economy, Business English and Business French. On discovering that many of those who desired to register for these courses did not possess a sufficient educational background, the School organized a series of more elementary courses in French, English, Arithmetic, Algebra, General History and General Geography.

In the years following, the School of Higher Commercial

Studies made arrangements whereby its correspondence students might receive recognized credit for their work. An arrangement with the Accountants' Associations made it possible for a student who had followed the correspondence courses of the School in Accountancy, Mathematics, Commercial Law, Civil Law and Political Economy to present himself for the examination of those associations. An arrangement with the Bankers' Association and Queen's University produced a series of courses for bank employees desirous of obtaining the title of "Associate" and "Fellow" of the Bankers' Association.

From about the year 1925 the number of students registering for correspondence courses with the School of Higher Commercial Studies was, from year to year, about five hundred. As time went on, however, it was found that only a very small percentage of registered students completed their studies. This disappointing trend, over a long period, has forced the authorities of the School to the conclusion that, despite the efforts made to improve the situation, the correspondence courses have not succeeded in achieving the aim for which they were instituted. In view of these circumstances, it has been decided:¹⁰ (1) to relinquish one by one the elementary courses given as a preparation for the subjects which properly compose the curriculum of the School; and, (2) to terminate the agreements with the Accountants' and Bankers' Associations.

The School of Higher Commercial Studies will continue to provide correspondence courses in Accountancy, Financial Math-

¹⁰E. Minville, Dean of the School of Higher Commercial Studies, in a letter to the writer.

ematics, Commercial Law, Business French, Business English and Political Economy; without, however, making any particular effort to publicize them. The elementary correspondence courses of the School will be taken over by the newly organized Office for Correspondence Courses which operates as a part of the Quebec Government Department of Youth and Social Welfare.

Government Correspondence Education
in British Columbia

The year 1919 marked two notable events in the development of correspondence education in British Columbia: the beginning of technical education by correspondence, and the beginning of the first Canadian Elementary Correspondence School. The former event has already been briefly considered, while the latter event will form the subject matter of this section.

The first elementary correspondence courses in British Columbia were the responsibility of the Organizer of Technical Education, and were offered in 1919 in conjunction with correspondence courses in mining.¹¹ These elementary courses were typewritten and sent out to 122 school children in the spring of 1919. In 1938, at the First International Conference on Correspondence Education, the Director of High School Instruction described, in these words, the events leading up to the founding of the Elementary Correspondence School:

In an attempt to develop the primary industries of the province, such as fishing, trapping, mining, lumbering and ranching, many small and widely-scattered settlements were started, some of which lasted only for a short time. Iso-

¹¹Public Schools Report of the Province of British Columbia, 1922-23, p. 52. Victoria: King's Printer, 1923.

lated families found their way into the more remote parts of the Province and were, of course, completely cut off from organized schools of any kind. Up until 1919 no attempt was made to provide educational facilities for such families. In the spring of that year a lighthouse keeper, living on one of the small islands of the west coast, made a request for assistance in teaching his small children since they were quite out of reach of an organized school. It was the belief that a plan could be made to work whereby lesson outlines and text material would be supplied to families anywhere who were out of reach of schools, the attempt was made and before the year was out 122 pupils were studying under the direction of teachers appointed by the Provincial Department of Education, and the first Elementary Correspondence School in America was under way.¹²

This first Canadian Elementary Correspondence School was apparently successful from the very beginning, for succeeding Department of Education Reports usually contained remarks such as the following:

In conjunction with the mining courses....lessons by correspondence are given to over 300 pupils who live in districts beyond the reach of schools, including the children of coast lighthouse keepers. Reports from School Inspectors, missionaries, and others lead us to believe that this work is highly appreciated by those who are doing the pioneer work of the province.¹³

In addition, there were often remarks which indicated that the School was doing much to personalize its work, and to overcome the feeling of isolation of correspondence students: "Each home receives a copy of the little school magazine called 'School Days,' which tends to brighten the lessons and encourage the pupils."¹⁴

¹²J.W. Gibson, "Correspondence Instruction as a Factor in the Equalizing of Education Opportunity in British Columbia," Report of the First International Conference on Correspondence Education, p. 92. Victoria: The Department of Education, 1938.

¹³Public Schools Report of the Province of British Columbia, 1921-22, p. 52. Victoria: King's Printer, 1923.

¹⁴Ibid., 1928-29, p. 55.

Although British Columbia's Correspondence School reported some progress every year, it was not until 1929 that the next major forward steps were made. In the report covering the work for that year it is stated that:

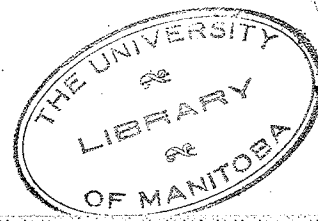
The preparation of High School Correspondence Courses began in the spring of 1929, and in September the first students were enrolled..... During this year no instruction fee was charged. The majority of the students purchased their textbooks and supplies necessary for carrying-on of the correspondence courses through the Text-Book Branch. In the matter of Science equipment the Department paid half the cost, which is in accordance with the present usage with respect to high schools.¹⁵

This accomplishment was prefaced by the organization of two regular departments for correspondence instruction: High School Correspondence Courses under the direction of J.W. Gibson, and Elementary Correspondence Courses with James Hargreaves as the official in charge. At the same time, the offerings in the technical line were increased by the addition of courses in Sheet Metal Work, Machine-shop Work, Carpentry, Electricity, Stenography, Typing and Bookkeeping.

As the years passed the work of the school became more efficient and, as a result, more effective. In 1931-32, small fees were charged for high school courses, and though this resulted in a lower enrolment, it was felt that the practice would discourage those students who would not apply themselves.¹⁶ By 1936-37, a total of 88 courses in high school and technical subjects were available: this figure does not include the complete range of elementary school subjects. By 1949-50, the number of high school and technical courses had increased to 97. The

¹⁵Ibid., 1929-30, pp. 29-30.

¹⁶Ibid., 1931-32, p. 42.



growth in the numerical strength of the school may be inferred from the summary of enrolment given in Table I, page 43. To cope with this enrolment the High School Correspondence Branch, last year, employed a total staff of 38, with 55 part-time instructors and course writers; while the Elementary School employed a staff of 13.

Both sections of the British Columbia Correspondence Branch operate under the immediate supervision of directors with ultimate authority vested in the Minister of Education. Courses are made available to all who cannot attend school because of: (1) distance; (2) ill-health; (3) employment; (4) courses not available at local school; (5) prison terms; and, (6) classroom teachers. All high school students pay fees, though there are reductions in effect for certain classifications. The elementary courses are supplied free to all resident children unable to attend school.

Auxiliary services provided by the High School Branch contribute a great deal toward overcoming some of the disadvantages of correspondence instruction.¹⁷ Though the Branch does not operate its own radio service, students are encouraged to take advantage of the Department of Education School Broadcasts. Science sets are supplied, at twenty-five per cent of cost, to students doing practical work in the science subjects. Library service for correspondence students is provided by branches of the Provincial Library, by library vans, and by mail through the Open Shelf Division of the Provincial Library at Victoria.

¹⁷Advance Report on the Status of Provincial Government Correspondence Education in Canada, pp. 13-14. Regina: Saskatchewan Government Correspondence School, 1949.

TABLE I

ENROLMENT FOR HIGH SCHOOL AND ELEMENTARY CORRESPONDENCE COURSES
IN THE CORRESPONDENCE BRANCH OF THE BRITISH COLUMBIA
DEPARTMENT OF EDUCATION, 1919 - 1948

School Year	Elementary Enrolment	High School Enrolment*	Total Enrolment
To June 1919	122	* *	122
1919-20	182	* *	182
1920-21	300	* *	300
1921-22	300	* *	300
1922-23	184	* *	184
1923-24	242	* *	242
1924-25	250	* *	250
1925-26	261	* *	261
1926-27	391	* *	391
1927-28	375	* *	375
1928-29	424	* *	424
1929-30	593	597	1,190
1930-31	681	847	1,528
1931-32	813	617	1,430
1932-33	830	695	1,525
1933-34	876	702	1,578
1934-35	886	1,000	1,886
1935-36	1,260	1,936	3,196
1936-37	1,140	2,068	3,208
1937-38	1,187	2,285	3,472
1938-39	1,161	3,101	4,262
1939-40	1,023	3,826	4,849
1940-41	1,151	3,982	5,133
1941-42	1,349	4,092	5,441
1942-43	1,537	3,962	5,499
1943-44	1,763	4,695	6,448
1944-45	1,495	5,192	6,687
1945-46	1,563	6,397	7,960
1946-47	1,597	5,664	7,261
1947-48	1,536	5,483	7,019

*At present, about 50% are adults.

***Courses not available at this time.

A monthly newsletter adds a personal touch to the work of the School. Popular magazines are available for borrowing, while the "fashion" and "home" magazines are given outright to students who do not have access to magazine racks.

The Elementary Correspondence School attempts similar

services on a slightly lower level.¹⁸ The Provincial School Broadcasts are used to advantage. Through co-operation with other agencies, Sunday School lessons by mail, and memberships in the Junior Red Cross, Lone Guides and Lone Scouts are made available. Preparations are being made to provide some forms of visual education for the pupils, and to send out a monthly guidance letter to the home supervisors. In addition, consideration is being given to the possibility of establishing branch offices in suitable centres. It is hoped that this practice will result in better supervision and increased speed in handling the correction of lessons.

Government Correspondence Education
in Alberta

Aside from the need for such a service, correspondence education at the school level in the Province of Alberta became a reality as the result of at least four rather obvious examples: (1) the activities in Alberta of the private or commercial correspondence schools; (2) the example of the Extension Department of University of Alberta which had been offering correspondence courses since 1912; (3) the example of British Columbia and its correspondence school; and, (4) the experience of Alberta Department of Education with correspondence courses in mining and engineering which had been offered since 1917.

The Correspondence School Branch of the Department of Education of the Province of Alberta was established during the latter part of 1923. The first official mention of this fact is made in an annual report to the Minister of Education for

¹⁸Ibid., pp. 16-17.

the year ending December 31, 1923:

At the opening of the fall term, at your suggestion, a survey was made to ascertain if there were any considerable number of children living in isolated neighborhoods, and so without school facilities. It was thought that in the case of the younger children sufficient direction might be given to the mother to enable her to teach the beginners in reading, writing, and number. In a short time it became apparent that there were many such children, and that such a service as that suggested would be very welcome. Application forms were drafted, instructions prepared, and lessons outlined. By the end of the year nearly one hundred children had been enrolled for the lesson outlines.¹⁹

The continuation of the thorough planning which led to the establishment of correspondence instruction in Alberta paid dividends in the years that followed. The services of the school were extended slowly during the years 1923-1930. The depression years which followed caused a rapid increase in enrolment, and the services of the School kept pace with the demand. Official reports contained many favourable comments on the services offered: "The work being done by the Correspondence School is now recognized as an integral part of the educational life of the Province and is meeting a great need in the lives of many pupils." ²⁰

The first high school correspondence courses were offered in the fall of 1933.²¹ At first, these courses were provided and administered by outside agencies approved by the Department of Education. In the fall of 1937, following the adoption of the 6-3-3 plan for the schools of Alberta, the Correspondence School Branch was re-organized, partly for the purpose of assuming direct control of all high school correspondence work. In

¹⁹Annual Report of the Department of Education of the Province of Alberta, 1923, p. 31. Edmonton: King's Printer, 1924.

²⁰Ibid., 1932, p. 18. ²¹Ibid., 1933, p. 11.

the fall of 1939, the Correspondence Branch offered its own Grade IX courses, and plans were made to take over, eventually, all of the high school work:

Although in 1939, and previously, supervision and direction of correspondence education in Grades X, XI and XII was exercised by the Department of Education, instruction was offered by private correspondence schools. In 1940, however, the Correspondence School Branch took over the actual work of instruction at the Grade X level. This is in accordance with the plan that the Department has adopted of ultimately offering all correspondence instruction in the high school grades by its own instructors. Grade XI will be taken over in 1941 and Grade XII in the autumn of 1942.²²

This programme was carried out as planned, and was supplemented by printed material and radio lessons from 1941.

A further progressive step was reported in 1944:

In many respects, the year 1944 has been the most difficult for the Correspondence School Branch since its formation. This was because of the fact that so many of the rural schools of the Province were left without teachers when the school term opened in October 1944. To alleviate the situation, the Minister approved the extension of a plan tried out the previous year, whereby such schools might possibly be kept open under the charge of a supervisor, and the instruction of the students would be carried on by the Correspondence School Branch. The result was that nearly 200 such schools were opened with almost 3,000 students in the elementary and lower intermediate grades.²³

Although the school year 1944-45 was reported to be the most critical year in the history of the Correspondence School Branch, a glance at the summary of enrolment given in Table II, page 47, will show that this year was only the beginning of a trend. Though, as a whole, the enrolment figures show a steady growth, except for the depression years when enrolment increased rather rapidly, it will be noted that enrolment doubled in 1945-46 to reach a peak of 15,740. Since that time there is evidence of a downward trend.

²²Ibid., 1940, p. 48.

²³Ibid., 1944, p. 35.

TABLE II

GROWTH OF ENROLMENT IN THE CORRESPONDENCE SCHOOL BRANCH
OF THE DEPARTMENT OF EDUCATION OF ALBERTA, 1923 - 48

School Year	Elementary Enrolment	Intermediate Enrolment	High School Enrolment	Total Enrolment
1923-24	350	* *	---	350
1924-25	250*	* *	---	250
1925-26	225*	* *	---	225
1926-27	255	* *	---	255
1927-28	200*	* *	---	200
1928-29	200*	* *	---	200
1929-30	500	* *	---	500
1930-31	500	* *	---	500
1931-32	800*	* *	---	800
1932-33	800*	* *	368	1,168
1933-34	800*	* *	350	1,150
1934-35	850*	* *	303	1,153
1935-36	1,000	* *	360	1,360
1936-37	1,000	* *	374	1,374
1937-38	821	* *	635	1,456
1938-39	661	* *	1,967	2,628
1939-40	571	622	2,746	3,939
1940-41	684	674	3,229	4,587
1941-42	696	657	3,003	4,356
1942-43	994	535	2,640	4,169
1943-44	4,198	692	2,772	7,662
1944-45	4,770	1,619	2,523	8,912
1945-46	9,526	2,946	3,268	15,740
1946-47	7,396	2,270	3,159	12,825
1947-48	6,726	1,930	3,314	11,970

*Approximate, as taken from Annual Reports of the Department of Education.

**Intermediate (Grades VII, VIII, IX) included with the Elementary enrolment.

---Courses were not available.

On the administrative side, the Alberta Correspondence School Branch uses a plan of organization that is similar to that in other Provinces. Two unusual features of the plan are the inclusion of an Intermediate Section (Grades VII, VIII and IX), with the two junior grades directly under a Supervisor responsible to the Intermediate Section Supervisor; and a School Broadcast Section. The plan of organization is given in full

in Figure 1, page 49.

The Correspondence School Branch supplies courses in all the work of Grades I to XII. Fees are charged for every course, the Grade I to VI fee of \$2.00 being paid by the School Divisional Board for pupils within the Division area. Courses are available to children who: (1) live where there is no school; (2) live too far from school; (3) are physically unable to attend; (4) wish to study subjects not taught at the school. Courses are also supplied to adults and to inmates of Alberta jails.

The School supplements its lessons by the use of radio, and encourages its pupils to listen to the regular school broadcasts. Another supplemental service is the provision of Science Kits at a nominal figure (one dollar) for the use of Grade IX students in carrying out science experiments. A library of about 2,000 books is maintained for the use of all students of the Correspondence School Branch.²⁴

The Saskatchewan Government
Correspondence School

The westward trend in the organization of government correspondence schools was continued in 1925 when the Department of Education of Saskatchewan established an Outpost Correspondence School. This event was reported officially as follows:

In order to provide educational facilities for families living in the frontier settlements of Saskatchewan, your Department opened The Outpost Correspondence School early in February, 1925, for the purpose of serving children living outside organized school districts, the various courses

²⁴Advance Report on the Status of Provincial Government Correspondence Education in Canada, p. 9. Regina: Saskatchewan Government Correspondence School, 1949.

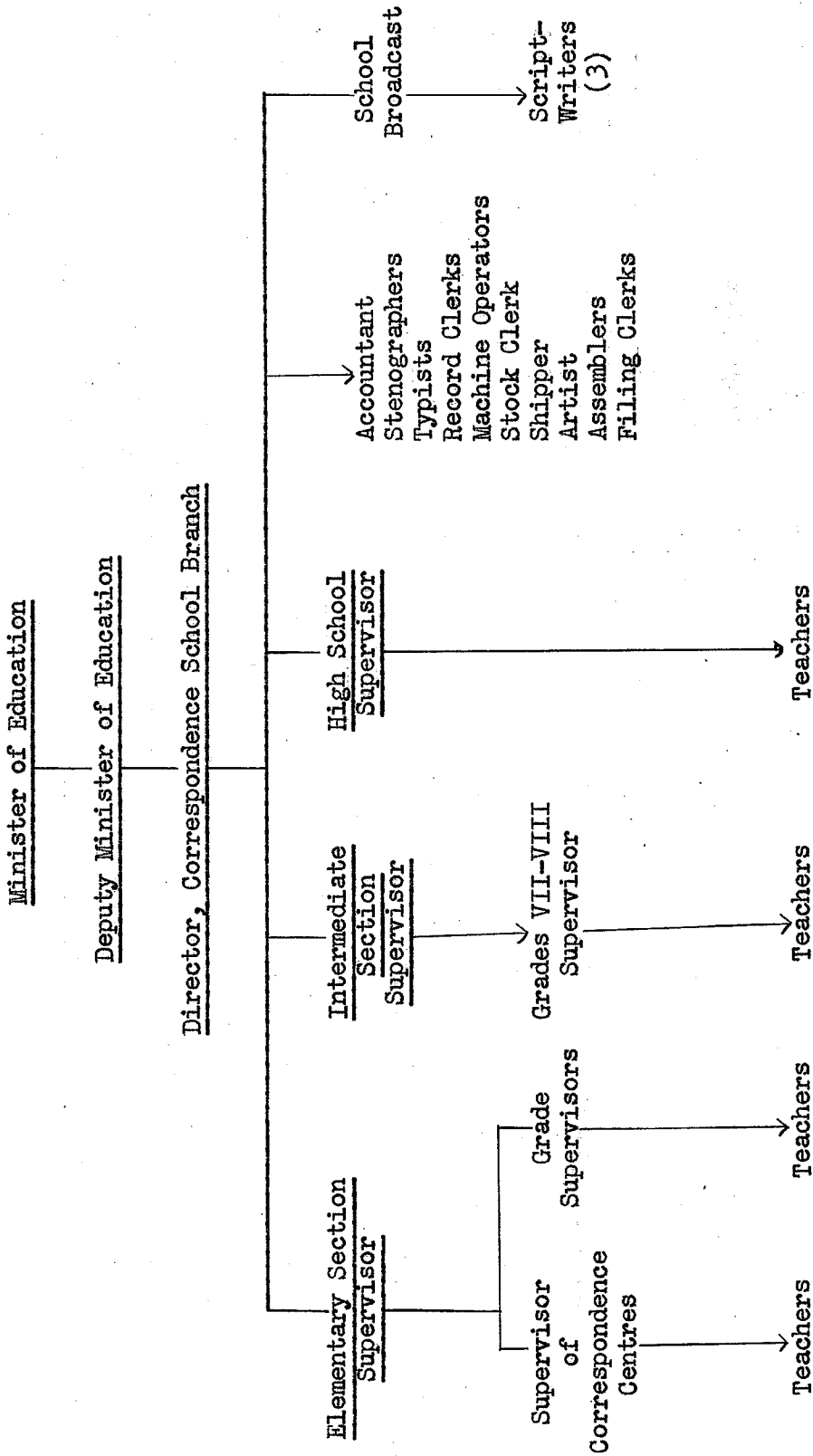


Fig.1--The organization of the Correspondence School Branch of the Department of Education of Alberta.
 (Approximately fifty per cent of the teaching staff is temporary.)

to cover the work of the eight public school grades.²⁵

The officials responsible for the establishment of the School seemed to be of the opinion that the venture would be small and temporary, for in a succeeding section of the same report it is stated that:

Judging by the location of some of the homes, it should be possible in the near future for a number of the pupils of the School to dispense with its services for the fact that a correspondence course is now available for the children of the outposts should not lessen the interest of settlers in the organizing of a school district directly there are sufficient children of school age in a neighborhood.²⁶

It is doubtlessly true that many such schools were provided, but the demand for the services of the Outpost Correspondence School continued to grow.

In the following year it was reported that "the steady growth in the enrolment during 1926 shows that a real need exists for the teaching which this school is attempting to provide."²⁷ Two years later, official praise for the School was tempered by a consciousness of needs that the School was not filling:

There can be no question of the value of the education the School is giving and it is probable that its scope should be extended in two or three directions, for example, to families which live on the outskirts of a large district which are not in a position to convey their children to school and to pupils who have passed Grade VIII who live remote from continuation or high schools.²⁸

Some of the more pressing of these needs were met in 1930. In that year the Outpost Correspondence School was reorganized and

²⁵Annual Report of the Department of Education of the Province of Saskatchewan, 1925, p. 88. Regina: King's Printer, 1926.

²⁶Ibid., p. 90.

²⁷Ibid., 1926, p. 14.

²⁸Ibid., 1928, p. 24

took the name Saskatchewan Government Correspondence School. One of the first acts of the new School was to extend its services:

In September 1930 you, as Minister of Education, decided to extend the scope of the Correspondence School to high school instruction in Grades IX, X, and XI, the underlying principle being to give the best possible high school facilities for rural pupils. That this policy met a need was abundantly proved by the unprecedented response from pupils in every part of the Province.²⁹

At the same time it was noted that this move would not be a complete solution to the existing situation:

From every part of the province have come requests that the Correspondence School give instruction in grade XII subjects. At present it may be inadvisable, but the day is not far distant when the Department will have to give this matter its serious consideration. To be a complete unit the Correspondence School must give instruction from grade one to grade twelve inclusive.³⁰

Ten years elapsed before it "seemed advisable" to extend the high school programme to include the work of Grade XII:

Instruction in Grade XII subjects was not undertaken until the year 1940-41. In this grade, instruction in the rural school is ruled out. (Some few students are competent to study without supervision in most subjects.) When any doubt exists, the full instruction plan is advised, and is quite generally adopted. To date instruction in nine Grade XII subjects is provided and additions are being planned.³¹

Since that date, the School has added three courses to its Grade XII list to complete its offerings in the regular school field.

Some indications of the growth in both enrolment and services of the School may be obtained from a study of Table III, page 52, and the summaries given at the end of this chapter. Table III attempts to classify the two types of service offered by the Saskatchewan Government Correspondence School. It will

²⁹Ibid., 1930, p. 80.

³⁰Ibid., p. 82.

³¹Ibid., 1941, p. 43.

TABLE III

GROWTH OF ENROLMENT IN THE SASKATCHEWAN GOVERNMENT
CORRESPONDENCE SCHOOL, 1924 - 1948

School Year	Elementary School		High School		Totals	
	Corres- pondence School Super- vision	Local Super- vision	Corres- pondence School Super- vision	Local Super- vision	Elemen- tary	High School
1924-25	100	* *	* *	* *	100	* *
1925-26	190	* *	* *	* *	190	* *
1926-27	286	* *	* *	* *	286	* *
1927-28	355	* *	* *	* *	355	* *
1928-29	484	* *	* *	* *	484	* *
1929-30	617	* *	803	4,947	617	5,750
1930-31	655	* *	1,162	9,206	655	10,368
1931-32	693	223	849	8,213	916	9,062
1932-33	884	55	688	6,327	939	7,015
1933-34	950	173	634	6,308	1,123	6,942
1934-35	635	270	534	6,835	905	7,369
1935-36	634	294	550	7,704	928	8,254
1936-37	758	348	579	7,935	1,106	8,514
1937-38	752	397	562	7,338	1,149	7,900
1938-39	641	321	624	6,713	962	7,337
1939-40*	624	350	671	7,043	974	7,714
1940-41*	---	---	---	---	---	---
1941-42	600	321	1,107 ^a	8,083 ^a	921	9,190 ^a
1942-43	598	380	1,155	7,287	978	8,442
1943-44	529	438	1,309	7,831	967	9,140
1944-45	567	350	1,542	7,076	917	8,618
1945-46	542	369	1,856	7,017	911	8,873
1946-47	520	399	2,204	7,354	919	9,558
1947-48	818	457	1,834	5,670	1,275	7,504

*Report covers the period to June 30, 1941.

**Service not available.

^aThese figures, and those following, include Grade XII which was not offered previously.

be noted that locally supervised courses outnumber those supervised by the School. In general, elementary enrolment rose to a peak of 950 during the depression years, and has declined irregularly since that time, with the possibility of a rise in the future. High school enrolment, which shows sharp rises during the depression years, and the years of the last war, now shows

evidence of declining to the level of post-depression and pre-war years.

As has been mentioned, the Saskatchewan Government Correspondence School offers two types of service.³² The first type provides full tuition with all work corrected by the School. This service is available to those who live in unorganized districts or too far from a regular school; those who are physically handicapped; adults; and students in small high schools. The second type of service includes the provision of lessons but no supervision or correction. It is available to Grade IX and X students attending a school where the teacher supervises and corrects the work; to students not able to attend school but who are under the supervision of a qualified teacher; to teachers for use as teaching aids; and to Grade XI and XII students attending small schools. No charge is made for public school services, while a nominal fee, based on the services rendered, is paid by all high school students.

The Correspondence School is a Branch of the Saskatchewan Department of Education and is responsible to the Minister of Education through his Deputy Minister. It is headed by a Principal who has under his direction a staff composed of an Assistant Principal, public and high school instructors, clerical staff, and such temporary help as is required from time to time. The detailed plan of organization is given in Figure 2, page 54.

The School does not provide radio instruction, but (in error) claims to have inaugurated, on October 15, 1931, the first

³²Advance Report on the Status of Provincial Government Correspondence Education in Canada, pp.33-34. Regina: Saskatchewan Government Correspondence School, 1949.

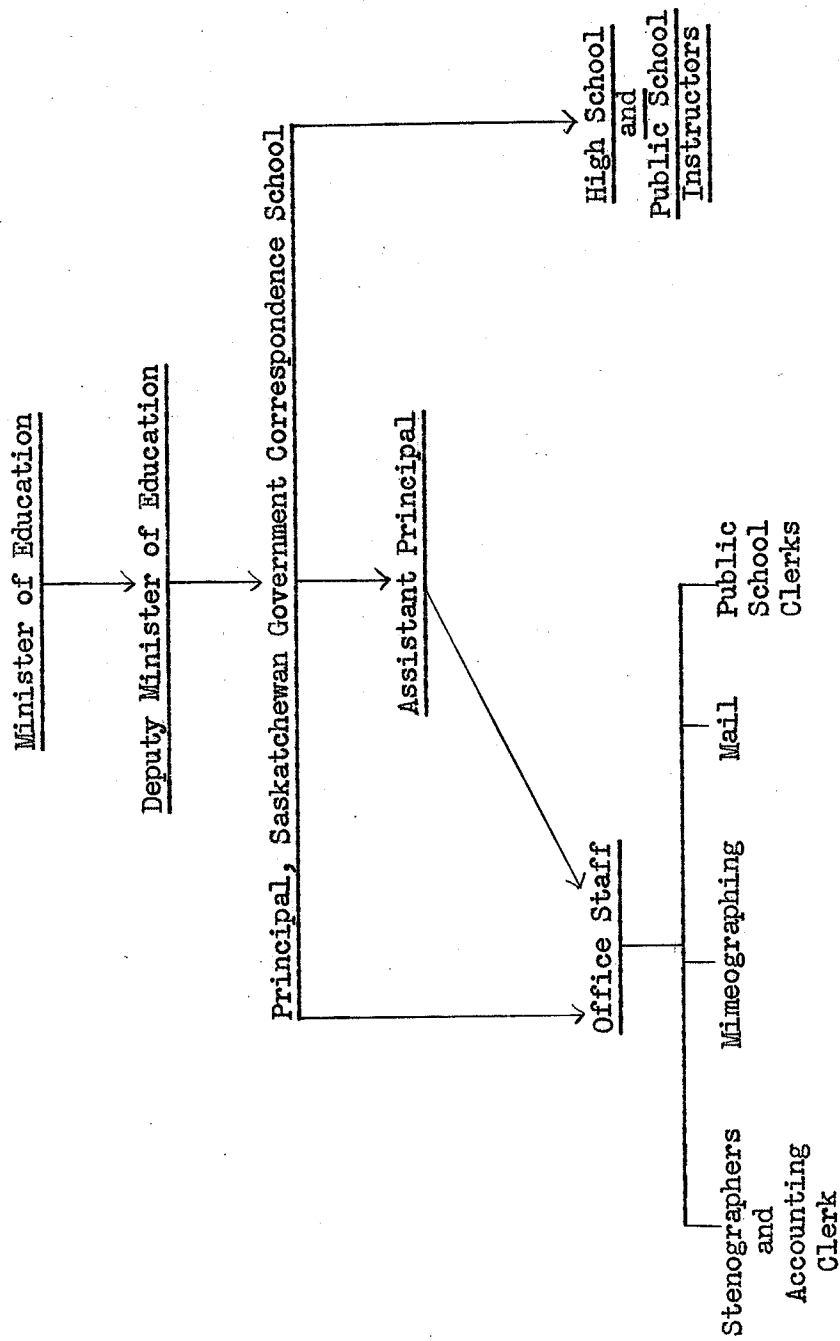


Fig. 2 - The plan of organization of the Saskatchewan Government Correspondence School.

radio school lectures in Canada.³³ However, students are encouraged to listen to the regular school broadcasts. Library service to the students is provided through the Saskatchewan Public Information Library. A special service to its credit is the preparation and correction of Grade IX, X and XI Mathematics courses for service men through the Canadian Legion War Services. This service was maintained from July 1940 to April 1947.³⁴

Department of Education Correspondence
Courses in Ontario

The west-to-east trend in the development of government correspondence education institutions was interrupted in 1926, when the Department of Education of the Province of Ontario established a system of correspondence courses. Manitoba, the intervening Province, did not establish its Correspondence Branch until 1927.

Previous to the establishment of correspondence instruction in the regular school subjects, Ontario had had some experience with this method of instruction. At the University level, Queen's had been using this method informally since 1878, more formally since about 1885, and had established a Department of Extension in 1890. In the commercial field, the Shaw Correspondence School had been in operation since 1901. In addition, technical and vocational courses had been available either through the large correspondence institutions of the United States, or through similar local institutions.

³³Annual Report of the Department of Education of the Province of Saskatchewan, 1931, p. 66. Regina: King's Printer, 1932.

³⁴Ibid., 1946-47, p. 44.

The venture into the field usually occupied by the regular public schools was preceded by a survey to determine the need for correspondence instruction:

A special inquiry has been made for the purpose of finding out the number of children of school age in Ontario situated in places so remote from a school that for the whole, or the greater part, of the year they are unable to secure any instruction. As this inquiry revealed the fact that a considerable number of children are situated in more or less isolated places, it was decided to provide Correspondence Courses for these children, wherever the circumstances would seem to indicate that such courses could be carried on with a reasonable degree of success. The Correspondence Courses have been inaugurated and at the present time there are seventy-five pupils receiving instruction by this means.³⁵

The courses were first available in March of 1926, and by the end of the first year of operation a total of 217 pupils had been enrolled in Grades I to VIII.

The Ontario Correspondence Courses did not expand as rapidly as did similar ventures in Western Canada. This slow growth may be attributed to the fact that the population of Ontario is concentrated in the southern parts of the province, to the fact that the people in northern Ontario communities are generally engaged in mining and logging operations on a large scale and are thus able to support regular schools, and to the fact that correspondence instruction had been supplemented by Railway School Cars since 1929:

In Northern Ontario, the Department has seven school cars operating on the Canadian National Railway, the Canadian Pacific Railway, and the Ontario Northland Railway. Each car spends one week out of five or six weeks at each of five or six different stations where there are no schools and school is conducted for the week in the specially equipped car. At the end of the week, the teacher outlines the work which the pupils should do at home during the five or six weeks before he returns to give them further instruction. The school car works in close harmony with the

³⁵Report of the Minister of Education, Province of Ontario, for the year 1926, p. ix. Toronto: King's Printer, 1927.

Correspondence Courses. In certain cases, the lessons of the Correspondence Courses are used as auxiliary to the lessons assigned by the teacher. Such co-operation is of special benefit in the cases of hard-working, ambitious pupils.³⁶

Each of the cars covered a territory of about one hundred and fifty miles. The wives of the Railway School Cars teachers often aided in the homecraft education of adults in the communities visited, and periodic dental services for adults and children were made available when dentists were added to the staff.³⁷

Up until the end of June, 1935, correspondence instruction was limited to the first eight grades. In September 1935, courses for Grades IX and X were prepared, but the demand for them was not great as may be seen from the enrolment figures given in Table IV, page 58. In 1942, bilingual courses for Grade I were made available for the first time.³⁸ Though the demand for these courses, at first, was not great, bilingual courses for Grade II were added in 1943, for Grades III and IV in 1945, V and VI in 1945, and VII and VIII in 1946.³⁹

The Ontario Correspondence Courses are administered by the Ontario Department of Education through the office of the Superintendent of Elementary Education with a Supervisor of Correspondence Courses being the official immediately respon-

³⁶University of Nebraska, Pre-Conference Bulletin: Second International Conference on Correspondence Education, p. 38. A Report Edited and Compiled at the Extension Division. Lincoln, Nebraska: University of Nebraska, 1948.

³⁷Report of the Minister of Education, Province of Ontario, for the year 1929, pp. x-xi. Toronto: King's Printer, 1930.

³⁸Ibid., 1943, p. 44.

³⁹L. M. McKenzie, Supervisor of Correspondence Courses, Ontario Department of Education, in a letter to the writer.

TABLE IV
 ENROLMENT FOR CORRESPONDENCE COURSES WITH THE
 ONTARIO DEPARTMENT OF EDUCATION, 1925-1949

School Year	Enrolment	School Year	Enrolment
1925-26	217	1937-38	2,800*
1926-27	372	1938-39	3,000*
1927-28	---	1939-40	2,500*
1928-29	800*	1940-41	2,516
1929-30	1,000*	1941-42	2,500*
1930-31	1,200*	1942-43	2,371
1931-32	1,200*	1943-44	2,594
1932-33	1,800*	1944-45	2,498
1933-34	1,800*	1945-46	2,528
1934-35	1,950*	1946-47	2,550
1935-36	2,000*	1947-48	2,550*
1936-37	2,500*	1948-49	2,460

*These figures are approximations taken directly from Annual Reports of the Ontario Minister of Education. From 1934-35, the figures include Grades IX and X as well as the lower grades (I to VIII).

sible. The present staff consists of 32 members, 25 of whom are teachers, all qualified, and eight of whom are university graduates. Four members of the staff are bilingual.

The Correspondence Courses are available to all children from six to sixteen years of age who live more than three miles from school; who are physically incapacitated; or who can attend school only irregularly because of such conditions as bad roads or the itinerant nature of the occupations of the parents. Adults in the following classifications may enroll: (1) those who cannot attend any of the regular day or night schools; (2) those who are inmates of institutions such as hospitals, reform schools, penitentiaries; (3) those who are employed but are required by their employer to improve their education; and, (4) Displaced Persons living in Ontario. In addition, teachers

not fully qualified may use the Courses as guides in their teaching.

Aside from the activities of the Railway School Cars, two other features of the Ontario Correspondence Courses are particularly noteworthy. To all children of school age, or persons in institutions (hospitals, reform schools or penitentiaries) the courses are offered without cost. Lessons, text-books, all necessary supplies, and even stamped, addressed, return envelopes are provided free. The identical service is offered to all those who are gainfully employed, but they are expected to purchase their own text-books. The second departure from customary correspondence school practice is in the matter of testing: no tests or examinations are given in any of the grades of the Correspondence Courses. Promotions are based on the quality of the work throughout the grade, and an appropriate certificate is given.

On the other hand some of the services are not of the best quality. Seemingly, a lending library is available only for Grade VIII students. Foreign languages are not available in the high school grades. Only two vocational courses, Business Practice and Record Keeping, are available (in Grade X only). Radio is not used as a means of instruction, but a list of suitable programmes given over the Canadian Broadcasting Corporation is sent to all students.

A study of Table IV, page 58 will show that for the past twenty years, the enrolment in the Ontario Correspondence Courses has been remarkably stable at about 2,500 students. In spite of this superficial indication of lack of progress, present plans call for a complete revision of all present courses; and the in-

roduction of courses in Grades XI and XII, vocational subjects, and foreign languages.⁴⁰ It is hoped that all of this work will be completed in time for the opening of classes in the fall of 1950.

Education by Correspondence in Manitoba

Though correspondence education in Manitoba, as exemplified by the Correspondence Branch of the Department of Education, will form succeeding chapters of this inquiry, it will be the purpose here to indicate briefly some of the background of correspondence education in this Province, and, at the same time, preserve the chronological development of this chapter.

In common with other Western Provinces, Manitoba had had some experience with correspondence instruction before setting up its Correspondence Branch. The influence of commercial or private schools of the United States and such local institutions as the Manitoba Correspondence College undoubtedly hastened Manitoba's entry into both the technical and regular school fields. However, the critical point in the matter seems to have been reached in the 1920's as a result of popular interest and Dominion Government legislation in the field of technical and vocational education.

The first correspondence courses sponsored by the Provincial Government were made available in 1924. Events immediately preceding this action were described by the Director of Technical Education in Manitoba in these words:

As a result of the Calgary Conference (proceedings of which are contained in the Ottawa Report) a beginning was made in correspondence work. Arrangements have been made whereby

⁴⁰Ibid.

the First, Second and Third Class courses in Steam Engineering, compiled by the Calgary Technical Institute, may be used in Manitoba.⁴¹

For the first few years this venture did not expand rapidly, due primarily to the fact that the range of courses was rather limited. However, in the annual report for the school year ending June 30, 1928, it was reported that the enrolment had increased from 32 to 110; while enrolment, in a more recently offered course in "English for the Non-English," had increased from 630 to 1,046.⁴² The increase in the enrolment for the technical and vocational courses was probably due to the fact that arrangements had been made whereby, through the agency of the Department of Education, the courses of the International Correspondence Schools and the American School were made available to Manitoba students.

The passing years saw the Technical Branch of the Manitoba Department of Education expand both in enrolment and in the number of courses offered. Today its correspondence students have a selection of more than one hundred and seventy-five short-unit courses from which to choose. Some of the courses have been prepared by the Technical Branch, while others are available from approved correspondence institutions. The annual enrolment for correspondence courses usually exceeds five hundred, and includes both adults and high school students.

While the Technical Branch provides correspondence instruction in technical and vocational subjects, the Correspondence Branch, active since 1927, provides correspondence instruc-

⁴¹Annual Report of the Department of Education of Manitoba, 1924-25, p. 49. Winnipeg: King's Printer, 1925.

⁴²Ibid., 1927-28, p. 101.

tion in all the regular elementary school subjects and in all the high school subjects except the practical sciences and some Grade XI subjects. The Extension Department of the University of Manitoba has been offering some credit courses in Second Year Arts and Science since 1937.

Government Correspondence Education
in Nova Scotia

In a previous section of this chapter (Early Ventures into Correspondence Education in Canada), it was indicated that the beginnings of correspondence instruction in the regular school subjects in Nova Scotia were to be found in the correspondence work of the Nova Scotia Technical College. This College began offering technical and vocational courses by correspondence in 1916, suspended these operations temporarily because of the war, and resumed them again in 1921 as part of the service of the newly organized Correspondence Study Division. In the years following, as an extension service, several courses of school level were made available to correspondence students, but these courses were, in general, intended for adults, and were not generally acceptable for high school credit. The first step toward offering approved correspondence instruction in high school subjects was made in 1929 when such courses were offered to acting teachers. In the same year the school inspectors of the Province made a survey of remote districts in order to discover if an extension of the correspondence study method to children of school age were needed.⁴³ The school inspectors reported in favour of such a project, and it was undertaken late

⁴³Annual Report of the Superintendent of Education for Nova Scotia, 1928-29, p. 156. Halifax: King's Printer, 1929.

in 1929. As a matter of record, correspondence courses in the regular school subjects were first offered to teachers in August, 1929, and to school age students in December, 1929.⁴⁴

It should be noted that it was the introduction of free high school correspondence courses to assist teachers to improve their professional status that led directly to the introduction of correspondence instruction in the whole-public school programme:

In about the late 20's, high school courses were introduced on a vocational basis to assist teachers improve their professional status. From the practice of issuing these courses free to teachers grew the practice of offering them to high school students who were unable to attend high school. By the example already set by giving high school courses to students on a free basis, they were compelled to introduce the elementary grades in correspondence form.⁴⁵

The work of preparing these new courses was almost completed by the end of 1930, and the Correspondence Study Division was free to concentrate on services in other directions.

In general, the period 1930-40 was taken up with minor changes in policy and administration. In the school year 1939-40, some courses were provided for the Canadian Legion War Services. In the same year an experiment in vocational education was undertaken:

Carefully selected vocational courses will be available to high school students at the beginning of the school year 1940-41. No attempt had previously been made to evaluate these courses in terms of high school credits..... It is intended to experiment with the offering on the Grade IX

⁴⁴W.D. Mills, Supervisor, Correspondence Study Branch, Vocational Education Division, Nova Scotia Department of Education, in a letter to the writer.

⁴⁵W.D. Mills, "Correspondence Education in Canada's Maritime Provinces," Proceedings of the Second International Conference on Correspondence Education, p. 158. Lincoln, Nebraska: The University of Nebraska Extension Division, 1949.

and Grade X levels, chiefly for those people who do not intend to go to college, and who have no desire to use these subjects for Grade XI credit.⁴⁶

This experiment was abandoned in 1942 because there was little demand for the courses.

In war years the Correspondence Division supplied inexperienced teachers with certain courses to be used by them as guides in organizing instruction. Teachers in rural and village schools who could not teach all the subjects had their students enroll with the Correspondence Study Division for not more than two courses. Beginning in 1941-42, the Division employed part-time local supervisors, at not more than \$12.00 per month, to supervise courses for children in remote areas where there were several children but no school building or teacher available. These supervisors were not expected to instruct in regard to subject matter, but were to handle courses and lesson papers, explain instructions and, in general, see that the required work was done.

In 1947, the Technical Education Branch of the Nova Scotia Department of Education disappeared as a result of re-organization, and was replaced by the Vocational Education Division. In this change the Correspondence Study Division became the Correspondence Study Branch and a part of the Vocational Education Division.

At present, the Correspondence Study Branch is composed of a supervisor, an office staff of four, and, on a part-time basis, an instructional staff of thirty-seven. It offers correspondence courses in Industrial, Business, Common School, High

⁴⁶Annual Report of the Superintendent of Education for Nova Scotia, 1939-40, p. 173. Halifax: King's Printer, 1940.

School, and College subjects. Grade I to XII courses are provided free to all resident children who are unable to attend school because of physical disability, distance from school or absence of school facilities. Teachers who wish to improve their professional status may also obtain free high school courses. All other students pay a fee of \$3.00 to \$9.00 being, in each case, equal to one-half the cost of correcting all the lessons. Texts and supplies are furnished by the student.⁴⁷

The Correspondence Study Branch does not give examinations, and its certificates showing satisfactory completion of Grade XI or XII subjects are in no way equivalent to Provincial High School Certificates.⁴⁸ Students wishing to secure Provincial standing must write the examinations set by the Common Examining Board.

Enrolment with the Correspondence Study Branch for regular school courses does not show the tendencies observed in other Provinces. Table V, page 66, shows that the enrolment, which increased sharply following the introduction of elementary and high school courses, declined irregularly during the depression years. Adult enrolment remained almost steady at about 450 until the war years, when it increased rapidly. Child enrolment shows no definite trend, except that it was highest during the late war and early post-war years. At present both adult and child enrolments are declining.

Correspondence Education in Newfoundland

The development of correspondence education in Newfound-

⁴⁷Home Study Courses, pp. 1-4. Calendar Issued by the Correspondence Study Branch. Halifax: Vocational Education Division, 1949.

⁴⁸Ibid., p. 39.

TABLE V

ENROLMENT FOR REGULAR SCHOOL CORRESPONDENCE COURSES WITH THE NOVA SCOTIA CORRESPONDENCE STUDY BRANCH, 1929-1948

School Year	Adults		Children	
	Student Enrolment	Course Enrolment	Student Enrolment	Course Enrolment
1929-30	803	1,566	---	---
1930-31	712	-----	---	---
1931-32	369	986	107	---
1932-33	276	763	149	---
1933-34	320	822	82	157
1934-35	489	1,006	92	410
1935-36	473	847	302	---
1936-37	457	870	244	1,183
1937-38	441	893	289	1,220
1938-39	439	875	242	1,126
1939-40	870	1,357	275	1,309
1940-41	1,005	1,431	199	783
1941-42	897	1,246	223	803
1942-43	1,041	1,490	297	952
1943-44	1,051	1,563	328	1,016
1944-45	1,509	2,029	296	783
1945-46	804	1,338	432	1,186
1946-47	595	1,070	390	1,091
1947-48	821	1,112	376	914

---Figures not available.

land is considered to be of particular significance in this study because it provides a second illustration of a programme of correspondence education that has not succeeded.

The Correspondence Division of the Department of Education of Newfoundland was organized in 1936.⁴⁹ Its purpose was to provide educational services for the many small communities which could not be supplied with teachers. The plan of action decided upon was reported as follows:

As an emergency existed, it was felt that, if at all poss-

⁴⁹ Newfoundland Government, Annual Report of the Department of Education, 1946, p. 37. St. John's: Newfoundland Government, 1947.

ible, it would be better to reproduce courses already in successful operation elsewhere than to take the time necessary to draw up courses of our own, correlated with our school curriculum. The Nova Scotia Technical College was willing to lend its courses (Grades I-VIII) for reproduction; the Department very eagerly availed of them. At the same time it was felt that, if the experiment proved successful, steps would be taken to expand the service and to replace the Nova Scotia Courses by those suited to our particular needs, and based on our own school curriculum.⁵⁰

During 1936-37, the first year of operation, 83 students were enrolled. By 1937-38 the service seemed to be well established. A railway car, converted into a school room and known as the School on Wheels, supplemented the correspondence work. It was moved from place to place along the railway line providing instruction for the children of railway employees.

At first, the venture into correspondence instruction exhibited all the signs of success. In the school year 1939-40, the enrolment reached a peak of 149. In spite of this growth, officials of the Correspondence Division were not satisfied with this superficial indication of success:

It is unfortunate that more parents in small communities far from schools do not take advantage of correspondence instruction for their children. The chief obstacles seem to be parental indifference and inability or unwillingness on the part of the parents and others to give the children the necessary encouragement and guidance in this work. The Department is endeavouring to overcome these problems by encouraging the appointment of itinerant teachers, each of whom would have under his care a number of small communities in which correspondence work is being done.⁵¹

With the coming of the war, the entire picture changed. American bases were established in Newfoundland and many families moved to these centres where, generally, some educational facilities were available. The Newfoundland Department of Ed-

⁵⁰G.A. Frecker, Deputy Minister of Education for Newfoundland, in a letter to the writer.

⁵¹Newfoundland Government, op. cit., 1941, p. 24.

ucation, which had been working on skeleton budgets was now able to provide more schools and teachers. For these reasons, and because of the inadequacy of home supervision, the enrolment for correspondence courses declined rapidly. The School on Wheels was abandoned in 1943. "Now only a few children of lighthouse keepers and an occasional physically handicapped child are served."⁵²

The failure of correspondence instruction in Newfoundland, aside from the temporary conditions of the war, would seem to be related to the following factors: (1) the slowness and irregularity of mail service during the winter months; (2) lack of parental interest in the educational welfare of children; (3) the educational level of the adult population in the most isolated sections is too low to permit of adequate supervision of lessons; and, (4) the establishment of regular schools.

An excellent summary of the work and future plans of the Newfoundland Correspondence Division is given in a recent report of the Department of Education:

Ever since 1936 the Department has operated a Correspondence Division, and for a number of years it operated what was known as the School on Wheels (a railway coach outfitted as a school with living quarters for a teacher). This School on Wheels worked in conjunction with the Correspondence Division and at one time cared for more than a hundred children who otherwise would have had no schooling. Both tuition by correspondence and the School on Wheels fell upon evil days and the latter service was eventually discontinued largely because schools had been established as one of the results of the work it had accomplished.

In the case of the correspondence lessons it has been found that lack of mail service and illiteracy plus lack of interest on the part of parents or guardians have practically negated the efforts of the Department. The Div-

⁵²Frecker, op. cit.

ision, up to the present, has limited its activities to the work of the first eight grades and has restricted its efforts to serving children who would otherwise be deprived of any schooling. However, the Department is planning to introduce correspondence lessons on the high school level and to relieve the teachers in one-room schools of the excessive burden of teaching high school subjects in addition to the elementary curriculum (Grades I-VIII). Should our plans materialize the problem of the one-teacher school would be, if not solved, at least eased.⁵³

Government Correspondence Education in New Brunswick

The New Brunswick Correspondence School was organized in 1939,⁵⁴ and the first courses were made available to students in September of 1940. The School functions under a Director responsible to the Director of Educational Services who, in turn, is responsible to the Chief Superintendent of Education and through him to the Minister of Education.

The New Brunswick Correspondence School offers courses in all High School Subjects for grades nine, ten and eleven. It also offers preparatory courses in English, Mathematics, Science and Health for the requirements of grades one to eight inclusive.⁵⁵

These courses are available to all students who cannot attend a regular school because of distance, lack of transportation, age, illness or physical handicaps. The courses are also available to adults, and to teachers to use in their teaching or in preparing for the Superior Class License Examinations.

The majority of the Correspondence School students are

⁵³Newfoundland Government, op. cit., 1946, pp. 37-38.

⁵⁴W.D. Mills, "Correspondence Education in Canada's Maritime Provinces, "Proceedings of the Second International Conference on Correspondence Education, p. 157. Lincoln, Nebraska: The University of Nebraska Extension Division, 1949.

⁵⁵Annual Report of the Department of Education of the Province of New Brunswick, 1944-45, p. 34. Fredericton: King's Printer, 1945.

of school age, some are adults, and many are teachers. Students attending school enroll only for courses not given in the school. The average annual enrolment (Table VI, page 71) of the Correspondence School is about 400.

The New Brunswick Correspondence School is accredited for Teacher's College Entrance, and all of the regular high schools accept its students without examination. It is not accredited for Junior Matriculation, and all of its students write the Departmental Examinations.

Though the School has been offering a rather limited service, its plans for the year 1949-50 are most ambitious:⁵⁶

(1) It is hoped that arrangements may be made whereby instructors of the Correspondence School might visit centres at which they would meet correspondence students from the surrounding district.

(2) Consideration is being given to compiling and editing material relating to the professions, vocations, and positions available in the Province. This material would form a booklet giving information concerning occupational opportunities, requirements, nature of duties, working conditions, benefits and privileges provided, advancement, average remuneration, and any other information relative to the particular position.

(3) The elementary courses were originally intended for adults and are not divided into grades. Some thought is being given to revising these courses so as to cover the elementary work by grade and by subject.

⁵⁶ Advance Report on the Status of Provincial Government Correspondence Education in Canada, p. 24. Regina: Saskatchewan Government Correspondence School, 1949.

TABLE VI

ANNUAL ENROLMENT IN THE NEW BRUNSWICK
CORRESPONDENCE SCHOOL, 1940-1948

School Year	Total Enrolment
1940-41	126
1941-42	579
1942-43	434
1943-44	325*
1944-45	408
1945-46	390
1946-47	383
1947-48	461

*Approximate.

(4) Correspondence students are encouraged to use the Department of Education Library which does not supply magazines. If possible, a magazine library for the use of correspondence students will be organized.

Correspondence Education
in Quebec

Though Quebec had had some experience with correspondence education in the field of University Extension and in the rather specialized field served by the School of Higher Commercial Studies, it was not until 1941 that it began, in a small way, to supplement by correspondence the work of the regular schools.

In 1941, upon the request of the Medical Superintendent of Lake Edward Sanatorium, the Department of Education of

the Province of Quebec organized correspondence courses in this institution. The courses proved so popular that, between 1941 and 1946, the service was extended to all Sanatoria of the Province. The initial enrolment of approximately 100 had increased to 750 by 1946 and, at present, stands at more than 1,100.

The programme of courses extends from the first to the twelfth year, and includes the following courses: French, Conversational English, Arithmetic, Elementary Mathematics, Drawing, Bookkeeping, Stenography and Typewriting. All courses are given free of charge, and all other expenses are paid by the Department of Education. The training is intended as a sort of mental therapy for those who are well enough to devote some time to study but are not well enough to leave the institutions.

In each sanatorium there are instructors to aid the correspondence students. In two or three sanatoria regular classes are held. When either of these two alternatives is not possible, instructors visit each student two or three times a week. In addition, all students have access to circulating libraries.

The authorities concerned feel that this correspondence service has achieved its objectives. Aside from its therapeutic and educational values, it is believed that the training encourages good habits with respect to proper use of leisure time and builds up and maintains morale. It is thus of definite help in rehabilitation.

Another correspondence institution was created by the Province of Quebec in 1946, when, in November of that year,

the Correspondence School Office (Office Des Cours Par Correspondence) was created.⁵⁷ The Office was a section of the Department of Youth and Social Welfare, and its chief purpose was to offer technical courses written in French, but using American industrial methods and the English system of measurement. Such an undertaking required an immense amount of revision in existing text-books, and it was not until August of 1947 that the first students were enrolled.⁵⁸

Ten courses were available during the first year, representing a selection from the technical and vocational field. Industrial Arithmetic, Industrial Algebra, Blueprint Reading, Elements of Industrial Design, Printing, Automobile Motors, Diesel Motors, and Electricity were the most popular courses. The last three courses were produced in collaboration with the Canadian Legion War Services. Twelve courses were added in August of 1949, chiefly in the technical field. In the same year a special course was prepared for partly qualified teachers in technical education.

Since 1949, the Correspondence School Office has taken over the elementary (regular school) correspondence courses of the School of Higher Commercial Studies. The Office will not accept students who do not have the necessary basic training. Such students are, however, enrolled in courses which will prepare them for the technical course they select.

The Correspondence School Office does not supply free

⁵⁷ Prospectus: Office Des Cours Par Correspondence, p. 3. Montreal: Department of Youth and Social Welfare, 1949.

⁵⁸ S. Robitaille, Director, Office Des Cours Par Correspondence, in a letter to the writer.

courses. However, since it does not operate for profit and is subsidized by the Government of Quebec, it is able to offer its courses at cost. Fees range from \$10.00 to \$20.00 per course, with most of the courses being provided at the lower rate.

Enrolment for the courses has not been high. During the first two years about 285 students were served. At present, (March, 1950), the enrolment stands at 217.

Due to the fact that a complete range of technical courses is not yet available, the Correspondence School Office does not grant certificates or diplomas. It does, however, give credit for work completed. It is hoped that, when sufficient courses are available to make evaluation practical, all previous credits will be recognized in awarding such diplomas and certificates as may be authorized.

The Correspondence School Office is a particularly interesting public-supported correspondence institution because it is the only Canadian institution which has followed, on a large scale, the practices of the commercial correspondence schools: it not only publishes its own courses, but also publishes its own text-books. To date, it has published forty-three books, with fifteen more to be completed this year.

The Correspondence Study Branch of
the Department of Education of
Prince Edward Island

The most recent entry into the government sponsored correspondence education field in Canada is the Correspondence Study Branch of the Department of Education of Prince Edward Island. The Correspondence Study Branch was organized during

the fall of 1944 and came into operation in January of 1945.⁵⁹ The entire organization was modelled after the plan used in Nova Scotia.

During the first year of operation only the subject matter of the first seven grades was offered. For the school year 1945-46 the courses were extended to include the work of Grades VIII, IX and X. No attempt has been made to prepare any vocational courses.

The Correspondence Study Branch offers correspondence instruction to the following;⁶⁰ (1) pupils living in districts that have no teacher; (2) isolated pupils; (3) crippled and sick children; (4) older pupils who have left school and who wish to continue their studies. The cost of the course to students is one dollar per pupil per month.

Since one of the main reasons for the establishment of the Correspondence Study Branch was the acute shortage of teachers, it is not surprising that the major supplementary service of the Branch is directly related to this problem. Complete sets of Correspondence Study Lessons are provided for permit and older teachers for use in their classrooms. The Grade IX and X courses are supplied on request to fully qualified rural (one-room) teachers for use in their classrooms. The latter service is of considerable help to rural teachers as all the subjects of Grades I to X are taught in all of the rural schools of the Province.

⁵⁹ Annual Report of the Department of Education of the Province of Prince Edward Island, 1945-46, p. xlvi. Charlottetown: Department of Education, 1947.

⁶⁰ Advance Report on the Status of Provincial Government Correspondence Education in Canada, p. 29. Regina: Saskatchewan Government Correspondence School, 1949.

Another service that is somewhat related to the problem of the teacher shortage, is the employment of supervisors in some rural areas. When a whole school district is organized for correspondence instruction, some local person is employed to direct the work, and, if possible, do some teaching. The local supervisor is paid, according to the service rendered, up to \$20.00 per month.

Charlottetown teachers act as instructors in the Correspondence Study Branch, and work on a part-time basis. Instructors are paid by the lesson, at rates ranging from thirty-five cents in Grade I to seventy-five cents in some of the Grade IX and X subjects. Instructors rate lessons using a five-point marking scale. Pupils who satisfactorily complete the thirty lessons of the grade are promoted.

Enrolment in the Correspondence Study Branch has not been large. Table VII, page 77, gives the pupil enrolment for the years during which the Branch has been in operation. Not included in these figures are the complete sets of lessons supplied to permit teachers and to older teachers returning to the profession. In regard to the latter service, it was reported in 1945 that: "During the year complete sets of correspondence study lessons were mailed to 89 permit teachers who had had no professional training, and to 56 older teachers who had returned to teaching."⁶¹ These figures are about equal to seventy per cent of the student enrolment for the same year.

The Prince Edward Island Correspondence Study Branch does not foresee an increased demand for its services; on the

⁶¹ Annual Report of the Department of Education of the Province of Prince Edward Island, 1944-45, p. xlvi. Charlottetown: Department of Education, 1946.

TABLE VII

NUMBER OF STUDENTS ENROLLED WITH THE
CORRESPONDENCE STUDY BRANCH OF
PRINCE EDWARD ISLAND, 1944 - 49

School Year	Total Enrolment
1944-45	141
1945-46	208
1946-47	301
1947-48	156
1948-49	133

contrary, it is very probable that the demand will decrease rapidly as soon as the teacher shortage is overcome. The only plans projected for 1949-50 are concerned with the revision of courses to conform with recent and contemplated changes in text-books.

Summary

In general, it may be said that correspondence education in Canada developed in four stages: (1) University Extension; (2) private or commercial correspondence schools; (3) technical and vocational correspondence schools sponsored by the government; and, (4) elementary and high school correspondence schools sponsored by the government.

Queen's University took the first step toward establishing a Department of Extension as early as 1878. By 1885 this service was well established. In 1890, Queen's University Department of Extension was formed. This Department of Extension was the first in North America, and set the pattern for similar ventures, particularly in Canada. Universities in

Eastern Canada, being generally well established by the time western institutions were formed, led the way in University Extension work. With minor exceptions, the development of University Extension services followed an east-to-west geographical pattern. The first western university to develop an Extension Department was Alberta (1912), followed, in order, by Saskatchewan (1929), Manitoba (1937), and British Columbia (1949).

The second stage in the development of correspondence education in Canada was introduced by the activities of the private or commercial correspondence schools of the United States, and was completed by the establishment of similar institutions in Canada. The Shaw Correspondence School, established in Toronto in 1901, was the first Canadian correspondence school. Since that time many private schools, offering an extensive list of technical and vocational courses, have been established in all parts of Canada.

The third stage in the development of correspondence education in Canada was marked by the entry of government agencies offering technical and vocational correspondence courses. The first of these agencies was the Nova Scotia Technical College which first offered correspondence courses in technical subjects in 1916. In the following year the Department of Education of Alberta offered mining and engineering courses by mail. In 1919, the British Columbia Technical Branch offered similar courses, followed, in 1924 by Manitoba. At present, most Provincial Governments have an agency caring for technical and vocational correspondence courses.

A rather unique entry into government-supported voca-

tional correspondence education occurred in 1924 when the School of Higher Commercial Studies of Quebec offered advanced courses in commercial subjects. These courses were later supplemented by elementary courses for students who needed more preparation for the advanced work. The School is particularly significant in the development of correspondence education in Canada because it is one of the very few correspondence institutions to report that its correspondence work has not been successful.

The fourth stage in the development of correspondence education in Canada concerns the correspondence schools established by the Provincial Departments of Education. The first school of this kind in Canada was the British Columbia Elementary Correspondence School established in 1919. A general west-to-east trend in the development of similar institutions was established when Alberta organized elementary school correspondence courses in 1923, Saskatchewan in 1925, Ontario in 1926 and Manitoba in 1927. Nova Scotia, where technical education by correspondence got its start, established a system of public school correspondence courses in 1929. Newfoundland, where correspondence education has not been successful, began experimenting with this method of instruction in 1936. New Brunswick's Correspondence School was organized in 1939 and first offered courses in September of 1940. Quebec offered correspondence courses to sanatorium patients in 1941 and followed this, in 1947, with a wider service provided through the Correspondence School Office. The Quebec correspondence courses are given through the French division of the Department of Education, the Protestant (English) division does not offer this

service. Prince Edward Island, the last Canadian province to offer correspondence courses, established a Correspondence Study Branch in 1944 and first offered courses in January 1945.

Tables VIII and IX, following, present in graphic form, the present status of Government Correspondence Education in Canada. In keeping with the main theme of this chapter, the tables deal primarily with correspondence education at the elementary and high school levels. Table VIII provides data concerning the kinds of services offered, the dates these services were first offered, and a sampling of enrolment figures. Table IX gives data concerning grounds for enrolment, roll numbers (1948), teaching and office staff, preparation of courses, special features, and co-ordination of services.

The figures for Table VIII were taken from returns made to the Dominion Bureau of Statistics and do not always agree with those given in previous tables because the classifications are generally different. Later figures from this source are not yet available, but a useful comparison may be made by referring to the third column of Table IX. The data for Table IX were adapted from a progress report presented to the Second International Conference on Correspondence Education in October of 1948. Data for Tables VIII and IX which were not available from the sources indicated were adapted, whenever possible, from annual reports of the Departments of Education concerned.

It will be noted that sample data for Manitoba were included in Tables VIII and IX. This procedure was followed in order to facilitate comparisons for Canada as a whole. As previously stated, Provincial Government correspondence education in Manitoba will be considered in detail in Chapters IV and V.

TABLE VIII
 TYPES OF INSTRUCTION AND ENROLMENT IN CORRESPONDENCE COURSES CONDUCTED BY
 THE PROVINCIAL DEPARTMENTS OF EDUCATION

Province	Type of Instruction	Year Service Started	Number Served During the Year							
			1933	1935	1937	1939	1941	1943	1945	1946
British Columbia	Pupils in school taking some courses by correspondence.....	1939				1,159	1,557	1,474	1,966	2,388
	Pupils taking full elementary correspondence courses.....	1919	830	886	993	1,012	1,049	1,369	1,506	1,569
	High School courses.....	1929	695	1,000	1,694	1,073	1,350	1,317	1,391	1,353
	Elementary, High School, and Technical courses for adults..	1919		801	543	1,018	1,230	1,354	2,007	2,847
Alberta	Elementary courses for pupils not attending school.....	1923	800	850	1,000	661	803	1,166	4,826	5,485
	Supervised centres.....	1943							209	294
	High School courses.....	1933	368	303	374	1,967	2,738	2,997	3,319	3,086
	Mining and Engineering courses for adults.....	1918	118	224	180	187	153	212	102	267
Saskatchewan	Elementary pupils receiving full instruction.....	1925	884	635	758	641	600	598	567	542
	Elementary pupils receiving lesson helps.....		55	270	348	321	321	380	350	369
	High School pupils receiving full instruction.....	1931	668	534	579	624	1,107	1,155	1,542	1,856
	High School pupils receiving lesson helps.....	1931	6,327	6,835	7,935	6,713	8,083	7,287	7,076	7,017
	Teachers receiving lesson helps.....		985	950	950	1,100	1,450	1,057	911	758
Manitoba	Elementary courses for pupils not attending a school.....	1927	199	194	229	237	312	342	362	420

TABLE VIII -- CONTINUED

Province	Type of Instruction	Year Service Started	Number Served During the Year							
			1933	1935	1937	1939	1941	1943	1945	1946
Manitoba (Cont'd)	Academic High School courses for pupils not attending a school.....	1932	625	617	1,158	1,532	1,503	1,573	1,842	2,066
	Home study vocational courses...	1929	1,386	610	509	728	991	523	567	
	Technical courses for adults ² ...	1925		224	363	47	264	320		
	Sets of courses supplied to teachers of high school grades.....	1935		269	345	398	408	468	622	
Ontario	Elementary and high school courses for pupils not attending a school.....	1926	1,800	1,950	2,500	2,800	2,516	2,219	2,218	2,147
	Bilingual courses.....	1942						152	280	381
Quebec	Higher commercial courses.....	1924	Approximately 500 per annum, 1924-1935; dropping rapidly since that time.							
	Vocational and regular school courses for sanatorium patients.....	1941					100			750
	Regular school and vocational courses for home study.....	1947	August 1947-August 1949: 285; to March 1949: 217							
New Brunswick	Courses for teachers.....	1940						100	235	
	Pupils receiving full instruction.....	1940					579	434	408	390
Nova Scotia	Elementary and high school courses for children.....	1929	93	123	169	242	199	297	296	432
	Academic and technical courses for adults ³	1916	902	1,002	735	553	534	591	492	678

TABLE VIII -- CONTINUED

Province	Type of Instruction	Year Service Started	Number Served During the Year										
			1933	1935	1937	1939	1941	1943	1945	1946			
Prince Edward Island	Teachers receiving courses for all grades.....	1944											
	(a) Permit teachers.....								89			114	
	(b) Teachers returning to teaching.....									56			78
Newfoundland	Teachers receiving Grade IX and Grade X courses.....	1944											
	Pupils receiving courses under above teachers.....											2,500	3,900
	Pupils not attending a school..											141	208
Newfoundland	Elementary school courses.....	1936				83			149				

¹ Conducted from the Provincial Institute of Technology and Art at Calgary.

² Conducted in co-operation with private correspondence schools.

³ Conducted from the Nova Scotia Technical College.

(All data compiled from annual reports of the Provincial Departments of Education and from: Dominion Bureau of Statistics, Education Statistics Branch, Elementary and Secondary Education in Canada, 1944-1946. Biennial Survey of Education in Canada, Part I, p. 106. Ottawa: King's Printer, 1949.)

TABLE IX

PRESENT STATUS OF PROVINCIAL GOVERNMENT CORRESPONDENCE EDUCATION IN CANADA

Province	Grounds for Enrolment	Roll Numbers	Teaching and Office Staff	Co-ordination of Services	Special Features
British Columbia	Distance; Ill-health; Employment; Courses not available at local school; Serving prison terms; Classroom teachers.	Primary 1120 Post-Primary 3741 Adults 2656 Total: 7517	Primary: 1 Director, 9 Assistants, 3 Office; Post-Primary: 1 Director, 5 Assistants, 32 Office, 55 part-time instructors.	Primary and Secondary services correlated. Vocational and Technical courses available.	Science students provided with home kits for practical work for which credit is given. Lessons typed and reproduced photographically by Government Printer.
Alberta	Distance and age; Physical disability; Courses not available at local school; Employed adults; Prison inmates.	Elementary: 9984 Intermediate: 3077 High School: 3268 Total: 16329	1 Principal, 162 Teachers, 55 Administrative. Total: 218	All school service is self-contained. Technical courses from another department.	Science kits for junior students. Senior students attend regular laboratory for practical work. Lesson material is multilithed. Broadcast service is maintained.
Saskatchewan	Distance and age; Physical disability; Inmates of gaols, hospitals, sanatoria.	Elementary: 520 C. School correction, 399 Local High School: 2204 C.S. Corr. 7354 Local Total: 10477	1 Principal, 1 Assistant, 21 Teachers, 14 Office. Total: 37	Some technical courses provided.	No attempt to teach the practical sciences. Some courses printed commercially, others mimeographed at the School.

TABLE IX -- CONTINUED

Province	Grounds for Enrolment	Roll Numbers	Teaching and Office Staff	Co-ordination of Services	Special Features
Manitoba	Distance and age; Physical disability; Courses not available at local school; Permit teachers.	Primary 453 High School: full time 2092 Technical: 553 Permit teachers 750 Total: 3448	1 Director, 1 Assistant, 17 Teachers, 12-15 part-time Examiners, Office: 11. Total: (full time): 30	School courses through Correspondence Branch. Technical courses through Technical Branch.	Primary work supervised in the home. High School work supervised by teachers in near-by schools. Only theory in science subjects. Model answers to supplement corrections by teachers.
Ontario	Distance and age; Physical disability; Inmates of reform institutions; Temporary domicile abroad.	Primary 2550 (Includes Grades IX and X.) Total: 2550	1 Director, 25 Teachers, 6 Office. Total: 32	Organized and conducted as a branch of the Department of Education.	Seven specially equipped school cars operate on railways. Qualified teacher in charge.
Quebec	Patients at sanatoria; Unable to attend regular schools; Courses not available locally.	Patients: 1100 Home study: 217	Not Available	Youth and Social Welfare, and Education Departments.	Visiting instructors for students in sanatoria. Higher commercial and technical courses given.
New-brunswick	Unable to attend a school; Youths on the job; Teachers engaged in teaching.	Average roll approximately 300	Not Available	Organized and conducted under Department of Education.	Audio-visual aids used. Language records. School magazine published. Correspondence library.
Nova Scotia	Children unable to attend school; Over school age; Inmates of jails.	Primary 300 High School and Vocational: 1200 Total: 1500	1 Supervisor, 57 part-time Instructors, 4 Office. Total: 62	Organized and conducted under Department of Education.	Vocational guidance service. Local supervisors. Kits of instruments and materials for Art and Craft students.

TABLE IX -- CONTINUED

Province	Grounds for Enrolment	Roll Numbers	Teaching and Office Staff	Co-ordination of Services	Special Features
Prince Edward Island	In school districts having no teacher; Isolated pupils; Ill-health; Adults.	Totals: 1947-48 156 1948-49 133	Not Available	Organized and conducted under Department of Education.	Local supervisors hired when necessary. Cost of courses: one dollar per pupil per month. Instructors paid according to number of lessons corrected.
Newfoundland	No school in district; Unable to attend a school for valid reason; Adults.	As at March, 1950: practically none.	Not Available	Organized and conducted under Department of Education.	Railway school cars used, but found to be needed only until school districts formed.... now abandoned.

(All data compiled from annual reports of the Provincial Departments of Education and from: University of Nebraska, Proceedings of the Second International Conference on Correspondence Education, pp. 28-29. Lincoln: University of Nebraska Extension Division, 1949.)

CHAPTER IV
HISTORY OF THE CORRESPONDENCE BRANCH OF THE DEPARTMENT OF
EDUCATION OF MANITOBA

Introduction

The next two chapters of this study will be devoted to a consideration of the third, and last, of the three broad lines of investigation outlined in the introductory chapter. The foreign or early phase of correspondence education was detailed in Chapter II. Chapter III was devoted to a consideration of correspondence education in Canada. Chapters IV and V will be devoted to the detailed study of a particular and local example of correspondence education: the correspondence Branch of the Department of Education of Manitoba.

The sequence in the discussion of the history of the Correspondence Branch of Manitoba will be chronological. At certain points, it might be necessary to deviate from this plan in order to explore related issues, but, in general, the development will fall within three main divisions: (1) the Elementary Section of the Correspondence Branch; (2) the High School Section; and, (3) trends, special services, and present status of the Correspondence Branch as a whole.

Before entering upon the discussion of the Elementary Section of the Correspondence Branch, it would be in order to explain a term which will be used frequently. This term, "school year", is somewhat confusing when used to indicate a chronological sequence. Throughout the discussion which follows, a "school year" will be taken as beginning on the first

day of July in one year and ending on the last day of June in the following year. Such a "school year" will take its identification from the latter year. For example, the school year July 1, 1928 to June 30, 1929, will be the "school year 1929".

Elementary Instruction by Correspondence

It is difficult to identify a sequence of events that lead directly to the establishment of elementary correspondence instruction in Manitoba. It is almost to be regretted that the correspondence authorities have overlooked such anecdotes of human interest as have been indicated in the discussion of the establishment of correspondence education in other places.

Although there is no definite record of the influences and ideas which led directly to the formation of the Correspondence Branch in Manitoba, certain factors cited in a report of the first Director of Correspondence might be regarded as having some bearing on this action.¹ Firstly, the idea of public-supported correspondence education was not new. It had been tried with success in three Canadian Provinces, in Australia, and in New Zealand. Data on these institutions were available to Manitoba. Secondly, Manitoba had had considerable experience in technical and vocational correspondence instruction of adults. With such a background available, it is not unreasonable to assume that the problem of the educational needs of isolated children would be recognized. With the recognition of the problem, and of some of the experimental solutions of

¹W.D. Bayley, "Frontier Education: Tuition by Mail for Isolated Children," The Manitoba Teacher, IX (September, 1928), 17-18.

it, would develop the determination to do something about the situation existing in Manitoba.

The first move in meeting the educational needs of the isolated children in Manitoba was made in September, 1927, when the Department of Education offered them correspondence courses. The new venture was placed under the direction of W.D. Bayley, who was also acting as Director of Temperance Education. The initial plan called for the provision of school training for those children who were deprived of school facilities because of distance, because of physical disability, because there was no school, or because the existing school had closed.

In spite of the fact that the plan for correspondence instruction had been initiated in some haste, enough publicity had been obtained to secure an enrolment of 160 in the first year. About half of these pupils were in the first grade. Some of them were fifteen years old and had had no previous schooling. Five of the pupils were in Grade VIII, and at the end of the year all of them managed to pass the Departmental Examinations.

In the preparation of the first course outlines and lessons, the Department of Education secured the co-operation of the teachers of the Province.² The teachers of Winnipeg, in particular, devoted much time and effort to this work. In addition, another type of co-operation was invited: students of the Normal School were encouraged to "adopt" one of the correspondence pupils for the purpose of giving him personal attention and guidance. The work of the Normal School student

²Ibid.

was supervised by a teacher from the Winnipeg staff. In effect, then, each correspondence pupil had two teachers; though, in some cases, the Normal School student and the supervisor "adopted" two or three of the isolated pupils. As a final step in this personalization of instruction, pupils in the regular schools were encouraged to correspond with the isolated pupils. It was hoped that such exchanges of letters and work would tend to minimize the feeling of loneliness of the correspondence pupils.

The first year of correspondence education in Manitoba was a successful year, and the resulting optimism overflowed into ambitious plans for the future. One of the plans called for the use of radio lessons to supplement correspondence instruction. Another plan involved the use of phonograph records in the teaching of phonetics. Neither of these plans received immediate consideration.

Mixed with the planning was a great deal of speculation regarding the implications and future possibilities of correspondence education. Professional speculation centred around the question of the relative effectiveness of instruction by correspondence. Two of the most intriguing aspects of this question were concisely stated by the Director of the Correspondence School:

By the process of elimination, there may be discovered what are the peculiar contributions which the actual presence of the teacher makes to the child's guidance. There may also be a basis for comparing the results of supervised study in a school group, with self-help and self-correction on the part of the isolated children.³

During the second year of the Correspondence School,

³Ibid., p. 17.

the means of locating isolated pupils was improved: "The co-operation of municipal officials, school inspectors, frontier nurses, provincial police and postmasters in locating the isolated pupils was sought."⁴ However, only about a hundred pupils were enrolled.

The School had extended its facilities. A group of prominent Winnipeg teachers had prepared a complete set of lessons for the first six grades. The demands of the high school entrance pupils had been met by an arrangement with the Manitoba Correspondence College whereby these pupils received the necessary courses at reduced rates. Elementary courses for children were supplied without cost.

In its second annual report, the Correspondence School mentioned, with evident satisfaction, an event which attested to the notice that it was attracting:

A representative from the National Educational Bureau, in Washington, visited the Department for the purpose of learning first-hand how Correspondence Work is carried on. The United States Government has decided to develop a similar scheme to meet the needs of their isolated children, primarily in the lighthouses and military stations.⁵

At the same time, in a report of another branch of the Department of Education, it was announced that a beginning had been made in the use of radio as a medium of education.⁶ During the school year 1928-29, a series of high school lessons, prepared by Winnipeg teachers, had been given over the local radio station CKY. In addition, a series of "educational and inspirational" programmes for smaller children had been initiated under the direction of Professor F.W. Kerr, of the

⁴Annual Report of the Department of Education of Manitoba, 1928-29, p. 72. Winnipeg: King's Printer, 1929.

⁵Ibid.

⁶Ibid., pp. 72-73.

University of Manitoba.

The Correspondence School was not able to secure radio time in which to conduct programmes for the special benefit of correspondence pupils. With minor exceptions, which will be noted in due course, this situation has held throughout the history of the School. In 1948, in a report prepared for the Second International Conference on Correspondence Education, it was stated that, in Manitoba, "Radio time is not available for the broadcasting of special correspondence lessons."⁷

The third year of the Correspondence School was a year of consolidation. The enrolment had increased to 130, but, since over half of the students were in the first two grades, and none above Grade VII, the school was not forced to expand its facilities in any way. A new departure was made in providing courses for about fifty physically handicapped pupils living in organized school districts. The local school board purchased the courses (at this time regulations did not permit free courses for students in organized school districts), and the teachers of the local schools supervised and corrected the work. In addition, the School could boast of nine courses being taken by students in Mexico; and of an inquiry from the Soviet Union Information Bureau at Washington, D.C., requesting information regarding the courses for the use of the State Council of Education of Russia.⁸

⁷University of Nebraska, Pre-Conference Bulletin: Second International Conference on Correspondence Education, p. 38. A Report Edited and Compiled at the Extension Division. Lincoln, Nebraska: University of Nebraska, 1948.

⁸Annual Report of the Department of Education of Manitoba, 1929-30, p. 89. Winnipeg: King's Printer, 1930.

The school year ending June 30, 1931, saw two new developments in the Manitoba Correspondence School.⁹ The first of these was the decision to extend the programme to include Grade IX in the following year. The second was the appointment of a full-time director for the Correspondence School. C.J. Hutchings, formerly principal of the high school at Holland, Manitoba, was appointed to the position. Under him, the Correspondence Branch, as it now became known, made its greatest progress.

The school year ending June 30, 1932, saw only one change affecting the Elementary Section of the Correspondence Branch. In that year, it was decided that there would be no further Department of Education examinations in Grade VIII.¹⁰ The new arrangement permitted the teachers to recommend their pupils for high school entrance standing, the recommendation being subject to the approval of the school inspector.

The depression years were a period marked by cautious advances on the part of the Elementary Section of the Correspondence Branch. In 1933 and 1934, definite efforts were made to supplement correspondence courses by means of radio lessons.¹¹ School subjects at the Grade VII and VII level were treated in the broadcasts, but, as expected, the pupil response was not great, as radios were not often available. However, the ordinary school service was quite satisfactory, receiving many commendations such as that of Inspector G. Hunter: "With the depression prevailing, a number of schools

⁹Ibid., 1930-31, p. 12. ¹⁰Ibid., 1931-32, p. 14.

¹¹Ibid., 1933-34, p. 17.

closed, and to the pupils left stranded, the Correspondence Branch has rendered admirable service."¹² As illustrated in Table X, following, the enrolment had been increasing slowly, from 160 in 1928, to a high of 205 in 1934.

The period 1937 to 1939 was marked by a slow extension of special services, a process that was greatly accelerated by the war. In 1937, the Correspondence Branch reported supplying courses to schools which, because of small enrolments or financial difficulties, could remain open for only eight months. During the remaining two months of the school term, the pupils took correspondence courses. In the 1939 report, a reference to Grade VII and VIII courses supplied to the Manitoba School for the Deaf, added comment to the effect that: "It is most gratifying to find that these pupils made a showing quite comparable with hearing pupils in this school."¹³ Another item in this report related how the monthly letter to correspondence students had developed into "The Echo", a monthly magazine for the Grade I to VIII correspondence pupils.¹⁴

The contingencies of the war years accelerated the trend to special services on the part of the Elementary Section. The "School of the Air" broadcasts, beginning in January of 1940, carried items of interest to elementary correspondence students.¹⁵ In 1941, two new services were introduced by the Elementary Section.¹⁶ Firstly, it was reported that 168 permit teachers (untrained or partially trained

¹²Ibid., 1934-35, p. 15. ¹³Ibid., 1938-39, p. 50.

¹⁴Ibid., 1938-39, p. 86. ¹⁵Ibid., 1939-40, p. 102.

¹⁶Ibid., 1940-41, pp. 115-16.

TABLE X

ENROLMENT IN THE ELEMENTARY SECTION OF THE
CORRESPONDENCE BRANCH, 1928 - 1935

School Year Ending June 30	Total Enrolment Grades I-VIII
1928	160
1929	100
1930	130
1931	148
1932	155*
1933	199
1934	205
1935	194

*Approximate

teachers were given, free of charge, a complete set of Grade I to VIII lessons to use as outlines and guides in teaching their classes. An additional twenty-five of these courses were used by Winnipeg school teachers in teaching the physically handicapped children of the city. The second event was the preparation of two courses, Introductory Mathematics and Introductory General Science, for the Canadian Legion War Services. These courses could be taken for Grade VIII credit anywhere in Canada, and were supplied without cost by the Canadian Legion to men in the armed forces.

Conditions since the war have tended to increase the work and importance of the Elementary Section of the Correspondence Branch. The service to permit teachers is of special significance. The teacher shortage is still an acute problem,

and the use of correspondence courses as teaching aids has improved the quality of the instruction being given by inexperienced teachers. An indication of the need for such aid might be inferred from the fact that, in a peak year, as many as six hundred permit teachers received these courses.¹⁷

However, the important consideration is that the Elementary Section has extended its services in line with its basic function: the provision of elementary education by correspondence. Tables X, page 95 and XI, page 97 show that the enrolment of 160 in 1928, was doubled by 1942, almost tripled by 1947. In general, the enrolment has grown slowly and steadily; the most rapid periods of growth being 1939-43, and 1944-47. At present, there is evidence of a slight decline in enrolment.

High School instruction by Correspondence

Plans for the extension of correspondence education to include the high school grades were announced in 1931. In reporting on the work of the Correspondence Branch, the Deputy Minister of Education concluded his comments with these words: "So successful has this work been that we have arranged to extend our programme to include Grade IX in the ensuing year."¹⁸

The new venture was launched during the school year ending June 30, 1932, and in its first year it set an impressive record:

Our Correspondence Branch had a very successful year, covering the work of Grades I to IX inclusive. Upwards of 500 students wrote upon the Departmental examinations

¹⁷ Ibid., 1941-1947, passim.

¹⁸ Ibid., 1930-31, p. 12.

TABLE XI

ENROLMENT IN THE ELEMENTARY SECTION OF THE
CORRESPONDENCE BRANCH, 1934 - 1949

School Year	Enrolment in Grade								Total
	I	II	III	IV	V	VI	VII	VIII	
1934-35	31	26	17	37	21	20	30	12	194
1935-36	34	24	27	18	30	28	21	27	209
1936-37	54	24	19	31	14	17	22	48	229
1937-38	48	40	23	27	20	12	16	25	211
1938-39	42	44	42	24	24	18	16	27	237
1939-40	49	37	49	37	28	33	31	20	284
1940-41	62	49	34	43	45	29	29	21	312
1941-42	62	41	30	33	52	42	26	44	330
1942-43	64	46	46	40	49	39	28	30	342
1943-44	58	57	46	41	39	23	24	39	327
1944-45	63	50	49	37	48	32	41	42	362
1945-46	99	55	45	43	49	35	45	49	420
1946-47	96	53	63	51	42	42	57	49	453
1947-48	91	62	63	47	51	45	43	46	448
1948-49	84	67	52	43	29	37	55	43	410

in Grade IX, 55 per cent passing clear and 23 per cent with one supplemental. Thus 78 per cent of the whole group are eligible to proceed with the full course in Grade X, an excellent record.¹⁹

The success of the initial venture into high school instruction led to the extension of the work to include Grade X during the school year 1933-34. Three hundred and sixty-nine pupils were enrolled in the new course. With the 608 pupils enrolled in Grade IX, the total enrolment of the High School Section of the Correspondence Branch, in its second year of operation, was 977.

The effectiveness of the high school courses was indicated by many favourable comments and suggestions made by the school inspectors in their annual reports. Criticism was

¹⁹ Ibid., 1931-32, p. 9.

limited to indications of poor results in the oral work of foreign language courses. The most frequent suggestion made was that teachers in one-room rural schools, where Grade IX instruction had been added to the regular Grade I to VIII programme, should use these courses to supplement the work of Grade IX. Inspector E.D. Parker's comment was typical:

The Correspondence Courses conducted by the Department continue to be a source of great strength to the rural schools. Now that Grade IX is added to the work of the one room school, I am strongly of the opinion that in most cases the district should be advised to purchase an outline of this course for the guidance of the teacher.²⁰

This suggestion was acted upon immediately, for, in the following year, the Correspondence Branch reported that 244 Grade IX, and 25 Grade X courses had been supplied to teachers in the rural schools. Some of these courses were obtained by the district school boards, and some by the teachers themselves.

In 1935-36, the Correspondence Branch advanced farther into the high school field by offering foreign language courses in Grade XI. This was its first direct attempt at enriching the curriculum of the small high schools which were limited in their foreign language offerings by the smallness of their staffs. The initial enrolment in these courses was only 17. Since then, the enrolment has climbed to over 100.

In 1937-38, the last great advance in the high school field was made when the Correspondence Branch offered courses in all of the subjects of Grade XII, except practical Physics and practical Chemistry. The courses as offered gave Normal School entrance and enabled many teachers holding Second Class Certificates to make in-service preparation for Grade XII exam-

²⁰ Ibid., 1933-34, p. 15.

inations. The courses were also accepted as equivalent to First Year University standing.

The addition of the "incomplete" Grade XII to the programme of the Correspondence Branch meant that it was covering all of the work of the regular schools with the exception of Grade XI, where only foreign language courses were offered. Other exceptions were certain elective subjects offered by some of the larger high schools.

In the report for the school year ending June 30, 1939, two new developments were noted.²¹ The first of these dealt with scholarships to the value of four hundred dollars. These scholarships were available to Grade IX and X pupils, school achievement being the chief consideration in making the awards. The other development was the planning of a quarterly magazine for high school correspondence pupils. This magazine, "The Golden Boy", was published in 1939-40, but was later abandoned and never revived.

In the year following, the awarding of scholarships to Grade IX and X correspondence pupils was based directly on the average mark obtained on three term examinations: November, March and June. In addition, there was a "free trip to Winnipeg for the three boys and three girls in Grades IX and X who had made the greatest improvement in standing between the November and March Term Examinations."²²

The war, and post-war years were a time of steady progress for the High School Section of the Correspondence Branch. The work of developing, revising, and improving the high school

²¹Ibid., 1938-39, p. 86.

²²Ibid., 1939-40, p. 97.

courses was continued; some of the special services were extended. Scholarships were continued. Elective courses were added, notably Arithmetic in Grades IX and X, and Bookkeeping in Grades X and XI. As indicated in Table XII, page 101, the enrolment had increased steadily. Since 1938, when complete courses became available in Grades IX, X, and XII, the enrolment in these grades had increased from 1,162 in 1938, to 1,684 in 1947. The periods of most rapid growth were 1938-40 and 1943-46. Since 1938, there have been but two periods of general decline: 1940-42, when in the bustle of a new war, the enrolment decreased by about seven per cent, and 1945-49, when enrolment decreased by about twenty-one per cent.

From its beginning in 1931, the work of the High School Section of the Correspondence Branch was related to efforts at education by radio as sponsored by the Department of Education. The radio lessons were intended for all of the pupils in Manitoba, and not for the sole benefit of correspondence pupils. However, one of the aims of these lessons was to supplement correspondence courses. In the years previous to the war, the general plan was to provide radio lessons based on topics taken from the work of Grades VII to XII. The subjects which received most attention were Literature, History, Science, Art and Music. During the war and post-war years, more attention was devoted to citizenship and current events.

Trends, Special Services, and Present Status

Considering the Correspondence Branch as a whole, the most obvious trend is that of increase in enrolment. Since the establishment of the Branch in September of 1927, there

TABLE XII

ENROLMENT FOR COMPLETE COURSES IN THE HIGH SCHOOL SECTION
OF THE CORRESPONDENCE BRANCH, 1931 - 1949**

School Year	Grade IX	Grade X	Grade XII	Total
1931-32	500	*	*	500 ^a
1932-33	625	*	*	625
1933-34	608	369	*	977
1934-35	325	292	*	617
1935-36	362	422	x	784
1936-37	416	431	x	847
1937-38	399	555	208	1,162
1938-39	488	477	251	1,216
1939-40	548	516	256	1,320
1940-41	583	512	203	1,298
1941-42	519	522	192	1,233
1942-43	646	462	148	1,256
1943-44	725	479	184	1,388
1944-45	806	502	206	1,514
1945-46	959	495	225	1,679
1946-47	954	500	230	1,684
1947-48	797	498	218	1,513
1948-49	720	389	216	1,325

**Complete Grade XI courses are not offered by the Correspondence Branch.

*Courses were not available in that year.

^aApproximate.

^xComplete courses were not available. Note also that Grade XII is a complete course, although practical Physics and Chemistry are not offered.

has been, with minor exceptions, a steady growth in enrolment in both the Elementary and High School Sections. Table XIII, page 102, gives the total enrolment of each section. It will be seen that the Elementary Section lost small numbers of pupils in only five school years: 1928-29, 1934-35, 1937-38, 1943-44, and 1948-49; while the High School Section also lost pupils in five school years: about thirty per cent of the previous enrolment in 1934-35, fourteen per cent of the previous enrolment during the two school years 1940-42, and about twenty-

TABLE XIII

TOTAL ENROLMENT FOR COMPLETE COURSES IN THE
CORRESPONDENCE BRANCH, 1927 - 1949

School Year	Elementary	High School*	Total
1927-28	160	xx	160
1928-29	100	xx	100
1929-30	130	xx	130
1930-31	148	xx	148
1931-32	155**	500**	655**
1932-33	199	625	824
1933-34	205	977	1,182
1934-35	194	617	811
1935-36	209	784	993
1936-37	229	847	1,076
1937-38	211	1,162	1,373
1938-39	237	1,216	1,453
1939-40	284	1,320	1,604
1940-41	312	1,298	1,610
1941-42	330	1,233	1,563
1942-43	342	1,256	1,598
1943-44	327	1,388	1,715
1944-45	362	1,514	1,876
1945-46	420	1,679	2,099
1946-47	453	1,684	2,137
1947-48	448	1,513	1,961
1948-49	410	1,325	1,735

*Excluding Grade XI, where only partial courses are offered; and all pupils of any grade taking only a part of the work of the grade.

xx Courses were not available at that time.

**Approximately.

one per cent in the school years 1947-49. Of particular significance is the very recent trend toward a lower enrolment, particularly in the high school grades.

Figure 3, page 103, shows the enrolment trend much more clearly. It will be noted that the Elementary enrolment has increased much more slowly than that of the High School. As a result of this fact, and the fact that the High School enrolment has always been much larger, the total enrolment curve

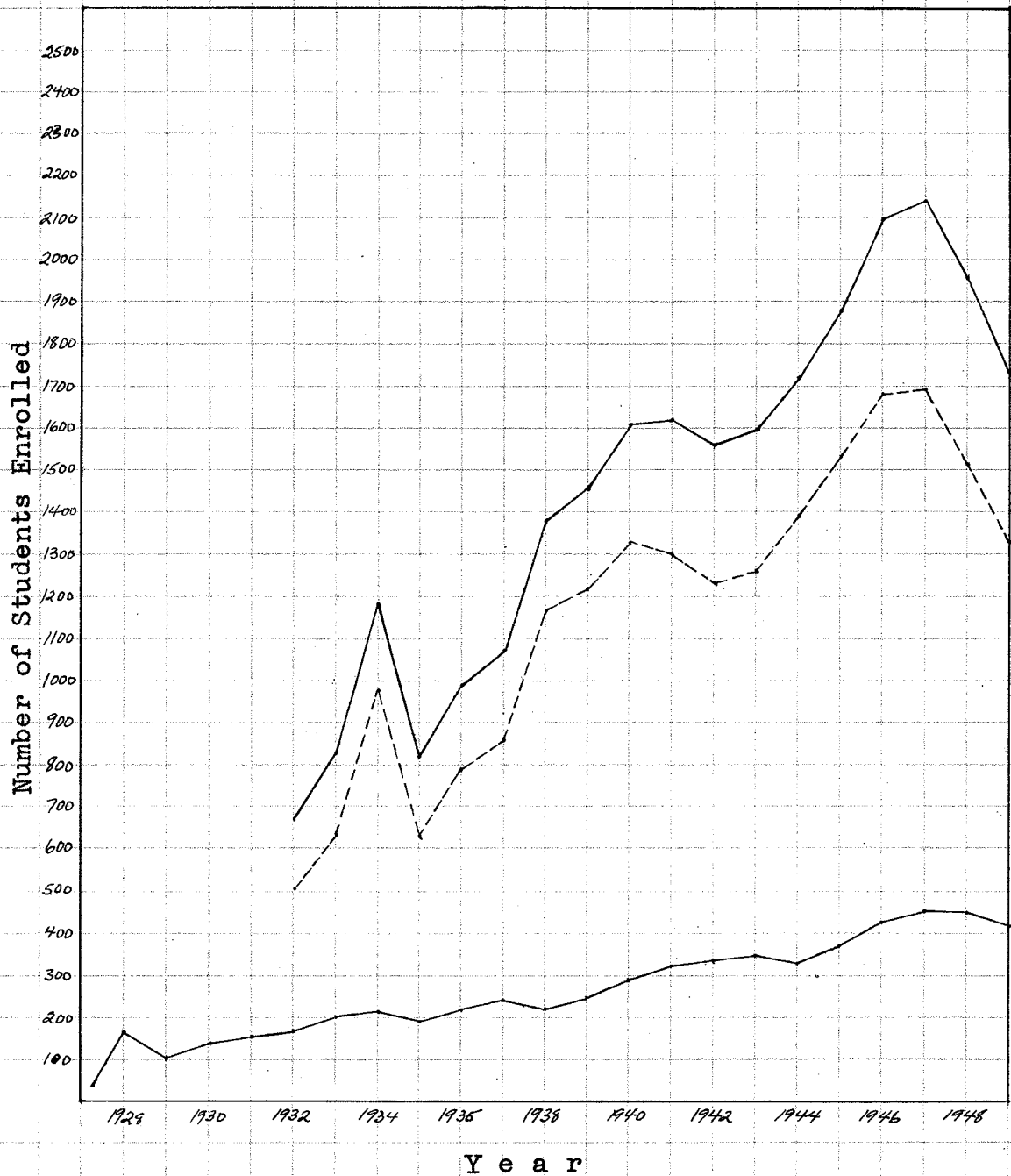


Fig. 3 - Showing the trend in enrolment for pupils taking complete courses as offered by the Manitoba Correspondence Branch.

- Elementary School (Grades I-VIII), 1928-1949.
- High School (Grades IX, X, XII), 1932-1949.
-Total Enrolment.

has been much more responsive to variations in the High School enrolment. The sudden drop in total enrolment in the school year 1934-35 is probably largely explained by the severity of the depression at that time, while the very recent decline might be explained by the fact that war prosperity has made it possible for more high school students to attend the regular schools.

The consideration of enrolment increases raises at once the question of whether the Correspondence Branch is competing with or replacing the work of the regular schools. A study of some of the factors involved shows clearly that it is merely supplementing the work of the schools by providing educational facilities which they are not able to provide. Table XIV, page 105, giving some typical enrolment figures for Manitoba, when compared with enrolment in the Elementary Section of the Correspondence Branch (Table X, p. 95; and Table XI, p. 97), reveals that the correspondence enrolment forms an insignificant part of the total enrolment at this level. On comparing Table XIV (p. 105), with Table XII (p. 101), it is noted that the correspondence enrolment in high school work forms a significant part of the provincial total. However, several factors subtract from the significance of this fact. The Correspondence Branch will not supply courses at any level when it is possible for students to attend regular schools offering them. "It is not the intention of the Department that correspondence instruction should in any way displace classroom teaching."²³ Most of the high school

²³ Ibid., 1938-39, p. 86.

TABLE XIV

ENROLMENT BY GRADE IN THE SCHOOLS OF MANITOBA

Grade	1935-36	1939-40	1943-44	1947-48
I	23,195	21,337	18,879	19,713
II	14,891	13,928	12,599	13,989
III	14,819	13,942	12,448	12,556
IV	15,241	14,389	12,108	12,110
V	15,294	13,528	12,342	11,680
VI	14,501	12,604	11,720	10,658
VII	12,885	12,171	10,797	10,638
VIII	10,944	10,033	9,350	8,641
IX	8,444	8,353	7,767	7,674
X	6,505	7,213	5,572	6,194
XI	4,945	5,667	4,171	4,944
XII	818	1,246	1,321	1,685

correspondence work is done in the rural and small high schools under the supervision of the regular teachers. In addition, "the omission of (a complete) Grade XI is deliberate....it is part of the policy of the Department that every pupil should be required to attend regular classes for this one year of his high school life."²⁴

A second very evident trend in the development of the Correspondence Branch is related to the foregoing discussion, and concerns the work done in extending the list of available courses. It has been pointed out that the Correspondence Branch has developed more and more courses until it now covers all of the work of Grades I to VIII, and all of the core subjects, and most of the electives in Grades IX, X, and XII. From this fact two others follow: (1) more students may have more courses from which to make their selections; and, (2) the

²⁴ A.M. Pratt, "Royal Mail," The Manitoba School Journal, X (November, 1948), 12.

smaller high schools may extend and enrich their programmes by the use of correspondence courses.

Two other trends, not too clearly evident, point toward a personalization of instruction, and toward direct motivation of the pupils. The first trend is indicated by such items as the monthly letter to students, and the active encouragement of personal correspondence among teachers and pupils. The second trend is indicated by an emphasis on scholastic competition as typified by scholarships, and by sporadic offers of rewards for achievement, such as the trip to Winnipeg.²⁵

The trend toward the use of radio as a direct supplementary device in correspondence education has not developed to any great extent. Recent developments in Manitoba's radio education programme show that some attempt is being made to care for the special needs of correspondence pupils, even though the chief aim is to serve all students.

Another trend, which should develop in the future, is a programme of guidance for correspondence students. A beginning has been made in discovering, with some degree of accuracy, the abilities and needs of some of the students. During the past three years, standardized tests in Reading, Arithmetic, Language, Mental Ability and Aptitudes, have been given to Grade IX and X pupils. On the basis of these tests, it should be possible to give more adequate aid and advice to these pupils.

The special services of the Correspondence Branch are

²⁵ Annual Report of the Department of Education of Manitoba, 1928-29, p. 97. Winnipeg: King's Printer, 1929.

considered to be such services as do not ordinarily form a part of correspondence education. Perhaps the most important service of this kind is the provision of correspondence courses to be used as lesson helps by teachers in rural and small high schools. This service was inaugurated in 1935. Some idea of its growth and importance may be obtained from a study of Table XV, page 108, which lists the number of teachers using such courses. An allied service is the provision, through the Teacher's Advisory Service, of Grade I to VIII lessons to permit teachers for use as outlines and guides in their teaching. As many as 600 sets of these elementary lessons were distributed in a single year. In addition, lesson helps are being used by Winnipeg teachers in the teaching of physically handicapped children who are able to study at home, but who cannot attend school.

A service that falls somewhere between special and routine service is the provision of partial courses for students in schools where those courses are not offered. As indicated before, foreign language courses form the bulk of this service: Table XVI, page 109, gives the enrolment in these courses. In 1947, Grade XI Bookkeeping was added to the list, with the possibility of more offerings along this line in the near future.

An incidental and informal service forms another part of the work of the Correspondence Branch. Requests for courses not offered by the Branch, usually for courses of a technical or vocational nature, are referred to the appropriate authorities. In addition, the Branch will advise on the availability, value, and suitability of courses which are given

TABLE XV
CORRESPONDENCE COURSES USED AS LESSON HELPS BY
TEACHERS IN RURAL SCHOOLS

School Year	Number of Teachers Using Complete Courses for Grade				Total
	IX	X	XI*	XII*	
1934-35	244	25	**	**	269
1935-36	x	x	**	x	304
1936-37	x	x	x	x	345
1937-38	271	50	13	38	372
1938-39	246	78	37	37	398
1939-40	236	52	27	63	378
1940-41	255	71	18	64	408
1941-42	197	69	30	85	381
1942-43	279	70	37	82	468
1943-44	284	88	65	98	535
1944-45	246	115	43	58	462
1945-46	277	115	63	167	622
1946-47	330	139	46	174	689
1947-48	237	133	49	100	519
1948-49	326	210	54	131	721

*Foreign languages only in Grade XI; Grade XII complete except for practical Chemistry and practical Physics.
**Courses not available at this time.
xOnly totals available.

by other institutions.

Some aspects of the present status of the Correspondence will have become apparent from the foregoing discussion. In general, correspondence education in Manitoba supplements the work of the regular schools. Its enrolment is only about one per cent of the total for the province. Elementary correspondence courses are provided in all the subjects of Grades I to VIII. "Correspondence courses are offered in all the compulsory subjects and in most of the optional subjects of the general courses in Grades IX and X; in Grade XI French, Latin, and Bookkeeping; and in all regular Grade XII subjects except

TABLE XVI

ENROLMENT IN THE FOREIGN LANGUAGE COURSES OF THE
CORRESPONDENCE BRANCH, 1935 - 1949*

School Year	Grade IX	Grade X	Grade XI	Total
1935-36	260	32	17	309
1936-37	223	53	35	311
1937-38	232	54	52	338
1938-39	197	63	56	316
1939-40	150	45	44	239
1940-41	115	48	42	205
1941-42	155	56	52	263
1942-43	164	79	74	317
1943-44	130	70	75	275
1944-45	156	91	81	328
1945-46	195	99	93	387
1946-47	198	97	113	408
1947-48	153	91	97	341
1948-49	113	91	110	314

*Students taking the work of the whole grade by correspondence are not included.

the practical sciences."²⁶ School-age children living more than three and one-half miles from a school, or who are unable to attend school because of physical disability receive free lessons in the elementary grades, and for a small fee in the high school grades. Elementary work is generally supervised in the home, while most of the high school work is done under the supervision of a teacher in rural or small high schools. Correspondence courses are also supplied to adults and to teachers.

Out of the total 1948-49 enrolment in Grades I to VIII, it was reported²⁷ that 244 lived between three and one-half and ten miles from school, 52 lived more than ten miles from school,

²⁶Ibid., 1947-48, p. 114.

²⁷Ibid., 1948-49, pp. 139-140.

94 were unable to attend school because of physical disability, 7 were over school age, and 13 were adults. Sixty-five of the group between three and one-half and ten miles from school lived in districts in which their schools were closed, 41 of the physically handicapped group lived in Winnipeg. Sixty-eight per cent of the 1,313 Grade IX and X correspondence students attended ungraded rural schools, 17 per cent attended a secondary school, and 15 per cent studied at home. All but 15 of the 110 Grade XI students attended a secondary school. Of the 216 students in Grade XII, 26 per cent attended a secondary school and the remainder studied at home. Of the latter groups, 92 were teachers (about 42 per cent). In addition to pupils enrolled for complete high school courses, 366 took correspondence courses in elective subjects not given by their schools.

Some idea of the area served by the Correspondence Branch may be obtained from a study of Figure 4, page 111. This figure attempts to show relative location only, and a single dot may represent more than one pupil.

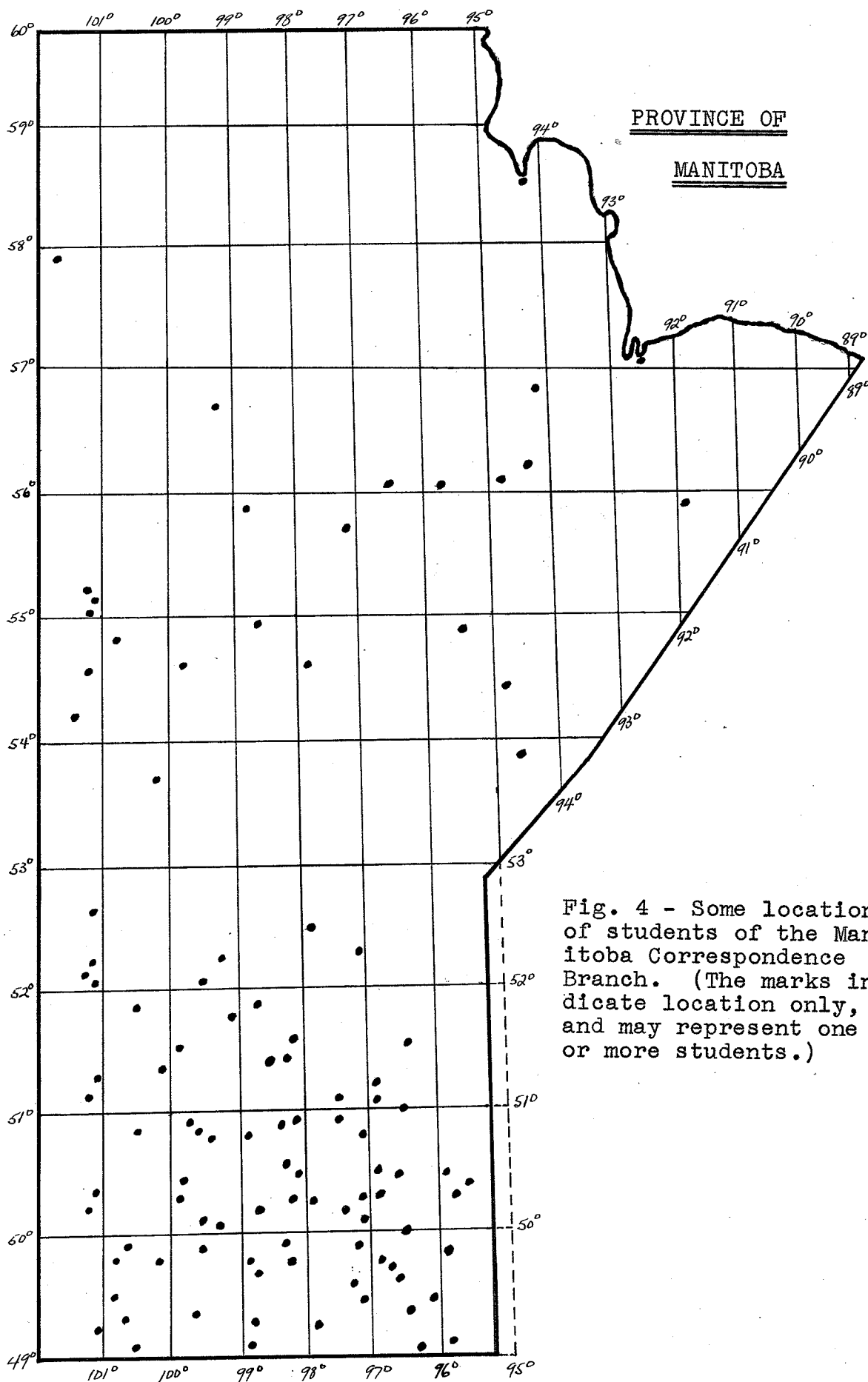


Fig. 4 - Some locations of students of the Manitoba Correspondence Branch. (The marks indicate location only, and may represent one or more students.)

CHAPTER V
THE ADMINISTRATION AND THE INSTRUCTION METHODS OF
THE CORRESPONDENCE BRANCH

Introduction

Any attempt at compartmentalizing the various functions and activities of any educational institution encounters the difficulty of separating the work of administration from the work of instruction. It is true that the administration division exists solely for the benefit of the instruction division, and that both exist for the ultimate benefit of the students. It is also true that, at the extremes, the division of duties between these two arms of the institution are quite clear; but when, as in actual practice, they co-operate in the educational situation, the line of demarcation becomes blurred.

For the purposes of this inquiry, a distinction based on an immediate differentiation of functions between administration and instruction seemed to be the best working principle to adopt. The administrative organization, then, will be concerned with such matters as general policy and the provision of educational facilities, while the instructional organization will be intimately concerned with the teaching process under the conditions set up by the administrative division. The administrative division will organize and arrange conditions so that the instructional division might function efficiently.

The Administrative Organization

In Manitoba, the Correspondence Branch operates as a division of the Department of Education. The complete admin-

istrative organization is illustrated in Figure 5, following.

The Minister of Education, an elected representative in the government, heads the organization; all other members of the Correspondence Branch are civil servants. The Deputy Minister of Education is a civil servant who, like the Minister, has other duties apart from the administration of the Correspondence Branch. The Deputy Minister is the second administrative authority in the Correspondence Branch. Under him is the director of the Correspondence Branch, whose sole function is the direction of all phases of the work of the Branch. To aid the Director in his work there is an Assistant Director who is immediately in charge of the two divisions of the Correspondence Branch: the stenographic and clerical, and the instructional.

Directing the stenographic and clerical division, which is concerned with administrative routine, is a Clerk-Stenographer, Grade III. (Grades and classifications are based on civil service examinations, Clerk, Grade I, being the lowest classification.) The duties of the stenographic and clerical division are indicated, in general, by the classification of the positions within it. The most usual duties are in connection with the typing of lessons and letters prepared by the instructional staff. One of the clerks is responsible solely for the records of the pupils.

The teaching staff, immediately under the Assistant Director, is divided into an Elementary and a Secondary Section. In the Elementary Section, one teacher is in charge of the work of Grades I-IV, and another in charge of Grades V-VIII. In addition, there are two assistant teachers who give assistance as needed. The Secondary Section, dealing with the work of

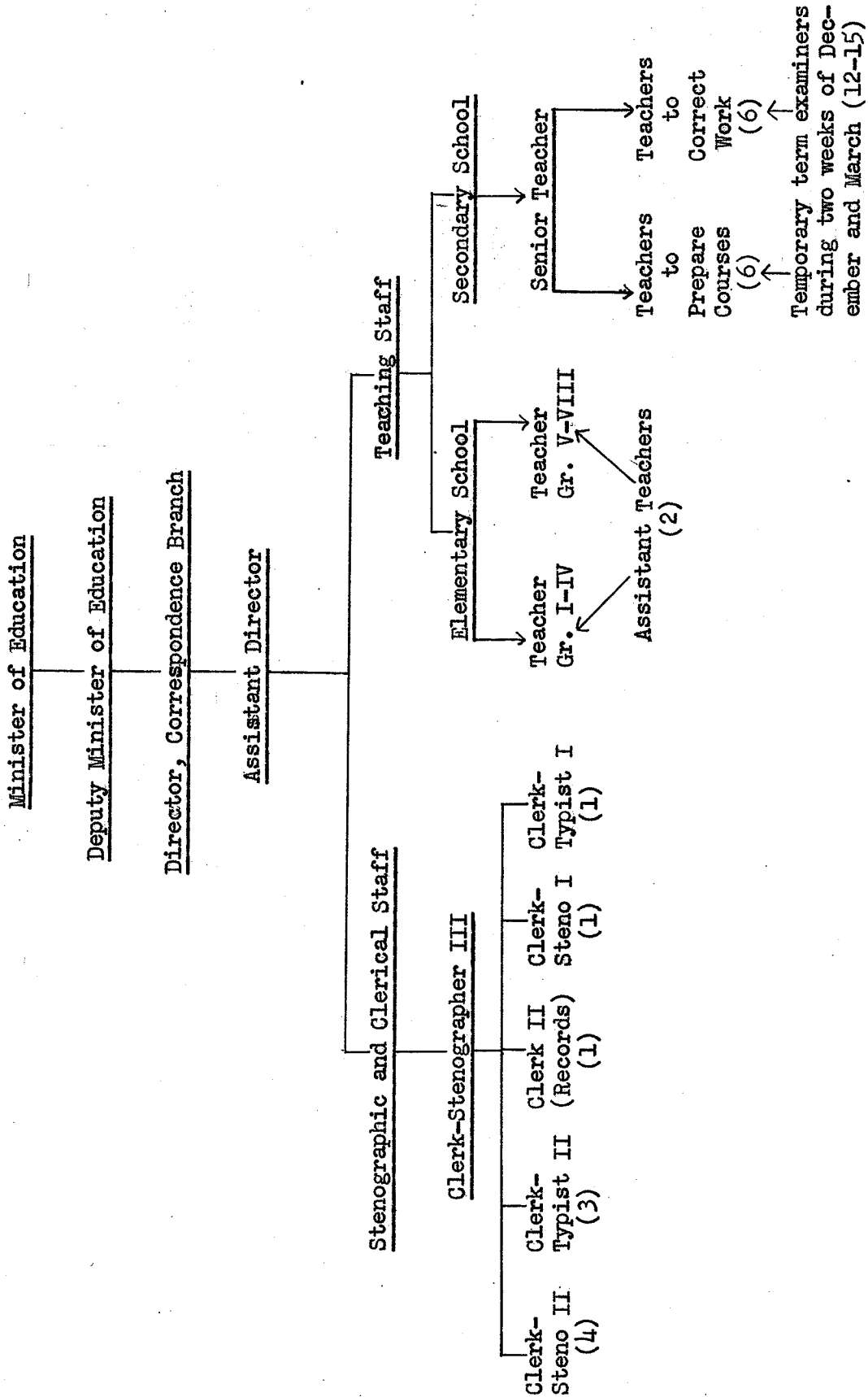


Fig. 5 - The organization of the Correspondence Branch of the Department of Education of Manitoba. (Numbers in brackets indicate the number of persons in that classification.)

Grades IX-XII, operates immediately under a Senior Teacher, who has six teachers to prepare and revise courses, and six others to correct work sent in by the pupils. During December and March, when term examinations are being corrected, the Secondary Section procures the aid of outside examiners to assist in the grading of papers. Final examinations in June are graded by the Correspondence Branch staff, as the pressure of work is eased by the closing of classes. Departmental examinations of correspondence students are corrected by examiners of the Department of Education.

The members of the teaching staff of the Correspondence Branch are all certified teachers, enjoying professional freedom and benefits within the policy of the Department of Education. Rates of pay of the teaching staff compare well with rates current in the schools of the province. Salaries of the clerical staff are slightly lower than those offered by better private businesses. However, comparisons with earnings over the whole business field, and such considerations as pensions and permanence, make these civil service positions attractive.

The general purposes and policies of the Correspondence Branch have been frequently stated in official reports:

The Correspondence Branch of the Department of Education was instituted to provide educational facilities for children, young people, and others unable to attend a school offering classroom instruction in the subjects or grades in which they wish to enroll. The function of the elementary section is to provide instruction for children who live at least three and one-half miles from school and for anyone who is unable to attend school on account of physical disability. The primary function of the secondary section is to give young people in rural areas an opportunity to study the regular high school subjects.¹

¹Annual Report of the Department of Education of Manitoba, 1945-46, p. 100. Winnipeg: King's Printer, 1946.

This statement of purpose and policy is a brief summary, and does not indicate the flexibility inherent in them. Appendix A, "Enrolment Regulations for Grades I-XII," gives a complete treatment of the conditions under which courses are supplied, the courses available, and the details of fees and exemptions.

Initial contact with the prospective student is a necessary and vital function of the administrative division. The Correspondence Branch does not advertise its services widely. This phase of administration is, with minor exceptions, limited to formal announcements in such educational publications as the Manitoba School Journal. However, the availability of its services is made known by many indirect means such as references in newspapers, radio and student-to-student contact. Teachers, school inspectors and others, are acquainted with the work of the Correspondence Branch, and are generally willing to "advertise" its services when circumstances warrant the use of the services.

Having contacted the student, and learned something of his school standing (if any), the next task of the administration is to acquaint him with the courses offered, and to aid him in selecting those which he is qualified to carry and which meet his needs. The Manitoba Correspondence Branch does this by means of form letters (prepared by the Director and Assistant Director), which are designed to answer the most usual questions raised by the students. Questions not answered by the form letters are handled in the usual way.

The reply to the student's inquiry contains full details of the work for the grade or subject in which he is interested. Firstly, there is a form letter acknowledging

the inquiry, and giving general directions concerning courses, fees, and enrolment procedure. Examples of such letters are contained in Appendix F, "Some Form Letters Used by the Correspondence Branch." Secondly, there is enclosed a copy of the complete enrolment regulations with information on courses available, fees, exemptions, and the conditions under which study is conducted. Appendix A, "Enrolment Regulations for Grades I-XII," contains these forms. Thirdly, special instructions are enclosed containing details of prerequisites and combinations of courses permitted. In addition, a complete calendar-plan of the work is given along with advice on what courses should be taken in the light of anticipated future training. Appendix B, "Special Instructions Concerning Requirements, Electives, and Course Organization, for Grades IX-XII," outlines this information for these grades. Similar information for Grades I-VIII is given on the second page of Appendix A, but it is limited to a discussion of the plan of study, since the question of electives does not arise. Fourthly, the student receives the appropriate application forms which ask for such details as distance from schools, health of the pupil, previous schooling, mail service, and home equipment. The complete range of application forms is given in Appendix C, "Application Forms, Grades I-XII." Fifthly, a combined book list and order form is enclosed. It lists all the books and supplementary materials needed for the various subjects together with prices and directions for ordering. Appendix D, "Book Lists and Order Forms," includes samples of these forms.

Having cleared up the queries incident to the enrolment, and having obtained personal data on the student, the admin-

istration division mails to the student such lessons and materials as the instructors recommend. The work of administration now consists of the routine of facilitating the flow of lessons and completed assignments between the pupil and his teachers.

The efficiency of the mailing routine is increased by the use of a simple record system which consists of two cards of different sizes matched as to colour. The large card of the pair contains personal data on the student, together with a record of lessons sent out and returned, attendance, and details of his scholastic achievements. The small card is used to facilitate the mailing of lessons and other materials. It contains details as to name, address, correction of lessons, and mailing dates. The colour of these two cards identifies the course and certain conditions connected with it. For example, the blue cards identify all pupils who study at home; a mark on the face of the card indicates whether or not the correcting of the work is done by the Correspondence Branch. Appendix E, "Filing Cards Used by the Correspondence Branch," contains a set of three blue cards. The second large blue card in this set is used because the different subjects of Grade XII require that the face of the card differ from that of the other grades. (A similar adjustment is often necessary in the case of cards of the other colours.) The small blue card, completing the set of three, is the mailing card.

In addition to the blue cards, the filing system includes yellow, tan, and salmon coloured cards. The yellow cards identify permit teachers or students enrolled only in the foreign languages of Grade XII. Tan cards identify Grade IX and X pupils studying at school, the tests being corrected

by the teachers; also qualified teachers taking Grade XII work corrected by the Correspondence Branch. Salmon coloured cards identify pupils attending school, the Correspondence Branch correcting the work. A single small green mailing card, used to record mailing data on lesson helps sent to permit teachers, completes the filing system.

Financial support for the Correspondence Branch comes from two sources: fees from the students, and from annual appropriations by the Provincial Legislature. Because of the involved enrolment regulations (Appendix A), it is difficult to apportion costs among students, school boards and the Government. However, total figures as given in annual reports, indicate that over half of the cost is borne by the public. This estimate is supported by official pronouncements such as the following:

The Correspondence Branch is supported by an annual appropriation of approximately \$53,000.00 passed by the Provincial Legislature. Approximately \$23,000.00 is collected annually in fees; therefore, the average net cost to the provincial government is \$30,000.00.²

Instruction Methods

In the Manitoba Correspondence Branch, "correspondence courses have been prepared in all the regular academic subjects of Grades I-X inclusive, in Grade XI French, Latin and Book-keeping, and in all regular Grade XII subjects except the practical sciences."³ The courses are prepared by experienced and

²University of Nebraska, Pre-Conference Bulletin: Second International Conference on Correspondence Education, p. 32. A Report Edited and Compiled at the Extension Division, Lincoln, Nebraska: University of Nebraska, 1948.

³Annual Report of the Department of Education of Manitoba, 1946-47, p. 109. Winnipeg: King's Printer, 1947.

qualified teachers of the Correspondence Branch. The teachers are recruited from the profession in Manitoba, due consideration being given to those qualities which make for successful correspondence teaching. A good academic and professional background, plus a command of English are essential. Special capabilities which are desired include an alertness to the needs of the isolated pupil, ability to explain in language at the pupil's level, and imagination and ability in the construction and use of illustrative material for the preparation and correction of lessons.

In general, the courses are based directly on a text-book, but it is often difficult, for various reasons, to follow a text-book closely. In such cases, the text-book is departed from or supplemented in the light of known student needs. Other supplementary material is often mentioned, and the use of it encouraged. The Correspondence Branch lacks library material of its own, but is able to bring a few sources of such material to the attention of its students.

Course revision and the preparation of new courses is an almost continuous process. Course content is based on the curriculum authorized by the Manitoba Department of Education. Generally, all schools of the Dominion allow full credit for work done under the Manitoba Correspondence Branch.

In general, correspondence work in Manitoba is done under two methods of supervision. In the elementary grades the work is usually supervised by a member of the student's family, the correcting of assignments being done by the Correspondence Branch. In some cases a neighboring teacher will correct the work. In the high school grades, the most general

practice is for the pupil to attend the nearest school where his work is supervised by the teacher. She gives such aid as time permits and often corrects some of the work. In Grades IX and X particularly, the teacher of the small rural school gives much assistance to the pupil. In Grades XI and XII, most of the work is corrected by the Correspondence Branch.

Accompanying the first sets of lessons to the student is a set of "Instructions to Pupils and Supervisors". These instructions are reproduced in full in Appendix G. They include suggestions of procedure, study hints, mailing instructions, a suggested schedule for the completion of the lessons, details of tests and examinations, a blank record sheet upon which the pupil records his own progress, and details of reports to be submitted to the Correspondence Branch. Two other items that accompany the first sets of lessons are suggested time tables and report forms. Sample time tables are given in Appendix H. Some of the report blanks, whose titles are self-explanatory, are included in Appendix I.

Before describing a typical correspondence lesson, it would be in order to point out some of the principles involved in its preparation.⁴ Basically the lesson must be highly individualized and practically self-administering. The language should be within the range of the pupil. Complete and explicit directions should be given at the place where they are to be carried out. Each procedure, principle or definition set up should be presented step by step, and explained or illustrated

⁴Walter H. Gaumnitz, High School Instruction by Mail: A Potential Economy, pp. 40-42. United States Office of Education Bulletin No. 13, Washington: Government Printing Office, 1933.

thoroughly. Self-testing and self-checking devices should be provided, together with some means for the pupil to record his results.

Lessons prepared by the Correspondence Branch bear some evidence of having been written with such principles in mind. Generally, the lessons are carefully and clearly outlined. The name of the course and number of the lesson, together with the topic or topics of the lesson, appear at the top of the first page of the lesson. Specific references are made to required reading, along with suggestions and recommendations for supplementary reading. Explanatory notes and special instructions that apply to the particular lesson are given at appropriate points. Questions and exercises to test the student's understanding of the lesson are given at the end of the lesson. The questions are clear, fully stated, and aim at testing more than memory or textbook reproduction. The work is corrected by the supervisor, with the aid of an answer sheet if such is needed, or it is sent to the Correspondence Branch for correction, criticism and comment.

In addition to test questions on each lesson, there is an elaborate system of testing necessitated by the nature of correspondence work. The Manitoba Correspondence Branch endeavours to test on units of work, generally a time-and-content unit of two weeks. Term examinations are held in December and March, with a final test in June. Tests are usually forwarded to, and administered by, the pupil's supervisor, a precaution against unfair practices on the part of the pupil.

Because of the number of tests given, variety of responses is one of the main difficulties of the test writers.

This situation is aggravated by the need for minimizing the quantity of written work and the need for demanding more than superficial replies. A somewhat limited indication of how this problem is met may be obtained from a study of the sample lesson, test, and test key given in Appendix J.

Some attempt is made to provide motivation for the correspondence pupil. The monthly news letter creates competitive spirit, as do such items as self-competition and reports of high achievers in the various tests. Encouragement from the instructor, and scholarships are two other motivating forces. In general, the motivating factor is present to a high degree in pupils who take correspondence courses: the mere fact that they can continually face the difficulty of reducing so much of their thinking to writing is evidence of strong purposes.

Student Achievement in the Correspondence Branch

The work of an educational institution is most often measured in terms of what it has done for its students. In this respect, some of the services rendered by the Correspondence Branch have been indicated at various places in this report. At this point, a particular effort will be made to compare the achievement of correspondence pupils with that of the regular school pupils as measured by tests and examinations.

Strictly valid comparisons are difficult to make because of the varying standards of examinations, and because representative samples of tests are not available, particularly in the lower grades. However, certain limited comparisons can be made, and the inferences drawn from these comparisons may be supported by authoritative opinion.

The results of the Departmental Examinations for Grade IX in 1932 should provide an adequate basis for the first comparison. These results are summarized in Table XVII, page 125. It will be noted that the differences between the two groups are not great, but that the correspondence pupil is favoured in a general way. In five out of the eight subjects, relatively fewer correspondence pupils had failures than regular pupils, and in three subjects fewer regular students failed.

Upon examining a group of Grade XII students writing Departmental Examinations in 1938 (Table XVIII, p. 126), it is noted that, on considering individual subjects, a slight difference in results seems to favour the correspondence student. Relatively more correspondence students than regular students passed in eight of the fourteen subjects. However, as shown by the average pass rate for the grade as a whole, relatively more regular students passed on the work of the whole grade. On considering such factors as the grading of examinations, it may be safely assumed that the difference between the groups is not significant.

Basing a comparison, at the Grade IX level, upon the results of a standardized test, another slight difference is discovered. A summary of the results of such a test in arithmetic fundamentals is given in Table XIX, page 127. (This test was given by school inspectors and teachers to approximately sixty-five per cent of the Grade IX pupils in the Province. The figures used in the table are taken from records of the Department of Education.) It will be noted that the average and poor correspondence pupils hold their own well with similar groups in the collegiates, inspectoral divisions, and in

TABLE XVII

SUMMARY OF RESULTS OF DEPARTMENTAL EXAMINATIONS
FOR GRADE IX, 1932

Subjects	Per Cent Failure Correspondence Students	Per Cent Failure Regular Students
Grammar	17.7	16.4
History	30.1	28.2
Science	10.2	10.4
Art	10.1	14.0
Music	22.7	28.2
Literature	37.1	45.3
Composition	50.2	53.6
Mathematics	80.9	77.3

the Province as a whole. However, the bright group in the Correspondence Branch is of a lower standard than the bright groups in the other classifications. Another significant point is that the range between the poorest and the best correspondence pupils is greater than the range between the poorest and the best pupils in the other classifications. However, the spread cannot be interpreted accurately without a study of the distribution of the scores for each of the groups.

A test of mental ability administered to approximately the same number of Grade IX pupils, in similar groups, reinforces the findings of the arithmetic test, and explains the apparent discrepancy in the achievement of the brighter correspondence pupils. Table XX, page 127, gives a brief summary of the mental ability test. It will be noted that the poor and average correspondence pupils have mental ages very near to those of the poor and average groups in the collegiates, inspectoral divisions, and in the Province as a whole; this would explain,

TABLE XVIII

PASS RATES OF GRADE XII CORRESPONDENCE AND REGULAR STUDENTS ON THE DEPARTMENT OF EDUCATION EXAMINATIONS, 1938

Subject	Per Cent Pass Rate Correspondence Students	Per Cent Pass Rate Regular Students
Composition	91.7	85.7
The Drama	88.2	78.4
The Novel	80.5	72.9
Poetry	82.4	80.6
History	73.3	75.0
Algebra	75.0	69.9
Geometry	72.0	78.6
Trigonometry	94.3	89.5
Chemistry	65.9	66.7
Physics	66.7	65.6
Latin IV A	83.3	93.0
Latin IV B	83.3	69.7
French IV A	70.0	87.7
French IV B	71.4	87.0
Grade Pass Rate	78.4	78.6

in part, the relatively equal achievement of these groups in the arithmetic test. The mental ages of the brighter correspondence group are significantly lower than those of the brighter groups in the other classifications, which would explain, in part, the lower achievement in arithmetic of this group of correspondence students.

The generalizations which have been made are supported, on the whole, by the results of standardized tests administered in June of 1948 and again in June 1949. Table XXI, page 128, summarizes the results of a test in mathematical fundamentals. Though the proportionate spread in scores was almost equal (S.D. about 9.60) for the classifications given, it will be noted that, in general, the correspondence students achieved

TABLE XIX

SUMMARY OF THE RESULTS OF A TEST* IN ARITHMETIC
FUNDAMENTALS GIVEN TO GRADE IX PUPILS
IN MANITOBA, 1947

	Inspect-oral Div-isions	Colleg-iates	Correspon-dence	Province as a Whole
Number	3,412	933	618	4,963
Q ₁	54.50	54.90	54	54
Median	62.48	62.2	62.4	62.5
Q ₃	72.3	67.7	65.0	68.0
Range	51	38	67	59.2

*The Dominion Tests: Arithmetic Fundamentals.
Department of Educational Research,
Ontario College of Education.

TABLE XX

MENTAL AGES OF GRADE IX PUPILS IN MANITOBA*

	Inspect-oral Div-isions	Colleg-iates	Correspon-dence	Province as a Whole
	M.A.	M.A.	M.A.	M.A.
Q ₁	15-6	15-8	15-6	15-6
Median	16-6	16-8	16-3	16-6
Q ₃	17-7	17-4	16-10	17-5

*Based on Henmon-Nelson Test of Mental Ability, Form B, given to Grade IX pupils in 1947. Number of students: Inspectoral Divisions: 3,445; Collegiates: 898; Correspondence: 586; Province: 4,929. Data taken from records of the Department of Education of the Province of Manitoba.

TABLE XXI

SUMMARY OF THE RESULTS OF A TEST* IN MATHEMATICAL
FUNDAMENTALS GIVEN TO GRADE IX PUPILS
IN MANITOBA, 1949

	Two- Room High	Colleg- iates	Correspon- dence	Province as a Whole
Number	559	1,320	501	4,235
Q ₁	32.96	33.02	32.05	33.81
Median	41.35	40.85	39.73	41.34
Q ₃	47.37	47.42	43.36	47.90
Mean	40.00	40.05	38.88	41.40
S.D.	9.65	9.55	9.80	9.60

*Test of Mathematical Fundamentals, H.R. Beattie.

TABLE XXII

SUMMARY OF THE RESULTS OF A TEST* IN READING
GIVEN TO GRADE IX PUPILS
IN MANITOBA, 1949

	Two- Room High	Colleg- iates	Correspon- dence	Province as a Whole
Number	539	1,464	503	4,216
Q ₁	70.72	79.31	72.84	76.64
Median	83.94	91.68	86.27	89.54
Q ₃	98.41	104.28	100.23	102.50
Mean	84.00	91.35	85.94	88.50
S.D.	18.90	17.60	18.55	18.80

*Haggerty Reading Examinations, Sigma 3, Form A.

(Data for both tables taken from records of the Department
of Education.)

lower than the other groups. It is again apparent that the poorer and average correspondence students are nearly equal to similar groups in collegiates and in the Province as a whole, while the bright correspondence students are of a lower standard than the bright groups in the other classifications.

The results of a reading test (Table XXII, p. 128) do not contradict the general findings which have been stated, but do indicate that the reading ability of correspondence students, while it exceeds that of students from two-room high schools, is significantly lower than that of similar groups in collegiates and in the Province as a whole. Since reading is relatively more important in correspondence work, and since it has already been shown that the mental ability of correspondence students is lower, in general, than that of the other groups, it would follow that there exist at least these two reasons for expecting lower school achievement by correspondence students as a whole. On the other hand, it is reasonable to suppose that, if the students in the groups were equated in regard to several significant educational factors, it would be found that school achievement would differ but little from group to group.

The examples cited lack the detail and precision needed for a complete and accurate picture of the situation. However, they do serve as indications that equated groups of correspondence and regular students probably differ little in achievement as measured by tests. A further limiting factor is that reliable test results are not available for the lower and higher grades, and it is thus unsafe to extend the hypoth-

esis of equality down or up to these levels.

The opinion or knowledge of authorities in education should serve as supporting evidence for the inferences drawn from the study of test results. Dr. Broady covers the field when he states that, "wherever the plan is used, educators have found that the child who learns at home need not fear comparison with the child who goes to school."⁵ An inspector of the Manitoba Department of Education comments in a similar vein:

The pupils taking these courses and coming into the high schools for higher work, on account of the systematic training in doing their own work apart from the teacher, are holding their own well with the resident pupils in these schools.⁶

A more optimistic comment is contained in a later report of the Department of Education: "The students taking Correspondence Courses and who continue with Grade XI are doing remarkably well."⁷

Tentatively accepting the test results and the statements quoted, and in the absence of contrary facts and opinions, a temporarily tenable hypothesis would be that correspondence students, in general and as a group, achieve as well in school work as do comparable groups of regular school students.

Present Trends and Future Plans

The Manitoba Correspondence Branch has been functioning for only twenty-three years, and it is not surprising that

⁵K.O. Broady, "The Place of Home Study in Rural Education," The Elementary School Journal, XXXIX (March, 1939), 524-527.

⁶Annual Report of the Department of Education of Manitoba, 1934-35, p. 16. Winnipeg: King's Printer, 1935.

⁷Ibid., 1937-38, p. 17.

so few trends in its development are evident. In administration the trend has been obvious: growth in staff and efficiency. Staff increases came as a natural corollary of increased enrolment. Administrative efficiency has increased, seemingly, by a happy combination of experience and planning.

Instruction methods have tended to improve as a result of experience. The correspondence venture, back in 1927, was comparatively new, and a trial and error procedure was a necessity. Since then, revision of courses and methods in the light of experience has progressed continuously. The greatest advance perhaps has been made in the trend to time-and-content units, in which the amount of integrated work, and the time in which to do it, have been more nearly balanced.

A very recent trend is marked by an attempt to provide more adequate guidance for the pupil. In the past three years standardized tests have been used in order to obtain a more accurate estimate of the students' needs, abilities, aptitudes and weaknesses. It is possible that, in time, such measures, when refined and expanded, will provide an adequate basis for a complete programme of student guidance.

Future plans of the Manitoba Correspondence Branch are concerned with improving and extending its services. In regard to improvement, the Branch is planning to experiment with the multilith process for reproducing its course material. This process makes it possible to use both sides of a sheet of paper and achieve clearer and more pleasing impressions than is generally possible by using the mimeograph process. In regard to extension of services, the recent changes in the Manitoba curriculum have necessitated much rewriting and revision of the

courses of the Correspondence Branch. In 1950-51 at least two new courses, English IIIa and Social Studies III, will be made available. The latter service is intended, partly, for one-room high schools in order to decrease the teaching load resulting from curriculum revision.

CHAPTER VI

PRESENT STATUS OF CORRESPONDENCE EDUCATION

Introduction

The preceding chapters of this study were devoted to a consideration of correspondence education under three main divisions: (1) the early stage; (2) the domestic stage; and, (3) the local stage. It will be the purpose of the present chapter to bring together details of the previous discussion and to present such new material as will serve to indicate important aspects of the present status of correspondence education. Briefly, the present chapter will bring together: (1) some of the advantages and disadvantages of correspondence education; (2) details of the services of correspondence institutions in peace and war; and, (3) some of the problems and the recent trends in correspondence education.

Advantages and Disadvantages of Education by Correspondence

In the matter of the day-to-day service to the nation, it is difficult to do justice to correspondence schools without detracting from the credit due the regular educational institutions. In an attempt at fairness to both sides, a list of the services of correspondence schools will be prefaced by some of the important disadvantages of instruction by means of the courses offered by correspondence schools.

In many studies and criticisms of the effectiveness of education by correspondence, the following unfavorable points

of this method have been noted: (1) it denies the student the advantages of the face-to-face contacts and the social intercourse of the regular schools; (2) it denies the student the stimulation of personal association with his teachers; (3) it does not provide for oral work, the need for which, in adult life, is great; and, (4) it cannot provide a completely adequate substitute for such elements of the educational process as well-stocked libraries, blackboard demonstrations, visual aids, and practical science laboratories.

On the credit side, the following have been claimed as distinct advantages of the courses of instruction given by correspondence: (1) they bring education to many students who, because of physical handicaps, economic or other difficulties, cannot attend regular schools; (2) they increase the number of courses or subjects available to the student, particularly in the smaller schools; (3) they may be used for adult education; (4) they may be the means for decreasing teacher load and for eliminating small classes; (5) they may be used to supply teachers with individual instructional material for all classes, to supplement available material and thus relieve teachers of some routine work, to guide inexperienced teachers in preparing lessons and courses, to provide material for poorly prepared teachers, and to suggest methods and types of material to vitalize instruction; (6) being prepared and administered by experts in the subject matter fields, they give correspondence students the advantage of specialist teaching in every subject; (7) they are low in cost; (8) they provide for some individuality in instruction, particularly with respect to rate of progress; and, (9) because of the conditions of self-

discipline under which the student must work, they tend to develop in the student habits of initiative, responsibility, self-reliance, and self-criticism.

Correspondence Education in Peace and War

On turning to the special services or contributions of correspondence schools, it is noted that these have been particularly evident during three national emergencies: the economic depression of the thirties; the recent war; and the teacher shortage following the war.

During the severe economic depression of the thirties many of the correspondence schools co-operated with the public schools in supplying course materials at a cost lower than the cost of providing teachers. It must be noted that most of these efforts were not mere attempts at replacing the school and the teacher, but sincere attempts at solving an economic problem by providing education in cases where it was not possible to keep a fully-staffed school open. In addition, correspondence schools provided home study courses in an attempt to give further education to students who had completed the regular school courses, but who could not continue their education or find jobs. Another instance which might be mentioned was the work done through correspondence courses for the men in the Civilian Conservation Corps Camps in the United States,¹ and in the Relief Camps in Canada.

In wartime, the demand for new subjects and new courses developed so suddenly that it was often impossible to secure

¹"Correspondence Courses for the C.C.C. Camps," School and Society, XLV (April 3, 1937), 463-464.

or to assign new instructors to teach them. The correspondence schools, working together, provided many of these courses within a relatively short period of time, and with an enrolment coverage that could not be equalled by any other method.²

The first experiment in active co-operation among the correspondence schools was carried out in the United States following the First World War. During the war authorities had been surprised to learn that a deplorable proportion of American service men did not possess the educational training necessary for efficiency and success in the armed forces. In 1920, the Marine Corps Institute was established in the United States to provide elementary and high school correspondence courses (prepared by several different correspondence schools) to such service men as would benefit from this training.³

The problem of educating service men was anticipated very early in the Second World War. In United States, in 1942, the United States Armed Forces Institute was established:

- To provide the education necessary for the serviceman to perform his assigned duties efficiently, and to enable him to understand the significance of those duties in relation to the function of his unit and the over-all mission of the Armed Forces;
- To enable the serviceman to meet the educational requirements for promotion;
- To provide continuing educational opportunities for service personnel;
- To assist the serviceman to employ his leisure time profitably, and to satisfy his intellectual interests.⁴

²K.O. Broady, "Supervised Correspondence Study in the High Schools," Education for Victory, III (July 20, 1944), 9-10.

³"Outpost Education," Newsweek, XXIII (April 3, 1944), 100-101.

⁴Major Marshall P. Kean, Jr., "Continuing Educational Opportunities in the Military Services: The Program of the United States Armed Forces Institute," Proceedings of the Second International Conference on Correspondence Education, p. 145. Lincoln, Nebraska: University of Nebraska, 1949.

The United States Armed Forces Institute, commonly called "USAFI", provides educational services at all levels for personnel of all branches of the United States military service. It operates wherever American forces are stationed. In USAFI today, "there are actively enrolled 170,000 service personnel taking correspondence and self-teaching courses. In the university courses taken through the 54 contracting institutions, the active enrolment is 10,000."⁵

In Canada, during the Second World War, the Canadian Legion Educational Services secured the co-operation of many correspondence schools in providing Canadian Legion Correspondence Courses which followed the fighting men all over the world: Canada, Newfoundland, the British Isles, Gibraltar, North Africa, India, Italy, Western Europe, and in the prisoner-of-war camps through a depot established in Geneva.⁶ The courses covered almost any subject for which there was a demand. Generally, they "were of a more adult level and credits had been granted by every province, making it possible for a student to move freely from one part of Canada to another without interrupting his studies."⁷

When the war ended, the educational task of the Canadian Legion appeared to be completed, except that it still had 3,000 active students and was accepting others. The Legion also had 400,000 complete courses which, together with supple-

⁵ Ibid., p. 146.

⁶ A.E. Chatwin, "Canada's Program of Correspondence Education for Veterans and Service Personnel," Proceedings of the Second International Conference on Correspondence Education, p. 113. Lincoln, Nebraska: University of Nebraska, 1949.

⁷ Ibid., p. 115.

mentary materials, were worth well over one million dollars. Such assets could not be liquidated, particularly as there was still a demand for the courses:

The question was presented to the Canadian Education Association at its annual meeting in Quebec in 1947, and it was agreed that credits might still be granted to veterans on completion of courses operated under the wartime scheme. The Department of Veterans Affairs then agreed to provide the services, formerly provided by the Canadian Legion to (a) veterans in hospitals and treatment insititutions, (b) to other veterans whose rehabilitation would be assisted thereby, and (c) to veterans still in the armed forces.⁸

Within a short time, there came a request from the Armed Forces asking that courses be provided for enlisted men who were not veterans. It was agreed that the Canadian Legion courses would be made available to these men by the respective provinces of Canada, but without a guaranteed credit.

It was not long before the Canadian Legion correspondence courses, administered by the Department of Veterans Affairs, were made available to non-military personnel.⁹ The courses were offered to all inmates of Canadian penitentiaries and to all civil servants. In addition, the Royal Canadian Mounted Police were granted permission to use Canadian Legion courses for in-service training. Credits for all of these courses were to be considered as the equal of credits obtained in any other way.

The achievements outlined indicate only the highlights resulting from co-operation among the various correspondence schools of Canada and the United States. In both countries correspondence courses were provided for students left stranded near a school closed by reason of a wartime shift of population.

⁸Ibid.

⁹Ibid., pp. 116-117.

Correspondence courses were used by veterans for rapid upgrading of their schooling as a preliminary to further training and rehabilitation. They were also used to alleviate the teacher shortage of the war and post-war years. In many post-war schools, where untrained or partially trained teachers were employed, correspondence courses were used to aid these teachers in organizing and teaching their lessons and in improving their own scholastic standing.

Recent Trends: Co-operation, Control,
and Standardization

Three of the most dominant trends in correspondence education have been the trend toward co-operation, the trend toward a system of control, and the trend toward standardization. All three trends are very closely related. However, the last two trends, dealing in the realm of quality of correspondence courses, instructional standards, and course credits, are so very closely related that they will be considered simultaneously.

The trend toward co-operation has been considered, to some extent, in the preceding section. It is very evident that only a large measure of co-operation among private, commercial and public correspondence schools could have resulted in the commendable achievements of the war and post-war periods. In addition, the results of co-operation have been particularly evident in three other instances: (1) the use of radio for education; (2) the enrichment of curricula in the regular schools; and, (3) vocational guidance.

Since about 1923, the correspondence schools and the regular educational institutions have co-operated in supplement-

ting existing educational facilities by the use of radio. This innovation was first brought in by the correspondence schools as a supplement to their regular lessons, but had to be dropped, in many instances, because of high costs and rather disappointing results. On the other hand, co-operation among all the educational institutions has resulted in such fine educational programmes as the weekly radio lessons in New Zealand, the Provincial and National School Broadcasts in Canada, and the American School of the Air in the United States.

In the matter of curriculum enrichment and vocational guidance, the contributions of the correspondence schools have been direct and effective. Through the co-operation of the private and commercial correspondence schools, which had long specialized in vocational courses, the public correspondence schools were able to offer their students a tremendous range of vocational courses. By a similar arrangement, these courses were made available to the regular public-supported schools; resulting in a great extension of the elective subjects offered by these schools. This benefit has been particularly evident in the small high schools of Canada and the United States, where the small classes and the small staffs make an extended list of electives an impossibility. The offering of more elective courses has aided the guidance programme by extending the list of try-out experiences which students might undergo.

Another major trend in correspondence education has been in the realm of control and standardization. During the first thirty-five years of their existence, there had been no accrediting agency for the commercial correspondence schools. As a result, many of these schools turned out mediocre or

worthless educational material, and used any unethical practices that tended to increase profits. The first step toward a system of control and standardization was made in 1926 when the National Home Study Council (Washington, D.C.) was organized to serve as an accrediting agency for the proprietary home study schools of the United States. Since some of the large commercial correspondence schools of the United States operated in Canada, the move resulted in some control over commercial correspondence education in Canada.

The efforts of the National Home Study Council attracted the attention of the Federal Trade Commission of the United States. In 1927, this Commission took steps to "terminate the vicious practices of the institutions which misrepresent the educational advantages of correspondence courses. The Federal Trade Commission has taken cognizance of the fact that fraud is practised by certain correspondence schools."¹⁰ In particular, the Commission found that certain correspondence schools misrepresented the standing, character, reputation, and responsibility of the school; the qualifications necessary for admittance to certain courses; the value of the school's diplomas and degrees; the employment opportunities existing in certain fields; the employment services offered by the school; and, the special offers, limited-time-only prices, and money-back guarantees, which were used to attract prospective students. The Commission drew up a code of rules dealing with misrepresentation in such matters as probable earnings resulting from correspondence training, the opportunities

¹⁰"The Federal Trade Commission and Correspondence Schools," The School Review, XXXV (October, 1927), 566-568.

in certain fields of work, the employment service provided by the school, and guaranteed jobs for graduates. This code became fully operative on January 1, 1928.

The situation, particularly in the commercial correspondence school field, was further exposed in 1934, in a study made by Charles Bird and Donald G. Patterson, of the Employment Stabilization Research Institute of the University of Minnesota, and reported in a bulletin of that institute.¹¹ Bird and Patterson studied the case histories of 294 men (191 unemployed and 103 employed), with the object of discovering facts about the correspondence courses that these men had taken. Some of the striking findings of this study were: (1) The men, in general, took the courses to improve their positions, or to better their type of occupation. (2) Many of the men chose courses above their ability. (3) The schools were at fault in neglecting to select their students wisely. (4) The median price of the courses was \$120.00. (5) Only six per cent of the enrolled students finished their courses; forty per cent dropped the courses before the end of the first year, and seventy-five per cent of the remainder dropped out before the end of the second year. (6) Two causes of the high mortality were the failure of the schools to select students of sufficient ability, and failure to furnish vocational counsel. (7) Only 28.6 per cent of the total group had at any time been engaged in an occupation designated by the name of the correspondence course of their choice.

The problem of further control and standardization of

¹¹Summary in: "A Scientific Appraisal of Commercial Correspondence Courses," The Elementary School Journal, XXXIV (June, 1934), 726-730.

correspondence instruction as given by commercial schools was discussed freely following the publication of the study by Bird and Patterson. The significance of the problem was readily appreciated when it was pointed out that "in the years immediately preceding the depression, according to the best figures available, there were enrolled in Commercial Correspondence Schools more than twice as many students as were enrolled in all the colleges and universities combined."¹² The problem was discussed at the National Educational Association's convention in 1935.¹³ The discussion was confined to supervised correspondence instruction in the high schools of the United States, where the existing situation was considered satisfactory.

The National Home Study Council, which, since its founding, had been working under the handicap of limited funds, received a money grant from the Carnegie Corporation in 1940. This grant was to be used "to inspect and rate the various American Correspondence Schools."¹⁴ In 1941, the Council reported the number of correspondence schools in the United States to be 480, of which 46 stood approved. Its "Home Study Blue Book," containing a list of reliable schools was offered to the public without cost. In addition, the Council undertook to bring court action against schools sailing under false colours and duping prospective students by catchwords and mis-

¹²Ibid., p. 726.

¹³"The National Conference on Supervised Correspondence Study," School and Society, XLI (February, 1935) 251-252.

¹⁴"Correspondence Schools, Good and Bad," School and Society, LIII (April, 1941), 466-467.

leading "guarantees".

In spite of such efforts as have been mentioned, many problems of correspondence education in the United States remain only partially solved. One of the most urgent of these problems is that of standardization of credit for correspondence work. The principle operating at the moment is that some credit will be given for correspondence work, but each university, college, or school, has its own regulations. Generally, degrees will not be recognized by accredited institutions if all of the work has been done by correspondence. The problem of unrecognized credits and counterfeit degrees remains.

In Canada, where co-operation has produced the commendable results already mentioned, a definite trend toward control and standardization has not been apparent until very recent times. Several factors may be indicated as having contributed to the delaying of this trend. Perhaps the most significant single factor is that, in Canada, the correspondence instruction field has been dominated by public-supported institutions. Another related factor is that most of the Provincial institutions have always co-operated, to some extent, with the private and commercial institutions, particularly in such matters as copyrights and the preparation of new courses. In addition, most Provincial Departments of Education provide an advisory service which rates and recommends courses offered by private and commercial correspondence schools. This service tends to minimize any unethical practices which might arise.

It is also true that, in Canada, the matter of credit for work done by correspondence has not been a major problem.

Credit for training of this kind is readily transferred, particularly among the public institutions which offer elementary and high school instruction. A similar arrangement applies to such courses of the private and commercial schools as have been approved by the public bodies. In general, credit for correspondence work at the university level is readily transferable if the work does not extend beyond the first year of university following high school. Credit for correspondence work in all senior university years is not generally granted by most of the Canadian universities.

None of these indicated factors serve to explain the lack of direct co-operation among the provinces, leaving only the theories that the possibility was overlooked, or that any initial energy expended in this direction was absorbed by the traditional inertia of government bodies. However, a beginning has been made. At the recent International Conference on Correspondence Education held at Lincoln, Nebraska, a Canadian Association on Correspondence Education was formed. The Association was to consist of members from state-supported correspondence schools, and such others as might be added with the approval of these representatives. The main objectives of the Association were defined as follows:

1. To improve the status of education in Canada and to further the interests of national correspondence education;
2. To seek to participate with other educational organizations with the view to represent officially correspondence education in Canada;
3. To facilitate the exchange of data, courses, materials, and so forth, for mutual benefit;
4. To make educators and the public generally aware of the importance of correspondence education.¹⁵

¹⁵Proceedings of the Second International Conference on Correspondence Education, p. 30. Lincoln, Nebraska: University of Nebraska, 1949.

At the recent (September, 1949) conference of the Canadian Education Association the correspondence education group met to discuss correspondence instruction problems in Canada.

Perhaps the most significant developments in co-operation, control, and standardization will result from the International Conferences on Correspondence Education. At these conferences, representatives of private, commercial and public correspondence schools from all over the world meet to discuss problems related to correspondence education. Theories and practices regarding such matters as course preparation, teaching methods and teachers, administration, finance, and credit for courses are freely exchanged. Suggested problems are referred to a research committee for study. The findings are reported to interested members at the following conference. The first conference was held in Victoria, British Columbia, in August of 1938, and was attended by representatives of outstanding correspondence schools from all over the world. The ambitious plans made at that time were abandoned because of the war. In October, 1948, a second conference was held at Lincoln, Nebraska, and a new start was made. A third conference is planned for the year 1950.

CHAPTER VII

EVALUATIONS AND CONCLUSIONS

Summary of the Development of Instruction by Correspondence

The point at which any study of correspondence education begins is determined by the meaning attached to the term "correspondence education." This study has rejected that general meaning of the term which would date correspondence education from the beginning of written language. In place of the broad general meaning, this study has emphasized a precise and scientific meaning, with the result that the beginnings of correspondence education were found to date from the middle of the nineteenth century.

It has been maintained that the school of languages, established in Berlin in 1856 by Toussaint and Langensheit, was the first real correspondence school. Though earlier ventures might conceivably be called correspondence schools, they lose claim to the title when it is shown that their efforts were often individual, chance efforts rather than deliberately planned ventures exploiting this medium of education. It was on this basis that the early and often personal, correspondence of an instructional nature was rejected as not complying with the full connotative and scientific values of the term "correspondence education." It was believed that this term should signify a deliberate application, through the medium of correspondence, of all the essential educational processes of the regular schools.

Although the early, informal, often individual attempts at instruction through the mails cannot be said to constitute education by correspondence, they do provide the background out of which developed correspondence education as it is recognized today. Saint Paul's Epistles, Cicero's De Officiis, and the more modern Lord Chesterfield's Letters to His Son are examples of early instructive correspondence.

In 1858, two years after the founding of the school of languages in Berlin, the University Extension movement in England introduced correspondence instruction. Well established by 1871, this movement marked the beginning of an educational service that was soon to be offered, in many modified forms, by most of the universities of the world. Queen's University, the University of Chicago, and the University of Nebraska, which organized Extension Departments in 1890-91 were the first in this field.

Following upon the Toussaint-Langensheit school, and contemporaneous with the initial growth of University Extension, came the establishment of many commercial or private correspondence schools. Most of these schools are still active. The International Correspondence Schools founded in 1891, the American School founded in 1897, and the Hermod Correspondence School founded in Sweden in 1898, were among the first and most prosperous.

The first commercial or private correspondence schools tended to cater to the needs of adults by providing vocational courses. Under the impact of demand they began to extend their services downward to the school level. At the same time, other commercial schools began offering correspondence courses com-

parable to the courses given in the regular schools. The Hermod Correspondence School of Sweden offered high school and college courses from about 1898. The Calvert Day School of Baltimore began elementary instruction by correspondence in 1908. The Norsk Korrespondenceskole of Norway entered the high school field in 1914.

State-supported correspondence schools originated in Australia. The State of Victoria entered the elementary correspondence school field in 1914, followed, in 1916, by State of New South Wales, and in 1920, by the State of South Australia. Canada followed the lead of Australia in 1919 when British Columbia offered elementary correspondence courses. Three years later New Zealand organized an elementary correspondence school. Because of pressure of need, all three countries were soon extending their correspondence services into the high school field.

In the United States, the general trend in public-supported correspondence education was from the high school level down to the elementary. The Benton Harbour plan of supervised high school correspondence study, begun in 1922, was the first American state-supported plan employing correspondence courses. The Benton Harbour idea was taken up by the University of Nebraska in 1929, and by many other American Universities in the years following. Public-supported elementary correspondence courses were offered to isolated children by the United States Bureau of Education in 1929. For ten years the Bureau was almost alone in this field, but, in 1939, the University of Nebraska offered a complete set of elementary correspondence courses. Since then other universities and State Departments of Education have entered the elementary

correspondence education field.

In Canada, correspondence education developed in four stages: (1) University Extension; (2) private or commercial correspondence schools; (3) technical and vocational schools sponsored by the government; and, (4) elementary and high school correspondence schools sponsored by the government.

Queen's University took the first step toward establishing a Department of Extension as early as 1878. By 1885 this service was well established. In 1890, Queen's University Department of Extension was formed. This Department of Extension was the first in North America, and set the pattern for similar ventures, particularly in Canada. Universities in Eastern Canada, being generally well established by the time western institutions were formed, led the way in University Extension work. With minor exceptions, the development of University Extension services followed an east-to-west geographical pattern. The first western university to develop an Extension Department was Alberta (1912), followed, in order, by Saskatchewan (1929), Manitoba (1937), and British Columbia (1949).

The second stage in the development of correspondence education in Canada was introduced by the activities of the private or commercial correspondence schools of the United States, and was completed by the establishment of similar institutions in Canada. The Shaw Correspondence School, established in Toronto in 1901, was the first Canadian correspondence school. Since that time many private schools, offering an extensive list of technical and vocational courses, have been established in all parts of Canada.

The third stage in the development of correspondence

education in Canada was marked by the entry of government agencies offering technical and vocational correspondence courses. The first of these agencies was the Nova Scotia Technical College which first offered correspondence courses in technical subjects in 1916. In the following year the Department of Education of Alberta offered mining and engineering courses by mail. In 1919, the British Columbia Technical Branch offered similar courses, followed, in 1924 by Manitoba. At present, most Provincial Governments have an agency caring for technical and vocational correspondence courses.

A rather unique entry into government-supported vocational correspondence education occurred in 1924 when the School of Higher Commercial Studies of Quebec offered advanced courses in commercial subjects. These courses were later supplemented by elementary courses for students who needed more preparation for advanced work. The School is particularly significant in the development of correspondence education in Canada because it is one of the very few correspondence institutions to report that its correspondence work has not been successful.

The fourth stage in the development of correspondence education in Canada concerns the correspondence schools established by the Provincial Departments of Education. The first school of this kind in Canada was the British Columbia Elementary Correspondence School established in 1919. A general west-to-east trend in the development of similar institutions was established when Alberta organized elementary school correspondence courses in 1923, Saskatchewan in 1925, Ontario in 1926 and Manitoba in 1927. Nova Scotia, where technical educa-

tion by correspondence got its start, established a system of public school correspondence courses in 1929. Newfoundland, where correspondence education has not been successful, began experimenting with this method of instruction in 1936. New Brunswick's Correspondence School was organized in 1939 and first offered courses in September of 1940. Quebec offered correspondence courses to sanatorium patients in 1941 and followed this, in 1947, with a wider service provided through the Correspondence School Office. The Quebec correspondence courses are given through the French division of the Department of Education, the Protestant (English) division does not offer this service. Prince Edward Island, the last Canadian province to offer correspondence courses, established a Correspondence Study Branch in 1944 and first offered courses in January 1945.

The Correspondence Branch of the Department of Education of Manitoba was selected for detailed study in order to provide illustrations of the problems and processes common to correspondence education. Chapter IV was devoted to a consideration of the historical development of the Correspondence Branch in an attempt to illustrate the process by which a correspondence school becomes established in an educational system, and to show how, in a largely rural area, the services of a correspondence school become almost indispensable. Chapter V dealt with the administrative and educational methods of the Correspondence Branch. The purpose in this chapter was to present, as fully as possible, illustrations of the methods and techniques of a correspondence school in action. A particular effort was made to arrive at reasonable conclusions with respect to the value and quality of correspondence services as

measured against those of the regular schools.

The chapter following the discussion of correspondence education in Manitoba attempted to bring together several aspects of the present status of correspondence education with particular reference to Canada and the United States. Following a brief consideration of the advantages and disadvantages of correspondence education, noteworthy services and trends in correspondence education were discussed. It was noted that particularly commendable services were rendered during such national educational emergencies as the economic depression of the thirties, and the war and post-war periods. The most dominant trends noted were the trends towards co-operation, control and accreditation, and standardization of correspondence instruction processes.

The Educational Contributions of Correspondence Schools

Certain sections of the foregoing discussion have been devoted to the consideration of the services, advantages, and disadvantages of education by correspondence. Although it is true that correspondence schools cannot, in the educational field, offer all of the advantages of the regular residential schools, they can and do make valuable contributions to the educational life of the state:

1. They make elementary, high school, university, technical and vocational instruction available to all residents of frontier areas who cannot attend the regular institutions of learning.
2. They make possible an increase in the number of courses that can be offered to students of small high schools.

3. They provide a service which can decrease teacher load and eliminate small classes.

4. They serve areas which, for economic or other reasons, cannot afford regular schools or regular teachers.

5. They provide an uninterrupted educational programme for those who find it necessary to move continually from place to place.

6. Because the correspondence schools are able to attract large numbers of students, they are financially able to provide highly qualified instruction for all their students; a correspondence student can thus command the services of an expert in every subject matter field.

7. Because the correspondence courses are usually prepared by experts in the various fields, the correspondence schools are able to supply high quality courses to teachers for use as individual instructional materials or as guides in improving their teaching.

8. Because of the circumstances under which correspondence instruction is given, it is possible for the correspondence schools to provide for individuality in instruction, particularly with respect to rate of progress.

9. Because of the high cost of residential instruction, and because of the relatively lower cost of correspondence instruction, the correspondence schools serve those who cannot obtain the more costly residential instruction.

10. In times of national emergency when certain courses of training are in urgent demand, the correspondence schools provide a service which, because of its flexibility, can be made available to large numbers of widely-separated individuals

in a very short period of time.

11. Aside from the frontier and economically depressed areas, the correspondence schools serve large numbers of students who, because of being in ill-health or because of being interned in public and penal reform institutions, cannot obtain an education except by means of correspondence courses.

12. Because the correspondence method involves a high degree of self-discipline, the correspondence schools contribute to education a host of responsible, self-critical and self-reliant students.

Conclusions and Recommendations:
The Correspondence Branch of the
Department of Education of Manitoba.

The Correspondence Branch of the Department of Education of Manitoba was the particular point of investigation in this study. At various points in the foregoing discussion, certain strengths and weaknesses in its work were noted. They are brought together here, and, with added comment, are presented as conclusions and recommendations following from the particular study made:

1. The Manitoba Correspondence Branch is providing a satisfactory standard of education for children who are unable, for various reasons, to attend the regular schools.

2. The Correspondence Branch is not competing with, or replacing, the regular schools; it is supplementing the work of these schools.

3. The service rendered by the Correspondence Branch to rural and small high school in extending and enriching their programme is to be commended and encouraged.

4. Commendable efforts have been, and are being, made

in expanding the field of service to include adults, handicapped people and untrained teachers.

5. The school achievement of students of the Correspondence Branch compares well with that of students enrolled in the regular schools.

6. Methods of administration and instruction are proving satisfactory in practice, and are being continually revised in the light of experience and with the aim of providing better education for the pupils.

7. Scholarships which the Correspondence Branch offers to high school pupils serve to stimulate pupil effort, and might, with profit, be extended on a smaller scale to the lower grades.

8. Although progress has been made in this direction, there might be a wider provision of elective subjects in the high school grades.

9. The time element, particularly in the courses of the high school, is too rigid. It should be possible for the pupil to work at his own rate, and to pass from one grade to another whenever he is ready.

10. There is a definite need for a Grade XI course. The fact that it is desirable to have the student attend a regular school for at least one year, should not be allowed to obscure the fact that many students cannot attend the regular schools.

11. Mimeographing of correspondence lessons is a laborious process. It limits the range of illustrations in style, and does not permit the use of several colours. The continued use of old stencils creates additional reading hazards for the

students.

12. There is a definite need for a library service for students of the Correspondence Branch.

13. Activities supplementary to the regular work of the Correspondence Branch, such as pupil magazines, newsletters and clubs of various kinds, should be revived and extended.

14. The use of radio to supplement and co-ordinate correspondence instruction would bear careful consideration.

15. Some of the successful practices of other correspondence schools should be investigated with the view of implementing those which are desirable and appropriate to the situation existing in Manitoba: (a) the use of prepared forms of the blanket variety which would save much repetition of instructions; (b) the preparation of a booklet containing complete data on correspondence services; (c) the use of suitable forms of audi-visual instruction; and, (d) the use of correspondence courses and supervisors instead of permit teachers, particularly if the permit teachers have very low qualifications.

Expanding Correspondence Services

In the course of the inquiry many suggestions, ideas, and practices were encountered which seemed to be significant in the light of attempts at improving correspondence education. Some of these ideas and practices will be listed here as guides to what might be done along this line. It is true that practical considerations such as costs and technical difficulties might stand in the way of implementation. However, there still

remains the possibility of implementing some of them in a modified form. In the list which follows, little attempt has been made to suggest modifications particularly applicable to correspondence education in Manitoba; no attempt has been made to list the items in order of importance.

1. Correspondence Students' Clubs.- A great deal of this sort of thing has been done in Australia and in New Zealand. Some of the organizations that are functioning in the correspondence schools of these countries include: Stamp Clubs, Pen Pals, Lone Guides, Lone Scouts, Library Clubs, Camera Clubs, Correspondence School Post Office Savings Bank, Model Clubs, and Literary Clubs.

2. Adult Associations.- New Zealand reports associations of adults and ex-correspondence pupils which have acted effectively in improving correspondence instruction in such matters as the visiting teacher and vacation schools.

3. Periodicals.- Some kind of newsletter or magazine forms a part of the supplementary interest-and-information material provided by most of the correspondence schools to their students. New Zealand's "The Postman" and Australia's "The Outpost" are outstanding examples of such publications.

4. Laboratory Schools.- The purpose of these is to provide practical work in the science subjects for correspondence pupils. The regular technical and high schools permit the use of their laboratories by correspondence students during the summer vacation. The correspondence students gather at a central school where their correspondence teachers conduct intensive laboratory classes. In addition, the students derive the benefits of participation, even if only for a short time,

in the activities of a normal school life. In Manitoba, a modification of this practice might be achieved by equipping the correspondence teacher with a mobile laboratory to be set up in the home of a centrally located pupil, or in a rural school.

5. Vacation Schools.- The Correspondence students from the surrounding district gather at some central point during the summer months for the purpose of studying in fields not offered by correspondence, such as woodwork, oral language and practical science. The session is much longer than that of the Laboratory Schools, since a large proportion of the time is devoted to social and recreational activities.

6. Travelling Laboratories.- California and British Columbia have experimented with this device. In California, the travelling sets are packed in special cases, and contain equipment necessary for the high school physics work. Each set costs about \$150.00. The student pays \$25.00, five dollars for rental of the equipment and the remainder is refunded minus the breakages. British Columbia provides all the science equipment needed by the student at fifty per cent of the cost to the Department. In both cases very explicit directions are supplied to the student.

7. Travelling Teachers.- This arrangement has been tried by several of the correspondence schools. Generally, several teachers of the correspondence staff travel to the homes of the pupils to meet the parents, and to aid the pupil in his work. The teacher is a guest in the home, and is often able to provide significant aid to pupils experiencing difficulty with their work.

8. Radio Schools.- These have been tried very often,

but have achieved success only as supplements to the regular work. The formula for direct instruction by radio has yet to be discovered.

9. Travelling Libraries.- There are many variations of this service. New Zealand is probably the leader in this type of work. The New Zealand idea is novel and personal: with the initial lessons, the pupil receives two library books along with a list of the books available. He returns one of the books with his first completed lesson, and requests another which is sent to him when the corrected lesson is returned. In this way, the pupil always has one supplementary book on hand, and one on the way to him. Some purpose is added to this procedure by encouraging the pupil to discuss with his teachers the books which he reads.

10. Mailing.- In New Zealand, distinctive envelopes are used by the students for sending in their work. The envelopes have a double flap, one side of which is used to fasten the papers securely, and the other side to cover the unwanted address. The envelopes are made of very tough manilla paper and last for a year or more. Three envelopes are supplied to each student. This arrangement has reduced mailing costs in the New Zealand Correspondence School.

11. Railway Schools.- The Correspondence Branch of the Department of Education of Ontario reports having seven school cars operating on the railways in the northern parts of the province. Each car spends one week out of five or six at each of five or six different stations where there are no schools. Classes are conducted for the week in the specially equipped car. At the end of the week, the teacher outlines

the work which the pupils should do at home during the weeks before he returns to give them further instruction. In certain cases, correspondence lessons are used to supplement the work assigned by the teacher.

BIBLIOGRAPHY

Articles

- "A Scientific Appraisal of Commercial Correspondence Courses," The Elementary School Journal, XXXIV (June, 1934), 726-30.
- Ball, Augustus, H. "The Saskatchewan Correspondence School," The School, XX (December, 1931), 314-20.
- Bayley, W.D. "Frontier Education: Tuition by Mail for Isolated Children," The Manitoba Teacher, IX (September, 1928), 17-18.
- Bernard, L.L. "Education by Correspondence," School and Society, XII (July 10, 1920), 31-38.
- Bird, Charles, and Patterson, D.G. "The Minnesota Study of Commercial Correspondence Courses," School and Society, XXXIX (March 31, 1934), 400.
- Boykin, C.B. "Teaching Children of Isolated Government Employees," School Life, XIV (June, 1929), 190.
- Brainard, F.P. "Personal Elements in Correspondence Study," School and Society, XVII (April, 1923), 384-87.
- Broadly, K.O. "Supervised Correspondence Study in the High Schools," Education for Victory, III (July 20, 1944), 9-10.
- _____. "The Place of Home Study in Rural Education," The Elementary School Journal, XXXIX (March, 1939), 524-27.
- Clark, E. Everett. "Instruction by Mail in Massachusetts," School Life, XVII (June, 1932), 188.
- "Columbia Reaches Rural Teachers Through Correspondence Courses," School and Society, LII (July 6, 1940), 7-8.
- "Correspondence Courses for Children of Isolated Government Employees," The Elementary School Journal, XXX (September, 1929), 5-6.
- "Correspondence Courses for the C.C.C. Camps," School and Society, XLV (April 3, 1937), 463-64.
- "Conference on Supervised Correspondence Courses," School and Society, XL (August 18, 1934), 213-14.
- "Correspondence Schools, Good and Bad," School and Society, LIII (April 12, 1941), 466-67.

"Correspondence Study in Public High Schools," The School Review, XL (May, 1932), 323-26.

Diamond, Thomas. "Co-operation between a Correspondence School and a Public High School," Educational Review, LXXI (January, 1926), 37-41.

"Do Pupils Complete Correspondence Courses?" The School Review, XLVII (December, 1939), 726-27.

"Education in the Province of Saskatchewan," School and Society, XXXIV (November 21, 1931), 692.

Edwards, Frederick. "School Goes To Camp," MacLean's Magazine, LIV (February, 1941), 32.

Encyclopaedia Britannica. 14th ed. Article, "Correspondence Schools."

Encyclopaedia of Canada. 1st ed. Article, "Education."

Ewanchuk, M. "Analysis of Examination Results, 1949," Manitoba School Journal, XI (December, 1949), 4-5.

_____. "Standardized Tests: 1948," Manitoba School Journal, X (September, 1948), 9-11.

_____. "Standardized Tests: 1949," Manitoba School Journal, XI (November, 1949), 4-7.

Frazier, Ben W. "Correspondence or Directed Home Study," School Life, XXVIII (July, 1946), 31-32.

Gaumnitz, W.H. "High School Correspondence Study," School Life, XXI (November, 1935), 70-71.

_____. "Ohio's Tutorial Plan," School Life, XVII (January, 1932), 98.

"High School Correspondence Courses in British Columbia," The School Review, XXXIX (February, 1931), 87-89.

"High School Correspondence Courses: In School and Out," School Life, XXVIII (January, 1946), 20.

"High School Instruction by Mail," The School Review, XLIII (March, 1934), 164-67.

Hutchings, C.J. "Correspondence Education Conference," Manitoba School Journal, I (November, 1938), 10.

"Instruction by Correspondence for Isolated Australian Children," School and Society, XXVII (June 9, 1928),

Kefauver, G.N., Noll, V.H., and Drake, C.E. "How Forty-Six High Schools Use Correspondence Courses," School Life, XVII (May, 1932), 161-62.

- Larson, N.L. "The Comparative Quality of Work Done by Students in Residence and Correspondence Work," Journal of Educational Research, XXV (February, 1932), 105-109.
- Mann, L. "They Go 5,000 Miles to School," Good Housekeeping, CXXIV (January, 1947), 42-43.
- Mitchell, S.C. "For the 90 Per Cent," The School Review, XXXI (June, 1923), 439-44.
- Mort, P.R., and Wooden, H.Z. "Supervised Correspondence Study for High School Pupils," Teachers' College Record, XXX (February, 1929), 447-52.
- "Outpost Education," Newsweek, XXIII (April, 1944), 100-101.
- "Plan for Rural Schools at the University of Nebraska," School and Society, XXXIX (April 21, 1934), 503.
- Platt, E.T. "Long Distance Courses Introduced for Nebraska Small High Schools," School Life, XVIII (June, 1933), 191.
- Pomeroy, Elsie. "Schoolbooks on the Lone Frontier," The Canadian Magazine, LXXVIII (December, 1932), 12.
- "Popular Education through Correspondence," The School Review, XXXIII (March, 1925), 166-68.
- Pratt, A.M. "Royal Mail," The Manitoba School Journal, X (November, 1948), 12-13.
- Root, R.W. "Highschool by Mail," Survey Graphic, XXVII (March, 1938), 153-55.
- "Service that Correspondence Courses Can Render in Wartime," School and Society, LVI (September, 1942), 262-65.
- "Supervised Correspondence Courses at the Secondary Level," The School Review, XLII (December, 1934), 734-36.
- "Supervised Correspondence Courses for the Public High Schools," School and Society, XXXIV (October, 1931), 590.
- Unruh, Adolph. "An Ingenuity Quotient," Manitoba School Journal, XI (September, 1949), 20.
- The Americana, 1937. Article, "Correspondence Schools."
- "The Federal Trade Commission and Correspondence Schools," The School Review, XXXV (October, 1927), 566-68.
- "The National Conference on Supervised Correspondence Study," School and Society, XLI (February 23, 1935), 251-52.

Windes, E.E. "Possibilities of Individual Instruction in the Small High Schools," School and Society, XXI (April, 1925), 489-93.

Books

Correspondence Education and Supervised Correspondence Study. Edited and Compiled at the Extension Division of the University of Nebraska. Lincoln: University of Nebraska, 1938. Pp. 130.

Official Year Book of the Commonwealth of Australia, No. 34, 1941. Canberra, Australia: Commonwealth Government Printer, 1942. Pp. xxxii+954.

The New Zealand Official Year-Book, 1946. Wellington, New Zealand: Government Printer, 1948. Pp. 983.

The Postman. Annual Magazine of the New Zealand Education Department Correspondence School, Vol. XI. Wellington: Government Printer, 1938. Pp. 184.

Bulletins

Alderman, L.R. College and University Extension Helps in Adult Education, 1928-29. United States Bureau of Education, Bulletin No. 10. Washington: Government Printing Office, 1930. Pp. 64.

Bawden, William T. The Contribution of Correspondence Instruction Methods to Industrial Education. United States Bureau of Education, Industrial Education Circular No. 9. Washington: Government Printing Office, 1922. Pp. 11.

"Bulletin of Information Relating to Correspondence School Courses," A Bulletin Issued by the Correspondence School Branch of the Alberta Department of Education. Edmonton: King's Printer, 1939. Pp. 8.

Gaumnitz, Walter H. High School Instruction by Mail: A Potential Economy. United States Office of Education Bulletin No. 13. Washington: Government Printing Office, 1933. Pp. 69.

Klein, Arthur J. Correspondence Study in Universities and Colleges. United States Bureau of Education Bulletin No. 10. Washington: Government Printing Office, 1920. Pp. 34.

. The Administration of Correspondence Study Departments of Universities and Colleges. United States Bureau of Education Bulletin No. 56. Washington: Government Printing Office, 1919. Pp. 54.

Pre-Conference Bulletin: Second International Conference on Correspondence Education. Compiled at the Extension Division of the University of Nebraska. Edited by Eula Bee Merwin and Jeannie Lawdon. Lincoln: University of Nebraska, 1948. Pp. 99.

"Some Manitoba Children Go To School by Mail." Information Office Bulletin for May 15, 1947. Winnipeg, Manitoba: Legislative Building. (Mimeographed. Pp. 2.)

Reports

Advance Report on the Status of Provincial Government Correspondence Education in Canada. A Report Prepared at the Saskatchewan Government Correspondence School. Regina: Saskatchewan Government Correspondence School, 1949. Pp. iii+50.

Annual Reports of the Department of Education of the Province of Alberta, 1923-1948. Edmonton: King's Printer.

Annual Reports of the Department of Education of the Province of Manitoba, 1919-1949. Winnipeg: King's Printer.

Annual Reports of the Department of Education of the Province of New Brunswick, 1936-1946. Fredericton: King's Printer.

Annual Reports of the Department of Education of the Province of Prince Edward Island, 1938-1947. Charlottetown: Department of Education.

Annual Reports of the Department of Education of the Province of Saskatchewan, 1925-1948. Regina: King's Printer.

Annual Reports of the Superintendent of Education for Nova Scotia, 1916-1948. Halifax: King's Printer.

Elementary and Secondary Education in Canada, Part I. A Report Prepared by the Educational Statistics Branch of the Dominion Bureau of Statistics. Ottawa: King's Printer, 1949. Pp. 138.

Newfoundland Government: Annual Reports of the Department of Education, 1941-1948. St. John's: The Newfoundland Government.

Public Schools Reports of the Province of British Columbia, 1919-1948. Victoria: King's Printer.

Report of the First International Conference on Correspondence Education. A Report Published by the British Columbia Department of Education. Victoria: The Department of Education, 1938. Pp. 236.

Report of the Second International Conference on Correspondence Education. A Report Published by the Extension Division of the University of Nebraska. Lincoln: University of Nebraska, 1949. Pp. v+202.

Reports of the Minister of Education, Province of Ontario, 1926-1947. Toronto: King's Printer.

Reports of the Superintendent of the Province of Quebec, 1935-1947. Quebec: King's Printer.

Miscellaneous Material

Carr, A.H. The University Extension Movement. Reprinted from the "Queen's Review" of March, 1930. Kingston: General Alumni Association of Queen's University, 1930. Pp. 8.

Cours Par Correspondence. A Prospectus Issued by the School of Higher Commercial Studies. Quebec: Government of Quebec, 1936. Pp. 73.

Glazer, W.A. "The Development and Status of Correspondence Instruction in the Elementary and Secondary Schools of Canada, United States, Australia, and New Zealand." Unpublished Master's Thesis, Faculty of Education, University of Manitoba, 1943. Pp. 181.

High School Correspondence Branch: Regulations and Details of Courses. A Prospectus Issued by the High School Correspondence Branch of British Columbia. Victoria: King's Printer, 1949. Pp. 112.

Home Study Courses. A Pamphlet Published by the Nova Scotia Correspondence Study Branch. Halifax: Department of Education, 1949. Pp. 54.

Prospectus: Office Des Cours Par Correspondence. A Prospectus Issued by the Department of Youth and Social Welfare. Quebec: Department of Education, 1949. Pp. 32.

The Correspondent: 1924-1949. Silver Jubilee Number Published and Printed by the Correspondence School Branch of Alberta. Edmonton: Department of Education, 1949. Pp. 100.

"The School Attendance Act," Statutes of Manitoba, 1938.

APPENDIX A

ENROLMENT REGULATIONS FOR GRADES I - XII

ENROLMENT REGULATIONS

GRADES I TO VIII

Correspondence lessons covering the work of Grades I to VIII are available only to those who, for some legitimate reason, are unable to attend school.

1. The following may enroll without payment of fee:

- (a) Pupils of school age living three and one-half miles or more from their nearest school.
- (b) Pupils of school age who are physically unable to attend school. The application from any such pupil must be accompanied by a doctor's certificate stating the nature of the disability and recommending the pupil for correspondence instruction.
- (c) Pupils recommended for correspondence instruction by the Supervisor of School Attendance.

NOTE: In the above cases, the Department supplies the lessons free of charge and pays the outgoing postage. The parent or pupil must provide all the necessary texts and pay the postage on lessons sent in for correction.

2. The following may enroll on payment of fee:

- (a) Adults.
- (b) Pupils of school age living less than three and one-half miles from their nearest school who, for any reason acceptable to the Department, are unable to attend school. The application from such a pupil should be accompanied by a letter from the Public School Inspector for that area recommending that correspondence instruction be provided.

CHARGE FOR COMPLETE COURSE PER GRADE

GRADES	LESSONS	CORRECTIONS	TOTAL
Grades I & II	\$ 5.00	\$ 5.00	\$10.00
Grades III & IV	5.00	5.00	10.00
Grades V & VI	5.00	5.00	10.00
Grades VII & VIII	5.00	10.00	15.00

Where a pupil is not taking a full year's work, fees charged are based on the number of lessons taken, charges being as follows: (Pupils may, if they wish, make arrangements with some qualified teacher to correct the written work of the course.)

CHARGE PER LESSON (Two weeks' work)

GRADES	LESSONS	CORRECTIONS	TOTAL
Grades I & II	\$.25	\$.25	\$.50
Grades III & IV	.25	.25	.50
Grades V & VI	.25	.25	.50
Grades VII & VIII	.25	.50	.75

The minimum age at which pupils may enroll for correspondence instruction is six years.

GENERAL PLAN
OF
CORRESPONDENCE WORK

1. ENROLMENT:

- (a) Application forms and book lists mailed to prospective student.
- (b) Application forms completed and returned to Correspondence Branch.
- (c) Student graded and enrolled.

2. LESSONS MAILED:

- (a) Two sets of lessons, each covering two weeks' work, are mailed to the student with necessary instructions.
- (b) Student completes first lesson and mails in written work as directed. He then proceeds with the work of the second lesson.

3. SUPERVISION OF WORK:

- (a) Students work in their own homes under the supervision of some older person, who gives any help necessary.
- (b) Supervisors preside at examinations and are required to sign a declaration to the effect that these examinations have been properly conducted.
- (c) A supervisor need not be a qualified teacher unless he is to correct the student's written work instead of forwarding it to the Correspondence Branch.

4. CORRECTION OF LESSONS:

- (a) On receipt of first set, it is corrected by the teacher, and results recorded.
- (b) Corrected set returned to student with a new set.
- (c) Student on receiving first corrected set, reviews it, noting instructions or comments.
- (d) Second set is mailed in when completed, and so on.
- (e) In certain grades, monthly tests must be written.
- (f) Examinations are written as follows:
 - (1) Grades I & II - No examinations
 - (2) Grades III & IV - June
 - (3) Grades V to VIII - December, Easter, and June.

5. PROMOTIONS:

Students are promoted when they have satisfactorily completed the work of the grade. Promotions are based on the student's work during the year, and on the results he makes in the regular tests set by the Correspondence Branch. Final examinations are mailed to the student so as to reach him by the time he has completed his last lesson.

MANITOBA DEPARTMENT OF EDUCATION
CORRESPONDENCE BRANCH
REGULATIONS FOR ENROLMENT IN GRADE IX
CORRESPONDENCE COURSES

1. All applications for enrolment for Grade IX correspondence courses must be made on the application forms prescribed by the Department of Education.
Application forms should be forwarded to the Correspondence Branch before July 31st., or as early as possible so that students may be enrolled in time to begin their years' work when the rural schools re-open on the Tuesday following the fourth Monday in August.
2. The following may enroll for correspondence instruction in Grade IX subjects:
 - (a) Students under twenty-one years of age who live in a rural school district in which the Inspector limits the teaching programme of the school to the work of Grades I - VIII and in which arrangements have not been made in accordance with the provisions of Section 161 (s) of "The Public Schools Act" for Grade IX pupils to attend the nearest secondary school.
 - (b) Students living more than three and one-half miles from the nearest school in operation.
 - (c) Students who are unable to attend school on account of physical disability or any other reason approved by the Department.
 - (d) Students in attendance at a secondary school who receive the approval of their principal to include in their courses subjects in which instruction is not offered by that school.
3. Only in special cases approved by the Department will students who are not residents of Manitoba be permitted to enroll for Correspondence Instruction.
4. When it is decided that any subject or subjects be taken by Correspondence in a given school, then all students of that school who wish to take such subject or subjects shall be enrolled with the Correspondence Branch.
5. FEES FOR GRADE IX CORRESPONDENCE COURSES:
 - (a) A registration fee of One Dollar (\$1.00) and a fee of Five Dollars (\$5.00) for lessons must be paid for each

Grade IX student enrolled for correspondence instruction. If the Inspector recommends that all tests and examinations be corrected by the Department, an additional fee of Ten Dollars (\$10.00) per student will be charged.

- (b) Correspondence students who enroll for either French or Latin must have all their tests and term examinations in such subjects corrected by the Correspondence Branch unless their teacher has at least Grade XII standing in the subject elected. A fee of Two Dollars (\$2.00) per subject per student will be charged for the correction of tests and term examinations in either French or Latin except in cases where students are having all tests of a complete course corrected by the Correspondence Branch. If the fortnightly foreign language tests are corrected by a properly qualified teacher, a fee of 50¢ per subject will be charged for correction by the Correspondence Branch of term examinations in French and Latin.

6. PAYMENT OF FEES:

- (a) SCHOOL DISTRICTS MUST PAY ALL FEES (except those charged for foreign language instruction) for resident Grade IX correspondence students who are attending school.
- (b) HOME STUDY STUDENTS MUST PAY THEIR OWN FEES.
- (c) Rural School Districts are not responsible for the payment of fees charged for Grade IX foreign language lessons or for the correction of foreign language tests and term examinations. Applicants whose teacher has not at least Grade XII standing in the language elected must forward the correction fee of \$2.00 with their applications; those who have all their fortnightly tests corrected by their teacher must forward a fee of 50¢ with their applications for the correction of their term examinations. Students who pay the Two Dollar correction fee will not be required to pay the fee of Fifty cents for the correction of term examinations.

No student will be enrolled for a foreign language course until after the required fee has been paid in full. Only students who expect to proceed to university or to attend a nursing school should include a foreign language in their courses.

GENERAL REGULATIONS
GRADE IX CORRESPONDENCE INSTRUCTION

1. Boards of one-room rural schools shall admit and provide accomodation for all resident Grade IX correspondence students.
2. All Grade IX correspondence students, except those who live over three and one-half miles from their local rural school or who are unable to attend on account of physical disability or any other reason acceptable to the Department, must attend school regularly.
3. The names of correspondence students attending school for study must be entered upon the school register and a record of attendance kept.

4. To be eligible for promotion, students must attend school at least 175 days during the school year, or spend the equivalent of at least 175 regular school days in home study. Except under very special circumstances, such as illness, those who fail to meet this requirement will not be recommended for standing in all subjects of a complete Grade IX course.
5. Students who are granted permission to study at home must keep an accurate daily record of the time spent in study and at the end of each month must forward a properly certified study record to the Correspondence Branch. The forms provided must be used.
6. Except under very special circumstances students who enroll later than October 1 will not be eligible to complete Grade IX the following June.
7. Correspondence students in attendance at school shall be subject to the same regulations respecting attendance, discipline, etc., as are the other pupils of the school.
8. If the local rural school is closed for any period of the school year between the fourth Monday in August and June 30, notice of such closing must be forwarded promptly by the teacher to the Correspondence Branch.
9. If any Grade IX Correspondence student is absent from school for a period of five or more consecutive days, the teacher in charge must notify the Director of Correspondence Instruction
10. If a student discontinues his (or her) course during the school year and the teacher in charge fails to notify the Director of Correspondence Instruction promptly, no reduction will be allowed in the fees charged for such student.
11. Students who fail to make satisfactory progress in all subjects for which they are enrolled will be required to devote extra time to these subjects in which their work is unsatisfactory.
12. Correspondence Courses will be offered in the following subjects:
English (including Spelling and Language) French, Latin, Literature, Art, Music, Social Studies, Mathematics, General Science, Health. (No separate Physical Training course is offered. Students must participate in the Physical Training Activities of the school.)
13. Text books and supplies must be purchased by the student.
14. Postage on all material sent to the Correspondence Branch must be paid by the student or the School District.
15. All correspondence students must write the Term Examinations set by the Correspondence Branch. These examinations must be written at a rural school under the supervision of the teacher.

All communications regarding Correspondence Courses should be addressed to:

The Director of Correspondence Instruction,
Department of Education,
Winnipeg, Manitoba.

Application forms may be secured from the local Inspector or from the Director of Correspondence Instruction, Department of Education, Winnipeg, Manitoba.

DEPARTMENT OF EDUCATION
MANITOBA
CORRESPONDENCE BRANCH

1948 - 49

GRADE IX

FEES FOR GRADE IX CORRESPONDENCE COURSES
(BY SUBJECTS)

Registration Fee:

One Dollar. This fee must be paid by all correspondence students.

Subject	Fees for Lessons & Tests	Fees for Tests Only	Fees for Correction of all Tests and Examinations
Language:			
English	\$ 2.00	\$.25	\$ 2.00
French	1.00	.25	2.00
Latin	1.00	.25	2.00
The Arts:			
Literature	1.00	.25	2.00
Art	1.00	.25	2.00
Music	1.00	.25	2.00
Social Studies	1.00	.25	2.00
Mathematics	1.00	.25	2.00
Science (Biology)	1.00	.25	2.00
Health & Guidance	1.00	.25	2.00
MAXIMUM FEE	5.00	1.50	10.00

All students enrolling in Grade IX for the first time must secure new lessons and tests in all subjects for which they enroll. Those who were enrolled in 1947 - 48 may use last year's lessons in Literature, Mathematics, Health and Guidance, Art or Music, but they must secure new sets of tests in these subjects.

The 1948 - 49 course in Grade IX Literature is based on the following text books:

LITERATURE:

The Tempest: Shakespeare \$.28
Canada Book of Prose and Verse, Book III: Perce et al .75
The Call of the Wild: London .45

DEPARTMENT OF EDUCATION
MANITOBA
CORRESPONDENCE BRANCH

1948 - 49

GRADE X & XI

FEES FOR CORRESPONDENCE COURSES IN GRADES
 X AND XI
 (BY SUBJECTS)

Registration Fee: One Dollar. This fee must be paid by all correspondence students. Students taking work in both Grade X and XI subjects are required to pay only one registration fee.

Grade X Subjects	Fees for Lessons and Tests	Fees for Tests Only	Fees for Corrections		
			Tests and Term Exams	Long Answer Tests & Term Exams	Nov., March & June Exams Only
Literature I	\$1.00	\$.25	\$2.00	\$1.40	\$.50
Language I	1.00	.25	2.00	1.40	.50
Social Studies I (Geography)	1.00	.25	2.00	1.40	.50
Mathematics I (Algebra, Geometry & Arithmetic)	2.00	.50	4.00	2.80	.50
Science I	1.00	.25	2.00	1.40	.50
Health I	1.00	.25	2.00	1.40	.50
Guidance I	1.00	.25	2.00	1.40	.50
French I	1.00	.25	2.00	1.40	.50
Latin I	1.00	.25	2.00	1.40	.50
Business Practice I	1.00	.25	2.00	1.40	.50
Art I	1.00	.25	2.00	1.40	.50
British History I	1.00	.25	2.00	1.40	.50
MAXIMUM FEE	5.00	1.50	10.00	7.00	2.00
Grade XI Subjects					
Bookkeeping	2.00	.50	3.00	---	.75
French	2.00	.50	3.00	---	.75
Latin	2.00	.50	3.00	---	.75

As our courses in Grade X Literature, Social Studies, Mathematics, Science, Health, Guidance, Latin, Business Practice, and Art, for the year 1948 - 49 are either new or revised courses all students who wish to enroll for these subjects must secure new sets of lessons and tests.

Students who were enrolled in Grade X in 1947 - 48 and who have

last year's lessons in Language, French, and British History may use them if they so desire, but they must secure new sets of tests in all subjects. Those who wish tests only should indicate this clearly on their application forms; otherwise, they will be charged for both lessons and tests. Those who have not been previously enrolled for the subjects they wish to take must secure new sets of lessons as well as tests.

MANITOBA DEPARTMENT OF EDUCATION
CORRESPONDENCE BRANCH

GRADE X

REGULATIONS FOR ENROLMENT IN GRADE X
CORRESPONDENCE COURSES

1. All applications for enrolment for Grade X correspondence instruction must be made on the application forms prescribed by the Department of Education.

If possible, application forms should be forwarded to the Correspondence Branch before August 1 so that students may be enrolled in time to begin their year's work when the rural schools re-open on August 24.

2. The following may enroll for correspondence instruction in Grade X subjects:
 - (a) Students who live in a rural school district.
 - (b) Students who live more than three and one-half miles from the nearest secondary school, if transportation is not provided.
 - (c) Students who are unable to attend school because of physical disability or any other reason approved by the Department.
 - (d) Students in attendance at a secondary school who receive the approval of their principal to include in their courses subjects in which instruction is not offered by that school.
 - (e) Adults who are otherwise unable to obtain instruction in the work of this grade.
3. Only in special cases approved by the Department will students who are not residents of Manitoba be permitted to enroll for correspondence instruction.
4. When it is decided that any subject or subjects be taken by correspondence in a given school, then all students of that school who wish to take such subject or subjects shall be enrolled with the Correspondence Branch.
5. Each student enrolling for a Grade X Correspondence Course must pay a registration fee of One Dollar (\$1.00) and a fee of Five Dollars (\$5.00) for lessons covering the year's work. An additional fee of Ten Dollars (\$10.00) is charged if all tests and term examinations are corrected by the Department. In cases where the teacher is willing to correct the short answer tests, the fee for correcting the remaining papers

(viz., the long-answer tests and the November, the March, and the June Term Examinations) will be Seven Dollars (\$7.00). Subject to the approval of the Department, the teacher may correct all work except the November, the March, and the June Term Examinations, which must be forwarded to the Department for correction; a fee of Two Dollars (\$2.00) is charged for this service.

THE FEE FOR THE FULL YEAR'S WORK SHOULD BE FORWARDED WITH EACH APPLICATION, VIZ., THE SUM OF:

\$8.00 IF ALL FORTNIGHTLY TESTS ARE TO BE MARKED BY THE TEACHER,
\$10.00 IF ALL FORTNIGHTLY TESTS EXCEPT FRENCH OR LATIN ARE TO BE MARKED BY THE TEACHER, OR
\$16.00 IF ALL FORTNIGHTLY TESTS ARE TO BE MARKED BY THE CORRESPONDENCE BRANCH.

6. Every correspondence student who enrolls for either French or Latin must have all his tests and examinations in the foreign language elected corrected by the Department unless the teacher of his school has at least Grade XII standing in that language. A fee of Two Dollars (\$2.00) per subject per student will be charged for the correction of tests and examinations in either French or Latin except in cases where students are charged a correction fee of at least \$7.00 (Seven Dollars).

EVERY APPLICANT WHOSE TEACHER HAS NOT AT LEAST GRADE XII STANDING IN THE LANGUAGE ELECTED MUST FORWARD THE FOREIGN LANGUAGE CORRECTION FEE OF \$2.00 WITH HIS FORM IF HIS TEACHER IS CORRECTING HIS TESTS IN ALL OTHER SUBJECTS. NO SUCH STUDENT WILL BE ENROLLED FOR INSTRUCTION IN A FOREIGN LANGUAGE UNTIL AFTER THE REQUIRED FEE HAS BEEN PAID.

7. Students who wish to take two year's work in a foreign language or other elective must pay such additional fees as may be required.
8. The final instalment of all fees of those who enroll before November 15 must be paid on or before December 15.

GENERAL REGULATIONS
GRADE X CORRESPONDENCE INSTRUCTION

1. Boards of one-room schools shall admit all resident Grade X correspondence students to their schools, provided there is accommodation for them.
2. All Grade X correspondence students except those who live over three and one-half miles from their local rural school or who are unable to attend because of physical disability, lack of accommodation in school, or any other reason acceptable to the Department, must attend school regularly.
3. The names of correspondence students attending school for study must be entered upon the register and a record of attendance kept.
4. To be eligible for promotion in a complete course, students must attend school at least 175 days during the school year, or spend the equivalent of at least 175 regular school days in home study. Except under very special circumstances, such as illness, those who fail to meet this requirement will not be

- recommended for standing in all subjects of a complete Grade X course.
5. Students who are granted permission to study at home must keep an accurate daily record of the time spent in study and at the end of each month must forward a properly certified study record to the Correspondence Branch.
 6. The number of subjects which may be taken by students who enroll later than October 1 will be decided by the Department on receipt of their application forms.
 7. Correspondence students in attendance at school shall be subject to the same regulations respecting attendance, discipline, etc., as are the other pupils of the school.
 8. If the local rural school is closed for any period of the school year between the fourth Monday in August and June 30, notice of such closing must be forwarded promptly by the teacher to: The Director of Correspondence Instruction, Department of Education, Winnipeg, Manitoba.
 9. If any Grade X correspondence student attending school is absent for a period of five or more consecutive days, the teacher in charge must notify the Director of Correspondence Instruction.
 10. If a student discontinues his (or her) course during the school year and fails to notify the Director of Correspondence Instruction promptly, no reduction will be allowed in the fees charged such student.
 11. Students who fail to obtain satisfactory marks on the November Examinations in all subjects for which they are enrolled will be required to discontinue those subjects in which their work is very unsatisfactory. Such students must have all their tests corrected by the Correspondence Branch for the remainder of the year.
 12. Correspondence Courses will be offered in the following Grade X subjects: Literature, Composition, Social Studies (Geography), Mathematics (Algebra, Geometry, Arithmetic), Science, Health, Guidance, French, Latin, Business Practice, Art, and British History.
 13. Text books and supplies must be purchased by the student.
 14. Postage on all material sent to the Correspondence Branch must be paid by the student.
 15. All students of the Correspondence Branch must write the Term Examinations set by the Correspondence Branch. These examinations must be written at a rural school under the supervision of the teacher.

N.B. All communications regarding Correspondence Courses should be addressed to:

The Director of Correspondence Instruction,
Department of Education, Winnipeg, Manitoba.

APPLICATION FORMS MAY BE SECURED FROM THE LOCAL INSPECTOR
OR FROM THE DIRECTOR.

MANITOBA DEPARTMENT OF EDUCATION
CORRESPONDENCE BRANCH

REGULATIONS FOR ENROLMENT IN GRADE XII CORRESPONDENCE COURSES

1. All applications for enrolment for Grade XII correspondence instruction must be made on the application forms prescribed by the Department of Education.

If possible, application forms should be forwarded to the Correspondence Branch before August 14 so that the students may be enrolled in time to begin their year's work not later than August 31.

2. Any student having Grade XI standing and living in a district or area where instruction in Grade XII is not offered by the local school or where no other approved facilities for such instruction are available may enroll with the Department of Education for correspondence instruction in Grade XII subjects.
3. If a student living in a district where Grade XII subjects are taught by the local school or by any other approved institution is permitted to enroll as a correspondence student, he must pay a fee which (after an allowance has been made for the fee that he must pay for instruction in the practical sciences) is at least equal to the local Grade XII tuition fee. This regulation does not apply to those who are unable to attend school through physical disability or for any other reason acceptable to the Department.
4. Only in special cases approved by the Department, will students who are not residents of Manitoba be permitted to enroll for correspondence instruction.
5. To be eligible for enrolment in a complete Grade XII Correspondence Course (except for the practical sciences), applicants:
 - (a) must have complete Grade XI standing (Allplicants who remove all their Grade XI conditions at the regular August Supplemental Examinations may then enroll for a complete Grade XII course.);
 - (b) must enroll before October 1;
 - (c) must be prepared to attend school regularly or, in the case of home study students, to study regular school hours throughout the school year, and also to spend such time daily on their homework as may be necessary to complete their assignments.
6. The number of subjects for which students taking part of the work of the grade may enroll will be decided by the Department on receipt of their application forms and will depend on:
 - (a) the number of conditions in Grade XI subjects;
 - (b) the date of enrolment;
 - (c) the number of hours per week which students are prepared to devote to study
7. When it is decided that any subject or subjects be taken by

correspondence in a given school, then all students of that school who shall wish to take such subject or subjects shall be enrolled with the Correspondence Branch.

GENERAL REGULATIONS

GRADE XII CORRESPONDENCE INSTRUCTION

1. Secondary school which are not offering instruction in Grade XII subjects shall admit Grade XII correspondence students to their school for study, provided there is accommodation for them.
2. All students who enroll for correspondence courses must, if possible, attend their nearest secondary school. Teachers who are actively engaged in teaching and other students who live over three and one-half miles from a secondary school or who are unable to attend school because of physical disability, lack of accommodation, or any other reason acceptable to the Department, may enroll with the Correspondence Branch for home study.
3. The names of correspondence students attending school for study must be entered upon the school register and a record of attendance kept. Students who are granted permission to study at home must keep an accurate daily record of the time spent in study and at the end of each month must forward a copy of this record to the Correspondence Branch.
4. Correspondence students in attendance at school shall be subject to the same regulations respecting attendance, discipline, etc., as are the other pupils of the school.
5. If the school is closed for any period of the school year between September 1 and June 30, notice of such closing must be forwarded promptly by the principal to:
The Director of Correspondence Instruction,
Department of Education,
Winnipeg, Manitoba.
6. If any Grade XII correspondence student is absent from school for a period of five or more consecutive days, the principal in charge must notify the Director of Correspondence Instruction promptly and should state the reasons for such absence.
7. All Grade XII correspondence students (except teachers other than those teaching on a permit) must have their tests corrected regularly either by the Correspondence Branch or by a high school teacher who has taught Grade XII work and who has at least Third Year University standing in the subjects to be corrected. High school teachers will not be permitted to correct Grade XII tests in any subject in which they have not the required standing.
8. The fee for the complete Grade XII course including registra-

tion, lessons, tests, and the correction of tests and term examinations is Fifty-One Dollars (\$51.00). The sum of at least \$26.00 should accompany the application form and the balance should be paid on or before December 15, 1948. In cases where it is impossible for the fee to be paid in this way, the sum of at least \$16.00 must accompany the application form and a further payment of \$10.00 must be made on or before October 1, and a similar amount on or before the first day of each succeeding month until the fee has been paid in full.

9. Subject to the approval of the Department, teachers may correct fortnightly tests for Grade XII students in subjects in which they have at least Third Year University standing and have had successful Grade XII teaching experience. The December and Easter Term Examinations must be forwarded to the Correspondence Branch for correction. In such cases a fee of Twenty-Six Dollars (\$26.00) will be charged for registration and lessons and a fee of Five Dollars (\$5.00) for the correction of term examinations. An additional fee will be charged for the correction of tests in the subjects in which the teacher has not the required standing and experience. The sum of at least Sixteen Dollars (\$16.00) must accompany the application form and the balance must be paid on or before December 15, 1948.
10. Every student who enrolls for a partial course of one or more subjects must pay a registration fee of One Dollar (\$1.00) and a fee of Ten Dollars (\$10.00) per subject for lessons and correction of tests and term examinations.

Fees charged for partial courses:

Subject	Fee
Registration	\$ 1.00
Composition and Novel	10.00
Drama and Poetry	10.00
History	10.00
Mathematics	10.00
Commercial Arithmetic	10.00
Chemistry Theory	10.00
Physics Theory	10.00
French	10.00
Latin	10.00
MAXIMUM FEE	\$51.00

Students enrolled for a partial course whose fees are \$21.00 or less must forward at least half of their total fees with their application forms. The balance must be paid on or before December 15, 1948. Those whose fees are more than \$21.00 and less than \$40.00 must forward the sum of at least \$11.00 with their applications; a further payment of \$10.00 must be made on or before October 1 and a similar amount on or before the first day of each succeeding month until the

fee has been paid in full. Those whose fees are in excess of \$40.00 must make payments according to the plans set forth for students enrolled for complete courses.

11. Qualified teachers who enroll for Grade XII correspondence instruction will not be required to have their fortnightly tests corrected by the Correspondence Branch so long as they make satisfactory progress. Teachers who decide not to have all their tests corrected by the Department must have their December and Easter Term Examinations marked by the staff of the Correspondence Branch. Those who fail to obtain satisfactory marks on the December Examinations must have all their remaining tests corrected by the Correspondence Staff.

Qualified teachers who have only their term examinations marked by the Correspondence Branch must pay a registration fee of One Dollar (\$1.00) and a fee of Six Dollars per subject for lessons and correction of term examinations.

Permit teachers must have their fortnightly tests as well as their term examinations corrected by the Department and must pay the registration fee of One Dollar (\$1.00) and a fee of Ten Dollars per subject for lessons and correction of tests and term examinations.

12. The above fees charged by the Correspondence Branch do not include the fees charged for the final examinations by the Manitoba High School Examination Board.
13. All those who wish to obtain standing in Grade XII subjects must write Departmental Examinations at an approved examination centre at the exact times specified on the official High School Examination Board Time Table.
14. Correspondence Courses will be offered in the following Grade XII subjects: English; (Composition and The Novel, The Drama and Poetry); History A; Mathematics: (Algebra, Analytic Geometry, and Trigonometry); Commercial Arithmetic; Science: (A. Chemistry Theory, and B. Physics Theory)*; French; and Latin.

*Practical work in science may be taken either at Summer School or under approved tuition in a secondary school properly equipped and staffed for teaching Grade XII practical science.
15. Students who fall behind in their work will be required to discontinue one or more subjects and will be permitted to take only a partial course for the remainder of the year.
16. Text books and supplies must be purchased by the student.
17. Postage on all material sent to the Correspondence Branch must be paid for by the student.
18. All correspondence students who intend to write Departmental

Examinations must write the Term Examinations set by the Correspondence Branch. These examinations must be written at school under the supervision of the teacher.

N.B. Application forms may be secured from the local Inspector or from the Director of Correspondence Instruction, Department of Education. All communications regarding Correspondence Courses should be addressed to:

The Director of Correspondence Instruction,
Department of Education,
Winnipeg, Manitoba.

Teachers actively engaged in teaching will be permitted to write their December and Easter Term Examinations on Saturdays, in the evening, or during the Christmas and Easter Vacations. These term examinations will be written under the supervision of another teacher or some other reliable person.

The June Departmental Examinations must be written at an approved High School Examination Centre strictly according to the official Manitoba High School Examination Board Time Table.

N.B. As there probably will be a text book shortage this year, correspondence students are advised to place their orders without delay for all the texts they will need in the subjects for which they enroll.

APPENDIX B

SPECIAL INSTRUCTIONS CONCERNING COURSE
REQUIREMENTS, ELECTIVES, AND COURSE
ORGANIZATION, FOR GRADES IX-XII

MANITOBA DEPARTMENT OF EDUCATION
CORRESPONDENCE BRANCH

I N S T R U C T I O N S

GRADE IX

1. All applicants for permission to enroll for Grade IX Correspondence Courses are required to fill in and sign the prescribed application forms which must be mailed to this office as soon as possible so that we may be able to submit them to the Inspector for his recommendation. Application forms should be received before July 31. All letters respecting Correspondence Courses should be addressed to:

The Director of Correspondence Instruction,
Department of Education,
Winnipeg, Manitoba.

2. All Grade IX correspondence students are required to take the subjects listed in the current Programme of Studies, namely: Language made up of EITHER 10 periods of English, OR 6 periods of English and 4 periods of either French, or Latin; the Arts, including Literature, Art and Music; Social Studies; Mathematics; Biology; Health and Guidance.

Regulations regarding the choice of courses:

1. Grade IX correspondence students who expect to attend a University, a law school, a medical college, a school of pharmacy, or a nursing school, etc., must take a foreign language. Latin is required for pharmacy.
2. A foreign language is not required for admission to Normal Schools.
3. Students who do not expect to proceed to Grade XI will not be permitted to begin the study of a foreign language.
4. Grade IX correspondence students must take EITHER 10 periods of English OR 6 periods of English and 4 periods of French OR 6 periods of English and 4 periods of Latin
5. Grade IX students MAY take ALL the Arts including Literature, Music and Art.

Those who DO NOT wish to take both Music and Art MUST enroll for EITHER Literature and Music OR Literature and Art
6. Your application will NOT be accepted unless it is completed in every detail. Place a cross under each subject for which you are enrolling.
3. The first lessons will be ready for distribution on August 5. In order that every student may be ready to begin work on or about August 24, application forms should be mailed to this

office as soon as possible. The course in each subject will be divided into 36 parts; each part covers one week's work. In the school year 1948-49, each part and the corresponding tests should be completed on the following dates:

Part 1 - Aug. 27	Part 13 - Dec. 3	Part 25 - Mar. 18
Part 2 - Sept. 3	Part 14 - Dec. 10	Part 26 - Mar. 25
Part 3 - Sept. 10	Part 15 - Dec. 17	Part 27 - Apr. 1
Part 4 - Sept. 17	Part 16 - Dec. 23	Part 28 - Apr. 8
Part 5 - Sept. 24	Part 17 - Jan. 7	Part 29 - Apr. 14
Part 6 - Oct. 1	Part 18 - Jan. 14	Part 30 - Apr. 29
Part 7 - Oct. 8	Part 19 - Jan. 21	Part 31 - May 6
Part 8 - Oct. 15	Part 20 - Jan. 28	Part 32 - May 13
Part 9 - Oct. 22	Part 21 - Feb. 4	Part 33 - May 20
Part 10 - Oct. 29	Part 22 - Feb. 11	Part 34 - May 27
Part 11 - Nov. 5	Part 23 - Feb. 18	Parts 35 and 36 -
Part 12 - Nov. 12	Part 24 - Feb. 25	June 3.

November Term Examinations must be completed by November 26.

March Term Examinations must be completed by March 11

June Term Examinations: June 3 - 10.
Parts 35 & 36 -
June 23.
June Term Examinations: June 24 - 28.

Students who begin later than August 24 will be expected to catch up with their work as soon as possible. In any case, all the work of the first twelve parts must be finished by November 12 as the November Term Examinations must be completed by November 26 and will not be postponed for students who are behind with their work.

Students who are having all their tests corrected by their teacher and who fail to obtain satisfactory marks on the November or the March Term Examinations in all subjects for which they are enrolled will be required to discontinue those subjects in which their work is very unsatisfactory. Such students may be required to have all tests corrected by the Correspondence Branch for the rest of the year.

4. Text books may be purchased from any bookstore, or from:

The Manitoba Text Book Bureau,
146-148 Notre Dame Avenue, East,
Winnipeg, Manitoba.

5. IN ALL LETTERS TO THE CORRESPONDENCE BRANCH, THE NAME, THE GRADE, AND THE SCHOOL OF EVERY STUDENT CONCERNED SHOULD BE STATED.

MANITOBA DEPARTMENT OF EDUCATION
CORRESPONDENCE BRANCH

Grade IX - XI Correspondence Courses
in Foreign Languages

GRADE IX STUDENTS WHO DO NOT EXPECT TO ATTEND UNIVERSITY ARE ADVISED NOT TO BEGIN STUDYING A FOREIGN LANGUAGE. IT IS NOT COMPULSORY FOR STUDENTS WHO WISH TO OBTAIN STANDING IN THE GENERAL COURSE TO TAKE A FOREIGN LANGUAGE. STUDENTS WHO DO NOT EXPECT TO PROCEED TO GRADE XI WILL NOT BE PERMITTED TO ENROLL FOR CORRESPONDENCE INSTRUCTION IN A FOREIGN LANGUAGE.

Every student who wishes to enroll for instruction in either French or Latin through the Correspondence Branch must complete the prescribed application form and mail it together with the required fee to the Director of Correspondence Instruction, Department of Education, Winnipeg, Manitoba. Every student must pay a Registration Fee of One Dollar. The fee for Grade IX French and Latin lessons is One Dollar per subject, for Grade X lessons One Dollar per subject, and for Grade XI lessons Two Dollars per subject. An additional fee of Two Dollars per subject is charged for the correction of each student's tests and term examinations in either Grade IX or X and Three Dollars in Grade XI. Teachers who have at least Grade XII standing in a foreign language may correct tests in that language for Grade IX or X correspondence students, but such students must have their November, March, and June Term Examinations corrected by the Correspondence Branch. A fee of Fifty Cents per student is charged for the correction of Grade IX or X Term Examinations if fortnightly tests are marked by the teacher.

Rural school districts are not responsible for the payment of fees charged for foreign language lessons or for the correction of foreign language tests and term examinations. Each Grade IX or X foreign language applicant whose teacher has not at least Grade XII standing in the language elected must forward with his application the sum of \$4.00 for registration, lessons, and the correction of tests and term examinations. Each Grade IX or X foreign language applicant whose teacher has the required standing and who has agreed to correct all his fortnightly tests must forward with his application the sum of \$2.50 for registration, lessons, and the correction of term examinations.

Each Grade XI applicant must forward with his application the sum of \$6.00 for registration, lessons, and the correction of tests and December and Easter Term Examinations.

NO APPLICANT WILL BE ENROLLED FOR FOREIGN LANGUAGE INSTRUCTION UNTIL THE REQUIRED FEE HAS BEEN PAID.

Students who discontinue their courses during the year will not be permitted to return any of their unused lessons. No refunds will be made for registration, lessons, or for correction of term examinations or Tests 1 - 8. Fees charged for the correction of Tests 9 - 18 will not be refunded to any students who have had tests corrected beyond Test 8.

Foreign language students who fail on the Grade IX or X November or March Term Examinations will not be allowed to proceed with their foreign language studies until they have reviewed Parts 1 - 12 or 1 - 16, or Parts 1 - 24 or 1 - 28, as the case may be.

Foreign language students who enroll late, those who fail on term examinations, or those who for any other reason fall behind in their work must spend at least three extra home-work periods of forty minutes each per week on foreign language study until they are up to date with the schedule contained in the instructions which accompany foreign language lessons.

Grade X, XI, or XII students who wish to cover more than one year's work in a foreign language within a year should enrol for only one grade at a time. Such students may proceed as rapidly as they are able to make satisfactory progress and as soon as they complete one year's work satisfactorily, they may then enroll in the next grade.

To obtain standing in a Grade XI foreign language, students must write the regular June Departmental Examination or the August Supplemental Examination.

TEXT ***** BOOKS

GRADE IX

<u>FRENCH</u> : Junior French: O'Brien and Lafrance	\$1.80
Contes Dramatiques: Hills and Dondo	.55
<u>LATIN</u> : Latin for Today: Gray, Jenkins, McEvoy, & Dale	1.00

GRADE X

<u>FRENCH</u> : *Junior French: O'Brien and Lafrance	1.80
Elementary New French Reader: Ford & Hicks	.55
<u>LATIN</u> : *Latin for Today: Gray, Jenkins, McEvoy, & Dale	1.00

N.B. Texts marked with an asterisk (*) were used in Grade IX.

GRADE XI

<u>FRENCH</u> : *Cours moyen de français, Part I: Travis & Travis	1.00
L'Année Française: Hedgcock & Hugues	.70
En Avant: Klinck	.85
<u>LATIN</u> : *Latin for Today: Gray, Jenkins, McEvoy & Dale	1.00
Latin Prose and Poetry: Bonney and Niddrie	1.20

N.B. Texts marked with an asterisk (*) were used in Grade X

Text books are obtainable from the Manitoba Text Book Bureau, 146 Notre Dame Avenue, E., Winnipeg, Manitoba, at the prices indicated, post paid. Every order must be accompanied by a Postal Note or Money Order made payable to the Manitoba Text Book Bureau for the full amount of the total cost. Please do not ask for C.O.D. service. Do not remit cash unless you

register your letter.

PRINT: NAME

POST OFFICE

Enclosed find Postal Note or Money Order for the
sum of 100 Dollars.

Signature

Date 194....

ORDERS AND REMITTANCES FOR TEXT BOOKS MUST NOT BE FORWARDED TO THE CORRESPONDENCE BRANCH BUT SHOULD BE MAILED DIRECT TO:

The Manitoba Text Book Bureau,
146 - 148 Notre Dame Avenue, East,
Winnipeg, Manitoba.

MANITOBA DEPARTMENT OF EDUCATION
CORRESPONDENCE BRANCH

I N S T R U C T I O N S

GRADE X

1. All applicants for permission to enroll for Grade X Correspondence Courses are required to fill in and sign the prescribed application forms which must be mailed to this office as soon as possible so that we may be able to submit them to the Inspector for his recommendation. Application forms should be received before July 31. All letters respecting Correspondence Courses should be addressed to:

The Director of Correspondence Instruction,
Department of Education,
Winnipeg, Manitoba.

2. Students who wish to take a full year's work must enroll for the following subjects:

COMPULSORY SUBJECTS

English I
Literature
Composition
Social Studies
Mathematics I
Algebra, Geometry, Arithmetic
Science I
Health I
Guidance I

OPTIONAL SUBJECTS

Any two of the following
options may be taken:

French I
Latin I
Business Practice I
Art I
British History I

Note:

Students who expect to attend a university, a law school, a medical college, a school of pharmacy, or a nursing school, etc., require matriculation standing. Such students must take at least one foreign language. Latin is required for admission to pharmacy; but French may be taken as the foreign language in all other matriculation courses.

Students who failed to make satisfactory progress in their study of a foreign language in Grade IX are advised to discontinue it and to select some other option unless they expect to attend university or require matriculation standing for some other reason.

N.B. IN ALL LETTERS TO THE CORRESPONDENCE BRANCH THE NAME, GRADE, AND SCHOOL OF EVERY STUDENT CONCERNED SHOULD BE STATED.

3. The first lessons will be ready for distribution on August 5. In order that every student may be ready to begin work on or about August 24, application forms should be mailed to this office as soon as possible. The course in each subject will be divided into 36 parts; each part covers one week's work. In the School Year, 1948-49, each part and the corresponding tests should be completed on the following dates:

Part 1 - Aug. 27	Part 13 - Dec. 3	Part 25 - Mar. 18
Part 2 - Sept. 3	Part 14 - Dec. 10	Part 26 - Mar. 25
Part 3 - Sept. 10	Part 15 - Dec. 17	Part 27 - Apr. 1
Part 4 - Sept. 17	Part 16 - Dec. 23	Part 28 - Apr. 8

Part 5 - Sept. 24	Part 17 - Jan. 7	Part 29 - Apr. 14
Part 6 - Oct. 1	Part 18 - Jan. 14	Part 30 - Apr. 29
Part 7 - Oct. 8	Part 19 - Jan. 21	Part 31 - May 6
Part 8 - Oct. 15	Part 20 - Jan. 28	Part 32 - May 13

Part 9 - Oct. 22	Part 21 - Feb. 4	Part 33 - May 20
Part 10 - Oct. 29	Part 22 - Feb. 11	Part 34 - May 27
Part 11 - Nov. 5	Part 23 - Feb. 18	Part 35 and 36 -
Part 12 - Nov. 12	Part 24 - Feb. 25	June 3.

November Term Examinations must be completed by November 26th.

March Term Examinations must be completed by March 11th.

June Term Examinations - June 3-10
Part 35&36 -
June 23
June Term Examinations: June 24-28.

Students who begin later than August 24 will be expected to catch up with their work as soon as possible. In any case, all the work of the first twelve parts must be finished by November 12 as the November Term Examinations must be completed by November 26 and will not be postponed for students who are behind with their work.

Students who are having all their tests corrected by their

teacher and who fail to obtain satisfactory marks on the November or the March Term Examinations in all subjects for which they are enrolled will be required to discontinue those subjects in which their work is very unsatisfactory. Such students may be required to have all their tests corrected by the Correspondence Branch for the rest of the year.

4. Text books may be purchased from any bookstore, or from:

The Manitoba Text Book Bureau,
146-148 Notre Dame Avenue, East,
Winnipeg, Manitoba.

5. IN ALL LETTERS TO THE CORRESPONDENCE BRANCH, THE NAME, THE GRADE, AND THE SCHOOL OF EVERY STUDENT CONCERNED SHOULD BE STATED.

MANITOBA DEPARTMENT OF EDUCATION
CORRESPONDENCE BRANCH

I N S T R U C T I O N S
1948-49

GRADE XII

1. All applicants who wish to enroll for Grade XII correspondence courses are required to complete the prescribed application form which should be mailed to this office as soon as possible. Application forms accompanied by the required fees should be received on or before August 16 so that lessons may be mailed to students in time for them to begin their studies not later than August 31.

2. The requirements for the Normal Entrance Course - Grade XII are as follows:

Compulsory Subjects

Grade XII English; (Composition and the Novel,
Drama and Poetry) 4 units

Elective Subjects 16 units

Total required 20 units

*Electives offered by the Correspondence Branch:

Grade XII History A 4 units

Grade XII Mathematics (Algebra, Analytic
Geometry, and Trigonometry) 4 units

or

Grade XII Commercial Arithmetic 4 units

**Grade XII Chemistry 4 units

**Grade XII Physics 4 units

Grade XII French 4 units

Grade XII Latin 4 units

*Prospective University students must take Mathematics, at least one foreign language, and at least one science from the electives. No credit can be given for Commercial Arithmetic in any university course.

**Grade XII students who have not standing in a Practical Science must take the corresponding practical work at a session of the Manitoba Summer School or in a secondary school properly equipped and staffed for teaching Practical Sciences.

3. The first lessons will be ready for distribution on or about August 14. The course in each subject will be divided into 36 parts; each part covers one week's work.

In the School Year, 1948-49, each part should be completed on the following dates:

Part 1 - Sept. 3	Part 13 - Nov. 26	Part 25 - Mar. 4
Part 2 - Sept. 10	Part 14 - Dec. 3	Part 26 - Mar. 11
Part 3 - Sept. 17	Part 15 - 16 -	Part 27 - Mar. 18
Part 4 - Sept. 24	Dec. 15	Part 28 - Mar. 25
Part 5 - Oct. 1	December Term Examinations December 16 - 22.	Easter Term Examinations, March 28 - April 1.
Part 6 - Oct. 8		
Part 7 - Oct. 15		
Part 8 - Oct. 22		
Part 9 - Oct. 29	Part 17 - Jan. 7	Part 29 - April 8
Part 10 - Nov. 5	Part 18 - Jan. 14	Part 30 - April 14
Part 11 - Nov. 12	Part 19 - Jan. 21	Part 31 - April 29
Part 12 - Nov. 19	Part 20 - Jan. 28	Part 32 - May 6
	Part 21 - Feb. 4	Part 33 - May 13
	Part 22 - Feb. 11	Part 34 - May 20
	Part 23 - Feb. 18	Part 35 - May 27
	Part 24 - Feb. 25	Part 36 - June 3

Students who begin later than September 1 will be expected to catch up with their work as soon as possible. In any case, all the work of the first sixteen parts must be finished by December 15, as the December Term Examinations must be written at the time specified in our official time-table and will not be postponed for students who are behind with their work. Only teachers actively engaged in teaching will be permitted to write examinations at times other than those specified in our official time-table.

4. Text books may be purchased from any bookstore, or from:

The Manitoba Text Book Bureau,
146 Notre Dame Avenue, East,
Winnipeg, Manitoba.

5. On the proper one of the three accompanying forms, each applicant who wishes to enroll for Grade XII correspondence courses must make an exact copy of the statement of the Grade XI and XII standing which he (or she) received from the Manitoba High School Examination Board. A parent, guardian, or teacher must sign this form and certify that it is a true and exact copy.

6. In all letters to the Correspondence Branch, teachers are requested to state the names of their correspondence students and also the grade in which each is enrolled.

N.B. Grade XI Chemistry, Physics, Latin, and French are prerequisites for Grade XII Chemistry, Physics, Latin and French respectively.

TIME TABLE

Grade XII

December Term Examinations -- 1948-49

Thursday December 16	9:30 a.m. - 12:00 a.m.	Composition & Novel
Friday December 17	9:30 a.m. - 12:00 a.m. 1:30 p.m. - 4:00 p.m.	Chemistry French
Monday December 20	9:30 a.m. - 12:00 a.m. 1:30 p.m. - 4:00 p.m.	Drama & Poetry Latin
Tuesday December 21	9:30 a.m. - 12:00 a.m. 9:30 a.m. - 12:00 a.m.	Mathematics Arithmetic
Wednesday December 22	9:30 a.m. - 12:00 a.m. 1:30 p.m. - 4:00 p.m.	Physics History

DEPARTMENT OF EDUCATION
MANITOBA
CORRESPONDENCE BRANCH

Special Instructions Re Fortnightly Tests

Supervisors of correspondence students who are having their fortnightly tests corrected by the Correspondence Branch should see that such students complete the writing of their tests at the times indicated on the progress forms which they receive. As soon as the tests are written they should be mailed promptly to the Correspondence Branch.

The sorting of the large number of tests received takes a considerable length of time. To reduce as far as possible all unnecessary work and thereby avoid delay in the marking of papers, those who mail tests to this office for correction are requested to follow the instructions given below:

1. Tests should be arranged in the following order:

Grade IX

Spelling
Literature
Language
History

Mathematics
Science
Health and Guidance
Music
Art
French
Latin

Grade X

Spelling
Literature
Language
History
Algebra
Geometry
Biology or Gen. Sc.
Health and Guidance
French
Latin
Bookkeeping

Arithmetic
Geography
Grade IX subjects in
the order given in
the preceding column.

Grade XII

Composition and
The Novel
Drama and Poetry
History
Mathematics
Arithmetic
Chemistry
Physics
French
Latin

N.B. Check all parcels of tests to see that they are arranged in the above order.

2. Students should hand in their answer papers unfolded, after which they should be arranged in the above order and the pile of tests folded once only before it is placed in the envelope. Tests should not be rolled.

N.B. Do not fold each test separately or roll the set into a cylindrical parcel.

3. In schools where there is more than one student in a particular grade, all the tests in one subject should be placed together, e.g., if there are five students in a school, the five Spelling answer papers should be placed on top of the pile, then the five Literature papers, and so on.

N.B. Tests to be forwarded to the Department are to be arranged according to subjects, not according to pupils as is required for the November, March, and June Term Examinations.

4. Tests must be forwarded every two weeks; the first set of each month's work should not be held until the second set is completed. Students should receive their corrected work as soon as possible after tests have been written. A number of teachers have held tests until two sets have been completed before mailing. This is detrimental to the student and it also makes it difficult for the teachers of the Correspondence Branch to correct work promptly as a great many more tests are received during the second half of the month than in the first half.

N.B. Forward sets of tests regularly every two weeks.

5. The complete set of tests in all subjects for which a student is enrolled should be forwarded at the same time

unless there is some very good reason (such as a student not having the text required for a particular subject) why the tests in certain subjects have not been completed.

N.B. Tests should be mailed in complete sets, not individually.

6. The student's name must be written on every separate sheet. Frequently papers are received on which the students' names have not been written. It is evidently impossible for such papers to be returned after they are marked. If the name is missed on even one paper of a set, this may lead to confusion and error. If the omission is not noticed when the papers are being sorted into piles of different subjects for marking, it is difficult and often impossible for us to determine to whom such papers should be returned.

N.B. The name of the student should be written on each separate sheet of paper.

7. Postage on letters and packages to the Correspondence Branch must be fully prepaid by the students. Letters must not be enclosed with tests unless letter-rate is paid on the package.
8. In Grade X when teachers are marking only the short-answer sections of tests, the marks given for Part A by such teachers should be entered in the space provided in the upper right-hand corner of the pink sheets.

"C.J. HUTCHINGS",
Director.

APPENDIX C

APPLICATION FORMS, GRADES I - XII

Grade APPLICATION FOR GRADES I-VIII CORRESPONDENCE
COURSES

Department of Education, Manitoba.

Name in full Address

Age Date of birth: Day Month Year

Name of parent Occupation
(or guardian)

Nationality How long in Canada?

Name of your school district Number

Name of Sec. Treas.Address

Name of teacherAddress

Location of your home: Quarter Sec....Township ...Range..

Distance from nearest school Is it possible for you to
attend? If not, why not?

Name of Public School Inspector

What was the last grade you took?

How many months did you spend on the work of that grade?.....

Were you promoted to the next higher grade? Date of
promotion

Have you attended school since August, 1948?

If so, for how many months?

Will you be able to attend school except during the winter
months?

If so, state when you wish to begin correspondence lessons...

Name of last teacher Present Address

How many hours a day can pupil give to study?

(If the applicant has never attended school, give full partic-
ulars as to what he or she can do in Reading, Spelling, Writing,
Arithmetic. Use the other side of this sheet. Send in samples
of writing and number work.)

HEALTH - Personal description.

Height..... Weight.....Sight.....Hearing.....Gen Health.....

Any defect, such as lameness, paralysis, etc.

SUPERVISION AND MAIL SERVICE

Who will supervise the pupils work?

Has supervisor a teacher's certificate? If so, state
the class.....

If supervisor is not a qualified teacher, has he or she
had any teaching experience?

If so, of what kind?

How much time can be given by the supervisor each day?

Is your work to be corrected by the Correspondence Branch?..

If not, what is the name of the teacher who is to correct
it?

.....Address Certificate
NumberClass.....

How often do you get the mail? On what days of
the week?

HOME EQUIPMENT

List on the other side the school books you have; also other
books, papers, and magazines.

Have you a gramophone? Have you a radio?

The order for the required books was sent on(date).

In making this application, I undertake to co-operate
as far as possible in carrying on the school work.

Dated this day194....

Signature of parent or guardian

NOTE: ALL PUPILS, EXCEPT THOSE WHO HAVE BEEN PROMOTED BY THE
CORRESPONDENCE SCHOOL SHOULD FORWARD CERTIFICATES OF
THEIR STANDING FROM THEIR FORMER TEACHERS OR THEIR
SECRETARY TREASURERS.

Any student enrolling for the winter months (or at any time
during the term) is required to have the following form filled
in by his or her teacher:

Give particulars as to how far applicant has gone in each sub-
ject in his or her incomplete grade:

SUBJECTS

Point Reached (Page in text-
book may be given)

- Reading (Literature).....
- Language
- Spelling
- Writing or printing
- Arithmetic (number work)
- Health (Physiology and Hygiene)
- Social Studies
- Science
- Nature Study

NOTE: If the pupil has not done any work in certain of the subjects, please do not fill in blanks for such subjects.

.....Signature of teacher.

IMPORTANT: IF applicant has never attended school, give particulars as to what he or she can do in such subjects as Reading, Spelling, Writing, and Number Work.

.....
.....
.....

List below the school books you have; also other books, papers and magazines:

.....
.....
.....

Parents of pupils in areas which have been surveyed must indicate the position of their home and their nearest school on the map on the next page. Lines should then be drawn to indicate the exact route travelled between home and school. If the shortest route along road allowances is not used, give reasons.

NORTH

31	32	33	34	35	36	31	32	33	34	35	36
30	29	28	27	26	25	30	29	28	27	26	25
19	20	21	22	23	24	19	20	21	22	23	24
18	17	16	15	14	13	18	17	16	15	14	13
7	8	9	10	11	12	7	8	9	10	11	12
6	5	4	3	2	1	6	5	4	3	2	1
31	32	33	34	35	36	31	32	33	34	35	36
30	29	28	27	26	25	30	29	28	27	26	25
19	20	21	22	23	24	19	20	21	22	23	24
18	17	16	15	14	13	18	17	16	15	14	13
7	8	9	10	11	12	7	8	9	10	11	12
6	5	4	3	2	1	6	5	4	3	2	1

WEST

EAST

SOUTH



PROVINCE OF MANITOBA

DEPARTMENT OF EDUCATION

ORIGINAL

APPLICATION FORM, GRADE IX CORRESPONDENCE COURSES, 1949 - 50

PRINT name in full and

Underline Christian name commonly used. Address

First name, middle name, last name,

Date of birth: Month Year Age Check (v) whether boy (), or girl ()

In the small spaces provided below the following subjects, place a cross under each subject you are now applying to take by correspondence.

Read instructions carefully before filling in.

Table with columns for LANGUAGE (English, French, Latin) and THE ARTS (Literature, Art, Music, Social Studies, Mathematics, Science, Health, Guidance).

Name of your School Inspector

Year you completed Grade VIII

Were you promoted to Grade IX?

Name of School where you completed Grade VIII No.

Have you previously taken any Grade IX work? If so, state when Year where School

Have you previously been enrolled as a Grade IX Correspondence Student?

Do you expect to take Grade X by Correspondence?

Do you expect to complete your high school course to the end of Grade XI?

Do you expect to attend: (a) Normal School? or (b) University?

Name of school you will attend in Grade IX No.

Name of Teacher for 1949-50, (Mr., Mrs., Miss)

Teacher's Address in District

State whether the teacher is a qualified or a permit teacher

On what date will this school re-open for the fall term?

Expected enrolment by grades for the year 1949-50:

Grades I.; II.; III.; IV.; V.; VI.; VII.; VIII.; IX.; X.; Total (I-X)

Name of Sec.-Treas. Address

Distance of your home from the above rural school

Name of Parent (or Guardian) Address

What is the name of the School District in which your Parents (or Guardians) live?

Is it possible for you to attend this school? If not, why not?

Location of your home: Quarter Section Township Range

On what days of the week does mail for your address leave Winnipeg?

On what days do you receive it?

Have you a radio? From what stations is reception clear in daytime?

On what date do you plan to begin attending school to study your course?

If you do not enroll before August 23, state whether you have been in attendance at school

If so, how many days have you attended since August 23, 1949.....

I agree to conform to the regulations laid down by the Department of Education for Grade IX Correspondence Instruction and to study my lessons regularly and faithfully.

Dated this..... day of.....19..... Signature

Signature of Teacher, Parent, or Guardian.....

TO BE COMPLETED BY ADULTS, HOME STUDY STUDENTS, AND NON-RESIDENT STUDENTS ONLY

I enclose herein the sum of...../ Dollars, being the fee charged for:

(a) Registration, \$1.00. (b) Lessons, full year, \$5.00 (c) Corrections, full year, \$10.00.

Signature

N.B. Only adults, home study students, and non-resident students should forward fees with their application forms.

Resident Grade IX pupils who attend school must not forward any fees unless they are advised they must pay a fee for the correction of French or Latin tests.

TO BE COMPLETED BY STUDENTS MAKING APPLICATION FOR FOREIGN LANGUAGE INSTRUCTION

Do you expect to attend University?..... If not, state clearly your reason for wishing to enroll for French or Latin:

If the Inspector decides that my teacher must correct all my tests except French or Latin, I agree to pay the correction fee of Two Dollars (\$2.00) per subject before my first French or Latin tests are mailed to the Correspondence Branch for correction.

Signature of Applicant

To be completed by the teacher for 1949-50, where possible, if applicant enrolls for French or Latin.

Academic Standing of Teacher in:	Grade	University Year
(a) French		
(b) Latin		

Signature of Teacher for 1949-50

N.B. The applicant must not sign the teacher's name.

INSPECTOR'S RECOMMENDATION

In accordance with the provisions of Section 161 (s) and (t) of the Public Schools Act, I hereby limit the programme of work of..... School District No.....to Grades I to VIII and require the aforementioned School District to arrange for any pupils in Grade IX to receive their instruction through the Department by correspondence and to pay the fees therefor.

I further recommend:

(a) that all tests and term examinations be corrected by the teacher, Total Fee \$6.00 ()

OR

(b) that fortnightly tests be corrected by the teacher and term examinations by the Department, Total Fee \$8.00 ()

OR

(c) that all tests and term examinations be corrected by the Department, Total Fee \$16.00 ()

Please check (v) the plan recommended.

I also recommend that the teacher of the above school be required to devote some any time to assisting Grade IX

correspondence students with their difficulties during the regular school hours. On an average..... minutes per day may be devoted to Grade IX students in this school.

Signature of Inspector

N.B.—If possible, this form should be mailed to the Director of Correspondence Instruction, Department of Education, Winnipeg, Manitoba, before July 31, 1949, so that it may be submitted to the Inspector for his recommendation and returned by him to the Department in time to have lessons in the mail by August 12.

BOTH THE ORIGINAL AND DUPLICATE COPY OF THIS FORM MUST BE RETURNED TO THE DIRECTOR OF CORRESPONDENCE INSTRUCTION. DO NOT TEAR THE ORIGINAL AND THE DUPLICATE APART.



IX

PROVINCE OF MANITOBA

DEPARTMENT OF EDUCATION

DUPLICATE

APPLICATION FORM, GRADE IX CORRESPONDENCE COURSES, 1949 - 50

PRINT name in full and

Underline Christian name commonly used.

First name,

middle name,

last name,

Address.....

Date of birth: Month..... Year..... Age..... Check (✓) whether boy (), or girl ()

In the small spaces provided below the following subjects, place a cross under each subject you are now applying to take by correspondence.

Read instructions carefully before filling in.

LANGUAGE				THE ARTS			Social Studies	Mathematics	Science	Health	Guidance		
English (10 periods)	English (6 periods)	French (4 periods)	Latin (4 periods)	Literature	Art	Music							

Name of your School Inspector

Year you completed Grade VIII.....

Were you promoted to Grade IX?.....

Name of School where you completed Grade VIII..... No.....

Have you previously taken any Grade IX work?..... If so, state when..... where.....
Year School

Have you previously been enrolled as a Grade IX Correspondence Student?.....

Do you expect to take Grade X by Correspondence?.....

Do you expect to complete your high school course to the end of Grade XI?.....

Do you expect to attend: (a) Normal School?..... or (b) University?.....

Name of school you will attend in Grade IX..... No.....

Name of Teacher for 1949-50, (Mr., Mrs., Miss).....

Teacher's Address in District.....

State whether the teacher is a qualified or a permit teacher.....

On what date will this school re-open for the fall term?.....

Expected enrolment by grades for the year 1949-50:

Grades I.....; II.....; III.....; IV.....; V.....; VI.....; VII.....; VIII.....; IX.....; X.....; Total (I-X).....

Name of Sec.-Treas..... Address.....

Distance of your home from the above rural school.....

Name of Parent (or Guardian)..... Address.....

What is the name of the School District in which your Parents (or Guardians) live?.....

Is it possible for you to attend this school?..... If not, why not?.....

Location of your home: Quarter..... Section..... Township..... Range.....

On what days of the week does mail for your address leave Winnipeg?.....

On what days do you receive it?.....

Have you a radio?..... From what stations is reception clear in daytime?.....

On what date do you plan to begin attending school to study your course?.....

If you do not enroll before August 23, state whether you have been in attendance at school

If so, how many days have you attended since August 23, 1949.....

I agree to conform to the regulations laid down by the Department of Education for Grade IX Correspondence Instruction and to study my lessons regularly and faithfully.

Dated this..... day of..... 19..... Signature

Signature of Teacher, Parent, or Guardian.....

TO BE COMPLETED BY ADULTS, HOME STUDY STUDENTS, AND NON-RESIDENT STUDENTS ONLY

I enclose herein the sum of...../ Dollars, being the fee charged for:

(a) Registration, \$1.00. (b) Lessons, full year, \$5.00 (c) Corrections, full year, \$10.00.

Signature

N.B. Only adults, home study students, and non-resident students should forward fees with their application forms.

Resident Grade IX pupils who attend school must not forward any fees unless they are advised they must pay a fee for the correction of French or Latin tests.

TO BE COMPLETED BY STUDENTS MAKING APPLICATION FOR FOREIGN LANGUAGE INSTRUCTION

Do you expect to attend University?..... If not, state clearly your reason for wishing to enroll for French or Latin:

If the Inspector decides that my teacher must correct all my tests except French or Latin, I agree to pay the correction fee of Two Dollars (\$2.00) per subject before my first French or Latin tests are mailed to the Correspondence Branch for correction.

Signature of Applicant

To be completed by the teacher for 1949-50, where possible, if applicant enrolls for French or Latin.

Academic Standing of Teacher in:	Grade	University Year
(a) French		
(b) Latin		

Signature of Teacher for 1949-50

N.B. The applicant must not sign the teacher's name.

INSPECTOR'S RECOMMENDATION

In accordance with the provisions of Section 161 (s) and (t) of the Public Schools Act, I hereby limit the programme of work of..... School District No..... to Grades I to VIII and require the aforementioned School District to arrange for any pupils in Grade IX to receive their instruction through the Department by correspondence and to pay the fees therefor.

I further recommend:

(a) that all tests and term examinations be corrected by the teacher, Total Fee \$6.00 ()

OR

(b) that fortnightly tests be corrected by the teacher and term examinations by the Department, Total Fee \$8.00 ()

OR

(c) that all tests and term examinations be corrected by the Department, Total Fee \$16.00 ()

Please check (v) the plan recommended.

I also recommend that the teacher of the above school be required to devote some any time to assisting Grade IX

correspondence students with their difficulties during the regular school hours. On an average..... minutes per day may be devoted to Grade IX students in this school.

Signature of Inspector

N.B.—If possible, this form should be mailed to the Director of Correspondence Instruction, Department of Education, Winnipeg, Manitoba, before July 31, 1949, so that it may be submitted to the Inspector for his recommendation and returned by him to the Department in time to have lessons in the mail by August 12.

BOTH THE ORIGINAL AND DUPLICATE COPY OF THIS FORM MUST BE RETURNED TO THE DIRECTOR OF CORRESPONDENCE INSTRUCTION. DO NOT TEAR THE ORIGINAL AND THE DUPLICATE APART.



PROVINCE OF MANITOBA

DEPARTMENT OF EDUCATION

ORIGINAL

APPLICATION FORM, GRADE X CORRESPONDENCE COURSES, 1949 - 50

PRINT name in full and

Underline Christian name commonly used.

First name, middle name, last name.

Date of birth: Month Year Age Check (v) whether boy (), or girl ()

In the small spaces provided below the following subjects, place a cross under each subject you are now applying to take by correspondence.

Read instructions carefully before filling in.

GRADE IX SUBJECTS												FOR DEPARTMENT USE ONLY	
Literature I	Composition I	Social Studies I	Mathematics I	Science I	Health I	Guidance I	Art I	French I	Latin I	Business Practice I	British History I	T.M.	D.M.
												Total Charge	

Name of Inspector..... Did you receive a Diploma?.....

By whom was your Grade IX Diploma signed.....

Name of school you attended in Grade IX..... No.....

Year you completed Grade IX..... Have you ever been enrolled with the Correspondence Branch?..... If so, state: Year..... Grade..... and whether for a complete course or for a foreign language only.....

Have you previously taken any Grade X work..... If so, state:

Year..... School..... Subjects in which you were promoted.....

Place a check mark (v) within the brackets after each of the following you took in Grade IX:

French (); Latin (); Music (); Art ().

Nearest High School..... Distance from your home.....

Do you expect to take Grade XI at the above school?.....

Which of the following subjects are taught there? French, Latin, German, Business Practice, Geography, Bookkeeping?

Do you expect to complete your high school course to the end of Grade XI?.....

Do you expect to attend: (a) Normal School?..... or (b) University?.....

If you do not expect to attend University and wish to enroll for French or Latin, state your reasons clearly.....

Name of School District..... No.....

Name of Teacher for 1949-50, (Mr., Mrs., Miss).....

Teacher's Address in District.....

On what date will this school re-open for the fall term?..... Is it possible for you to attend this school?.....

If not, why not?.....

Expected enrolment by grades for the year 1949-50: Distance of your home from the above rural school.....

Grades I.....; II.....; III.....; IV.....; V.....; VI.....; VII.....; VIII.....; IX.....; X.....; Total (I-X).....

Name of Parent (or Guardian)..... Address.....

Location of your home: Quarter..... Section..... Township..... Range.....
Have you a Radio?..... From what stations is reception clear in daytime.....
On what days of the week does mail for your address leave Winnipeg?
On what days do you receive it?.....

I agree to conform to the regulations laid down by the Department of Education for Grade X correspondence instruction and to study my lessons regularly and faithfully. I enclose herein the sum of...../100 Dollars, being the fee required by the Department for:

- (a) Registration, \$1.00.
- (b) Lessons for full year, \$5.00.
- (c) Correction of Term Examinations for full year, \$2.00.
- (d) Correction of Tests in a foreign language for full year, \$2.00 if required.

N.B.—The sum of at least \$8.00, viz., the registration fee, (\$1.00), fee for lessons, (\$5.00), and the fee for correction of Term Examinations, (\$2.00), must accompany each application. Applicants who have tests in foreign languages corrected by the Correspondence Branch must forward at least \$10.00 with their applications. At least one-half the fee for corrections must be paid as soon as it is decided how much work will be corrected by the Correspondence Branch.

Dated this..... day of..... 19..... Signature

Signature of Teacher, Parent, or Guardian.....

TO BE FILLED IN BY THE TEACHER WHERE POSSIBLE

If granted permission to do so by the Inspector, will you be able to correct tests for the above?.....
State your academic standing (Grade XI, XII, Second Year Arts, etc.)

Academic Standing of Teacher in:	Grade	University Year
(a) French		
(b) Latin		

.....
Signature of Teacher for 1949-50

N.B. The applicant must not sign the teacher's name.

INSPECTOR'S RECOMMENDATION

I hereby recommend that the tests and examinations written by the above named Grade X correspondence student be corrected as follows:

- (a) Fortnightly tests by the teacher; and November, March, and June Term Examinations by the Department Fee \$ 2.00
- OR
- (b) All tests and examinations by the Department Fee \$10.00

.....
Signature of Inspector

N.B.—If possible, this form should be mailed to the Director of Correspondence Instruction, Department of Education, Winnipeg, Manitoba, before August 1, 1949 so that it may be submitted to the Inspector for his recommendation and returned to the Department before August 10. To avoid delay in mailing lessons, this form should be mailed direct to the Correspondence Branch. DO NOT send it to the Inspector, or hold it for the teacher's signature if it is filled in before your school opens.

BOTH THE ORIGINAL AND DUPLICATE COPY OF THIS FORM MUST BE RETURNED TO THE DIRECTOR OF CORRESPONDENCE INSTRUCTION. DO NOT TEAR THE ORIGINAL AND THE DUPLICATE APART.



PROVINCE OF MANITOBA

DEPARTMENT OF EDUCATION

DUPLICATE

APPLICATION FORM, GRADE X CORRESPONDENCE COURSES, 1949 - 50

PRINT name in full and

Underline Christian name commonly used. Address

First name,

middle name,

last name.

Date of birth: Month Year Age Check (v) whether boy (), or girl ()

In the small spaces provided below the following subjects, place a cross under each subject you are now applying to take by correspondence.

Read instructions carefully before filling in.

Table with 14 columns for Grade IX subjects: Literature I, Composition I, Social Studies I, Mathematics I, Science I, Health I, Guidance I, Art I, French I, Latin I, Business Practice I, British History I.

FOR DEPARTMENT USE ONLY

T.M. D.M.

Total Charge

Name of Inspector Did you receive a Diploma?

By whom was your Grade IX Diploma signed

Name of school you attended in Grade IX No.

Year you completed Grade IX Have you ever been enrolled with the Correspondence Branch? If so, state:

Year Grade and whether for a complete course or for a foreign language only

Have you previously taken any Grade X work If so, state:

Year School Subjects in which you were promoted

Place a check mark (v) within the brackets after each of the following you took in Grade IX:

French (); Latin (); Music (); Art ().

Nearest High School Distance from your home

Do you expect to take Grade XI at the above school?

Which of the following subjects are taught there? French, Latin, German, Business Practice, Geography, Bookkeeping?

Do you expect to complete your high school course to the end of Grade XI?

Do you expect to attend: (a) Normal School? or (b) University?

If you do not expect to attend University and wish to enroll for French or Latin, state your reasons clearly

Name of School District No.

Name of Teacher for 1949-50, (Mr., Mrs., Miss)

Teacher's Address in District

On what date will this school re-open for the fall term? Is it possible for you to attend this school?

If not, why not?

Expected enrolment by grades for the year 1949-50: Distance of your home from the above rural school

Grades I; II; III; IV; V; VI; VII; VIII; IX; X; Total (I-X)

Name of Parent (or Guardian) Address

Location of your home: Quarter..... Section..... Township..... Range.....

Have you a Radio?..... From what stations is reception clear in daytime.....

On what days of the week does mail for your address leave Winnipeg?

On what days do you receive it?.....

I agree to conform to the regulations laid down by the Department of Education for Grade X correspondence instruction and to study my lessons regularly and faithfully. I enclose herein the sum of...../100 Dollars, being the fee required by the Department for:

- (a) Registration, \$1.00.
- (b) Lessons for full year, \$5.00.
- (c) Correction of Term Examinations for full year, \$2.00.
- (d) Correction of Tests in a foreign language for full year, \$2.00 if required.

N.B.—The sum of at least \$8.00, viz., the registration fee, (\$1.00), fee for lessons, (\$5.00), and the fee for correction of Term Examinations, (\$2.00), must accompany each application. Applicants who have tests in foreign languages corrected by the Correspondence Branch must forward at least \$10.00 with their applications. At least one-half the fee for corrections must be paid as soon as it is decided how much work will be corrected by the Correspondence Branch.

Dated this..... day of.....19..... Signature

Signature of Teacher, Parent, or Guardian.....

TO BE FILLED IN BY THE TEACHER WHERE POSSIBLE

If granted permission to do so by the Inspector, will you be able to correct tests for the above?.....

State your academic standing (Grade XI, XII, Second Year Arts, etc.)

Academic Standing of Teacher in:	Grade	University Year
(a) French		
(b) Latin		

.....
Signature of Teacher for 1949-50

N.B. The applicant must not sign the teacher's name.

INSPECTOR'S RECOMMENDATION

I hereby recommend that the tests and examinations written by the above named Grade X correspondence student be corrected as follows:

- (a) Fortnightly tests by the teacher; and November, March, and June Term Examinations by the Department Fee \$ 2.00
- OR
- (b) All tests and examinations by the Department Fee \$10.00

.....
Signature of Inspector

N.B.—If possible, this form should be mailed to the Director of Correspondence Instruction, Department of Education, Winnipeg, Manitoba, before August 1, 1949 so that it may be submitted to the Inspector for his recommendation and returned to the Department before August 10. To avoid delay in mailing lessons, this form should be mailed direct to the Correspondence Branch. DO NOT send it to the Inspector, or hold it for the teacher's signature if it is filled in before your school opens.

BOTH THE ORIGINAL AND DUPLICATE COPY OF THIS FORM MUST BE RETURNED TO THE DIRECTOR OF CORRESPONDENCE INSTRUCTION. DO NOT TEAR THE ORIGINAL AND THE DUPLICATE APART.

MANITOBA DEPARTMENT OF EDUCATION

Grade XII

APPLICATION FORM, GRADE XII CORRESPONDENCE COURSES,
1948-49

PRINT, Name in full. Mr.
Underline Christian Mrs.
name commonly used. Miss
First name, middle name, last name
Address

Date of Birth: Day Month Year

In the small spaces below the following subjects, place a cross under each subject you are now applying to take by correspondence. Read instructions carefully before filling in. Year you wrote Grade XI Examinations..... Did you write Departmental Examinations?...

Composition The Novel The Drama & Poetry	History A	Mathematics or	Commercial Arithmetic	Chemistry	Physics	French	Latin				

OR
Did you obtain your standing by recommendation in the General Course?

OR
Did you obtain your standing on the recommendation of an accredited collegiate?.....

Examination Centre where you wrote Names of any Grade XI subjects in which you have not yet secured pass standing

Have you previously written the Grade XII Examinations? If so, state: Year Examination Centre Subjects in which you secured pass standing.....

Nearest Secondary School Distance from home.....

Will you be able to attend this school? Name of Principal of above school Address of Principal in district

Check (✓) the type of course you wish to take:
General Course Normal Entrance or
Matriculation

Do you expect to attend: (a) Normal School?.... or (b) University?

Name of your School Inspector

On what days of the week does mail for your address leave Winnipeg?

On what days do you receive it?

Name of Parent (or Guardian)

Address

I agree to conform to the rules and regulations laid down by the Department of Education for Grade XII Correspondence Instruction and enclose herein the sum of /100 Dollars in (full)(partial) payment of the fees required for the courses for which I am enrolling. For particulars re fees and their payment see Sections 3, 8, 9, 10, 11, and 12 of the regulations.

Dated this Day of 194...

Signature

Signature of Parent or Guardian

N.B. If possible, this form together with the required fee should be mailed to the Director of Correspondence Instruction, Department of Education, Winnipeg, Manitoba, before August 14, 1948.

WHERE POSSIBLE, THE SECTION BELOW SHOULD BE FILLED IN BY THE PRINCIPAL OF THE SECONDARY SCHOOL WHICH THE APPLICANT WILL ATTEND.

If granted permission to do so by the Department, will you and other members of your staff be able to correct any tests for the above named? If so, state subjects which will be corrected.

In the proper spaces in the form below, check (✓) the academic standing of the teacher or teachers who will correct the tests in the respective subjects.

	Chem-istry	Eng-lish	History	Maths.	Physics	French	Latin
Grade XII or First Year University							
Second Year University							
Third Year University							
Fourth Year University							

N.B. Teachers will not be permitted to correct tests for Grade XII correspondence students in any subject which they have not taught in Grade XII and in which they have not at least Third Year University Standing.

Signature of Principal

THE SECTION BELOW MUST BE COMPLETED BY ALL THOSE (EXCEPT TEACHERS) WHO WISH TO ENROLL FOR HOME STUDY COURSES.

1. Why are you unable to attend your nearest secondary school?
2. Will you be able to study regular school hours for five days in each week?
3. If not, state the average number of hours per day you will be able to study in the daytime.
4. (a) How many evenings per week will you be able to devote to study?
- (b) On the average, how many hours per evening will you be able to study?
5. Who will supervise the distribution of your lessons?
Name Address
6. Who will supervise the writing of your fortnightly tests?
Name Address
7. In what school will you write your December and Easter Term Examinations? Name of School No.....
Teacher's Name Address

THE SECTION BELOW IS TO BE COMPLETED ONLY BY TEACHERS.

Name of your school No.....

Do you want to have all your tests corrected by the Correspondence Branch?

N.B. Permit teachers must have all their fortnightly tests corrected by the staff of the Correspondence Branch.

On the average, how many hours per week will you be able to devote to study?

Who will supervise the writing of your December and Easter Term Examinations?

Name of Supervisor Address

Are you a permit teacher?

MANITOBA DEPARTMENT OF EDUCATION
CORRESPONDENCE BRANCH

GRADE.....
LEVEL.....

APPLICATION FORM FOR HIGH SCHOOL STUDENTS ENROLLING
FOR CORRESPONDENCE INSTRUCTION IN OPTIONAL SUBJECTS

PRINT: Name

Address Name of
Inspector:

Date of Birth: Day Month Year ...

Name of Parent (or Guardian)Address

School District No.

Name of Principal or Teacher

Principal's or Teacher's Address in District

Is the above school a one-room rural school? If so,
state enrolment

Is the above school a secondary school? If so, state:
High School Enrolment No. of High School Teachers...

State the subject and the grade or the level in which you
wish to receive correspondence instruction: Subject
Grade or Level

If you are enrolling for correspondence instruction in any
subject of the Second Year Senior High School Course, check
(✓) whether your level I Statement of Standing was stamped
with the following statement: "This student has special
permission to attempt all subjects of Level Two in one school
year". Yes No

Name of School which you attended in:
(a) Grade X Year Two options taken.....
(b) Grade XI Year Two options taken.....

If you are studying any other subjects, state:
(a) Grade or Level

Do you expect to attend: (a) Normal School ...
(b) University

If you do not expect to attend University and if you are apply-
ing for instruction in French or Latin, why do you wish to en-
roll for a foreign language?

Do you expect to continue with your high school course until
you complete Grade XI?

I enclose herewith the sum of /100 Dollars,

being the fee required by the Department for:

- | | | |
|---|---|------------|
| (a) Registration Fee | Grade IX, X or XI | \$1.00 |
| (b) Correspondence Lessons | (Grade IX or X -- subject) | \$1.00 per |
| | (Grade XI -- subject except Bookkeeping II) | \$2.00 per |
| | | \$3.00 |
| <u>either</u> (c) Correction of all tests and term examinations | (Grade IX or X -- subject) | \$2.00 per |
| | (Grade XI -- subject except Bookkeeping II) | \$3.00 per |
| | | \$5.00 |
| <u>or</u> (d) Correction of Grade IX or X term examinations | -- 50¢ per subject, only if the teacher of the above school is agreed to correct all fortnightly tests. | |

Dated thisDay of..... 19.....

Signature

No applicant will be enrolled for correspondence instruction in any subject until the required fee has been paid.

To be completed by the teacher:

Academic Standing of Teacher in:	Grade	University Year
(a) French		
(b) Latin		

Fortnightly tests will be marked by the teacher in subject
or subjects

Teachers's Signature

Teachers will not be permitted to correct any Grade IX or X tests in a foreign language in which they have not at least Grade XII standing.

To be completed by Level I, Level II, or Grade XII students who wish to cover more than one year's work in a foreign language within one year.

Check (✓) the subjects you plan to complete before June 30.

<u>Grade IX</u>	<u>Level I</u>	<u>Level II</u>	<u>Grade XII</u>
Latin	Latin	Latin	Latin A & B
French	French	French	French A & B

Do you expect to write Level II or Grade XII Departmental Examinations in the above foreign language in June of the current school year?

If not, when do you expect to write:

- (a) Level II Examinations?
- (b) Grade XII Examinations?

In how many other subjects have you:

- (a) Grade XI Standing? Grade XII Standing?

If you have written any Grade XI or XII Departmental Examinations, please state:

Grade Year, 194..., Examination Centre,
Subjects passed

Fees	GRADE NINE	LEVEL ONE	LEVEL TWO	
			French II, Latin II Regional Geog. II	Bookkeeping II
Registration Fee	\$1.00	\$1.00	\$1.00	\$1.00
Lessons & Tests per subject	\$1.00	\$1.00	\$2.00	\$3.00
Correction of Fortnightly Tests and Term Examinations	\$2.00	\$2.00	\$3.00	\$5.00
Correction of Term Examinations only*	.50	\$.50	\$.75	\$1.25
Total fee for registration, lessons, and corrections in one subject	\$4.00	\$4.00	\$6.00	\$9.00
Total Fee for registration, lessons, and corrections in two subjects.	\$7.00	\$7.00	\$11.00	\$14.00

*NOTE: The fee for the correction of term examinations is included in the fee charged students who have all their work marked by the Correspondence Branch.

The full amount of the fee must be forwarded with each application form. Read instructions Re: Fees carefully.

Students who discontinue their courses during the year will not be permitted to return any of their unused lessons. No refunds will be made for lessons or for correction of term examinations or Tests 1 - 8. Fees charged for the correction of Tests 9 - 18 will not be refunded to any students who have had tests corrected beyond Test 8. The registration fee will not be refunded.

GRADE IX STUDENTS WHO DO NOT EXPECT TO ATTEND UNIVERSITY SHOULD NOT ENROLL FOR CORRESPONDENCE INSTRUCTION IN A FOREIGN LANGUAGE

APPENDIX D

BOOK LISTS AND ORDER FORMS

MANITOBA DEPARTMENT OF EDUCATION
CORRESPONDENCE COURSES
1948-49

GRADES I-IV

BOOK LIST
&
ORDER FORM

(Please use this as an order form when sending your order and remittance to the Manitoba Text Book Bureau.)

NOTE: Books should be ordered from the Manitoba Text Book Bureau, 146 Notre Dame Avenue, East, Winnipeg, Manitoba. Please forward with your order a Postal Note or Money Order made payable to the Manitoba Text Book Bureau for the full amount. Register your letter if you send cash. Do not ask for C.O.D. service.

Quantity	<u>GRADE I</u>	Price	Amount
<u>NEW BASIC READERS:</u>			
.....	We Come and Go (Third Pre-Primer).....	\$.25	.....
.....	Fun With Dick and Jane (Primer) .....	.65	.....
.....	Our New Friends (Book One) .....	.75	.....
.....	Box of Crayons (Wax) .....	.15	.....
.....	Ruler .....	.05	.....

It is suggested that homes secure, especially for the work of the lower grades, a piece of blackboard cloth. The Text Book Bureau can furnish this in two sizes. The cloth can be backed on any smooth surface, or upon a wooden frame.

Blackboard cloth (No. 1 quality)

.....	50 inches by 36 inches, with chalk, postpaid for	\$3.00	.....
.....	25 inches by 36 inches, with chalk, postpaid for	1.50	.....

GRADE II

NEW BASIC READERS:

.....	Friends and Neighbors (for Lessons 1 to 10)...	\$.85	.....
.....	More Friends and Neighbors (for Lessons 11-20)...	.85	.....
.....	Canadian Speller, Book One (Grades II, III & IV)...	.25	.....
.....	Jolly Numbers, Book One (for Lessons 1 to 6)...	.35	.....
.....	Jolly Numbers, Book Two (First half - for lessons 7 to 12) .....	.35	.....
.....	Jolly Numbers, Book Two (Second Half - for lessons 13 to 18) .....	.35	.....
.....	Box of Crayons .....	.15	.....

GRADE III

NEW BASIC READERS:

.....	Streets and Roads (for lessons 1 to 10).....	\$.90	.....
.....	More Streets and Roads (for lessons 11-20).....	.90	.....
.....	A Canadian Speller, Book One (for Grades II, III, and IV) - Quance.....	.25	.....
.....	Living Arithmetic Workbook, Grade III.....	.55	.....
.....	Exercises in Arithmetic for Grade III (Ginn & Co.)	.35	.....

Quantity		Price	Amount
.....	Box of Paints (8 colours and brush).....	\$.55	.....
.....	Bailey Writing Course (Book I).....	.20	.....
.....	A Journey to Healthland (Health Book)	1.20	.....

GRADE IV

.....	Highroads to Reading, Book Four	\$.40	.....
.....	Canadian Speller, Book One (Grades II,III & IV)	.25	.....
.....	The MacLean Method of Writing - Compendium No.4	.20	.....
.....	Wide-Awake School (Health Book) .....	.95	.....
.....	Box of Paints (8 colours and brush) .....	.55	.....

One of the following is recommended for Grade IV and upwards:

.....	Collin's Modern Standard English Dictionary....	\$.35	.....
.....	Highroads Dictionary .....	.75	.....
.....	Winston Dictionary for Canadian Schools .....	.85	.....

TOTAL

Please forward to:

Name

Post Office

Amount of Remittance Accompanying

MANITOBA DEPARTMENT OF EDUCATION
CORRESPONDENCE COURSES

1948-49

GRADES V-VIII

BOOK LIST
&
ORDER FORM

(Please use this as an order form when sending your order and remittance to the Manitoba Text Book Bureau.)

NOTE: Books should be ordered from the Manitoba Text Book Bureau, 146 Notre Dame Avenue, East, Winnipeg. Please forward with your order a Postal Note or Money Order made payable to the Text Book Bureau for the full amount. If you send cash, register your letter. Do not ask for C.O.D. service.

Quantity	<u>GRADE V</u>	Price	Amount
.....	Canadian Speller, Book One, Quance	\$.25	.....
.....	Highroads to Reading, Book V .....	.40	.....
.....	Manitoba Arithmetic, Grade V .....	.20	.....
.....	Answers to Manitoba Arithmetic (V-VI).....	.50	.....
.....	Vitalized English, Grade V .....	.50	.....
.....	Health, Safety, and Success .....	.85	.....
.....	Dent's Canadian School Atlas	1.25	.....
.....	Ways of Living in Manitoba .....	.50	.....
.....	The Story Workbook in Canadian History (Harman & Jeanneret) .....	.50	.....
.....	Palmer Method Handwriting, (Grades V-VI) .....	.23	.....
.....	Box of Paints .....	.55	.....
	<u>GRADE VI</u>		
.....	Canadian Speller, Book One, Quance	\$.25	.....
.....	Highroads to Reading, Book VI .....	.45	.....
.....	Manitoba Arithmetic, Grade VI .....	.20	.....
.....	Answers to Manitoba Arithmetic (Grades V-VI) ..	.50	.....
.....	Vitalized English, Grade VI .....	.50	.....
.....	Health, Safety, and Success .....	.85	.....
.....	Dent's Canadian School Atlas	1.25	.....
.....	Ways of Living in Manitoba .....	.50	.....
.....	The Story Workbook in Canadian History (Harman & Jeanneret) .....	.50	.....
.....	Palmer Method of Handwriting, (Grades V-VI) ....	.23	.....
.....	Box of Paints .....	.55	.....
	<u>GRADE VII</u>		
.....	Canadian Speller, Book One, Quance .....	.30	.....
.....	Canada Book of Prose and Verse, Book II .....	.50	.....
.....	Shakespeare's A Midsummer Nights's Dream .....	.28	.....
.....	Mathematics We Use	1.00	.....
.....	Science Indoors and Out, Book I and II	1.10	.....
.....	English Every Day, Daily Life Series	1.25	.....
.....	The Builders of the Old World, Hartman and Ball.	1.35	.....
.....	Your Health and Safety .....	.90	.....
.....	Set of Pictures for Picture Study (7), Grade VII and VIII Set E .....	.20	.....

Quantity	Price	Amount
.....Box of Paints	\$.55	.....

GRADE VIII

.....Canadian Speller, Book Two, Quance .....	.30	.....
.....Canada Book of Prose and Verse, Book II .....	.50	.....
.....Shakespeare's A Midsummer Night's Dream .....	.28	.....
.....Mathematics for Every Day Use, Book II .....	.45	.....
.....Answers for Mathematics for Every Day Use, Book II .....	.25	.....
.....Science Indoors and Out, Books I and II	1.10	.....
.....You and Your English	1.65	.....
.....The English-Speaking World - Leckie et al	1.75	.....
.....Your Health and Safety .....	.90	.....
.....Set of Pictures for Study (7) Set E .....	.20	.....
.....Box of Paints .....	.55	.....

NOTE: One of the following is recommended for all students:

.....Collin's Modern Standard English Dictionary .....	.35	.....
.....Highroads Dictionary .....	.75	.....
.....Winston Dictionary for Canadian Schools .....	.85	.....

TOTAL

Please forward to:

Name

Post Office

Amount of Remittance Accompanying

MANITOBA DEPARTMENT OF EDUCATION
CORRESPONDENCE BRANCH

GENERAL
INSTRUCTIONS

Text Book List & Order Form
Grades IX - XII

Students who wish to order any texts from the Manitoba Text Book Bureau should use this sheet as an order form. Before ordering, students should read the instructions regarding courses carefully so that they will not make any mistake in ordering the books they require.

In the left-hand column under "Quantity" indicate the number of copies of each text you wish to order, and in the right-hand column under "Amount" write in the cost of the number of each text ordered. Be sure that the total is added correctly.

Please forward with your order a Postal Note or Money Order made payable to the Manitoba Text Book Bureau for the full amount of the total cost. Do not remit cash unless you register your letter.

PRINT: (NAME
(
(POST OFFICE

Enclosed find Postal Note or Money Order
for the sum of/100
Dollars.

Signature

Date, 194...

ORDERS AND REMITTANCES FOR TEXT BOOKS MUST NOT BE FORWARDED
TO THE CORRESPONDENCE BRANCH BUT SHOULD BE MAILED DIRECT TO:

The Manitoba Text Book Bureau,
146-148 Notre Dame Ave., E.,
Winnipeg, Manitoba.

PLEASE ACCOMPANY YOUR ORDER TO THE TEXT BOOK BUREAU
WITH A REMITTANCE IN FULL PAYMENT. DO NOT ASK FOR
C.O.D. SERVICE.

MANITOBA DEPARTMENT OF EDUCATION
CORRESPONDENCE BRANCH

1948 - 49

GRADE IX

Text Book List and Order Form

Quantity		Price	Amount
	<u>SPELLING:</u>		
.....	The Canadian Speller, Book II (Rev. Ed.): Quance	\$.30	.....
	<u>LITERATURE:</u>		
.....	The Tempest: Shakespeare .....	.28	.....
.....	Canada Book of Prose and Verse, Book III: Pierce et al .....	.75	.....
.....	The Call of the Wild: London .....	.45	.....
	(Students should procure all three texts at the beginning of the term so they will have them on hand when required.)		
	<u>LANGUAGE:</u>		
.....	English For Your World: Johnson & McGregor..	1.40	.....
.....	*A Practice Book in English Skills .....	.78	.....
	Johnson & McGregor. *(Not required for students taking French or Latin.)		
	<u>SOCIAL STUDIES:</u>		
.....	The Story of Nations: Rogers, Adams & Brown..	1.75	.....
	(Manitoba Edition)		
	<u>MATHEMATICS:</u>		
.....	Mathematics in Action, Book III: Hart, John, & Robinson .....	.80	.....
.....	Graph Exercise Book .....	.08	.....
	<u>SCIENCE:</u>		
.....	Biology and Human Welfare: Peabody & Hunt ..	1.20	.....
	<u>HEALTH AND GUIDANCE:</u>		
.....	Effective Living: Turner and McHose	1.80	.....
	<u>ART</u>		
.....	Student's Water Color Box .....	.55	.....
.....	Set of 18 pictures for Grade IX Correspondence Course in Art (Manitoba Text Book Bureau)...	.35	.....
	<u>MUSIC:</u>		
.....	The Manitoba School Song Book, Melody Ed., Kinley .....	.55	.....
	<u>FRENCH:</u>		
.....	Junior French: O'Brien & La France	1.80	.....
.....	Contes Dramatiques, Hills and Dondo .....	.55	.....
	<u>LATIN:</u>		
.....	Latin for Today, 1939 (Combined Ed.): Gray, Jenkins, McEvoy and Dale	1.00	.....

TOTAL

MANITOBA DEPARTMENT OF EDUCATION
CORRESPONDENCE BRANCH
1948 - 49

GRADE X

Text Book List and Order Form

Quantity		Price	Amount
	<u>LITERATURE I:</u>		
.....	Twelfth Night: Shakespeare	\$.28	.....
.....	Poems Chiefly Narrative: Macdonald and Walker .....	.60	.....
.....	A Book of Good Stories: McNally .....	.55	.....
.....	On Stage: Voaden .....	.85	.....
.....	The Path of the King: Buchan .....	.75	.....
	(Students should procure all five texts at the beginning of the term so they will have them on hand when required.)		
	<u>COMPOSITION I:</u>		
.....	Mastering Effective English: Tressler & Lewis	1.05	.....
	<u>SOCIAL STUDIES I:</u>		
.....	World Geography: Bradley	3.00	.....
	<u>MATHEMATICS I:</u>		
.....	<u>Algebra:</u>		
.....	High School Algebra: Crawford .....	.50	.....
.....	Graph Exercise Book .....	.08	.....
.....	<u>Geometry:</u>		
.....	Geometry for High Schools: Riter & Snyder .....	.80	.....
	<u>Arithmetic:</u>		
.....	*Mathematics in Action, Book III .....	.80	.....
	<u>SCIENCE I:</u>		
.....	Everyday Problems in Science: Beauchamp, Mayfield, West	2.10	.....
.....	A Study-Book for Everyday Problems in Science: Pupil's Edition, Beauchamp, Mayfield, West	1.20	.....
	<u>HEALTH I:</u>		
.....	*Effective Living: Turner & McHose	1.80	.....
	<u>FRENCH I:</u>		
.....	Junior French: O'Brien & Lafrance	1.80	.....
.....	Elementary New French Reader: Ford & Hicks .....	.55	.....
	<u>LATIN I:</u>		
.....	*Latin for Today, 1939 Combined Ed.: Gray, Jenkins, et al	1.00	.....
	<u>BUSINESS PRACTICE I:</u>		
.....	Essentials of Business Practice: Pitman	1.00	.....
	<u>ART I:</u>		
.....	The Direct Technique of Water Color Painting: Carlson	1.20	.....
	<u>BRITISH HISTORY I:</u>		
.....	A Short Social and Political History of Britain: Mackie	1.25	.....
	TOTAL		

N.B. Texts marked with an asterisk (*) are used in Grade IX.

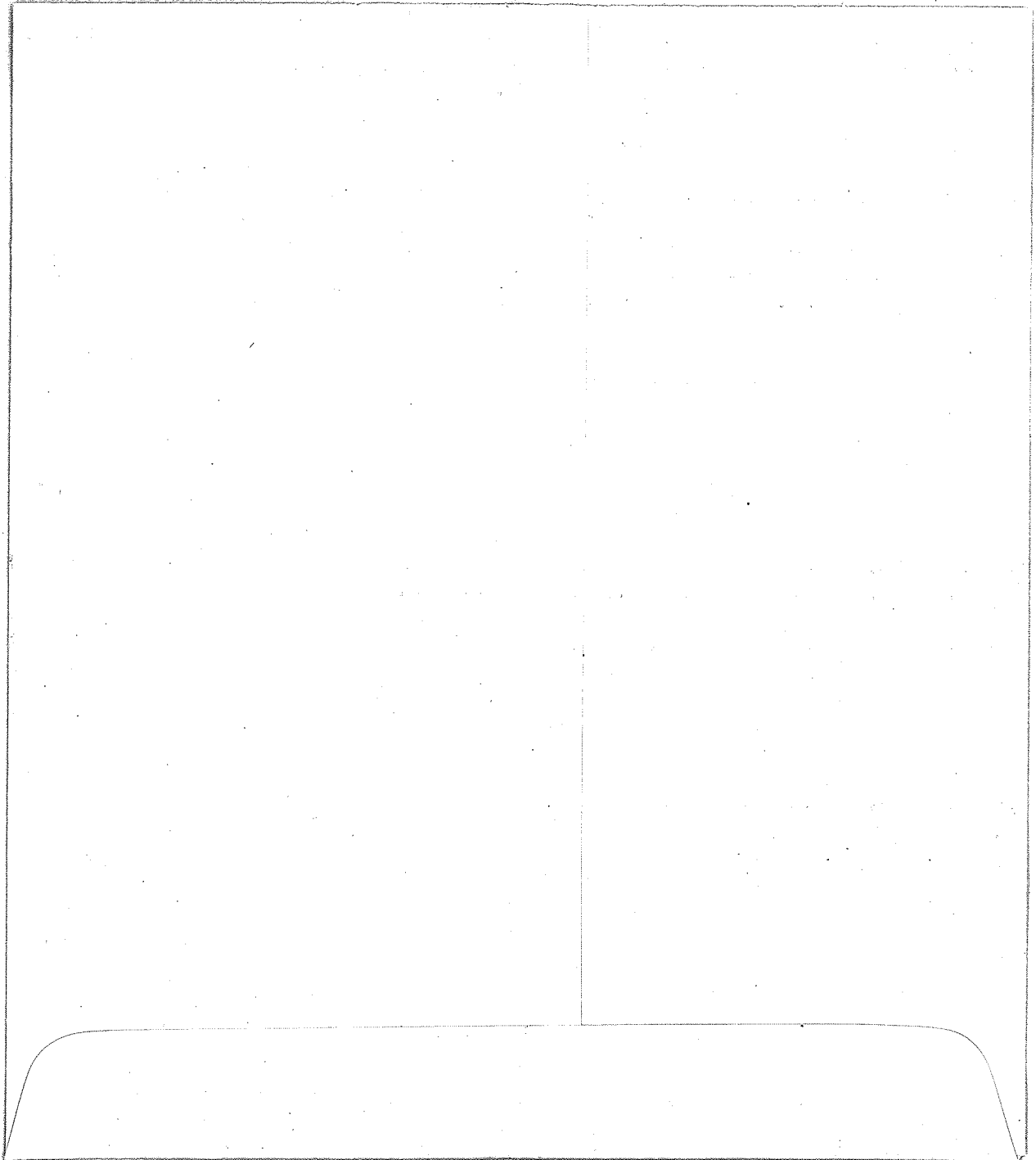
MANITOBA DEPARTMENT OF EDUCATION
CORRESPONDENCE BRANCH
1948-49

GRADE XII

Text Book List and Order Form

Quantity		Price	Amount
	<u>ENGLISH:</u>		
	<u>English A - Composition and Novel:</u>		
.....	Pride and Prejudice: Austen (Pocket Book Ed.)	.25	.....
.....	The Return of the Native: Hardy	1.35	.....
.....	A Book of Good Essays: Sealey .....	.50	.....
	<u>English B - Drama and Poetry:</u>		
.....	Romeo & Juliet: Shakespeare .....	.28	.....
.....	Dark Harvest: Pharis .....	.50	.....
.....	Arms and the Man: Shaw	1.00	.....
.....	A Selection of English Poetry: Macdonald & Walker	1.35	.....
	<u>HISTORY:</u>		
.....	Modern History: New and Trotter	1.75	.....
	<u>MATHEMATICS:</u>		
.....	A First Year of College Mathematics: Brink..	4.25	.....
.....	A Square-ruled Exercise Book for An. Geometry (Man. Text Book Bureau)....	.20	.....
	<u>ARITHMETIC:</u>		
.....	A Commercial Arithmetic for Secondary Schools: Batstone .....	.80	.....
	<u>SCIENCE:</u>		
.....	Introduction to College Chemistry, 1942 Edition: McPherson and Henderson	3.50	.....
.....	New Practical Physics: Black and Davis	1.25	.....
	This text was used in Grade XI.		
	<u>FRENCH:</u>		
.....	Beginners' French Grammar: Olmsted & Sirich.	1.75	.....
.....	Colomba; Mérimée .....	.70	.....
.....	French Short Stories: New Edition by Humphreys	1.05	.....
	The edition by Hills and Holbrook may be used by any student who already has a copy.		
	<u>LATIN:</u>		
.....	Latin Prose and Poetry: Bonney and Niddrie..	1.20	.....
.....	Latin Prose and Composition: Bonney and Niddrie	1.35	.....
	TOTAL		

APPENDIX E
FILING CARDS USED BY THE
CORRESPONDENCE BRANCH



Mailing card used in conjunction with the large blue cards. Provides a ready reference on the work that the student has in hand, and indicates when succeeding lessons should be mailed.

ENROLLED		FOR				INSPECTOR	SCHOOL DISTRICT													
MAILED	COMPLETED	RECEIVED	RETURNED	DAYS ATTENDED	TEST OR EXAM.	COMP. & NOVEL & POETRY	MATHS.	ARITHMETIC	CHEMISTRY	PHYSICS	FRENCH	LATIN	MEAN	DECILE RANK	PROGRESS	CIRCULARS				
					GR.															
					1. SEPT.															
					2. OCT.															
					3. NOV.															
					4. DEC.															
					5. JAN.															
					6. FEB.															
					7. MARCH															
					8. APRIL															
					9. MAY															
					10. JUNE															
					DECEMBER															
					EASTER															
					JUNE															
					SUPPLE-MENTAL															
NEAREST H.S.	DISTANCE MI.		PRINCIPAL	GENERAL COURSE		NORMAL ENTRANCE		MATRICULATION		NORMAL		UNIVERSITY								
HOURS STUDY PER WEEK	DAYTIME	EVENING	TOTAL	SUPERVISOR																
PARENT OR GUARDIAN												K.W. 935								
											1.	2.	3.	4.	5.	6.	7.	8.	9.	J.

TYPEWRITER TITLE ON BOTH SIDES BEFORE REMOVING STUB.
 REMINGTON RAND LIMITED
 KARDEX VISIBLE DIVISION
 TYPEWRITER TITLE ON BOTH SIDES BEFORE REMOVING STUB.
 EACH BOTH SIDES OF CARD ARE TO BE USED
 TYPYIST PLEASE NOTE - THIS SCALE CORRESPONDS TO TYPEWRITER (PICA) SCALE - SET PAPER GUIDES SO THAT CARD SCALE WILL REGISTER WITH MACHINE SCALE WHEN CARD IS TURNED INTO WRITING POSITION. START INDEX THREE (3) POINTS FROM LEFT EDGE OF CARD. USE OTHER POINTS OF SCALE FOR OTHER DIVISIONS OF VISIBLE TITLE. SET TABULATORS TO INSURE PERFECT ALIGNMENT OF EACH DIVISION OF INFORMATION. FOLD BACK OR REMOVE STUB AFTER TYPING. USE NEW TYPEWRITER RIBBON.

Grade X II home study students. Correspondence
Branch corrects all of the work.

Home study students of all grades except Grade XII
which has different subjects and uses a blue
card with a different face.

The arrangement for the correction of the work is
indicated by a mark on the face of the card.

APPENDIX F

SOME FORM LETTERS USED BY THE
CORRESPONDENCE BRANCH

Correspondence Branch
C.J. HUTCHINGS
Director.

Province of Manitoba
DEPARTMENT OF EDUCATION
Winnipeg, Manitoba

GRADE IX

Dear Sir (or Madam):

Herewith you will find full particulars of the Grade IX Correspondence Courses offered by the Department of Education.

Section 161 of "The Public Schools Act" now reads as follows: "It shall be the duty of the trustees of rural school districts and they shall have power,

(s) TO FURNISH INSTRUCTION in grades one to nine, inclusive, in the school in each respective district, unless by reason of the number of pupils enrolled, the inspector limits the programme of work to grades one to eight inclusive, and where the programme is so limited to arrange for any pupils in grade nine to receive their instruction through the department by correspondence or, with approval of the minister, to arrange for any such pupil to attend the secondary school nearest to his residence;

(t) TO PAY THE FEES for instruction in grade nine received by a pupil by correspondence or by attendance at a secondary school as arranged by the trustees with the approval of the minister, pursuant to paragraph (s)."

Any Grade IX student living in a district in which the enrolment is quite heavy and in which it is expected that Grade IX work will be taken by correspondence should complete an application form for Grade IX Correspondence Courses and mail it promptly to:

The Director of Correspondence Instruction,
Department of Education,
Winnipeg, Manitoba.

Such application will be forwarded from this office to the Inspector for his recommendation. As soon as we receive the Inspector's reply we shall advise each applicant whose application has not been accepted.

RESIDENT GRADE IX STUDENTS ATTENDING SCHOOL SHOULD NOT FORWARD ANY FEES WITH APPLICATIONS WHICH THEY SUBMIT. ONLY THE FEE CHARGED FOR THE CORRECTION OF FOREIGN LANGUAGE MUST BE PAID BY THE STUDENT AND MUST BE SENT IN WITH THE APPLICATION.

A fee of at least \$6.00 should accompany each application submitted by an adult, a non-resident, or a student who receives permission to study at home, unless the total fee for a partial course is less than \$6.00. In cases where tests and term examinations are to be corrected by the Correspondence Branch an additional sum of \$10.00 should accompany each application.

APPLICATIONS FROM ADULTS, NON-RESIDENTS, AND HOME STUDY

STUDENTS WILL NOT BE ACCEPTED UNLESS ACCOMPANIED BY THE MINIMUM INITIAL INSTALMENT. SUCH APPLICATIONS WILL BE RETURNED TO THE APPLICANTS.

It is important that the expected enrolment in each grade of your school be given in your application.

Yours truly,

Assistant Director.

RE: LETTERS TO THE CORRESPONDENCE BRANCH FROM TEACHERS

In order that we may be able to answer correspondence more promptly we request the teachers to ASSIST by giving us the following information when writing about correspondence students:

- (i) Name and Grade
- (ii) School
- (iii) Information as to whether the student is enrolled for:
 - (a) Foreign Language, only;
 - (b) Lesson Helps, only;
 - (c) As a Home Study Student.

<u>Illustration</u>
Re: John W. Smith, Gr. IX (X or XII)
.....S.D.

Re: Mary E. Tait, Gr. IX (X or XII)
Foreign Language (or Lesson Helps)
.....S.D.

(iv) The teachers should sign their names thus:

Mr., Miss, or Mrs.,

Christian name or initials,

Surname

Teacher of S.D. #

RE: LETTERS TO THE CORRESPONDENCE BRANCH FROM STUDENTS

When any correspondence student writes about his own course he should state:

Illustration

(i) His Name in full	John W. Smith,
(ii) Grade	Grade IX (X or XII) Correspondent student,
(iii) School	.....S.D.
(iv) Course: --Regular; --Home Study; --Foreign Language, only; --Lesson Helps, only.	(Miss) Ruth W. Black, Gr. IX (X or XII) Foreign Language, .....S.D.
	Mrs. Alice Brown, Grade IX (X or XII), Home Study or Lesson Helps.

N.B. IN ALL LETTERS TO THE CORRESPONDENCE BRANCH THE NAME, GRADE, AND SCHOOL OF EVERY STUDENT CONCERNED SHOULD BE STATED.

Correspondence Branch
C.J. HUTCHINGS
Director.

Province of Manitoba
DEPARTMENT OF EDUCATION
Winnipeg.

GRADE X

Dear Sir (or Madam):

Herewith you will find application forms and particulars of the Grade X Correspondence Courses offered by the Department of Education.

Only students who have complete Grade IX standing will be permitted to enroll for Grade X correspondence instruction.

Grade X correspondence students who fail to remove their conditions at the August Supplemental Examinations must repeat the full year's work and write all fortnightly tests and the regular term examinations held in November, March and June in any subjects in which they wish to secure standing through the Correspondence Branch. Such students must enroll promptly so that they may complete the first three months' work in time to write the November Term Examinations which will begin about the middle of November.

Students who failed to make satisfactory progress in a foreign language in Grade IX are advised to discontinue such language and to substitute some other Grade X option.

THE FEE FOR THE FULL YEAR'S WORK SHOULD BE FORWARDED WITH EACH APPLICATION, VIZ., THE SUM OF:

\$ 8.00 IF ALL FORTNIGHTLY TESTS ARE TO BE MARKED BY THE TEACHER, OR

\$10.00 IF ALL FORTNIGHTLY TESTS EXCEPT FRENCH OR LATIN ARE TO BE MARKED BY THE TEACHER, OR

\$16.00 IF ALL FORTNIGHTLY TESTS ARE TO BE MARKED BY THE CORRESPONDENCE BRANCH.

RURAL SCHOOL DISTRICTS ARE NOT RESPONSIBLE FOR THE PAYMENT OF ANY FEES CHARGED FOR CORRESPONDENCE INSTRUCTION IN GRADE X SUBJECTS.

APPLICATIONS NOT ACCOMPANIED BY AT LEAST THE REQUIRED INITIAL INSTALMENT WILL NOT BE ACCEPTED. SUCH APPLICATIONS WILL BE RETURNED.

Yours truly,

Director.

Correspondence Branch
C.J. HUTCHINGS
Director

Province of Manitoba
DEPARTMENT OF EDUCATION
Winnipeg

Dear Sir (or Madam):

Enclosed find application forms and particulars of the Grade XII Correspondence Courses offered by the Department of Education.

These courses are intended for teachers who wish to secure Grade XII standing and for students who live in districts where Grade XII subjects are not taught by the local school or by any other approved institution.

Read the instructions and regulations carefully before you fill in the application form.

Application forms together with at least minimum initial payment of the fee should be mailed as soon as possible to:

The Director of Correspondence Instruction,
Department of Education,
Legislative Building,
Winnipeg, Manitoba.

Yours truly,

Director.

April 9, 1948.

Dear Sir (or Madam):

Re: Grade IX Correspondence Student

We are enclosing herein a statement of the marks obtained by the above named in the March Term Examinations. We should like you to examine this carefully and compare his (or her) mark in each subject with the corresponding highest mark, the average mark of the entire class, and the average mark for the students in Groups 1 and 3.

We are also enclosing an honor list of those students who wrote examinations in a complete Grade IX course and obtained an average of 75 percent or higher. We congratulate these students on their splendid showing and wish them continued success. All the Grade IX March Examination papers of students who obtained an average of 75 percent or higher which were marked by various rural teachers have been re-marked by the staff of the Correspondence Branch so that the same standard of marking might be used throughout.

Approximately 600 students wrote all the March Examinations of a complete Grade IX course. On the basis of the average mark secured on the entire examination, these 600 students were divided into ten groups of 60 students each. The highest 10 percent or 60 students were placed in Group 1; the second highest 10 percent were placed in Group 2; the third highest percent in Group 3; and so on down to Group 10 which was made up of the 60 students who secured the lowest.

In each group of students enrolled for complete courses the highest and the lowest averages, respectively, were as follows:

	<u>Highest Average</u>	<u>Lowest Average</u>		<u>Highest Average</u>	<u>Lowest Average</u>
Group 1	94.1	76.4	Group 6	58.3	54.2
Group 2	76.3	70.6	Group 7	54.	49.3
Group 3	70.5	66.4	Group 8	49.2	43.6
Group 4	66.3	62.5	Group 9	43.5	34.2
Group 5	62.4	58.4	Group 10	34.1	10.8

Students in Groups 2 & 3 have been doing very good work in most subjects of their courses. On the June Examinations students in these two groups should aim to secure at least 70 percent in their weaker subjects.

Most students in Groups 4 & 5 have been doing fairly good work but some of these could improve their standing if they would give more attention to their weaker subjects. All students in Group 4 should endeavor to obtain at least 70 percent in every subject, and those in Group 5 should obtain at least 65 percent. No student in these groups should fail in a single subject of the June Examinations.

Most students in Groups 6 & 7 have failed in two or more subjects and are very close to the border line between success and failure. If they hope to be promoted to Grade X at the end of June, they must be prepared to work very hard for the remainder of the year and should aim to secure at least 60 percent on their weakest subjects. Those who failed in some subjects will still be eligible for promotion if they show sufficient improvement on the June Examinations.

Most students in Groups 8, 9, & 10 failed in a number of subjects. As the average marks in these three groups are so low, it is probable that only a very few students will be able to make sufficient progress that they may be promoted to Grade X in June. Those who have not covered all the assignments of Parts 1 - 24 thoroughly and who have not written all tests to the end of Part 24 are advised to devote extra time to their studies and endeavour to complete all assignments and tests as soon as possible.

We realize that correspondence students have not had the advantages of classroom instruction and that consequently they have been more or less handicapped in their studies. However, in making our recommendations for promotion it is not possible for us to take these facts into consideration as the regular standard of work required for promotion must be maintained.

In order to be eligible for promotion in any subjects in which they failed to secure pass marks on the March Term Examinations, correspondence students must secure a mark of at least 60 percent on the June Examinations in such subjects and must have an average of at least 50 percent in the November, March, and June Term Examinations in them.

It is still not too late for most students to make satisfactory progress in their year's work if they study diligently for the remainder of the year. However, those who fail to do so cannot expect to be promoted in June.

IMPORTANT: Those who secure less than 60 percent in any subject have not been making very satisfactory progress in such subject and are very apt to fail on the next examination in it unless they study it faithfully for the remainder of the year.

After you have read this letter and examined the enclosed reports, we should like you to hand them over to the correspondence student concerned and discuss the contents with him (or her).

Thanking you for your co-operation, I am

Yours truly,

Asst. Director of
Correspondence Instruction.



PROVINCE OF MANITOBA

DEPARTMENT OF EDUCATION

GRADE X

Dear Sir (or Madam):

Re: Grade X Correspondence Student

We are enclosing herein a statement of the marks obtained by the above named in the November Term Examinations. We should like you to examine this carefully and compare his (or her) mark in each subject with the corresponding highest mark, the average mark of the entire class, and the average mark for the students in the first and third groups.

We are also enclosing an honor list of those students who wrote examinations in a complete Grade X course and obtained an average of 75 per cent or higher. We congratulate these students on their splendid showing and wish them continued success.

Approximately 230 students wrote all the November Examinations of a complete Grade X course. On the basis of the average mark secured on the entire examination, these 230 students were divided into ten groups of 23 students each. The highest 10 per cent or 23 students were placed in Group 1; the second highest 10 per cent were placed in Group 2; the third highest 10 per cent in Group 3; and so on down to Group 10 which was made up of the 23 students who secured the lowest averages.

Students enrolled for complete courses obtained the following averages:		Students enrolled for partial courses were grouped as follows:			
	Highest Average	Lowest Average			
Group 1	85.9	77.3	Group 1	85	77.1
Group 2	77.3	72.8	Group 2	77	73.1
Group 3	72.8	69.4	Group 3	73	69.1
Group 4	69.3	66	Group 4	69	66.1
Group 5	65.9	62.9	Group 5	66	63.1
Group 6	62.8	59	Group 6	63	59.1
Group 7	58.9	55.6	Group 7	59	56.1
Group 8	55.5	51.8	Group 8	56	52.1
Group 9	51.8	47.8	Group 9	52	48.1
Group 10	47.7	28.8	Group 10	48	29.1

All students in Groups 1 and 2 have been doing excellent work and we trust that they will continue to do so.

Most students in Groups 3 and 4 have been doing good work but many of these could improve their standing if they would spend a little more time on their weaker subjects. All students in Group 3 should endeavour to obtain at least 75 per cent in every subject and those in Group 4 at least 70 per cent on the March Examinations. A few students in Groups 3 and 4 have failed in one or two subjects. Such students should spend extra time on the subject or subjects in which they failed.

Most of those in Group 5 are doing satisfactory work but some have failed in one or more subjects. Such students should aim to secure at least 65% on their weakest subjects.

We feel that in the next examinations most students in Groups 6 and 7 should

be able to obtain at least 60 per cent in their weakest subjects. Many in these groups would have been placed in a higher group had they not failed in one or more subjects. Such students are very close to the border line between success and failure and are urged to study their lessons, particularly those in which they failed, more carefully and thoroughly in order that there will be no danger of their failing in any subject.

Those who are in Group 8 must work very hard for the remainder of the year if they expect to be promoted in all subjects of their courses. These students should aim to secure at least 55% on all subjects of the March Examinations and 60% on all subjects of the June Examinations.

The work of most students in Groups 9 and 10 and many of those in Groups 7 and 8 has been far from satisfactory. In some cases this poor showing has been due to the fact that as a result of illness, the closing of schools by health officers, late enrolment, and various other reasons, all the work of Parts 1-13 had not been covered thoroughly before the November Examinations were written. Such students should endeavour to complete all the lessons of Parts 1-24 thoroughly by March 3 and attempt to improve their standing sufficiently that they will be in higher groups after the next examinations.

Students who are behind with their work should put forth a greater effort and endeavour to catch up as soon as possible. A number of students, enrolled for correspondence instruction for the first time, at first have some difficulty in adapting themselves to methods of independent study and consequently fail to make as satisfactory progress as we desire; however, many of these same students later on in the course show such marked improvement that we are able to promote them.

In some cases such as illness, the cause of the student's failure lies beyond the control of either student or parent (or guardian). However, in many other cases we feel sure that unsatisfactory progress has been due to the carelessness of the student and to his (or her) failure to apply himself (or herself) diligently to the studying of lesson assignments. Where such is the case, we request parents to see that their children put forth an honest effort to improve their standing.

Whatever may be the cause of their failure, it will be impossible for us to recommend most of those in Groups 9 and 10 and many in Group 8 for standing in a complete Grade X course next June unless they show a marked improvement in the remaining term examinations and are placed in higher groups. Students who fail in a number of subjects on the March Examinations will, in their own interests, be permitted to continue with only a partial course.

It is not yet too late for most students to make satisfactory progress in their year's work if they study diligently for the remainder of the year. However, those who do not begin immediately to put forth the necessary effort cannot expect to be promoted next June.

Students who failed in any subject or subjects on the November Examinations should give particular attention to such subject or subjects and should endeavour to secure at least 60% in all subjects on the March Examinations. In order to be eligible for promotion in any subject, correspondence students must secure an average of at least 50% on the three term examinations and at least 50% on the March and the June Term Examinations in that subject. We consider that those who secured less than 60% have not been making satisfactory progress as they are quite liable to fail on the next examinations which will be based upon approximately twice as much work.

After you have read this letter and examined the enclosed reports we should like you to hand them over to the correspondence student concerned and discuss the contents with him (or her).

Yours truly,
C. J. Hutchings,
Director of Correspondence Instruction.

Correspondence Branch
C.J. HUTCHINGS
Director

Province of Manitoba
DEPARTMENT OF EDUCATION
Winnipeg

Dear Sir (or Madam):

In reply to your letter of recent date we refer you to the section checked below:

1. COURSES NOT OFFERED

Correspondence courses are not offered by the Department of Education in the following subjects:

Any foreign language except French and Latin
Grade VII or VIII French or Latin
Grade IX or X French based on the following texts:

"Cours Elementaire": Travis et al

"Cours Primaire": Jeanneret et al

"Le Francais de France": Hamer Jackson

N.B. The Grade IX and X French Correspondence Courses are based on "Junior French": O'Brien and La France

Grade IX, X, XI, or XII French Option

Grade IX, X, XI, or XII German

*Grade IX, X, or XI Business Arithmetic

*Grade X Bookkeeping

*Grade X Geography - "Geography of Commerce for Canadians".

Students who wish to study Geography should take Social Studies I based on the text, "World Geography": Bradley.

Grade X Music Grade IX "Mathematics We Use" (Book III).

Any Grade XI subject except French, Latin, Bookkeeping.

Grade XI or XII Geography - For the year 1948-49, Social Studies I based on "World Geography": Bradley, may be taken in lieu of Grade XI Geography.

Grade XII Optional English

Grade XII Constitutional History

*The subjects are not included in the new curriculum for Grades IX & X.

Second Year University Subjects:

N.B. Particulars regarding correspondence courses in Second Year Arts and Science subjects may be obtained by writing:

Mr. D. Chevrier,

Registrar, University of Manitoba,

Fort Garry, Manitoba.

Grade IX, X, or XI Business Arithmetic, Grade X Geography (Geography of Commerce for Canadians), and Grade X Bookkeeping are not included in the new curriculum. Business Practice I may be taken instead of Grade X Bookkeeping; and Social Studies I instead of Grade X or XI Geography.

2. No provision has been made in the new curriculum for combining Grade IX and X classes for instruction in English, Social Studies, Science, or any other subject whatsoever.

Grade IX and X students must take only the courses prescribed for their respective grades.

A Grade X student will not be permitted to enroll for any course prescribed in the new Grade X curriculum.

Grade IX Literature:

"The Tempest"

"Canada Book of Prose and Verse", Book III

"The Call of the Wild"

Grade X Literature:

"Twelfth Night"

"Poems Chiefly Narrative"

"A Book of Good Stories": McNally

"On Stage": Voaden

"The Path of the King": Buchan

N.B. Correspondence courses have not been prepared on any of the other texts authorized for the literature courses in these grades.

3. GRADE X ALGEBRA

This year all Grade X correspondence students must study Crawford's: "High School Algebra". Lessons cannot be supplied on Wells and Hart's: "Modern Second Course in Algebra". This text should not have been purchased by any correspondence student as it is not included on the text book list supplied with each application form.

4. GRADE IX AND X LESSON KEYS

Lesson keys are not supplied with our courses in Grade IX and X Spelling, Literature, Social Studies, or Art, or in Grade XII English or History.

5. GRADE XII ENGLISH

Only two final examinations are conducted by the Manitoba High School Examination Board in Grade XII English, one on Composition and The Novel, the other on The Drama and Poetry; therefore, Composition must be taken with The Novel and The Drama with Poetry. Consequently, our courses are now combined in Composition and The Novel and in The Drama and Poetry.

No other play has been substituted in place of Electra.

6. GRADE XII MATHEMATICS

The correspondence course in Grade XII Mathematics is based on Brink's: "A First Year of College Mathematics". As this is a new course the complete set of lessons cannot be supplied at one time but will be mailed monthly. The final paper set by the Manitoba High School Examination Board will contain questions on the prescribed sections in Algebra, Analytic Geometry, and Trigonometry. Any student who has partial standing in Grade XII Mathematics must now write a single examination based on the entire course.

7. TECHNICAL AND VOCATIONAL CORRESPONDENCE COURSES

Particulars and application forms respecting technical

and vocational correspondence courses available through the Department of Education may be obtained from the Technical Branch. Requests for information regarding courses in Shorthand, Typewriting, etc., received by the Correspondence Branch are forwarded promptly to the Director of Technical Education.

Yours truly,

Director.

To the Director of Correspondence Instruction,
Department of Education,
Winnipeg, Manitoba.

Dear Sir:

Re: _____
Grade ___ Correspondence Student
_____ School District

I beg to advise you that the above named Grade _____
Correspondence student is not:

(a) making satisfactory progress in his (or her) correspondence
studies.

REASONS

(b) up to date in his (or her) studies.

REASONS

(c) Number of the last "Part" completed _____

Yours truly,

TEACHER _____ S.D.

MANITOBA
DEPARTMENT OF EDUCATION
CORRESPONDENCE BRANCH

GRADE X
1 - 4

PROGRESS FORM #1

Each student should keep this form in the folder provided until Part 4 has been completed and all the corresponding tests have been written. The form should be filled in and mailed promptly to:
The Director of Correspondence Instruction,
Department of Education,
Winnipeg, Manitoba.

ADDRESS

DATE

To the Director of Correspondence Instruction,
Department of Education,
Winnipeg, Manitoba.

Dear Sir:

I beg to advise you that on the day of
I completed all the work of Parts 1 - 4, including the writing
of all tests on these parts, in the subjects checked () below:

Literature I	.....	French I	.....
Composition I	.....	Latin I	.....
Social Studies I	.....	Business Practice I	.....
(Geography)		Art I	.....
Mathematics I	.....	British History I	.....
Science I	.....	Guidance I	.....
Health I	.....	

Date on which I began studying Part 1

Yours truly,

.....

School District

NOTE: Students who are up to date in their studies should mail this form not later than September 18.

IMPORTANT

Those who enroll late are warned that they must study every lesson thoroughly, and that they must not merely skim through their courses in order to catch up. Such students must put forth a greater effort and spend more time on their studies than those who began on or before August 24. Those who do not master the earlier lessons will have difficulty throughout the entire year.

Correspondence students enrolled for a number of subjects should complete all the lessons of each part and write all the corresponding tests before they begin the next part. They should not proceed more rapidly in the subjects they find easy than in the ones they find more difficult but should spend more time outside of school hours on their more difficult subjects.

Progress forms should be filled in by correspondence students after they complete each four weeks' work and mailed promptly to the Correspondence Branch, Department of Education, Winnipeg, Manitoba. These forms should not be handed to the teacher and held until the corresponding tests have been corrected and statements of marks are ready to be mailed.

N.B. TO BE COMPLETED BY ANY STUDENT WHO SECURED GRADE XI STANDING ON THE RECOMMENDATION OF HIS (OR HER) PRINCIPAL AND INSPECTOR.

Address

Date

The Director of Correspondence Instruction,
Department of Education,
Winnipeg, Manitoba.

Dear Sir:

The following is an exact copy of the statement showing the standing awarded me by the Department of Education on the recommendation of the School Inspector and Principal.

Name of Secondary School

Year in which standing was granted

GRADE XI SCHEDULE OF MARKS

	<u>Standing Awarded</u>		<u>Standing Awarded</u>
Literature	_____	Shorthand	_____
Composition	_____	Typewriting	_____
History (Can. Hist. & Econ.)	_____	Bookkeeping	_____
Algebra	_____	Homemaking	_____
Geometry	_____	General Shop	_____
Chemistry	_____	Music	_____
Physics	_____	Art	_____
French	_____	Agriculture	_____
Latin	_____	Business Correspondence	_____
German	_____	Business Law	_____
Practical Citizenship	_____		_____
Biology (Grade X)	_____		_____
French Option	_____		_____
Geography	_____		_____

Yours truly,

.....
Signature of applicant for Grade XII Courses

I hereby certify that this is a true and exact copy of the statement of Grade XI standing received by the above named applicant.

Certified Correct:
Signature of Parent, Guardian, or Teacher

N.B. TO BE COMPLETED BY ANY STUDENT WHO SECURED GRADE XI STANDING ON THE RECOMMENDATION OF AN ACCREDITED COLLEGIATE INSTITUTE.

Address

Date

The Director of Correspondence Instruction,
Department of Education,
Winnipeg, Manitoba.

Dear Sir:

The following is an exact copy of the statement showing the standing secured by me on the recommendation of the School, which is an Accredited Collegiate Institute. This statement shows the marks awarded me by the Department of Education, under the regulations governing Accredited Collegiate Institutes.

Year in which standing was granted

GRADE XI SCHEDULE OF MARKS

	Max. Marks	Marks Obt'd.	Min. to Pass
Literature	100	.....	50
Composition	100	.....	50
History (Can. Hist. & Economics)	100	.....	50
Algebra	100	.....	50
Geometry	100	.....	50
Chemistry	100	.....	50
Physics	100	.....	50
French	100	.....	50
Latin	100	.....	50
German	100	.....	50
French Option	100	.....	50
Practical Citizenship	100	.....	50
Homemaking	100	.....	50
General Shop	100	.....	50
Biology (Grade X)	100	.....	50
Shorthand	100	.....	50
Typewriting	100	.....	50

Yours truly,

Signature of Applicant for Grade XII Courses

I hereby certify that this is a true and exact copy of the statement of Grade XI standing received by the above named applicant.

Certified Correct: _____

Signature of Parent, Guardian, or Teacher

CORRESPONDENCE BRANCH
C. J. HUTCHINGS
DIRECTOR



PROVINCE OF MANITOBA
DEPARTMENT OF EDUCATION
WINNIPEG

Winnipeg, Manitoba,

TO THE SUPERVISOR:

In order that we may have this information for our records and know the rate at which to send out lessons, will you kindly fill in the form below?

1. At what lesson is the pupil working? _____

2. A statement of the progress the pupil is making with the work.

3. Time spent per day on lessons _____ hours.

4. Pupil's Name _____ Grade _____

Supervisor's Signature.

Date _____

Address _____

(No further lessons will be mailed until this form is returned to the Correspondence School.)

APPENDIX G

GRADES I TO XII:
INSTRUCTIONS TO PUPILS AND SUPERVISORS

CORRESPONDENCE BRANCH
DEPARTMENT OF EDUCATION
WINNIPEG

TO ALL CORRESPONDENCE PUPILS: - Grades I to VIII.

Below you will find a form which indicates approximately the date on which you should have finished each lesson of the course. If you find that you are behind time in starting you are asked to try to get up to schedule as quickly as possible in order that you may complete the course and write your final examinations shortly after June 15th. No lessons will be corrected during July or the first part of August, so, unless the circumstances are exceptional, pupils not completing the course will be forced to wait until after the summer vacation to finish. As this makes you late in commencing the work of the next grade, and causes us considerable extra work, we ask that you try to follow this schedule as closely as possible. Post this in a conspicuous place and endeavor to follow it.

Lesson No.	Date to be completed.	Lesson No.	Date to be completed.
1.	September 15.	10.	February 1.
2.	October 1.	11.	February 15.
3.	October 15.	12.	March 1.
4.	November 1.	13.	March 15.
5.	November 15.	14.	April 1.
6.	December 1.	15.	April 15.
7.	December 15.	16.	May 1.
8.	January 1.	17.	May 15.
9.	January 15.	18.	June 1.

* * * *

THE CORRESPONDENCE SCHOOL
DEPARTMENT OF EDUCATION
WINNIPEG, MANITOBA

INSTRUCTIONS TO PUPILS AND SUPERVISORS - GRADES I-IV -

1. WHAT TO DO FIRST

Fasten these sheets above the table where you work. Before sending in a lesson, go over the instructions carefully and make sure that you have followed them.

Be sure that you have all the books given on the book list for your grade, and the necessary supplies, such as paper, pen, pencil, eraser, crayons, paste, etc.

Study the Time-Table enclosed with the first lesson. Try to follow it as nearly as possible. When the time comes for you to change to a different subject, do so, just the same as you would if you were attending school.

Enclosed with each lesson you will find stickers for your lessons. Put these away in a safe place. You pay the return postage on lessons.

2. THE LESSONS

Each lesson is approximately two weeks' work. There are twenty lessons in the course. If you enroll by September 1st, you will be able to spend two weeks on each lesson and complete the course during the school year.

Two lessons are sent to you when you enroll and one with each corrected lesson. You should complete the first lesson and mail in its assignments, and then begin work on the second lesson.

3. A. Oral and Practice Work.

Some of the work in reading, arithmetic, language, etc., will be answered orally to the supervisor. Pupils should be taught at an early age to express themselves clearly and correctly.

Certain subjects, such as arithmetic, language, phonics, etc., require drills. The supervisor should conduct most of these, and should see that the work is thoroughly mastered.

B. WRITTEN PRACTICE WORK - This is the work the pupil will do which the supervisor will mark at home. The supervisor should insist that this work be well done.

C. WRITTEN ASSIGNMENTS - This is the written work which the pupil will send in to us for correction. In most subjects, assignment pages are included in the lesson booklets. These pages should be neatly removed and the work done directly on them.

Send in only the work asked for. All other work should be marked at home by the supervisor.

Assignments should be free from blots, careless spelling mistakes, or untidy alterations.

A pupil is judged by the written assignments sent in, so every effort should be made to have neat and careful work.

Arrangement of Assignments - Before sending in your work, arrange the sheets of each subject together and then place the subjects in the same order as they appear in the lesson booklets (with Reading on top). Do not mix up exercises in Writing, Spelling, Language, etc., but arrange each subject together. Fasten the pages together with a pin or paper clip. Attention to this will greatly help in the rapid correction of your work.

4. MAILING OF LESSONS

The work is to be returned in the same envelope in which it was received. Paste the addressed sticker on the envelope within the rectangle at the bottom right hand corner. Do not cover up the pupil's name. Be sure you attach sufficient stamps to cover postage.

Pupils are asked not to forward more than one lesson in an envelope. Get each lesson posted as soon as possible after it is completed.

5. CORRECTED LESSONS

When you receive a corrected lesson back from us, go over it carefully and note any comments and corrections. You must also do over again any work you are asked to do. This should be done before going on with a new lesson.

6. SUPERVISION

The work of the pupil must be supervised by some older person, who should be prepared to devote several hours a day to the task of supervising and directing the pupil's work. The supervisor should read over the lesson booklet when it arrives, and then instruct the pupil.

All work done by the pupil which is not sent in to the Correspondence School (or to the local teacher if she is correcting the work) should be corrected by the home supervisor as soon as possible after it is done. In this way, mistakes can be corrected at once before incorrect habits are established.

An occasional note from the supervisor concerning the pupil and his work will be welcomed by the teacher who is correcting the work.

7. CORRECTIONS

If your work is not being corrected by the Correspondence School, you should send your assignments to the teacher who is doing this for you.

8. EXAMINATIONS

Pupils in Grades I and II are promoted on the record of work sent in during the year. There are no final examinations for these grades.

Pupils in Grades III and IV will write their final examinations at the conclusion of Lesson 20. Promotions are based on the results of the examinations and on the record of work sent in during the year.

9. RE TEXTS LOANED TO PUPILS

The Correspondence School lends certain texts, among these being the following:

- | | |
|-----------------|--|
| Grade III | - Geography |
| Grades III & IV | - Dominion Language Series, Book I. |
| Grade IV | - Standard Service Arithmetic, the Book of Boys and Girls Round the World. |

These texts should be well cared for and returned to the Correspondence School when the pupil has completed the course, or if he discontinues it. This is particularly important as these texts are now out of print and we need every available copy to meet the requirements of newly-enrolled pupils.

(continued over)

10. POINTS TO KEEP IN MIND

1. Always do your best work.
2. Be sure you have studied a lesson thoroughly and answered all study questions and done all other practice work before attempting an Assignment.
3. Have your supervisor correct all your practice work.
4. Be sure your name, grade, lesson number and name of subject are at the top of the first page of each subject, thus:

NAME Mary Brown GRADE III
 LESSON NUMBER 2 SUBJECT Language
 Page 20 Exercise 18

5. Number exercises exactly as they are numbered in your text.
6. Try to show improvement from month to month. Examine your corrected lessons carefully and try to benefit by comments and corrections.
7. Follow a regular programme of work each day.
8. Keep up your oral work. Remember that we speak more than we write, so it is important that we learn to express ourselves clearly and correctly.

EXAMINED

COPIED TO PORTS

CORRESPONDENCE BRANCH
DEPARTMENT OF EDUCATION
WINNIPEG

TO ALL CORRESPONDENCE PUPILS: - Grades I to VIII.

Below you will find a form which indicates approximately the date on which you should have finished each lesson of the course. If you find that you are behind time in starting you are asked to try to get up to schedule as quickly as possible in order that you may complete the course and write your final examinations shortly after June 15th. No lessons will be corrected during July or the first part of August, so, unless the circumstances are exceptional, pupils not completing the course will be forced to wait until after the summer vacation to finish. As this makes you late in commencing the work of the next grade, and causes us considerable extra work, we ask that you try to follow this schedule as closely as possible. Post this in a conspicuous place and endeavor to follow it.

Lesson No.	Date to be completed.	Lesson No.	Date to be completed.
1.	- September 15.	10.	- February 1.
2.	- October 1.	11.	- February 15.
3.	- October 15.	12.	- March 1.
4.	- November 1.	13.	- March 15.
5.	- November 15.	14.	- April 1.
6.	- December 1.	15.	- April 15.
7.	- December 15.	16.	- May 1.
8.	- January 1.	17.	- May 15.
9.	- January 15.	18.	- June 1.

- - - - -

CORRESPONDENCE BRANCH
DEPARTMENT OF EDUCATION
MANITOBA

INSTRUCTIONS

TO STUDENT AND SUPERVISOR

GRADES V-VIII

1. WHAT TO DO FIRST

Read these instructions from beginning to end. Be sure the lessons you receive are for the grade for which you enrolled. If not, advise us immediately.

Be sure that you have all necessary supplies i.e. exercise books, pens, pencils, ruler, eraser, drawing paper, blue and red ink, box of paints, bottle of mucilage, etc.

Study the Time-Table enclosed with the first lesson. Try to arrange your study periods as set forth in the Time-Table. If you are unable for any reason to study regular school hours, arrange a definite study-programme of your own to suit the time at your disposal.

Enclosed with the first lesson you will find return stickers for your lessons. Put these away in a safe place. You pay the return postage on lessons.

Also enclosed with the first lesson you will find a form on which to record the marks you make on the work corrected in this office. Keep this where it will be handy for reference, and for entering your marks when you receive your corrected work.

2. THE LESSONS

Each lesson is approximately two weeks' work. There are eighteen lessons in the course. If you enroll by September 1st, you will be able to spend two weeks on each lesson and complete the course during the school year.

3. ASSIGNMENT

Besides the regular study and practice work in each subject there is an Assignment which you are to send in to us for correction. Your progress is judged to a great extent by the quality of this work and the regularity with which it is submitted for correction. In most subjects regular Assignment pages are included and Assignments must be done directly on these pages. Any assigned work whether done on these pages or on pages from your exercise book must be in pen and ink.

ASSIGNMENTS (continued)

Work done in pencil will be returned uncorrected and you will be asked to repeat it.

4. MONTHLY TESTS

Grades VII and VIII are required to write a Monthly test in certain subjects on completing Lessons 2, 4, 6, 8, 10 and 12. These tests should reach you just prior to your completing the lesson after which they are to be written. If you do not receive them, be sure to notify this office.

5. EXAMINATIONS

During the year you will be required to write three term examinations; December, Easter, and June. These are written on the completion of lesson 7, 13 and 18 respectively. If you are late in enrolling it is not absolutely necessary to write your examinations on the dates stated in the schedule accompanying your first lesson.

6. CORRECTED LESSONS

When you receive a corrected lesson, spend some time checking through it to find your errors. Note any comments made, and try to follow suggestions offered. If results were very bad--indicated by "D" standing you should review the work and repeat the Assignment. In such case you will have to draw up your assignment page as no duplicate sets are supplied.

7. CORRECTIONS BY TEACHERS

If your work is not being corrected by the Department, all assignments should be sent to the teacher who is doing this for you. Results should be recorded on your record form just as if the work were being corrected by the Correspondence Branch. Monthly Tests are to be corrected by the teacher, and results forwarded to the Correspondence Branch on the form provided with each test. December, Easter, and June Examinations are to be corrected by the Correspondence Branch. Promotions in such cases are based upon the results made in Monthly Tests and regular Term Examinations

8. SUPERVISION

The work of the student should be supervised by some competent adult, usually the parent, but in some cases an older sister or brother having high school standing may do so. All work done by the student which is not sent to the Department or to the local teacher (if she is correcting the student's work) should be corrected by the supervisor as soon as possible after it is done. If such practice work shows that the pupil has not mastered the lesson,

8. SUPERVISION (continued)

he should not be allowed to do his Assignment before he has reviewed the lesson carefully. More adequate supervision and correction of practice work will result in the pupil's having a better record with the Department, and hence a better chance of promotion.

An occasional note from the supervisor concerning the student and his work will be welcomed by the instructor in charge, and may be of value in helping us to understand any difficulties being encountered, and arriving at a solution. Such correspondence should not be included with the lessons as this is a breach of Postal regulations.

- - - - -

9. MAILING OF LESSONS

Place the return label within the rectangle at the bottom right hand corner of the envelope, but do not cover up the student's name. Be sure you attach sufficient stamps to cover postage, as the Department has to pay double the amount short.

10. POINTS TO KEEP IN MIND

1. Always do your best work. We can judge you only by the work you do.
2. Use pen and ink for all Assignments. Re-write an Assignment if it is not neat and tidy.
3. Be sure you have studied a lesson thoroughly, and answered all study questions or done all other practice work before attempting an Assignment.
4. See that your supervisor corrects all your practice work. This will assure you of not repeating errors unnecessarily in your Assignments.
5. Try to judge your own work impartially. If it does not satisfy you, repeat it.
6. Follow a regular programme of work each day. Working long hours one day and not at all for the next is unsatisfactory.
7. Do some evening work on your weaker subjects if necessary.
8. Examine corrected lessons carefully and try to benefit by comments and criticisms.
9. Follow these instructions and those in your lesson leaflets.
10. Do not send in the work of one subject for correction before you have completed the lesson. Wait until you have completed all subjects in a leaflet then mail them all in at once.
11. Be sure your name, the name of the subject and your grade is written clearly on the first page of the assignment for each subject.
12. Number exercises exactly as they are numbered in your text (or give page number if necessary) in order that we may correct the work with a minimum of confusion and delay.

MANITOBA DEPARTMENT OF EDUCATION
CORRESPONDENCE BRANCH

A GUIDE TO SUPERVISORS
OF
GRADE IX & X CORRESPONDENCE STUDENTS

Importance of Supervision

The success or failure of Grade IX and X correspondence students is dependent in no small measure upon the co-operation of the teachers who act as supervisors. Ever since the high school section of the Correspondence Branch was established in 1931, it has been found that practically all teachers have assisted their students in every way possible, often at much inconvenience to themselves. Both the Department and correspondence students are deeply indebted to all teachers who have helped to carry on this work. Ordinarily, students who attend school and have their tests corrected by their teachers make much more satisfactory progress than home study students. This is due primarily to the influence and assistance of the supervising teachers. It has also been found that in the exceptional cases where teachers are not interested in their correspondence students such students seldom make satisfactory progress.

Supervisors are especially requested to see that correspondence students enrolled in their schools work conscientiously and industriously and finish the lessons and tests of each part on or before the dates indicated on the accompanying "Schedule of Year's Work". Students who enroll too late to receive their lessons by the fourth Monday in August should constantly be urged to devote extra time and effort to their studies until they are working according to schedule.

Whenever it is possible, supervisors should assist both Grade IX and X correspondence students with any difficulties which impede their progress. It is the responsibility of one-room rural schools to provide either classroom or correspondence instruction for Grade IX pupils (Section 161(s) of the Public Schools Act); consequently, when an Inspector limits the teaching programme of any school to the work of Grades I - VIII, he requires that the teacher devote a few minutes regularly every day to assisting Grade IX correspondence students with any difficulties they may encounter, except in schools where the enrollment is extremely heavy.

Distribution of Lessons

The year's correspondence instruction in each subject is divided into thirty-six sections called "parts". Each part covers one week's work and is divided into the number of lessons assigned the subject in the Weekly Time Table. The lessons of the respective parts and the corresponding tests should be completed on or before the dates indicated in the accompanying "Schedule of Year's Work". Each group of four parts is called a month's work as it takes nearly a month to complete.

Correspondence courses in the compulsory subjects of Grades IX and X are mailed to supervisors in monthly lots. Lessons on one full month's work in all these subjects should be handed to the students at the beginning of the year and promptly after each month's work is completed.

Courses covering the first three months' work in Grade IX Literature and Grade X Guidance and the full year's work in Grade IX Spelling and Guidance, in Grade X Health, and in the following elective subjects are mailed with the first set of lessons: Grade IX: - Music, Art, French, and Latin.
Grade X: - Art, French, Latin, Business Practice, and British History.

The folders containing the full year's lessons in the above subjects should be handed to the student at the beginning of the year. This arrangement has been made to reduce as much as possible the time required for the distribution of material to correspondence students.

Students who receive their first lessons on or before the fourth Monday in August should complete one part every week. Those who enroll late must devote extra time to their studies and complete each part in less than a week until they are up to date.

Distribution of Lesson Keys

Lesson keys (printed on buff or yellow paper in Language (Composition), Mathematics, Science, French, Latin, and Business Practice) must be kept by the supervisor and handed out after the corresponding assignments have been completed. Before any lesson key is given to a student, the supervisor should make certain that the required assignment has been written out. Where lesson keys are provided in subjects other than the above, these should be distributed with the month's lessons.

To conserve paper, lesson keys are now being printed on both sides of the paper. When two or more assignments are printed on one sheet, this sheet should not be given out until the last assignment is completed, except in cases where supervisors are prepared to take precautions to see that students do not make use of the keys for any lessons they have not finished.

In the Gr. IX & X Latin lesson keys printed on buff paper, the answers to Parts 1-20 are printed on one side of the paper and the answers to Parts 21-36 on the other side. When a student completes Part 20 in one of these subjects, the supervisor should collect all his lesson keys for Parts 1-20 and then redistribute them as the assignments in Parts 21-36 are completed. Students should be warned to take precautions to see that no sheets are lost or destroyed as extra copies will not be supplied by the Correspondence Branch.

Correspondence students have been instructed that any assignments which they are unable to complete in school must be finished the same night for homework so that, early the following morning, they will be able to present all their written answers on the previous day's work in order that all the corresponding lesson keys may be given out at one time to avoid unnecessary confusion. Each supervisor should set apart a definite time each morning for the distribution of lesson keys and should require each student to be ready to present all his written work for the preceding day in the above subjects at the time designated.

IMPORTANT: Supervisors must not hand out the full set of lesson keys in French or Latin with the lessons at the beginning of the year, or the monthly sets of lesson keys in Language, Mathematics, Science or Business Practice, with the lessons at the beginning of each month's work. In the first set of lessons, these lesson keys are contained in folders. Immediately after the second and each succeeding month's work is received, supervisors should remove the lesson keys and place them in the folders supplied with the first month's work.

Supervision and Correction of Tests

Tests (printed on buff paper) and the corresponding test keys (printed on blue paper) should be kept in adequate security until after the tests have been written and corrected. The tests on the full year's work in the elective subjects are contained in manilla folders. These folders are provided so that supervisors may have a convenient place in which to file tests, test keys, and circulars. All necessary precautions should be taken to see that no correspondence student may obtain any advance information whatsoever concerning the content of any tests, or any help whatsoever during the periods he is writing his tests. All tests must be written under the strict supervision of the supervisor.

Tests in all subjects except Grade IX Music, Grade IX & X Health and Guidance and Grade XI Bookkeeping must be written after every even-numbered part. Monthly tests in Grade IX Music and Grade IX & X Health must be written after every fourth part. There are only three tests in Grade IX & X Guidance in addition to the standard tests which are to be written within two weeks of the date of enrolment. The three review tests in Guidance are to be written after Parts 12, 24, and 36 respectively. Grade XI Bookkeeping tests are to be written weekly after every part.

If tests are to be marked by a teacher such teacher must be prepared to see that each set is marked promptly and returned to the student within one week from the date they are written. Unless students receive their corrected tests shortly after they write them they will not receive the full benefit from the correction of their work. After the tests have been marked, the corresponding keys must be given to each student with his marked papers so that he may study the required answers and correct any mistakes he has made. If you are marking any tests, test keys should accompany the tests; but if by some mistake they have not been included, you should notify the Correspondence Branch at once.

If tests are to be marked by the Correspondence Branch, supervisors must mail each set to this office promptly after the work of each even-numbered part is completed. Tests must be mailed regularly every two weeks; the first set of a month's work should never be kept until the second set of that month's work is finished.

Sets of tests should be mailed not later than the dates indicated on the accompanying "Schedule for Mailing Tests and Reports".

Before mailing tests to the Correspondence Branch for correction, supervisors, having students enrolled for a number of subjects, should read the Special Instructions Re: Fortnightly Tests accompanying the first two sets of tests in the compulsory subjects.

Postage on tests mailed to the Department must be fully paid either by the student or by the school board. Letters or packages on which there is insufficient postage will not be accepted. Teachers are not expected to pay any postage for correspondence students.

Reports to the Correspondence Branch

Within one week after the second set of tests of each month's work has been written, teachers who are correcting tests must forward statements of the marks obtained by each student to the Correspondence Branch. In cases where the tests in foreign languages are being corrected by the Correspondence Branch, statements should be forwarded without the foreign language marks as a record of such marks is kept at this office. The statements for each set of tests should be mailed not later than the dates indicated on the accompanying "Schedule for Mailing Tests and Reports".

N.B. No work beyond Part 12 will be mailed to any student until after the statements of marks he obtained on Tests 1 - 4 are received.

Parts 13 - 16 will be held until marks on Tests # 1 - 4 are received.

Parts 17 - 24 will be held until marks on Tests # 5 & 6 are received.

Parts 26 - 32 will be held until marks on Tests # 9 & 10 are received.

Parts 33 - 36 will be held until marks on Tests # 13 & 14 are received.

A year's supply of statement forms for Reports to the Correspondence Branch is mailed at the beginning of the year to supervisors who are correcting tests for correspondence students. Supervisors should take care not to destroy these forms as no more will be provided. Three extra forms are enclosed for each student. These monthly statement forms must not be used as Reports to Parents; a yearly statement form should be used for this purpose.

The actual mark obtained on each test should be entered on the form; do not convert to per cent. In any subject the total maximum mark of all tests on each four parts of the course equals 100 for that subject.

Envelopes are not provided by the Department for the mailing of monthly statements, progress forms, etc.

Yearly Report Forms

Two copies of Yearly Report Forms are supplied for each Grade IX and X correspondence student. These forms have been prepared so that each student's record for the entire year may appear on one sheet.

One copy should be kept by the teacher so that it may be available at any time for examination by the Inspector of Public Schools on his regular visits. The second copy should be used as the student's monthly report to parents (or guardians) and should be signed by a parent (or guardian) promptly after each month's work is completed and then returned promptly to the supervisor.

Teachers and supervisors are requested to see that both copies for each student are kept entered up to date. Neither of these Yearly Report Forms should be mailed to the Correspondence Branch at the end of the year.

Exercise Books and Note Books

Teachers are requested to see that Grade IX and X correspondence students work industriously and do all the written work assigned in proper Exercise and Note Books. These books may be examined by your Inspector on his regular visits.

During the year notices will be sent to certain students to send their Note Books in certain subjects to the Correspondence Branch by return mail. It is there-

fore important that these books be kept up to date.

Students whose Exercise Books and Note Books are not satisfactory will not be recommended for promotion even though they may pass all term examinations.

Promptly after each two months' work is completed supervisors are requested to examine all Exercise and Note Books and forward a report on one of the accompanying forms to the Correspondence Branch.

Weekly Time Table

The Weekly Time Table supplied should be followed unless the teacher wishes to modify it to suit his particular needs. The total number of periods per week allotted to a subject must not be changed. To make up the requirements in Health Grade IX & X Correspondence Students must take part in the regular Physical Training periods and in other organized playground activities. Those taking Music must also take the regular Music classes with Grades VII and VIII. It might be advisable for correspondence students to take Spelling and Art at the same time as these subjects are ordinarily taken by pupils in other grades. After any necessary alterations have been made in the Time Table by a supervisor, the students concerned must adhere to it strictly.

Promotions

To be eligible for promotion in June, 1950 Grade IX and X Correspondence Students must:

- (1) Attend school at least 175 days.
- (2) Complete their daily assignments satisfactorily.
- (3) Write and secure satisfactory marks on all fortnightly and monthly tests in all subjects for which they are enrolled. As these tests are based on small sections of the year's work, students are expected to obtain a mark of at least 75% on each month's work in every subject.

N.B.

No Grade IX or X correspondence student will be eligible for promotion next June unless the Correspondence Branch has a COMPLETE record of his (or her) marks on all fortnightly tests.

(a) IF TESTS ARE BEING MARKED BY THE SUPERVISOR, statements of marks must be mailed to the Correspondence Branch within one week **after each even-numbered** set of tests is written. Failure to report marks regularly will penalize the student.

(b) IF TESTS ARE BEING MARKED BY THE CORRESPONDENCE BRANCH, supervisors must mail students' answer papers to this office as soon as each set of tests is completed.

(4) Write the November, March and June Examinations at the time specified in the official Time Tables.

(5) Write any other examinations which may be required by the Department.

In order to be promoted in any subject, correspondence students must secure an average of at least 50% on the three term examinations and at least 50% on the March and the June Examinations, respectively, in that subject.

Scholarships

During the school year 1949-50, 3 SCHOLARSHIPS OF THE VALUE OF \$50, \$40, and \$30 will be available to students who successfully complete their Grade IX by correspondence and who have to leave home to take Grade X; 2 SCHOLARSHIPS OF \$20 EACH will be available to students who successfully complete Grade IX by correspondence and who desire to take Grade X by correspondence; 4 SCHOLARSHIPS OF THE VALUE OF \$80, \$70, \$50, and \$40 will be available to students who successfully complete Grade X by correspondence and who have to leave home to take Grade XI.

Awards will be made by the Correspondence Branch of the Department of Education and will be based upon the average standing obtained on the November, March, and June Term Examinations. No applications are necessary.

Correspondence students who do not write their Term Examinations strictly according to the official time tables will not be eligible for scholarship awards.

MANITOBA DEPARTMENT OF EDUCATION
CORRESPONDENCE BRANCH

SCHEDULE OF YEAR'S WORK FOR GRADE IX & X CORRESPONDENCE STUDENTS

In the School Year, 1949-50 each part and the corresponding tests should be completed on the following dates:

Part 1 - Aug. 26	Part 13 - Dec. 2	Part 25 - Mar. 17
Part 2 - Sept. 2	Part 14 - Dec. 9	Part 26 - Mar. 24
Part 3 - Sept. 9	Part 15 - Dec. 16	Part 27 - Mar. 31
Part 4 - Sept. 16	Part 16 - Dec. 23	Part 28 - Apr. 6
Part 5 - Sept. 23	Part 17 - Jan. 6	Part 29 - Apr. 21
Part 6 - Sept. 30	Part 18 - Jan. 13	Part 30 - Apr. 28
Part 7 - Oct. 7	Part 19 - Jan. 20	Part 31 - May 5
Part 8 - Oct. 14	Part 20 - Jan. 27	Part 32 - May 12
Part 9 - Oct. 21	Part 21 - Feb. 3	Part 33 - May 19
Part 10 - Oct. 28	Part 22 - Feb. 10	Part 34 - May 26
Part 11 - Nov. 4	Part 23 - Feb. 17	Part 35 & 36 - June 2
Part 12 - Nov. 11	Part 24 - Feb. 24	

November Term Examinations must be completed by November 25.

March Term Examinations must be completed by March 10.

June Term Examinations -
June 2 - 9
Part 35 & 36 - June 23
June Term Examinations
June 23 - 29

Students who begin later than August 23 will be expected to catch up with their work as soon as possible. In any case, all the work of the first twelve parts must be finished by November 17 as the November Term Examinations must be completed by November 25 and will not be postponed for students who are behind with their work.

The year's work in each subject is divided into 36 parts. Students who enroll on or before August 24 should complete each part and the corresponding tests on the dates specified above. Students who enroll at a later date must devote extra time to their studies and complete each of the first parts in less than a week until they are up to date in their work. In any case, all the work of the first twelve parts must be covered in time to complete the November Term Examinations by November 25.

Grade X students who are ^{not} up to date in their studies by November 25 and who fail in a number of subjects of the November or the March Examinations will be permitted to take only limited courses for the remainder of the year.

Each set of tests should be completed on the following dates:

Tests #1 - Sept. 2	Tests #7 - Dec. 9	Tests #13 - Mar. 24
Tests #2 - Sept. 16	Tests #8 - Dec. 23	Tests #14 - Apr. 6
Tests #3 - Sept. 30	Tests #9 - Jan. 13	Tests #15 - Apr. 28
Tests #4 - Oct. 14	Tests #10 - Jan. 27	Tests #16 - May 12
Tests #5 - Oct. 28	Tests #11 - Feb. 10	Tests #17 - May 26
Tests #6 - Nov. 11	Tests #12 - Feb. 24	Tests #18 - June 23

MANITOBA DEPARTMENT OF EDUCATION
CORRESPONDENCE BRANCH
SCHEDULE FOR MAILING TESTS AND REPORTS
OF GRADE IX & X CORRESPONDENCE STUDENTS

If tests written by Grade IX or X correspondence students are to be marked by the Correspondence Branch, supervisors must mail each set to this office promptly after the work of each even-numbered part is completed.

Sets of tests should be mailed not later than the following dates:

Tests #1 - Sept. 3	Tests #7 - Dec. 10	Tests #13 - Mar. 25
Tests #2 - Sept. 17	Tests #8 - Dec. 24	Tests #14 - Apr. 7
Tests #3 - Oct. 1	Tests #9 - Jan. 14	Tests #15 - Apr. 29
Tests #4 - Oct. 15	Tests #10 - Jan. 28	Tests #16 - May 13
Tests #5 - Oct. 29	Tests #11 - Feb. 11	

Before mailing tests to the Correspondence Branch for correction, supervisors having students enrolled for a number of subjects should read the Special Instructions Re: Fortnightly tests accompanying the first two sets of tests in the compulsory subjects.

If tests are to be marked by a teacher, within one week after the second set of each month's work has been written, such teacher must forward to the Correspondence Branch a statement of the marks obtained by each student.

In cases where the tests in foreign languages are being corrected by the Correspondence Branch, statements should be forwarded without the foreign language marks as a record of such marks is kept at this office.

The statements for each set of tests should be mailed not later than the following dates:

Tests #1 & 2 - Sept. 24	Tests #7 & 8 - Dec. 24	Tests #13 & 14 - Apr. 15
Tests #3 & 4 - Oct. 22	Tests #9 & 10 - Feb. 4	Tests #15 & 16 - May 20
Tests #5 & 6 - Nov. 18	Tests #11 & 12 - Mar. 4	Tests #17 & 18 - June 23

Supervisors are requested to see that Grade IX & X correspondence students study their work conscientiously and industriously and that they complete each part and the corresponding tests by the dates specified. If after a student has been enrolled for one month his (or her) work is unsatisfactory or he (or she) is not working according to schedule a report on such student should be mailed to the Director of Correspondence Instruction, Department of Education, Winnipeg, Manitoba on the accompanying form provided for this purpose.

DEPARTMENT OF EDUCATION
MANITOBA
CORRESPONDENCE BRANCH

Special Instructions Re Fortnightly Tests

Supervisors of correspondence students who are having their fortnightly tests corrected by the Correspondence Branch should see that such students complete the writing of their tests at the time indicated on the progress forms which they receive. As soon as the tests are written they should be mailed promptly to the Correspondence Branch.

The sorting of the large number of tests received takes a considerable length of time. To reduce as far as possible all unnecessary work and thereby avoid delay in the marking of papers, those who mail tests to this office for correction are requested to follow the instructions given below:

1. Tests should be arranged in the following order:

<u>Grade IX</u>	<u>Grade X</u>	<u>Grade XII</u>
Spelling	Literature	Composition and
Literature	Language	The Novel
Language	Social Studies	Drama and Poetry
Social Studies	(Geography)	History
(History)	Mathematics	Mathematics
Mathematics	Science	Arithmetic
Science	Health	Chemistry
Health	Art	Physics
Guidance	French	French
Music	Latin	Latin
Art	Business Practice	
French	British History	
Latin	Grade IX subjects in	
	the order given in the	
	preceding column.	

N.B. Check all parcels of tests to see that they are arranged in the above order.

2. Students should hand in their answer papers unfolded, after which they should be arranged in the above order and the pile of tests folded once only before it is placed in the envelope. Tests should not be rolled.

N.B. Do not fold each test separately or roll the set into a cylindrical parcel.

3. In schools where there is more than one student in a particular grade, all the tests in one subject should be placed together, e.g., if there are five students in a school, the five Spelling answer papers should be placed on top of the pile, then the five Literature papers, and so on.

N.B. Tests to be forwarded to the Department are to be arranged according to subjects, not according to pupils as is required for the November, March, and June Term Examinations.

4. Tests must be forwarded every two weeks; the first set of each month's work should not be held until the second set is completed. Students should receive their corrected work as soon as possible after the tests have been written. A number of teachers have held tests until two sets have been completed before mailing. This is detrimental to the student and it also makes it difficult for the teachers of the Correspondence Branch to correct work promptly as a great many more tests are received during the second half of the month than in the first half.

N.B.: Forward sets of tests regularly every two weeks.

5. The complete set of tests in all subjects for which a student is enrolled should be forwarded at the same time unless there is some very good reason (such as a student not having the text required for a particular subject) why the tests in certain subjects have not been completed.

N.B.: Tests should be mailed in complete sets, not individually.

6. The student's name must be written on every separate sheet. Frequently papers are received on which the students' names have not been written. It is evidently impossible for such papers to be returned after they are marked. If the name is missed on even one paper of a set, this may lead to confusion and error. If the omission is not noticed when the papers are being sorted into piles of different subjects for marking, it is difficult and often impossible for us to determine to whom such papers should be returned.

N.B.: The name of the student should be written on each separate sheet of paper.

7. Postage on letters and packages to the Correspondence Branch must be fully prepaid by the student. Letters must not be enclosed with tests unless letter-rate is paid on the package.
8. In Grade X when teachers are marking only the short-answer sections of tests, the marks given for Part A by such teachers should be entered in the space provided in the upper right-hand corner of the buff sheets.

C. J. HUTCHINGS,
Director.

DEPARTMENT OF EDUCATION
MANITOBA
CORRESPONDENCE BRANCH

A GUIDE FOR GRADE XI AND XII CORRESPONDENCE
STUDENTS AND SUPERVISORS

Schedule of Year's Work

The year's work in every Grade XI and XII correspondence course is divided into thirty-six sections called "parts" so that students who enroll on or about September 1 may complete the full year's work in time to write the June Departmental Examinations if they finish one part every week.

Students who wish to be successful as correspondence students must work conscientiously and industriously and should finish each lesson and test according to schedule. Those who fail to complete one part every week must be prepared to put forth a greater effort. If such students and those who enroll late plan to write the Departmental Examinations next June, they must finish one complete part and at least one or two additional lessons every week until they are working according to schedule.

Students who keep up to date, who learn each of their first lessons thoroughly, and who obtain satisfactory marks on their first tests are usually successful, but those who neglect their first lessons invariably have difficulty with their later work and eventually come to the point where it is impossible for them to make further progress.

Correspondence students who enroll early in September should complete each part and the corresponding tests on the following dates:

Part 1 - Sept. 2	Part 13 - Nov. 25	Part 25 - Mar. 3
Part 2 - Sept. 9	Part 14 - Dec. 2	Part 26 - Mar. 10
Part 3 - Sept. 16	Part 15&16 - Dec. 15	Part 27 - Mar. 17
Part 4 - Sept. 23		Part 28 - Mar. 24

Dec. Term Exams
December 16 - 22

Easter Term Exams
March 27 - 31

Part 5 - Sept. 30	Part 17 - Jan. 6	Part 29 - April 6
Part 6 - Oct. 7	Part 18 - Jan. 13	Part 30 - April 21
Part 7 - Oct. 14	Part 19 - Jan. 20	Part 31 - April 28
Part 8 - Oct. 21	Part 20 - Jan. 27	Part 32 - May 5
Part 9 - Oct. 28	Part 21 - Feb. 3	Part 33 - May 12
Part 10 - Nov. 4	Part 22 - Feb. 10	Part 34 - May 19
Part 11 - Nov. 11	Part 23 - Feb. 17	Part 35 - May 26
Part 12 - Nov. 18	Part 24 - Feb. 24	Part 36 - June 2

Students who enroll for a complete Grade XII course on or about Sept. 15 should endeavour to finish Part 4 by Sept. 30 and Part 8 by Oct. 21.

Those who enroll on or about Sept. 30 should finish Part 4 by Oct. 14, Part 8 by Nov. 4, Part 12 by Nov. 25, and Part 16 by Dec. 15.

Those who enroll on or about Oct. 15 should finish Part 4 by Oct. 31, Part 8 by Nov. 28, Part 12 by Dec. 12, and Part 16 by January 2.

Those who enroll later than Oct. 15 should not attempt a complete course unless they are prepared to work extra hard.

Those who enroll later than Sept. 1 for partial courses should endeavour to catch up to the above schedule as soon as possible.

Supervision

Grade XI and XII correspondence students of high school age whether they are attending school or studying at home must work under the direction of a supervisor. Supervisors of students attending school will be their teachers; in most cases, supervisors of home study students will be their parents (or guardians). The success or failure of correspondence students is dependent in no small measure upon the co-operation of teachers and parents who act as supervisors. One of the principal reasons for the failure of correspondence students to complete their courses satisfactorily is that they fall farther and farther behind in their studies; therefore, supervisors are especially requested to see that their students work conscientiously and industriously and finish the lessons and the tests of each part according to schedule. Students who enroll late should be constantly urged to devote extra time and effort to their studies until they are up to date.

Whenever it is possible, supervisors should assist their students to overcome any difficulties which impede their progress. In all cases where students fail to obtain satisfactory marks on any fortnightly tests, supervisors should see that such students thoroughly review the lessons upon which these tests are based. Students should examine their corrected tests carefully and should study the corresponding keys to find out the mistakes they have made and to see what the examiners consider to be complete answers. If students encounter any difficulties which cannot be overcome by reviewing previous lessons, by a careful study of texts, lesson keys, and test keys, or by suggestions or other assistance from their supervisors, such students should refer their difficulties to the staff of the Correspondence Branch.

Adults who do not work under the direction of a supervisor must act as their own supervisors and follow the directions and suggestions contained herein.

Duties of Supervisors

1. To distribute lessons, lesson keys, and tests. (See below.)
2. To preside over students when they write their fortnightly tests.
3. To mail tests regularly to the Correspondence Branch for correction.
4. To see that students follow a definite time table, study regular hours, work conscientiously and industriously, and finish the lessons and tests of each part according to schedule.
5. To encourage students in their studies.

Distribution of Lessons

Correspondence courses in Grade XII subjects are mailed monthly from the Department to supervisors. Lessons (printed on white paper) for a full month's work should be given to each student when the first parcel is received. Promptly after each set of lessons is completed a new set should be handed out.

Distribution of Lesson Keys

Lesson keys (printed on yellow paper) in Mathematics, Chemistry, Physics, Latin, and French must be kept by the supervisor until after the corresponding assignments have been completed. Before any lesson key is given to a student, the supervisor should make certain that the required assignment has been written out. Adults should complete each assignment before they refer to the corresponding lesson key.

Lesson keys have been prepared so that, after students have worked out the assigned problems and exercises, they may have model answers to use in correcting their own work. The purpose of these keys will be defeated if students are permitted to study the solutions and answers before they have finished the corresponding assignments.

Any assignments which students are unable to complete in the regular time table periods must be finished the same day for homework so that the following day every student may be able to present all written answers to his supervisor and obtain all the corresponding lesson keys at one time. This procedure must be followed so that supervisors may distribute lesson keys without any unnecessary trouble or inconvenience and at the same time see that every student is doing the work which has been assigned.

Every supervisor should set apart a definite time each day for the distribution of lesson keys and should require every student to be ready to present all his written work in the aforementioned subjects at the time designated.

IMPORTANT: Supervisors must not hand out full sets of lesson keys (printed on yellow paper) in Mathematics, Chemistry, Physics, Latin, or French with the corresponding lessons (printed on white paper) at the beginning of each month's work.

Supervision and Correction of Tests

Tests (printed on buff paper) must be kept in adequate security by the supervisor until such times as they are to be written. All necessary precautions should be taken to see that no student may obtain any advance information whatsoever concerning the content of any test or any help whatsoever during the periods he is writing his tests. All tests must be written under the strict supervision of a supervisor.

Under no circumstance should adults who write without supervision take even a quick glance at a paper before they are prepared to write it. Neither text books nor notes of any kind should be consulted during the time tests are being written. After a test has been completed, no alterations or additions should be made before it is forwarded to the Department for correction.

As fortnightly tests are based on small sections of the year's work, students are expected to obtain a mark of at least 75% on each month's work in every subject. Those who do not do so are very liable to fail on the December and Easter Term Examinations and on the final Departmental Examinations.

If tests are to be marked by the Correspondence Branch, supervisors must mail each set to this office promptly after the work of each even-numbered part is completed. Tests must be mailed regularly after each two week's work is finished; the first set of a month's work should never be kept until the second set of that month's work is completed.

Sets of tests should be mailed on the following dates or as soon thereafter as possible:

Tests #1 - Sept. 10	Tests #7 - Dec. 3	Tests #13 - Mar. 11
Tests #2 - Sept. 24	Tests #8 - Dec. 16	Tests #14 - Mar. 25
Tests #3 - Oct. 8	Tests #9 - Jan. 14	Tests #15 - Apr. 22
Tests #4 - Oct. 22	Tests #10 - Jan. 28	Tests #16 - May 6
Tests #5 - Nov. 5	Tests #11 - Feb. 11	Tests #17 - May 5
Tests #6 - Nov. 19	Tests #12 - Feb. 25	Tests #18 - June 3

Students who are working behind the above schedule should endeavour to complete each part in less than one week, particularly if they are enrolled for four or more subjects.

Before mailing tests to the Correspondence Branch for correction, supervisors of having students enrolled for a number of subjects should read the accompanying Special Instructions Re: Fortnightly Tests.

Postage on tests mailed to the Department must be fully paid by the student. Letters or packages on which there is insufficient postage will not be accepted.

Teachers are not expected to pay any postage for correspondence students.

Test Keys

Tests keys (printed on blue paper) have been prepared so that all correspondence students may be able to find the mistakes in their answers and learn how to correct them. Consequently when their marked tests are returned, students should examine their papers carefully and compare their answers with those contained in the accompanying test keys. They should then correct their mistakes and write out correct answers or solutions to any questions they had wrong, or failed to answer satisfactorily. The results on the tests will indicate the sections of the various courses which have not been mastered. The corresponding lessons and exercises should be reviewed immediately.

Exercise Books and Note Books

Grade XII correspondence students are required to keep all the assigned written work in suitable Exercise and Note Books. These books should be examined from time to time by the supervisors who should see that all the assignments are being done.

During the year notices will be sent to certain students to forward their Note Books or Exercise Books in certain subjects by return mail to the Correspondence Branch for inspection. It is, therefore, important that these books be kept up to date. At the beginning of each assignment students must write the "Part" and "Lesson" on which it is based so that supervisors or members of the staff of the Correspondence Branch may be able to check their work quickly.

Weekly Time Table

The Weekly Time Table supplied should be followed unless it is necessary to modify it to suit the students' particular needs. The total number of periods per week allotted to a subject must not be changed. After any necessary alterations have been made in the Time Table, the student concerned should adhere to it as strictly as possible.

Correction of Tests and Term Examination for Teachers

Permit teachers must mail all their tests and term examinations to the Correspondence Branch for correction.

N.B. The lessons for Parts 13-16 will not be mailed to any permit teacher who has not sent in Tests #1 for correction.

Qualified teachers who are granted permission to correct their own fortnightly tests must forward a statement of marks to the Correspondence Branch promptly after they complete each even-numbered part.

All teachers must write the December and Easter Term Examinations and send them to the Department for correction.

N.B. The lessons for Parts 21-24 will not be mailed to anyone who has not written the December Examination.

APPENDIX H

SUGGESTED TIME TABLES

DEPARTMENT OF EDUCATION
WINNIPEG, MANITOBA
CORRESPONDENCE COURSES

SUGGESTED TIME-TABLE - GRADE I.

Morning.

- 9.00 - 9.10 - Opening exercises, such as the singing of "O Canada", "The Maple Leaf", "Morning Hymn", repeating "The Lord's Prayer", etc.
9.10 - 9.30 - Reading.
9.30 - 10.00 - Seatwork.
10.00 - 10.05 - Music or Games (See note below).
10.05 - 10.15 - Word Drill

10.15 - 10.30 RECESS OR REST PERIOD

- 10.30 - 10.40 - Phonics.
10.40 - 10.55 - Number Work.
10.55 - 11.05 - Printing at Board.

NOTE: Study periods may be increased as the pupil advances, but no period should exceed 30 minutes.

Afternoon.

- 1.30 - 1.45 - Reading, additional seatwork, or Phonics.
1.45 - 1.55 - Printing.
1.55 - 2.05 - Memorizing. (See note below).
2.05 - 2.30 - Any unfinished work.

This Time-Table does not need to be followed slavishly. It can be arranged to suit the convenience of the home. The Correspondence School requires, however, that children put in at least three hours of daylight study. Evening study should be avoided as far as possible. Little children should not study after supper at all, although some of the school work in the form of games or of reading just for the fun of the story would be all right.

The above time-table has been arranged so that pupils will have frequent changes. Small children should not sit too long at one time, nor should they stand for a long period. Games, exercises, and songs will provide relaxation.

Music and Games - No music is included with the lesson booklets. Where possible, the supervisor should teach the pupil suitable songs. A gramophone and radio may be of help here. Sets of Nursery Rhyme records are enjoyed by most children. Parents who wish to purchase the proscribed text "Sixty Songs for Little Children" may obtain it from The Manitoba Text Book Bureau for 90¢. Suggestions for games are given in the Lesson Booklets.

Memorizing - Some of the lesson booklets contain verses for memory work. The home supervisor may add selections from nursery rhymes, R.L. Stevenson's "A Child's Garden of Verses", etc. Some supervisors may like to have a scrapbook in which to keep memory gems which the pupil will learn during the year.

DEPARTMENT OF EDUCATION
WINNIPEG, MANITOBA
CORRESPONDENCE COURSES

SUGGESTED TIME TABLE -GRADE II.

Morning -

- 9.00 - 9.10 - Opening exercises, such as the singing of "O Canada", "The Maple Leaf", "Morning Hymn", repeating "The Lord's Prayer", etc.
- 9.10 - 9.30 - Reading (guided and silent)
- 9.30 - 10.00 - Seatwork (from Think and Do Book, Activities based on Reading, preparation of Spelling, etc.)
- 10.00 - 10.05 - Break (Song or game; stretching, deep breathing, or marching exercise)
- 10.05 - 10.15 - Phonics
- RECESS OR REST PERIOD 10.15 - 10.30
- 10.30 - 10.40 - Spelling - preparation and written work.
- 10.40 - 11.00 - Number Work -At blackboard or in books; games, drills and corrections.
- 11.00 - 11.05 - Break (See above)
- 11.05 - 11.20 - Printing (a) At blackboard (b) On loose sheets, (c) Final Sheet:
- 11.20 - 11.30 - Word card games and drills, supplementary reading, etc.
- N O O N - 11.30 - 1.30
- 1.30 - 1.45 - Story telling, Nature talk, Health Rules, etc.
- 1.45 - 2.00 - Printing.
- 2.00 - 2.15 - Oral reading or poetry.
- 2.15 - 2.20 - Break (A song, game, deep breathing exercise, etc.)
- 2.20 - 2.45 - Seatwork (Arts and Crafts, making of booklets, etc., any unfinished work in other subjects).
- 2.45 - 2.55 - Closing Exercises. Discuss what has been accomplished during the day. Put books away. Sing "God Save the King".

This time-table does not need to be followed slavishly. It can be arranged to suit the convenience of the home. The Correspondence School requires, however, that children put in at least three hours of daylight study. Evening study should be avoided as far as possible. Little children should not study after supper at all, although some of the school work in the form of games or reading just for the fun of the story would be all right.

The above time-table has been arranged so that pupils will have frequent changes. Small children should not sit too long at one time, nor should they stand for a long period. Games, exercises, and songs will provide relaxation.

MUSIC AND GAMES - No music is included with the lesson booklets. Where possible, the supervisor should teach the pupil suitable songs. A gramophone and radio may be of help here. Parents who wish to purchase the prescribed text "Sixty Songs for Little Children" may obtain it from The Manitoba Text Book Bureau for 90¢. Suggestions for games are given in the Lesson Booklets.

Memorizing - Some of the lesson booklets contain verses for memory work. The home supervisor may add selections from old readers, R.L. Stevenson's "A Child's Garden of Verses", etc. Supervisors may like to have a scrapbook in which to keep memory gems.

DEPARTMENT OF EDUCATION
MANITOBA

CORRESPONDENCE COURSES

TIME-TABLE - GRADE III AND IV

Arithmetic	30 minutes daily
Spelling	20 minutes daily
Reading Study	20 minutes daily
Oral Reading	5 minutes daily
Writing	20 minutes daily
Composition	20 minutes (twice a week)
Drawing	30 minutes (twice a week)
Nature Study	20 minutes daily
Geography	20 minutes daily
Physiology	15 minutes daily

This time table suggests a good division of the study time for the various subjects. It does not need, however, to be followed slavishly. It can be arranged to suit the convenience of the home. The Correspondence School requires, however, that children put in at least three hours of daylight study. Evening study should be avoided as far as possible. Little children should not study after supper at all, although some of the school work in the form of games or of reading just for the fun of the story would be all right.

CORRESPONDENCE BRANCH
DEPARTMENT OF EDUCATION
MANITOBA

TIME-TABLE Y-V

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
9:00 - 10:00	ARITHMETIC	ARITHMETIC	ARITHMETIC	ARITHMETIC	ARITHMETIC
10:00 - 10:45	WRITING & SPELLING	WRITING & SPELLING	WRITING & SPELLING	WRITING & SPELLING	WRITING & SPELLING
10:45 - 11:00	RECESS				
11:00 - 12:00	LANGUAGE	LANGUAGE	LANGUAGE	LANGUAGE	LANGUAGE
12:00 - 1:15	NOON - HOUR				
1:15 - 2:00	SOCIAL STUDIES	SOCIAL STUDIES	SOCIAL STUDIES	SOCIAL STUDIES	SOCIAL STUDIES
2:00 - 2:45	READING	READING	READING	READING	READING
2:45 - 3:00	RECESS				
3:00 - 4:00	WORK BOOK	ARTS & CRAFTS	WORK BOOK	ARTS & CRAFTS	SPARE

IT IS SUGGESTED THAT STUDENTS SPEND TIME ON LESSONS TWO EVENINGS A WEEK. SUPERVISORS CAN BEST DETERMINE WHAT SUBJECTS REQUIRE ADDITIONAL STUDY.

CORRESPONDENCE BRANCH
DEPARTMENT OF EDUCATION
MANITOBA

TIME TABLE VII-VIII

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
9:00 - 10:00	Mathematics	Mathematics	Mathematics	Mathematics	Assignment
10:00 - 10:45	Language	Language	Language	Language	Assignment
10:45 - 11:00	RECESS				
11:00 - 11:40	Science	Science	Science	Science	Assignment
11:40 - 12:00	Health	Art	Health	Art	Health
12:00 - 1:15	NOON				
1:15 - 1:45	SPELLING AND WRITING				
1:45 - 2:45	Social Studies	Social Studies	Social Studies	Social Studies	Assignment
2:45 - 3:00	RECESS				
3:00 - 4:00	Literature	Literature	Literature	Literature	Assignment

NOTE: It is suggested that students spend at least one hour each evening studying subjects in which they are weak. It will be left to the pupil to decide which subjects require additional study. The number of periods devoted to each subject should not be changed, even though the time table may be altered in some cases to fit into the routine of the home.

MANITOBA DEPARTMENT OF EDUCATION
CORRESPONDENCE BRANCH
TIME TABLE
GRADE IX

Odd-numbered Parts

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
9.00 - 9.45	MATHEMATICS	MATHEMATICS	HEALTH	MATHEMATICS	MATHEMATICS
9.45 - 10.30	LITERATURE	LITERATURE	LITERATURE	LITERATURE	LITERATURE
RECESS					
10.45 - 11.25	SOCIAL STUDIES	SOCIAL STUDIES	SOCIAL STUDIES	SOCIAL STUDIES	SOCIAL STUDIES *
11.25 - 12.00	LANGUAGE (SPELLING)	LANGUAGE (INDIVID. READING)	ART	LANGUAGE (SPELLING)	LANGUAGE (CLASS READING)
NOON					
1.00 - 1.45	GUIDANCE	SCIENCE LATIN, FRENCH, OR LANGUAGE (CLASS READING)	SCIENCE	SCIENCE LATIN, FRENCH OR LANGUAGE (INDIV. READING)	SCIENCE
1.45 - 2.30	LATIN, FRENCH, OR LANGUAGE	LATIN, FRENCH, OR LANGUAGE (CLASS READING)	LATIN, FRENCH, OR LANGUAGE	LATIN, FRENCH, OR LANGUAGE (INDIV. READING)	LATIN, FRENCH, * OR LANGUAGE REVIEW
RECESS					
2.45 - 3.25	LANGUAGE	MUSIC	LANGUAGE	LANGUAGE	HEALTH
3.25 - 4.00	ART	ART	MUSIC	ART	- - - - -

* The first lesson of the succeeding even-numbered part.

NOTE: 1. In cases where correspondence students are attending a rural school, the teacher of such school may alter the above time table to fit into the routine of the school but the number of periods devoted to each subject should not be changed.

2. During the winter months when school opens at 9.30 a.m., the necessary adjustments should be made in the above time table.

MANITOBA DEPARTMENT OF EDUCATION
CORRESPONDENCE BRANCH
TIME TABLE - GRADE IX

GRADE IX

Even-numbered Parts

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
9.00 - 9.45	MATHEMATICS	MATHEMATICS	MATHEMATICS	MATHEMATICS	MATHEMATICS TEST
9.45 - 10.30	LITERATURE	LITERATURE	LITERATURE	HEALTH	LITERATURE TEST
RECESS					
10.45 - 11.25	SOCIAL STUDIES LANGUAGE (SPELLING)	SOCIAL STUDIES	SOCIAL STUDIES	SOCIAL STUDIES	SOCIAL STUDIES TEST
11.25 - 12.00		MUSIC	LANGUAGE (INDIVID. READING)	MUSIC TEST	SPELLING TEST
NOON					
1.00 - 1.45	SCIENCE	SCIENCE	SCIENCE	SCIENCE	SCIENCE TEST
1.45 - 2.30	LATIN, FRENCH, OR LANGUAGE	LATIN, FRENCH, OR LANGUAGE (CLASS READING)	ART	LATIN, FRENCH, OR LANGUAGE (INDIVID. READING)	LATIN, FRENCH, OR LANGUAGE TEST
RECESS					
2.45 - 3.25	LANGUAGE (CLASS READING)	LANGUAGE	LANGUAGE	HEALTH TEST	LANGUAGE TEST
3.45 - 4.00	ART	ART	HEALTH	ART TEST	GUIDANCE TEST *

NOTE: 1. Students who enroll for both foreign languages should make the following adjustments in the above time-table: Odd-numbered Parts: Instead of English Language take one of these foreign languages on Monday, 2.45 - 3.25; Tuesday, 11.25 - 12.00; Wednesday, 2.45 - 3.25; Thursday, 11.25 - 12.00; Friday, 3.25 - 4.00. Even-numbered Parts: Monday 2.45 - 3.25; Tuesday, 2.45 - 3.25; Wednesday 11.25 - 12.00, Test; Friday 3.25 - 4.00.

2. During the winter months when school opens at 9.30 a.m., necessary adjustments should be made in the above time table.

* There will be only three Guidance Tests. The first test is to be written at the end of Part 12, the second at the end of Part 24, and the third at the end of Part 36.

MANITOBA DEPARTMENT OF EDUCATION
CORRESPONDENCE BRANCH
TIME TABLE
GRADE X

Even-numbered Parts

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
9:00 - 9:45	SOCIAL STUDIES	SOCIAL STUDIES	SOCIAL STUDIES	SOCIAL STUDIES	SOCIAL STUDIES TEST
9:45 - 10:30	SCIENCE	SCIENCE	SCIENCE	SCIENCE TEST	COMPOSITION TEST
			RECESS		
10:45 - 11:25	MATHEMATICS	MATHEMATICS	MATHEMATICS	MATHEMATICS	MATHEMATICS TEST
11:25 - 12:00	COMPOSITION	COMPOSITION	COMPOSITION	COMPOSITION	HEALTH TEST
			NOON		
1:00 - 1:45	OPTION I	OPTION I	OPTION I	OPTION I	OPTION I TEST
1:45 - 2:30	OPTION II	OPTION II	MATHEMATICS	OPTION II	OPTION II TEST
			RECESS		
2:45 - 3:25	MATHEMATICS	HEALTH	GUIDANCE	HEALTH	LITERATURE TEST
3:25 - 4:00	LITERATURE	LITERATURE	LITERATURE	GUIDANCE TEST	LITERATURE (READING)

NOTE: 1. In cases where correspondence students are attending a rural school, the teacher of such school may alter the above time-table to fit into the routine of the school but the number of periods devoted to each subject should not be changed.

2. During the winter months when school opens at 9:30 a.m., necessary adjustments should be made in the above time table.

MANITOBA DEPARTMENT OF EDUCATION
CORRESPONDENCE BRANCH
GRADE X
TIME TABLE

Odd-Numbered Parts

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
9:00 - 9:45	SOCIAL STUDIES	SOCIAL STUDIES	SOCIAL STUDIES	- - - - -	SOCIAL STUDIES
9:45 - 10:30	SCIENCE	SCIENCE	SCIENCE	SCIENCE	SCIENCE
		RECESS	RECESS		
10:45 - 11:25	MATHEMATICS	MATHEMATICS	MATHEMATICS	MATHEMATICS	MATHEMATICS
11:25 - 12:00	COMPOSITION	COMPOSITION	- - - - -	COMPOSITION	COMPOSITION
		NOON	NOON		
1:00 - 1:45	OPTION I	- - - - -	OPTION I	OPTION I	OPTION I
1:45 - 2:30	OPTION II	OPTION II	OPTION II	OPTION II	OPTION II
		RECESS	RECESS		
2:45 - 3:25	MATHEMATICS	HEALTH	GUIDANCE	HEALTH	LITERATURE (READING)
3:25 - 4:00	- - - - -	LITERATURE	LITERATURE	LITERATURE	- - - - -

The first lesson of the succeeding even-numbered part.
NOTE: 1. In cases where correspondence students are attending a rural school, the teacher of such school may alter the above time table to fit into the routine of the school but the number of periods devoted to each subject should not be changed.

2. During the winter months when school opens at 9:30 a.m., necessary adjustments should be made in the above time table.
650 G.P.; 600 Cart. P. -7-49

MANITOBA DEPARTMENT OF EDUCATION
CORRESPONDENCE BRANCH
TIME TABLE -- GRADE XII

Odd-numbered Parts

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
9:00 - 9:45	HISTORY	COMPOSITION & NOVEL	COMPOSITION & NOVEL	COMPOSITION & NOVEL	COMPOSITION & NOVEL
9:45 - 10:30	CHEMISTRY or PHYSICS	HISTORY	CHEMISTRY or PHYSICS	CHEMISTRY or PHYSICS	CHEMISTRY or PHYSICS
10:30 - 10:45	RECESS	RECESS	RECESS	RECESS	RECESS
10:45 - 11:45	ARITHMETIC or MATHEMATICS	ARITHMETIC or MATHEMATICS	HISTORY	ARITHMETIC or MATHEMATICS	ARITHMETIC or MATHEMATICS
11:45 - 12:00	NOON	NOON	NOON	NOON	NOON
1:30 - 2:15	DRAMA and POETRY	DRAMA and POETRY	DRAMA and POETRY	HISTORY	DRAMA and POETRY
2:15 - 2:45		ARITHMETIC or MATHEMATICS	ARITHMETIC or MATHEMATICS		HISTORY
2:45 - 3:00	RECESS	RECESS	RECESS	RECESS	RECESS
3:00 - 4:00	FRENCH, LATIN, or a SECOND SCIENCE	FRENCH, LATIN, or a SECOND SCIENCE	FRENCH, LATIN, or a SECOND SCIENCE	FRENCH, LATIN, or a SECOND SCIENCE	FRENCH or LATIN

- Note:
- In cases where correspondence students are attending school, the principal or teacher of such school may alter the above time table to fit into the routine of the school but the number of hours devoted to each subject should not be changed materially.
 - During the winter months when school opens at 9:30 a.m., the three morning periods should be shortened by not more than five minutes each.
 - Students enrolled for a foreign language and either a second science or a second foreign language should study their lessons in the second science or foreign language in the period assigned to either History or Mathematics, whichever is not taken.
 - If students enrolled for French or Latin require extra periods they should make use of the second period in the afternoon.

MANITOBA DEPARTMENT OF EDUCATION
CORRESPONDENCE BRANCH
TIME TABLE -- GRADE XII

Even-numbered Parts

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
9:00 - 9:45	HISTORY	COMPOSITION & NOVEL	COMPOSITION & NOVEL	COMPOSITION & NOVEL	COMPOSITION & NOVEL TEST
9:45 - 10:30	CHEMISTRY OR PHYSICS	CHEMISTRY OR PHYSICS	CHEMISTRY OR PHYSICS	CHEMISTRY OR PHYSICS	CHEMISTRY OR PHYSICS TEST
10:30 - 10:45	RECESS	RECESS	RECESS	RECESS	RECESS
10:45 - 11:45	ARITHMETIC or MATHEMATICS	ARITHMETIC or MATHEMATICS	ARITHMETIC or MATHEMATICS	ARITHMETIC or MATHEMATICS	MATHEMATICS or ARITHMETIC TEST (45 minutes)
11:45 - 12:00					
	NOON	NOON	NOON	NOON	NOON
1:30 - 2:15	DRAMA and POETRY	DRAMA and POETRY	DRAMA and POETRY	DRAMA and POETRY	DRAMA and POETRY TEST
2:15 - 2:45		ARITHMETIC or MATHEMATICS		HISTORY	HISTORY TEST (45 minutes)
2:45 - 3:00	RECESS	RECESS	RECESS	RECESS	RECESS
3:00 - 4:00	FRENCH, LATIN, or a SECOND SCIENCE	FRENCH, LATIN, or a SECOND SCIENCE	FRENCH, LATIN, or a SECOND SCIENCE	FRENCH, LATIN, or a SECOND SCIENCE	FRENCH, LATIN, or a SCIENCE TEST (45 minutes)

- Note:**
- In cases where correspondence students are attending school, the principal or teacher of such school may alter the above time table to fit into the routine of the school but the number of hours devoted to each subject should not be changed materially.
 - During the winter months when school opens at 8:30 a.m., the three morning periods should be shortened by not more than five minutes each.
 - Students enrolled for a foreign language and either a second science or a second foreign language should study their lessons in the second science or foreign language in the period assigned to either History or Mathematics, whichever is not taken.
 - If students enrolled for French or Latin require extra periods, they should make use of the second period in the afternoon.

APPENDIX I

SOME REPORT FORMS AND RECORD BLANKS
USED BY THE CORRESPONDENCE BRANCH

CORRESPONDENCE BRANCH
DEPARTMENT OF EDUCATION
MANITOBA

GRADE _____

EXAMINATION RESULTS

_____ 19____

THIS IS TO CERTIFY THAT _____ HAS WRITTEN THE REGULAR
OF _____ EXAMINATION OF THE CORRESPONDENCE
BRANCH, AND HAS MADE THE FOLLOWING MARKS:

SPELLING _____
LITERATURE _____
LANGUAGE _____
HISTORY _____

MATHEMATICS _____
SCIENCE _____
GEOGRAPHY _____

ART _____
HEALTH _____
PENMANSHIP _____

REMARKS

Empty rectangular box for remarks.

CORRESPONDENCE BRANCH, DEPARTMENT OF EDUCATION, WINNIPEG

PUPIL'S RECORD

NAME _____ AGE _____ GRADE _____

ADDRESS _____ PARENT OR GUARDIAN _____

LESSON NO.	SPELLING	LITERATURE	COMPOSITION	GRAMMAR	HISTORY	MATHS.	SCIENCE	GEOGRAPHY	ART	MUSIC	PHYS. ED.	WRITING	REMARKS
1													
2													
3													
4													
5													
6													
7													
8													
9													
10													
11													
12													
13													
14													
15													
16													
17													
18													

MONTHLY TEST RECORD

1													
2													
3													
4													
5													
6													
7													
8													

TERM EXAMINATIONS, DECEMBER, EASTER & JUNE

D													
E													
J													

PROMOTED (Yes or No) _____

A - 80 to 100

C - 50 to 65

B - 66 to 79

D - Below 50

DEPARTMENT OF EDUCATION
MANITOBA
CORRESPONDENCE BRANCH

NOVEMBER TERM EXAMINATIONS -- 1949

Statement of Standing of: _____ Address _____

Candidate's Average on Entire Examination - Group -

Subject	Candidate's Marks	Candidate's Grades	Highest Mark	Average Mark of all Candidates	Average Mark of Candidates in Group 1	Average Mark of Candidates in Group 3
Spelling			99	74	97	86
Literature			95	48	84	66
Language			94	56	83	67
Social Studies			96	46	84	65
Mathematics			97	58	89	74
Science			-	-	-	-
Health			100	60	91	73
Music			92	56	88	74
Art			90	56	81	69
Latin			99	70	98	87
French			94	48	82	62
Reading Test	Mark		Group			

W. J. Sarchuk

Assistant Director of Correspondence Instruction.

(Signature of parent or guardian)

NOTE: When this statement has been signed by the parent or guardian it should be handed to the teacher to be kept on file in the school for Inspector's reference. Home Study students should retain their statements.

(over)

Marks	Departmental Grade	Student's Achievement
80 - 100	A	Excellent
70 - 79	B	Good
60 - 69	C	Fair
50 - 59	D	Unsatisfactory
49 - 0	E	Very Unsatisfactory

All students should attempt to secure as high a standing as possible.

The students who wrote a complete Grade IX Examination were divided into ten groups as follows:

- Group 1 - The highest 10 per cent of the class.
- Group 2 - The second highest 10 per cent of the class.
- Group 3 - The third highest 10 per cent of the class.
- Group 4 - The fourth highest 10 per cent of the class.
- Group 5 - The fifth highest 10 per cent of the class.
- Group 6 - The sixth 10 per cent of the class.
- Group 7 - The seventh 10 per cent of the class.
- Group 8 - The eighth 10 per cent of the class.
- Group 9 - The ninth 10 per cent of the class.
- Group 10 - The lowest 10 per cent of the class.

NAME OF STUDENT

ADDRESS GRADE IX

SUPERVISOR'S REPORT ON EXERCISE AND NOTE BOOKS FOR PARTS

SUBJECT	QUALITY OF WORK				NO. OF ASSIGNMENTS COMPLETED			CORRECTION OF ERRORS ETC.			
	EXCELLENT	GOOD	FAIR	POOR	ALL OVER THREE-QUARTERS	OVER ONE-HALF	LESS THAN ONE-HALF	EXCELLENT	GOOD	FAIR	POOR
Spelling											
Language											
Language Work Book											
French Exercise Book											
Latin Exercise Book											
Literature											
Art											
Music											
Social Studies											
Mathematics Exercise Book											
Science											
Health											
Guidance											

Signature of Supervisor

School District

MANITOBA DEPARTMENT OF EDUCATION
CORRESPONDENCE BRANCH

A report on each Grade IX & X correspondence student's Exercise and Note Books is to be forwarded by the supervisor to the Correspondence Branch when Parts 8, 16, 24, and 32, respectively, are completed.

These reports should be mailed not later than the following dates:

On Parts 1 - 8 -- October 15
On Parts 9 - 16 -- December 24
On Parts 17 - 24 -- February 25
On Parts 25 - 32 -- May 13

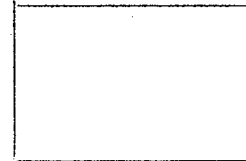
Supervisors are requested to see that correspondence students write out their daily assignments in suitable exercise and note books. These books should be examined periodically at short intervals so that students' work may be checked up before they get too far behind. It is not expected that supervisors should read every sentence. A quick glance through each book should be sufficient to enable a supervisor to determine whether or not the student is doing his work satisfactorily.

At the end of each second month's work all students should be required to hand in all their exercise and note books to their supervisors. Supervisors are requested to examine each book quickly, and by placing check marks (✓) in the proper columns on the opposite side of this sheet, to indicate the quality of work done by the student, the relative number of assignments completed, and the attention given to correction of errors and remedial exercises.

* * * *

REPORT TO CORRESPONDENCE BRANCH

DEPARTMENT OF EDUCATION
MANITOBA GRADE IX
CORRESPONDENCE BRANCH



Statement of Marks - November Examinations, 1949

STUDENT _____ ADDRESS _____

NAME OF S. D. _____ DATE _____

<u>Subject</u>	<u>Part "A"</u>	<u>Part "B"</u>	<u>TOTAL</u>
Spelling	_____	_____	_____
Literature	_____	_____	_____
Language	_____	_____	_____
Social Studies	_____	_____	_____
Mathematics	_____	_____	_____
Science	_____	_____	_____
Health	_____	_____	_____
Music	_____	_____	_____
Art	_____	_____	_____

Total (without foreign languages) _____

Average (without foreign languages) _____

FOR DEPARTMENTAL USE ONLY

French _____ Total _____ Average _____

Latin _____

Cross out whichever of these subjects is not being taken this year by the above named.

Signature of Teacher _____

NOTE: This statement must be forwarded to the Director of Correspondence Instruction promptly after the November Examinations have been marked. It should not be held until the corrected foreign language papers are returned.

Tests or Term Exams.	Date each month's tests or Term Exams should be completed.	Date actually completed.	Spelling	Literature	Language	Social Studies (History)	Mathematics	Science	Health	Music	Art	French	Latin	Average	Group or Grade	Number Days Attendance	Parent's (or Guardian's) Signature
Tests 1 - 2	Sept. 18															Aug.	
Tests 3 - 4	Oct. 14															Sept.	
Tests 5 - 6	Nov. 11															Oct.	
Tests 7 - 8	Dec. 23															Nov.	
Tests 9 - 10	Jan. 27															Dec.	
Tests 11-12	Feb. 24															Total	
Tests 13-14	Apr. 6															Jan.	
Tests 15-16	May 12															Feb.	
Tests 17-18	June 23															Mar.	
November	Nov. 25															Apr.	
March	Mar. 10															May	
																June	
																Total	

NAME OF STUDENT
ADDRESS

S.D.

SUPERVISOR

Grade IX

MANITOBA DEPARTMENT OF EDUCATION
CORRESPONDENCE BRANCH

Grade IX correspondence students who obtain an average mark of 80 or higher on each month's work are doing excellent work. Such students should put the letter "H" in the column Group or Grade opposite each month's average of 80 or higher. When the average is from 67 to 79 the letter "G" should be used. The letters given in the table below should be used for other averages.

<u>Average Mark for the Month's Work</u>	<u>Grade</u>	<u>Student's Achievement</u>
80 - 100	H	Honours
67 - 79	G	Good
50 - 67	S	Satisfactory
0 - 49	W	Weak

On the basis of the marks obtained by Grade IX Correspondence students on the November and the March Term Examinations such students are divided into ten groups as follows:

- Group 1 - The highest 10 per cent of the class.
- Group 2 - The second highest 10 per cent of the class.
- Group 3 - The third highest 10 per cent of the class.
- Group 4 - The fourth highest 10 per cent of the class.
- Group 5 - The fifth highest 10 per cent of the class.
- Group 6 - The sixth 10 per cent of the class.
- Group 7 - The seventh 10 per cent of the class.
- Group 8 - The eighth 10 per cent of the class.
- Group 9 - The ninth 10 per cent of the class.
- Group 10 - The lowest 10 per cent of the class.

The group in which students are placed is indicated on the special statement of marks mailed to parents (or guardians) of correspondence students after the results of the November and the March Examinations have been tabulated. When these statements are received the group in which the student is placed should be entered in the proper column in the Yearly Report Forms opposite the average mark on the respective term examinations.

DEPARTMENT OF EDUCATION
MANITOBA
CORRESPONDENCE BRANCH

NOVEMBER EXAMINATIONS - 1949

The following Grade IX Correspondence Students taking a full course secured an average of 75% or higher on the November Examinations set by the Correspondence Branch of the Department of Education.

<u>Name</u>	<u>Address</u>	<u>Mark</u>	<u>Name</u>	<u>Address</u>	<u>Mark</u>
Arnold Rempel	Hochstadt	91	Carol Sundmark	Hilltop	79
Irene M. Nickel	Plum Coulee	91	Tina Hildebrand	Winkler	79
Verna Newfeld	Rosenfeld	91	Gordon Billings	MacGregor	79
Marie Petrynychyn	Camp Morton	90	Helen Klassen	Winkler	79
Gudrun Skulason	Geysir	89	Dorothy Boychuk	Sundown	79
Joyce Nordin	Hilbre	87	George Sawatzky	Morden	78
Kenneth R. Cain	Stony Mountain	87	Shirley Bowd	Treherne	78
Gladys Mazur	Sewell	87	Roland Chateau	Cardinal	78
Norman Schiewe	Rosenfeld	87	Anita Dufault	St. Lupicin	78
Phyllis Dendewich	Winnipeg Beach	86	Alexander Manaichuk	Garland	78
Fern Bottrell	Rosebank	86	Mabel I. Oliver	Melita	78
Ruth A. Neufeld	Whitewater	85	Mary Epp	Whitewater	78
Stella Nynych	Cook's Creek	85	Vida Hogg	Big Woody	78
Laurie Dodds	Dufresne	84	Edward Thiessen	Marquette	78
Annie Shach	Ladywood	84	Winona MacLennan	Crestview	78
Irene Single	Waldersee	84	Clara Heykin	Weiden	78
Margaret Peters	Boissevain	84	Isaac W. Martens	Manitou	77
Marie McLennan	Helston	84	Lois Millar	P. la Prairie	77
Agatha Boldt	Halbstadt	83	Esther M. Reimer	Winkler	77
Garry Anderson	Libau	83	Maxine Thurston	Macdonald	77
Olive Chambers	Arborg	83	Evangeline Plett	Lorette	77
Stella Ferens	Ladywood	82	Emily Wadomski	Moose Bay	77
Bernard Wiebe	Altona	82	Dale Loveridge	Pinawa	77
Irene Reckseidler	Sewell	81	Marion Bobbie	Malonton	77
Alma Roberts	Neveton	81	Bettye Schellenberg	Mayfeld	77
Remi Demare	Somerset	81	Eileen Moffat	P. La Prairie	76
Joyce E. Olafson	Lundar	81	Ken Bidinosti	Petersfield	76
Gloria Chreptyk	Pleasant Home	81	Jane Permer	Kane	76
Glenn Franck	Killarney	81	Florence Rattai	Ladywood	76
Alan Holt	Golden Stream	81	Einar Sigurdson	Oakview	76
Ann Beda	Prawda	80	Pat Francis	Spearhill	76
Rosie Fedoryshen	Vita	80	Phyllis Elliott	Carberry	76
Marion M. Schieman	Rosenfeld	80	Hilda Finnon	Vidir	76
Janet S. Stevenson	Morris	80	Doris B. Bobert	St. Jean	76
Katherine Plett	Lorette	80	Shirley M. Matchett	Treherne	76
Hartwig Philipp	Marquette	80	Virginia Okalita	Libau	75
Jim Bidinosti	Petersfield	79	Isabelle Andrushuk	Layland	75
Wilda Beam	P. la Prairie	79	Sybil Germaniuk	Polonia	75
Hellen Johnston	Mowbray	79	Margery Doroschuk	Pleasant Home	75
Sarah Douma	Blackdale	79	Marie L. Gauthier	St. Claude	75
Violet Rapske	Sewell	79	Anna Johnson	Oakview	75

NAME OF STUDENT

ADDRESS GRADE X

SUPERVISOR'S REPORT ON EXERCISE AND NOTE BOOKS FOR PARTS

SUBJECT	QUALITY OF WORK				NO. OF ASSIGNMENTS COMPLETED			CORRECTION OF ERRORS, ETC.				
	EXCELLENT	GOOD	FAIR	POOR	ALL	OVER THREE- QUARTERS	OVER ONE-HALF	LESS THAN ONE-HALF	EXCELLENT	GOOD	FAIR	POOR
LITERATURE												
COMPOSITION (LANGUAGE)												
SOCIAL STUDIES (GEOG.)												
MATHEMATICS NOTE BOOK												
MATHEMATICS EX. BOOK												
SCIENCE												
HEALTH												
GUIDANCE												
ART												
FRENCH EXERCISE BOOK												
FRENCH SCRAPBOOK												
LATIN												
BUSINESS PRACTICE												
BRITISH HISTORY												

SIGNATURE OF SUPERVISOR

SCHOOL DISTRICT

(OVER)

MANITOBA DEPARTMENT OF EDUCATION

CORRESPONDENCE BRANCH

A report on each Grade IX & X correspondence student's Exercise and Note Books is to be forwarded by the supervisor to the Correspondence Branch when Parts 8, 16, 24, and 32, respectively, are completed.

These reports should be mailed not later than the following dates:

On Parts 1 - 8 - - October 15
On Parts 9 -16 - - December 24
On Parts 17 - 24 - - February 25
On Parts 25 - 32 - - May 13

Supervisors are requested to see that correspondence students write out their daily assignments in suitable exercise and note books. These books should be examined periodically at short intervals so that students' work may be checked up before they get too far behind. It is not expected that supervisors should read every sentence. A quick glance through each book should be sufficient to enable a supervisor to determine whether or not the student is doing his work satisfactorily.

At the end of each second month's work all students should be required to hand in all their exercise and note books to their supervisors. Supervisors are requested to examine each book quickly, and by placing check marks (✓) in the proper columns on the opposite side of this sheet, to indicate the quality of work done by the student, the relative number of assignments completed, and the attention given to correction of errors and remedial exercises.

DEPARTMENT OF EDUCATION
MANITOBA
CORRESPONDENCE BRANCH
GRADE X

November Term Examinations - 1949

Statement of Standing of

Candidate's Average on Entire Examination Group

Subject	Candidate's Mark	Candidate's Departmental Grade	Highest Mark	Average Mark of all Candidates	Average Mark of Candidates in Group I	Average Mark of Candidates in Group 3
Literature			97	54	83	67
Language			85	67	81	74
Social Studies			95	47	77	59
Mathematics			97	57	89	72
Science			97	71	92	86
Health			100	80	92	80
French			94	58	90	78
Latin			90	46	86	64
Art			86	66	82	75
British History			89	57	83	70
Business Practice			94	60	84	72

Group

Silent Reading Test

Clerical Examination

Mechanical Aptitude Test

C. J. Hutchings
Director of Correspondence Instruction.

(Signature of Parent or Guardian)

(over)

In the Departmental Statements of Standing issued by the Manitoba High School Examination Board on the completion of Grade X the exact marks obtained by the student are not stated but the following Grades are given instead.

Marks	Departmental Grade	Student's Achievement
80 - 100	A	Excellent
70 - 79	B	Good
60 - 69	C	Fair
50 - 59	D	Poor
0 - 49	E	Very Poor

All Students should attempt to secure as high a Departmental Grade as possible.

The students who wrote a complete Grade X Examination were divided into ten groups as follows:

- Group 1 - The highest 10 per cent of the class.
- Group 2 - The second highest 10 per cent of the class.
- Group 3 - The third highest 10 per cent of the class.
- Group 4 - The fourth highest 10 per cent of the class.
- Group 5 - The fifth highest 10 per cent of the class.
- Group 6 - The sixth 10 per cent of the class.
- Group 7 - The seventh 10 per cent of the class.
- Group 8 - The eighth 10 per cent of the class.
- Group 9 - The ninth 10 per cent of the class.
- Group 10- The lowest 10 per cent of the class.

N.B. In cases where students are in attendance at school, this statement must be presented to the teacher after it has been signed by a parent (or guardian) in order that the student's marks, average, and group may be entered on the yearly progress form kept on file for examination by the Inspector. The statement should then be returned to the student.

MANITOBA DEPARTMENT OF EDUCATION
CORRESPONDENCE BRANCH

REPORT TO CORRESPONDENCE BRANCH

GR. XI-XII

STATEMENT OF MARKS ON THE TESTS OF PART TO PART

NAME OF STUDENT

ADDRESS

NAME OF SCHOOL DISTRICT

DATE

Test #	Composition and Novel Drama and Poetry History Mathematics Commercial Arithmetic Chemistry Physics French Latin	Total for Month's Work	Average for Month's Work	No. of days attendance for Month of
Total				

Date Student commenced to study the lessons of Part 19

Date Student completed the tests of Part 19

Has the Report to Parents for the preceding month been signed and returned to you?

Signature of Teacher

Enter the actual mark obtained in each test. Do not calculate percentage on individual Tests. The aggregate of the maximum marks of the tests on each month's work is 100 for each subject. Do not fail to enter the number of days attendance. After you have finished marking the tests on these four parts please forward this statement to:
The Correspondence Branch, Department of Education, Winnipeg, Manitoba.

SPECIAL NOTICE TO TEACHERS WHO ARE MARKING TESTS FOR CORRESPONDENCE STUDENTS

Tests must be marked promptly and statements of standing completed and mailed so that they will be received by the Correspondence Branch not later than the following dates:

- Tests #1 & 2 - October 1
- Tests #3 & 4 - October 29
- Tests #5 & 6 - November 26
- Tests #7 & 8 - December 24
- Tests #9 & 10 - February 4
- Tests #11 & 12 - March 4
- Tests #13 & 14 - April 8
- Tests #15 & 16 - May 13
- Tests #17 & 18 - June 10

BOOKKEEPING, Gr. XI	
Test #	
Test #	
Test #	
Test #	
Total	

APPENDIX J

A SAMPLE LESSON, TEST, AND TEST KEY,
IN GRADE IX MATHEMATICS

DEPARTMENT OF EDUCATION
MANITOBA
CORRESPONDENCE BRANCH

1

Grade IX

MATHEMATICS

Text required: Mathematics We Use, Book III
Brueckner, Stein, McKinnon, and Gilles.

Supplies required: A note book;
several practice exercise books;
a graph practice exercise book or
graph paper;
a set of Mathematics instruments
(ruler, compasses, protractor, etc.)

In the note book write the facts, principles, and methods that you learn during this Mathematics course.

In the exercise books write the work that you do in answering lesson assignments throughout the course. Graphs should be drawn in the graph exercise book or on graph paper. If you do not obtain a graph exercise book or graph paper, you may rule squares on ordinary paper.

INTRODUCTION

The various subjects of your Grade IX course cannot be expected to contribute in the same manner to your education. In your study of mathematics you may not find the wealth of information and general knowledge that you will find in subjects such as the sciences and history. Nevertheless, knowledge of certain mathematical facts is essential to every educated person. Mathematics is one of the best subjects to be used in developing habits of thought and action which will be most useful in later life. Skill in the use of the fundamental operations in mathematics is essential to success in the study of physics, chemistry, and other sciences, and in a large number of professions, trades, and commercial enterprises. Your study of mathematics should convince you that such study is necessary to develop keen observation, concentrated attention, logical memory, and sound judgment and reasoning. Mathematics is particularly well adapted to this purpose because of its simplicity, accuracy, certainty of results, originality, and similarity to the types of reasoning which should be used in many life situations.

Mathematical study encourages the development of self-reliance, character, the correct use of English, general culture, and an appreciation of the contribution of mathematics and science to our well being.

"The primary purpose of the study of mathematics should be to develop those powers of understanding and of analyzing relations of quantity and of space which are necessary to an insight into and control over our environment and to an appreciation of the progress of civilization in its various aspects, and to develop those habits of thought and of action which will make these powers effective in the life of the individual." (Arthur Schultze, "The Teaching of Mathematics".)

INTRODUCTION - (cont'd)

In your study of mathematics, as in your study of all other subjects, your chief aim should be to understand each new topic, principle, or process as soon as possible after it is introduced. Do not leave any lesson until you understand it completely. If you proceed to a new lesson without fully understanding all points in the one you are studying, later on in your course you will be almost certain to come up against problems which will be very difficult and perhaps impossible for you to solve until after you go back and learn the sections you failed to understand.

It is not enough for you to understand your lessons; you must also make use of the principles and processes studied. Therefore you must work several practice or drill exercises on each new principle or process immediately after it is introduced. You know that you cannot learn to play ball or any other game simply by studying the rules. It is also necessary for you to practise often for months and sometimes for years. Practice is equally as important in learning mathematics. If you fail to practise you can never become skilful in adding, subtracting, multiplying, and dividing quantities or in solving equations and problems.

In no other subject, not even science, is it possible or as necessary to work with as high degree of accuracy as in mathematics. For this reason nothing but perfection should satisfy you. In performing the fundamental operations and processes your first aim should be accuracy. If you make mistakes in addition, subtraction, etc., it will be impossible for you to solve problems. The purpose of practice and drill exercises is to form correct habits of performing operations. If you make a mistake in this practice or drill it will be necessary for you to work several extra samples to counteract the bad effects of a single mistake. It is much better for a pupil not to work an exercise in addition for example, rather than for him to do careless work. If a student makes a number of mistakes in a given exercise, he has been practising to add incorrectly. Every mistake makes it more difficult to attain perfection. Therefore in all your work in mathematics, particularly when you are learning a new process, you should work very carefully and if you do make a mistake you should work five or ten additional similar examples, not as a punishment, but, as an aid in counteracting the bad effects of your error.

The lessons in this course will be divided into sections as follows:

I. Self-Examination on Preceding Lesson.

In ordinary classroom instruction the teacher frequently begins each day's work in a given subject by finding out whether or not the members of the class have completed the preceding lesson satisfactorily. As you have no regular instructor it will be necessary for you to examine yourself. The purpose of this section of each lesson will be to help you to determine the progress you have made. You should answer each question without referring to your lessons or texts unless you are specifically instructed to do so.

II. Review of Preceding Work or Self-Examination on Preceding Work.

III. Objective of New Lesson.

IV. Presentation of New Lesson.

V. Assignment.

VI. Correction of exercises with the aid of a lesson key.

PART 1 - LESSON 1

Textbook: p. 1 and the map given with p. 1.

OBJECTIVE

TO BEGIN A REVIEW OF FUNDAMENTALS BY SOLVING PROBLEMS INVOLVING THE USE OF CERTAIN BASIC OPERATIONS IN MATHEMATICS

PRESENTATION

Review of work of the preceding grades is essential throughout a large part of the Grade IX Mathematics course. Thorough mastery of the fundamental operations is required of Grade IX pupils before they proceed to the work of Mathematics I. Tests in Mathematics at the end of Grade IX will be based on the Mathematics of the preceding grades as well as the work of Grade IX. Hence, it is necessary that Grade IX pupils review thoroughly addition, subtraction, multiplication and division of whole numbers, fractions and decimals, and basic operations in percentage and mensuration.

ASSIGNMENT

Textbook: p. 1 "Fly and Be Safe!" Questions 1 - 7.

NOTE TO STUDENT

After you have completed the above assignment, ask your supervisor for the Grade IX Mathematics Lesson Key #1 and then mark the work that you did in answering the questions. If possible you should mark your errors with red ink or red pencil so that they will stand out prominently. You should then count the number of question you have worked correctly and also the number in which you had mistakes and summarize the results at the end of your assignment as in the following example.

No. of questions worked correctly	15
No. of questions in which mistakes were made	4
No. of questions not attempted or not completed	<u>1</u>
Total	<u>20</u>
Per cent of questions worked correctly	<u>75%</u>

Note: When a problem has two or more parts - (a), (b), (c) etc., or (1), (2), (3), etc. - count each part as a question in finding the per cent of questions worked correctly.

If you do not do well over 90% of your work without mistakes you are not making satisfactory progress and you should do your best to improve without delay.

Below this summary you should write the heading, "Corrections" in the centre of the page and underline it.

PART 1 - LESSON 1 - (cont'd)

NOTE TO STUDENT - (cont'd)

Corrections

Under this heading you should work over again every question in which you had even a single mistake. Take care that you correct all errors. After you have marked your work you should examine carefully all solutions you had wrong and find out the reason for your errors. After you have studied these questions you should put away your lesson key and work them out again. After you have finished with your corrections use your key to mark them.

Your supervisor has been instructed not to give you the key to the next lesson until after you have presented your marked exercise book containing your corrections.

Both your "Note Book" and "Exercise Book" must be kept up to date so that your Inspector may examine them on his regular visits. At any time during the year you may be instructed to mail your book within one week to the Correspondence Branch. Correspondence students whose daily work is not satisfactory will not be recommended for standing.

After you complete each exercise you should tabulate the results.

Probably the best time to mark and correct each assignment is just before you begin studying the following lesson. Remember that marking and correcting your problems is just as important a part of the learning process as is the studying of your lessons and completing your assignments.

REMEMBER

Use the procedure illustrated on this page to mark, correct, and summarize the work that you do in answering the Assignments given throughout the lessons of this course.

NOTE CAREFULLY

In many instances in order to prevent waste space in the lesson keys and thus effect a considerable saving in expenditures for paper, for assembling mimeographed sheets of paper, and for mailing charges for lessons, the keys for two consecutive lessons have been mimeographed on the same sheet of paper or even on the same page.

Students will understand that it is not in their own best interest to obtain help in advance from any lesson key. Therefore, when correcting their work, or at any other time, students will refer only to the lesson keys specified for lesson assignments that they have completed to the best of their ability.

PART 1 - LESSON 2

Textbook: pp. 2 and 3.

REVIEW OF PRECEDING WORK

1. Review the work that you did in answering the Assignment of Part 1 - Lesson 1.
2. Make certain that you have corrected all the mistakes that you made in answering the Assignment of Part 1 - Lesson 1.

OBJECTIVE

TO SOLVE PROBLEMS ABOUT REACTION DISTANCE, BRAKING DISTANCE, AND MINIMUM STOPPING DISTANCE

PRESENTATION

Many persons are unaware of the effect that the speed at which a motor vehicle is travelling has on the distance required for stopping the vehicle. The brake chart given on p. 2 of the textbook shows in feet the minimum stopping distance for an automobile travelling at each of the following rates of speed: 10 m.p.h., 20 m.p.h., 30 m.p.h., 40 m.p.h., 50 m.p.h., and 60 m.p.h. These minimum stopping distances are given along the curved line which extends from "0" to "244". In each case the minimum stopping distance equals the reaction distance plus the braking distance. The reaction distance is the distance travelled by the car during the half second (called reaction time) which elapses from the instant that an emergency catches the attention of the driver to the instant that he applies the brakes. The braking distance is the distance travelled by the car in the time interval between the instant the driver applies the brakes and the instant the car stops.

Minimum stopping distance = reaction distance + braking distance.

M.P.H. (See No.'s on extreme left.)	Seconds Req'd to stop (See no.'s along top of chart.)	*Min. Stopping Distance in Feet (See No.'s along curved line from 0 to 244.)	Reaction Dist. in Feet. (See No.'s to the immediate right of 10, 20, 30, 40, 50, 60 m.p.h.)	Braking dist. In Feet (Min. Stopping Dist.-reaction Distance.)
10	.8	13	6	13-6 = 7
20	1.7	37	14	37-14 = 23
30	2.5	72	22	72-22 = 50
40	3.3	114	29	114-29 = 85
50	4.0	175	36	175-36 = 139
60	5.0	200	44	244-44 = 200

*Approximate minimum stopping distances for four-wheel brakes in good condition on a level and dry concrete road.

PART 1 - LESSON 2 - (cont'd)

PRESENTATION - (cont'd)

Some of the speed limits for motor vehicles in Manitoba may be summarized as follows:

Motor vehicles, travelling on a highway: 50 m.p.h.

Truck (if it weighs more than $1\frac{1}{2}$ tons) travelling on a highway: 35 m.p.h.

Motor vehicle within 50 ft. of a curve or level crossing on a highway while the driver has not a clear view of approaching traffic or while passing persons engaged in constructing, repairing, or maintaining a highway: 15 m.p.h.

Motor vehicle on a highway when passing an institution (including the grounds) for the blind or for the care or maintenance of children or when passing a school or school grounds during recess or while children are going to or from school, during the opening or closing hours or while the playgrounds are in use by school children, or when passing a municipal playground or rink in use by children: 15 m.p.h.

Motor vehicle (automobile, motor cycle, etc.) travelling on a highway in Greater Winnipeg or in any city, town, or village, or on any highway or portion of it designated by the Lieutenant-Governor-in-Council: 30 m.p.h., provided that the Lieutenant-Governor-in-Council may exclude any highway or portion of any highway in Greater Winnipeg.

Truck, in the city of Winnipeg: 25 m.p.h.

ASSIGNMENT

Textbook: p. 3 "Check Your Brakes" Questions 1 - 10.

NOTE TO STUDENT

After you have completed the Assignment for this lesson, obtain Grade IX Mathematics Lesson Key #2 from your supervisor and mark and then correct your work.

PART 1 - LESSON 3

Textbook: p. 4.

REVIEW OF PRECEDING WORK

1. State in feet the approximate minimum stopping distance for four wheel brakes in good condition on a level and dry concrete road when the speed at which the automobile is travelling is (a) 50 m.p.h.; (b) 30 m.p.h., (c) 60 m.p.h., (d) 40 m.p.h., (d) 20 m.p.h.
2. Define: reaction distance.
3. How is the braking distance found?

OBJECTIVE

TO TEST YOUR REACTION TIME; TO SOLVE PROBLEMS ABOUT REACTION TIME AND REACTION DISTANCE

PRESENTATION

Reaction time is the time interval between the moment a situation catches your attention and the moment that you act in response. The driver who does not react as quickly as the average good driver increases the hazards of driving.

Study the experiment described on p. 4 of your textbook. Test your reaction time by performing this experiment several times. Experiments are performed a number of times in order to verify the result.

Remember: The coin falls 30 inches in $\frac{2}{5}$ second, 48 inches in $\frac{1}{2}$ second, and 70 inches in $\frac{3}{5}$ second.

ASSIGNMENT

Textbook: p. 4. "Find your Reaction Time" Questions 1 - 7.

NOTE TO STUDENT

After you have completed the Assignment of this lesson, obtain Grade IX Mathematics Lesson Key #3 from your supervisor and mark and then correct your work.

* * * *

PART 1 - LESSON 4

Textbook: pp. 5 and 6

REVIEW OF PRECEDING WORK

1. In each of the following cases state how many feet an automobile will travel before the driver applies the brakes, if he has a reaction time of $\frac{1}{2}$ second, at a speed of:
 (a) 10 m.p.h.; (b) 20 m.p.h.; (c) 30 m.p.h.; (d) 40 m.p.h.;
 (e) 50 m.p.h.; (f) 60 m.p.h.
2. If the driver had a reaction time of $\frac{3}{4}$ second, how far would the automobile travel before he applied the brakes while travelling 50 m.p.h.?
3. Why is the driver with a "slow" reaction time a menace to safety while driving a motor vehicle?

OBJECTIVE

TO SOLVE PROBLEMS THAT SHOW HOW DIFFERENT SPEEDS AND DIFFERENT BRAKE EFFICIENCIES AFFECT BRAKING DISTANCES AND TO SOLVE PROBLEMS ABOUT THE NUMBER OF MILES TRAVELLED PER ACCIDENT

PRESENTATION

Study the table given on p. 5 of your textbook. This table shows that as the per cent of brake efficiency decreases, the minimum stopping distance increases, but at a more rapid rate. Note that the minimum stopping distance increases more rapidly as the brake efficiency decreases from 50% to 20% than it does as the brake efficiency decreases from 100% to 50%.

The table given on p. 6 of your textbook is a six-year record of the number of miles travelled by certain delivery trucks and the number of accidents to these trucks during that mileage.

ASSIGNMENT

1. Textbook: p. 5 "How Good Are Your Brakes"? Questions 1 to 5.
2. Textbook: p. 6 "Accidents to Miles Travelled" Questions 1 to 5.

NOTE TO STUDENT

After you have completed the Assignment of this lesson, obtain Mathematics Lesson Key #4 from your supervisor and mark and then correct your work.

PART 2 - LESSON 1

Textbook: pp. 7 and 8;
p. 413.

OBJECTIVE

TO REVIEW FUNDAMENTALS OF ARITHMETIC BY ANSWERING THE QUESTIONS GIVEN ON PAGE 7, THE DIAGNOSTIC TEST IN ADDITION GIVEN ON PAGE 8, AND THE REMEDIAL EXERCISES (ADDITION OF WHOLE NUMBERS) GIVEN ON PAGE 413.

The Order In Which The Work Is To Be Done

First answer the questions on pp. 7 and 8 of your textbook; then, immediately turn to p. 413 of your textbook and answer the questions given on that page. You should do all of the questions given on p. 413. Be your own taskmaster. You will master the fundamentals of mathematics if you are conscientious and work at these remedial exercises until you can answer all of them without error.

ASSIGNMENT

1. Textbook: p. 7. "Keeping Step With Fundamentals" All examples.
2. Textbook: p. 8. "Diagnostic Tests in Addition" All examples.
3. Textbook: p. 413. "Remedial Exercises"
"Addition of Whole Numbers" All examples.

NOTE TO STUDENT

After you have completed the Assignment for this lesson, obtain Grade IX Mathematics Lesson Key #5 from your supervisor and mark and then correct your work.

* * *

PART 2 - LESSON 2

Textbook: p. 9; p. 414.

OBJECTIVE

TO CONTINUE A REVIEW OF FUNDAMENTALS OF ARITHMETIC BY ANSWERING QUESTIONS GIVEN ON PAGES 9 AND 414

The Order In Which The Work Is To Be Done

After completing the Diagnostic Test In Subtraction given on p. 9 of your textbook, turn immediately to p. 414 of your textbook and answer the questions given on that page under the heading "Subtraction of Whole Numbers"; then, turn back to p. 9 of your textbook and answer the questions given about "Magic Squares".

ASSIGNMENT

1. Textbook: p. 9. "Diagnostic Test in Subtraction" All examples.
2. Textbook: p. 414. "Subtraction of Whole Numbers" All examples.
3. Textbook: p. 9. "Magic Squares" Examples 1 to 4.

NOTE TO STUDENT

After you have completed the Assignment for this lesson, obtain Grade IX Mathematics Lesson Key #6 from your supervisor and mark and then correct your work.

* * *

PART 2 - LESSON 3

Textbook: pp. 10, 11 and 12.

OBJECTIVE

TO SOLVE PROBLEMS ABOUT THE HIGH COST OF SPEEDING AND TO LEARN THE RATIOS OF FATAL TO NON-FATAL ACCIDENTS IN THE HOME AND ON CERTAIN CARRIERS

PRESENTATION

The table or chart given on p. 10 of your textbook provides interesting and useful information about the costs incurred on a 1000-mile journey made by an average driver in an average car over average roads. By using this information you can find the costs of driving the car at speeds of 25 m.p.h., 35 m.p.h., 45 m.p.h., 55 m.p.h., and 65 m.p.h.

The first table given on p. 12 of your textbook provides statistics showing the ratio of fatal to non-fatal accidents in homes, in motor vehicles, on trains, and in airplanes.

The second table lists by days of the week the number of fatal and non-fatal motor-vehicle accidents during one year in Manitoba.

ASSIGNMENT

1. Textbook: p. 10 "The High Cost of Speeding" Complete the table.
2. Textbook: p. 11 Questions 1 to 12.
3. Textbook: p. 12 "Accidents Where and When" Questions 1 to 5.

NOTE TO STUDENT

After you have completed the Assignment for this lesson, obtain Grade IX Mathematics Lesson Key #7 from your supervisor and mark and then correct your work.

PART 2 - LESSON 4

Textbook: p. 13; p. 414-415.

REVIEW OF PRECEDING WORK

1. What does the table on p. 10 of your textbook prove about operating an automobile in relation to speed?
2. True or false: The greater the speed of an automobile, the greater is the risk of a fatal accident?

OBJECTIVE

TO CONTINUE A REVIEW OF FUNDAMENTALS OF ARITHMETIC

The Order In Which The Work Is To Be Done :

After answering the Diagnostic Test in Multiplication given on p. 13 of your textbook, immediately turn to pp. 414 - 415 of your textbook and answer the questions given under the heading "Multiplication of Whole Numbers"; then, turn back to p. 13 and do the work described as "Finding Errors In Examples".

PART 2 - LESSON 4 (cont'd)

ASSIGNMENT

1. Textbook: p. 13. "Diagnostic Test In Multiplication" All examples.
2. Textbook: pp. 414-415. "Multiplication of Whole Numbers" All examples.
3. Textbook: p. 13. "Finding Errors In Examples" All examples.

NOTE TO STUDENT

After you have completed the Assignment for this lesson, obtain Grade IX Mathematics Lesson Key #8 from your supervisor and mark and then correct your work.

TEST #1 is to be answered by students after they complete Part 2 - Lesson 4.

PART 3 - LESSON 1

Textbook: p. 14; pp. 415 - 416.

OBJECTIVE

TO CONTINUE A REVIEW OF FUNDAMENTALS OF ARITHMETIC.

The Order In Which The Work Is To Be Done

After completing the "Diagnostic Tests in Division" given on p. 14 of your textbook, immediately turn to pp. 415 - 416 of your textbook and do the work given under the headings "Division With One-Figure Divisor" and "Division With Two-Or-More Figure Divisors"; then, turn back to p. 14 and do the work given under the heading "Finding Errors In Division".

ASSIGNMENT

1. Textbook: p. 14 "Diagnostic Tests In Division"
"Divisor-One-Or-Two Figures" All examples.
"Divisor-Two-Or-More Figures" All examples.
2. Textbook: p. 415 "Division With One-Figure"
"Divisor" All examples.
3. Textbook: p. 416 "Division With Two-Or-More Figure Divisors"
All examples.
4. Textbook: p. 14 "Finding Errors In Division" All examples.

NOTE TO STUDENT

After you have completed the Assignment of this lesson, obtain Grade IX Mathematics Lesson Key #9 from your supervisor and mark and correct your work.

PART 3 - LESSON 2

Textbook: pp. 15 - 16.

OBJECTIVE

TO SOLVE PROBLEMS DEALING WITH THE TOPICS: "SAFETY TO PASSENGER MILES FLOWN"; SURFACE DISTANCE AND TIME OF TRAVEL AND AIR DISTANCE AND TIME OF TRAVEL BETWEEN WINNIPEG AND CERTAIN CITIES

PRESENTATION

- Passenger mile - one passenger flown one mile.
- Airplane mile - one airplane flown one mile.

The graph given on p. 15 of your textbook shows the relation between the passenger miles flown in Canada in each of the years 1937 to 1946 and the passenger fatalities during each of those years. On this graph the millions of passenger miles flown are represented by gray rectangular columns and the millions of passenger miles flown for each passenger killed are represented by black rectangular columns. Study the graph and observe (a) the millions of passenger miles flown and (b) the millions of passenger miles flown for each passenger killed in each of the years 1937, 1938, 1939, 1940, 1941, 1942, 1943, 1944, 1945, and 1946.

The table given on p. 16 of your textbook provides statistics about surface distance and time of travel and air distance and time of travel between Winnipeg and each of the following cities: Cairo, Calcutta, Hong Kong, Tokyo, and Vladivostok.

ASSIGNMENT

1. Textbook: p. 15 "Safety To Passenger Miles Flown" Examples 1 - 8.
2. Textbook: p. 16 "This Small World of Ours" Examples 1 - 6.
(Omit example 7.)

NOTE TO STUDENT

After you have completed the Assignment of this lesson, obtain Grade IX Mathematics Lesson Key #10 from your supervisor and mark and then correct your work.

PART 1 - LESSON 1

NOTE TO SUPERVISOR

This lesson key is to be given to the student after he (or she) has completed the Assignment of Part 1 - Lesson 1.

Textbook - p. 1 "FLY AND BE SAFE"

1. Percentage of unscheduled mi. flown = $100\% - 95.5\%$, or 4.5% .
 No. of unscheduled mi. flown = 4.5% of $21,371,112$
 $= .045 \times 21,371,112$, or $961,700.04$.
2. One fatality to $21,371,112 \div 14$, or $1,526,508$ mi. flown.
3. No. of round trips would be $1,526,508 \div 90,500$, or 17 (approx.)
4. Eight flight paths are shown from Winnipeg.
 Winnipeg to Manila, 7300 mi. (Flight path).
 " " London, 3925 mi. (" ").
 $7300 \div 3925 = 1.85$ (approx.)
 Ans. 1.85 times (approx.)
5. Flying time to:
 Tokyo, $5600 \div 200$, or 28 hr.
 Calcutta, $7500 \div 200$, or 37.5 hr.
 Moscow, $5700 \div 200$, or 28.5 hr.
 London, $3925 \div 200$, or 19.625 hr.
 Berlin, $4330 \div 200$, or 21.65 hr.
 Chungking, $6700 \div 200$, or 33.5 hr.
 Lisbon, $4200 \div 200$, or 21 hr.
 Manila, $7300 \div 200$, or 36.5 hr.
6. Flight path, Winnipeg to London, 3925 mi.
 Distance flown on one round trip = 2×3925 mi.
 " " in one week (two round trips) = $2 \times 2 \times 3925$, or $15,700$ mi.
 " " in 52 weeks (1 year) = $52 \times 15,700$ or $816,400$ mi.
7. Distance flown in one week = $15,700$ mi. (Ques. 6)
 Average distance flown for one fatality = $1,526,508$ mi. (Ques. 2)
 At this average risk, the line could operate for
 $1,526,508 \div 15,700$ or 97.23 weeks.

* * *

PART 1 - LESSON 2

NOTE TO SUPERVISOR

This lesson key is to be given to the student after he (or she) has completed the Assignment of Part 1 - Lesson 2.

Textbook - p. 3 "CHECK YOUR BRAKES"

1. Level, dry concrete. 2. Half a second.
3. At 60 m.p.h.:
 distance travelled in one hour = 5280×60 , or 316,800 ft.;
 " " " minute = $316,800 \div 60$, or 5280 ft.;
 " " " second = $5280 \div 60$, or 88 ft.
4. At 30 m.p.h.:
 distance travelled in one hour = 5280×30 , or 158,400 ft.;
 " " " minute = $158,400 \div 60$, or 2640 ft.;
 " " " second = $2640 \div 60$, or 44 ft.
 " " " $\frac{1}{2}$ a second = $\frac{1}{2}$ of 44 ft. or 22 ft.
 At 60 m.p.h.:
 distance travelled in one hour = 5280×60 , or 316,800 ft.;
 " " " minute = $316,800 \div 60$, or 5280 ft.;
 " " " second = $5280 \div 60$, or 88 ft.
5. Braking Distance $\hat{=}$ Stopping Distance - Reaction Distance.
 (a) Braking Distance = 37 ft. - 14 ft., or 23 ft.
 (b) " " = 114 ft. - 29 ft., or 85 ft.
 (c) " " = 244 ft. - 44 ft., or 200 ft.
6. (a) At 10 m.p.h., braking distance = 13 ft. - 6 ft., or 7 ft.
 " 20 " " " " " = 37 ft. - 14 ft., or 23 ft.
 $2 \times 7 \text{ ft.} = 14 \text{ ft.}$ $23 \text{ ft.} - 14 \text{ ft.} = 9 \text{ ft.}$
 \therefore when speed is increased from 10 m.p.h. to 20 m.p.h., braking distance is 9 ft. more than double. (Braking distance at 20 m.p.h. is $23 \div 7$, or $3 \frac{2}{7}$ times braking speed at 10 m.p.h.)
 (b) At 20 m.p.h., braking distance = 23 ft.
 At 40 m.p.h., braking distance = 85 ft.
 \therefore braking distance at 40 m.p.h. is $85 \div 23 = 3.739$ or nearly 4 times as great.
 At 30 m.p.h., braking distance = 72 ft. - 22 ft. or 50 ft.
 At 60 m.p.h. " " = 200 ft.
 \therefore braking distance at 60 m.p.h. is $200 \div 50 = 4$ times as great.
7. 5 seconds. 3.3 seconds.
8. (a) 22 ft. (b) 72 ft. - 22 ft., = 50 ft. (c) 72 ft.
9. Distance overturned truck is ahead is 250 ft.
 At 60 m.p.h. stopping distance is 244 ft.
 \therefore the driver's car will stop 250 ft. - 244 ft. or 6 ft. from the overturned truck.
10. See p. 6 of the lessons; Part 1 - Lesson 2 (cont'd).

PART 1 - LESSON 3

NOTE TO SUPERVISOR

This lesson key is to be given to the student after he (or she) has completed the Assignment of Part 1 - Lesson 3.

Textbook - p. 4 "FIND YOUR REACTION TIME"

1 and 2. Answers will depend upon the reaction time of the individual.

3. See reaction distance, with reaction time $\frac{1}{2}$ sec., given in brake chart on p. 2 of your textbook.

(a) At 30 m.p.h., with reaction time $\frac{3}{4}$ sec., reaction distance = 22 ft. + 11 ft., or 33 ft.

(b) At 60 m.p.h., with reaction time $\frac{3}{4}$ sec. reaction distance = 44 ft. + 22 ft. or 66 ft.

(c) At 20 m.p.h., with reaction time $\frac{3}{4}$ sec. reaction distance = 14 ft. + 7 ft., or 21 ft.

(d) At 40 m.p.h., with reaction time $\frac{3}{4}$ sec. reaction distance = 29 ft. + $14\frac{1}{2}$ ft., or $43\frac{1}{2}$ ft.

4. See reaction distance in question 3.

At 30 m.p.h., reaction distance = 33 ft.

" 60 m.p.h., " " = 66 ft.

" 20 m.p.h., " " = 21 ft.

" 40 m.p.h., " " = $43\frac{1}{2}$ ft.

Doubling the speed, approximately doubles the driver's reaction distance.

5. (a) When reaction time is $\frac{3}{4}$ sec., reaction distance is 21 ft.; or 7 ft. more than 14 ft.

\therefore stopping distance is 37 ft. + 7 ft., or 44 ft.

(b) Reaction distance is $43\frac{1}{2}$ ft., or $14\frac{1}{2}$ ft. more than 29 ft.

\therefore stopping distance is 114 ft. + $14\frac{1}{2}$ ft., or 128 $\frac{1}{2}$ ft.

(c) Reaction distance = 18 ft. more than 36 ft.; stopping distance = 175 ft. + 18 ft. or 193 ft.

(d) Reaction distance is 66 ft., or 22 ft. more than 36 ft.

\therefore stopping distance is 244 ft. + 22 ft. or 266 ft.

6. At 10 m.p.h. after brakes are applied, distance = 13 ft. - 6 ft., or 7 ft.

At 30 m.p.h., after brakes are applied, distance = 72 ft. - 22 ft. or 50 ft.

$50 \div 7 = 7\frac{1}{7}$. Ans.: More than 3 times; in fact, more than 7 times.

7. To eliminate drivers whose reaction time constitutes a hazard to safety on the roads or streets.

PART 1 - LESSON 4

NOTE TO SUPERVISOR

This lesson key is to be given to the student after he (or she) has completed the Assignment for Part 1 - Lesson 4.

Textbook - p. 5 "HOW GOOD ARE YOUR BRAKES?"

1. The type of road bed (dirt, gravel, macadam, or concrete) and its condition (dry, wet, icy, graded, or ungraded) will affect the braking distances.
2. (a) 22 ft. (b) 89 ft. (c) 200 ft.
3. (a) 33 ft., 133 ft., 300 ft.
(b) 18 ft., 67 ft., 150 ft.
(c) 167 ft., 267 ft., 600 ft.
(d) 19 ft., 74 ft., 165 ft.
4. The table shows that the stopping distances increase more rapidly from 50% to 20% efficiency than from 100 to 50% efficiency.
5. No. The table shows that as the per cent of brake efficiency decreases, the minimum stopping distance increases at a more rapid rate.

Textbook - p. 6 "ACCIDENTS TO MILES TRAVELLED"

1. To the nearest 500 miles the average number of miles per accident: second year, 1800 mi.; third year, 22,000 mi.; fourth year, 34,500 mi.; fifth year, 41,000 mi.; sixth year, 57,000 mi.
2. No. of accidents had by 10% of drivers = $\frac{1}{2}$ of 132, or 66.
No. of accidents that 1% would have = $66 \div 10$, or 6.6.
No. of " " " " 100% would have = 100×6.6 , or 660.
3. Total number of miles travelled = 15,448,500.
" " " " accidents = 657.
4. (a) 1.47×25 , or 36.75 m.p.h. (b) 1.47×45 , or 66.15 m.p.h.
(c) 1.47×50 , or 73.50 m.p.h. (d) 1.47×65 , or 95.55 m.p.h.
5. Best yearly record of parcel delivery = 57,000 mi. per accident. Driver pictured drove 123,000 mi. without an accident. His record was $123,000 \div 57,000$ or 2.157 times as good, or more than twice as good.

PART 2 - LESSON 1

NOTE TO SUPERVISOR

This lesson key is to be given to the student after he (or she) has completed the Assignment for Part 2 - Lesson 1.

Textbook - p. 7 "KEEPING STEP WITH THE FUNDAMENTALS"

I. Addition

- 1. \$20,185. 2. \$251.59 3. $13\frac{3}{8}$ 4. $14\frac{1}{2}$ 5. 598.9 6. 2.479

II. Subtraction

- 1. 9368 2. 40,992 3. $12\frac{1}{2}$ 4. $6\frac{11}{12}$ 5. .39 6. .006

III. Multiplication

- 1. 15,096 2. 1,255,672 3. $166\frac{1}{2}$ 4. 6 5. 189.72 6. .0625

IV. Division

- 1. 570 r3 2. 90 r25 3. 10 4. $2\frac{13}{22}$ 5. 30 6. .04

V. Percentage

- 1. 3% of 75 = .03 x 75, or 2.25.
- 2. $\frac{1}{2}\%$ of 1540 = .005 x 1540, or 7.7.
- 3. $30 \div 50 = .6$; $.6 = 60\%$; $\therefore 30 = 60\%$ of 50.
- 4. $120 \div 80 = 1.5$; $1.5 = 150\%$; $\therefore 120 = 150\%$ of 80.
- 5. $8\% = 16$; $1\% = 16 \div 8$, or 2; $100\% = 100 \times 2$, or 200; $\therefore 16 = 8\%$ of 200.
- 6. $120\% = 60$; $1\% = 60 \div 120$, or .5; $100\% = 100 \times .5$, or 50; $\therefore 60 = 120\%$ of 50.

Textbook - p. 8 "DIAGNOSTIC TEST IN ADDITION"

- | | | | | | | | |
|------|------|------|------|-----|------|------|------|
| I. | a | b | c | II. | a | b | c |
| | 28 | 27 | 25 | | 366 | 2375 | 2417 |
| III. | a | b | c | IV. | a | b | c |
| | 2230 | 1400 | 1480 | | 2129 | 3359 | 2604 |

Textbook - p. 413 "REMEDIAL EXERCISES"

"ADDITION OF WHOLE NUMBERS"

- | | | | | | | | | | | | | | | |
|------|------|-----|-----|------|--------|------|------|---------|----|----|----|----|----|----|
| I. | a | b | c | d | e | f | g | h | i | j | k | l | m | n |
| 1. | 20 | 18 | 16 | 20 | 15 | 17 | 25 | 24 | 18 | 30 | 23 | 27 | 25 | 23 |
| 2. | 26 | 29 | 29 | 33 | 32 | 37 | 26 | 34 | 33 | 35 | 34 | 33 | 48 | 38 |
| II. | a | b | c | d | e | f | g | h | | | | | | |
| | 241 | 321 | 268 | 344 | 311 | 3177 | 2656 | 2976 | | | | | | |
| III. | 260 | 330 | 260 | 350 | 3828 | 2033 | 3238 | 2920 | | | | | | |
| IV. | 1886 | 928 | 601 | 5394 | 11,942 | 2983 | 7825 | \$75.93 | | | | | | |

PART 2 - LESSON 2

NOTE TO SUPERVISOR

This lesson key is to be given to the student after he (or she) has completed the Assignment for Part 2 - Lesson 2.

Textbook - p. 9 "DIAGNOSTIC TEST IN SUBTRACTION"

I.	a	b	c	II.	a	b	c
	48	175	445		586	2871	6857
III.	a	b	c	IV.	a	b	c
	444	197	1445		975	6707	6993

Textbook - p. 414 "REMEDIAL EXERCISES"
"SUBTRACTION OF WHOLE NUMBERS"

I.	a	b	c	d	e	f	g	h	i
	314	414	562	607	433	144	261	225	3070
II.	483	158	548	298	658	585	252	568	4864
III.	265	173	397	188	296	444	598	107	4645
IV.	a	b	c	d	e	f	g		
1.	4688	6999	995	7272	911	7284	3999		
2.	3617	5969	976	1945	5907	597	9908		

Textbook - p. 9 "MAGIC SQUARES"

1.	34, 34.	2.	34, 34.
3.	12 9 6 20	4.	18 15 12 26
	7 19 13 8		13 25 19 14
	18 4 11 14		24 10 17 20
	10 15 17 5		16 21 23 11

*** ** *

STUDENT _____

ADDRESS _____

MARKS

Grade IX

MATHEMATICS

1

TEST #1 - (To be written after Part 2 - Lesson 4)

VALUES - (Total - 50 marks)

Write all the work required for each question.

(6) 1. (a) Addition:

\$438.25	.9760
18.00	.8936
247.28	.3225
709.89	.7058
<u>65.18</u>	<u>.0500</u>

$8\frac{3}{4} + 6\frac{1}{2} + 4\frac{5}{6} =$

(5) (b) Subtraction:

\$795.33	.30135
<u>428.96</u>	<u>.30048</u>

$28\frac{1}{8} - 15\frac{1}{6} =$

3040	.80430
<u>2050</u>	<u>.09607</u>

(6) (c) Multiplication:

7650	903
<u>528</u>	<u>467</u>

$12\frac{1}{3} \times 9\frac{3}{4} =$

(6) (d) Division:

16)9297	25)2
	<u>.3)9</u>

$9\frac{3}{8} \div 2\frac{9}{16} =$

(4) (e) Percentage:

4.5% of 175 =

120 = ? % of 96

TEST #1 - (cont'd)

VALUES

- (5) 2. How many feet does an automobile travel in $\frac{1}{2}$ second at the rate of 30 miles per hour?

- (5) 3. The flight-path distance from Winnipeg to Lisbon is 4200 miles. If an airline maintains round trip service Winnipeg to Lisbon, twice weekly, how far would the planes on that route fly in one year?

4. The following table gives by days of the week the number of non-fatal and fatal motor-vehicle accidents which occurred during a certain year in Manitoba.

	Days of Week	Non-Fatal Accidents	Fatal Accidents	Total Accidents
(1)	(a) Sundays	200	15	
(1)	(b) Mondays	227	7	
(1)	(c) Tuesdays	226	8	
(1)	(d) Wednesdays	156	7	
(1)	(e) Thursdays	208	13	
(1)	(f) Fridays	178	9	
(1)	(g) Saturdays	239	12	
(2)+(2)+(2)	Total	(h)	(i)	(j)

Complete this table by doing the following work:

In each case, find the total number of non-fatal and fatal accidents that occurred on (a) Sundays, (b) Mondays, (c) Tuesdays, (d) Wednesdays, (e) Thursdays, (f) Fridays, (g) Saturdays.

Find: (h), the total number of non-fatal accidents during the year; (i) the total number of fatal accidents during the year; (j) the total number of non-fatal and fatal accidents for the year.

TEST #1 - (To be given after Part 2 - Lesson 4)

VALUES - (Total - 50 marks)

(3x2) 1. (a) \$1478.60 2.9479

$$8\frac{3}{4} = 8\frac{9}{12}$$

$$6\frac{1}{2} = 6\frac{6}{12}$$

(5x1) (b) \$366.37 .00087

$$4\frac{5}{6} = 4\frac{10}{12}$$

990 .70823

$$\text{The sum} = 18\frac{25}{12} = 20\frac{1}{12}$$

$$28\frac{1}{8} = 28\frac{3}{24} = 27\frac{27}{24}$$

$$15\frac{1}{6} = 15\frac{4}{24} = 15\frac{4}{24}$$

$$\text{The difference} = 12\frac{23}{24}$$

(3x2)	(c)	7650	903
		<u>528</u>	<u>467</u>
		61200	6321
		15300	5418
		<u>38250</u>	<u>3612</u>
		4039200	421701

$$12\frac{1}{3} \times 9\frac{3}{4} = \frac{37}{3} \times \frac{39}{4}$$

$$= \frac{481}{4} = 120\frac{1}{4}$$

(2+1+1+2) (d)

581 r1	0.08
16)9297	25)2.00
<u>80</u>	<u>2 00</u>
129	30
<u>128</u>	3)90
17	<u>9</u>
<u>16</u>	0
1	

$$9\frac{3}{8} \div 2\frac{9}{16} = \frac{75}{8} \div \frac{41}{16}$$

$$= \frac{75}{8} \times \frac{16}{41}$$

$$= \frac{150}{41} = 3\frac{27}{41}$$

(4) (e) 4.5% of 175 = .045 x 175, or 7.875

$$120 \div 96 = 1.25; 1.25 = 125\%; \therefore 120 \text{ is } 125\% \text{ of } 96.$$

(5) 2. At 30 m.p.h., dist. travelled in one hour = 30 x 5280 ft.
 " " " " " " " " " minute = 158,400 ÷ 60,
 or 2640 ft.
 " " " " " " " " " second = 2640 ÷ 60,
 or 44 ft.
 " " " " " " " " " 1/2 second = 1/2 of 44 ft.,
 or 22 ft.

(5) 3. Dist. flown on one round trip = 2 x 4200 miles, or 8400
 " " " two " trips (one week) = 2 x 8400 miles
 or 16,800 "
 " " " 52 weeks = 52 x 16,800 miles or 873,600 miles

(7) 4. (a) 215 (b) 234 (c) 234 (d) 163 (e) 221 (f) 187 (g) 251
 (2+2+2) (h)1434 (i) 71 (j) 1505