

THE UNIVERSITY OF MANITOBA

THE ORIGIN AND GROWTH OF THE PUBLIC SCHOOL SYSTEM IN WINNIPEG

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

WILLIAM HARRISON LUCOW

WINNIPEG, MANITOBA

SEPTEMBER, 1950

ACKNOWLEDGEMENT

This thesis was prepared and edited under the direction of the Dean of the Faculty of Education, D. S. Woods, Ph.D.

Initial orientation into the research problem was made with the assistance of Dean Woods and the superintendence staff of the School District of Winnipeg: Dr. J. C. Pincock, former superintendent; Dr. H. McIntosh, superintendent; and Mr. E. H. Morgan, assistant superintendent.

Throughout the undertaking, Dr. Pincock supplied published and unpublished material from his private library, and offered many valuable criticisms and suggestions.

Miss M. T. Lewis, librarian at the provincial Department of Education, and Mr. F. A. Allden, secretary-treasurer of the Winnipeg School Board, made available documents in libraries and archives.

I thank them all for their kind co-operation.

September, 1950

Wm. H. Lucow
Winnipeg

TABLE OF CONTENTS

	Page
LIST OF TABLES	v
LIST OF FIGURES	vi
 Chapter	
I. INTRODUCTION	1
II. HISTORICAL SKETCH	6
Education in Winnipeg before 1871	
The Establishment of the Public	
School System in Winnipeg	
The Public Schools Act of 1890	
Provincial Legislation Relating to	
Winnipeg Schools	
III. HISTORY OF POPULATION INCREASE IN WINNIPEG	
AND ITS RELATION TO SCHOOL ENROLMENT AND	
THE BUILDING PROGRAMME	15
Settlement and Immigration	
Population Growths	
The Building Programme	
IV. THE ORGANIZATION OF ADMINISTRATION IN THE	
WINNIPEG SCHOOL SYSTEM	23
The School Board	
The Superintendency	
The Superintendents of Winnipeg	
The Supervision of Instruction	
and the Principalship	
V. THE TEACHING STAFF	43
Regulations Relating to Teachers	
Academic and Professional Qualifications	
Salaries	
Forms of Agreement	
In-Service Training of Teachers	

Chapter	Page
VI. THE CHANGING EMPHASIS IN THE ELEMENTARY DIVISION	59
Elementary Education in Winnipeg from 1871 to 1890	
Elementary Education in Winnipeg from 1890 to 1910	
Elementary Education in Winnipeg from 1910 to 1936	
Elementary Education in Winnipeg from 1936 to the Present	
The Auxiliary Services	
The Kindergarten	
Extra-Curricular and Community Activities	
Summary	
VII. THE DIRECTED SELF SURVEY OF WINNIPEG SCHOOLS	79
The Survey and its Directors	
The Learning Situation	
Dr. Gray's Report on Reading and the Language Arts	
Dr. Smith's Report on the Elementary Division	
A Statement of School Aims	
Conclusion	
BIBLIOGRAPHY	89
APPENDIX	
A. CHRONOLOGY	92
B. POPULATION FIGURES	97
C. INSPECTORS AND SUPERINTENDENTS OF WINNIPEG PUBLIC SCHOOLS	100
D. CHAIRMEN OF THE WINNIPEG SCHOOL BOARD	101
E. LIST OF TRUSTEES, WINNIPEG PUBLIC SCHOOLS FROM 1871 TO 1950	102
F. LIST OF WINNIPEG SCHOOLS AND PRINCIPALS	107
G. APPLICATION AND AGREEMENT FORMS FOR WINNIPEG TEACHERS	109
H. THE REAVIS REPORT ON THE LEARNING SITUATION	114

LIST OF TABLES

Table	Page
1. Racial Origins in Per Cent of Pupils Attending Strathcona School for the Years, 1905, 1915, and 1935	16
2. Racial Origins in Per Cent of Pupils Attending Aberdeen School for the years, 1905, 1915, and 1935	16
3. A Comparison of Ratios, Pupils per Teacher, City Population per Teacher, and City Population per Pupil in Winnipeg in 1906, 1915, 1931, and 1949	19
4. A Comparison of the First Formal List of Duties of Teachers, 1886, with the Current Regulations Relating to Teachers	44
5. Professional Qualifications of Winnipeg Teachers	50
6. Salary Schedule for Winnipeg Teachers, 1882	52
7. Minimum Salaries, Teachers' Salary Schedule, 1946	54
8. A Comparison of Enrolments in the Two Attempts to Provide Kindergarten Service in the Schools of Winnipeg	75
9. Range in Time Allotments in Minutes per Week for Different Aspects of Reading in Grades I to VI	84
10. City, Pupil, and Teacher Populations Indexed to 1906 Taken as 100	97

CHAPTER I

INTRODUCTION

What was the origin of the public schools in the City of Winnipeg, and what changes occurred to produce the present complex and extensive system?

This question may be asked by anyone who considers the present magnitude of the Winnipeg public school system, with its 31,072 pupils, 1114 teachers, seventy school buildings, and annual operating costs of approximately six million dollars. Part of the answer to the question will be attempted in this thesis. A complete answer would comprise a study of the elementary, junior high, and senior high divisions; this thesis is concerned especially with the elementary division of the school system. By elementary division is meant specifically the first six grades; although, for the period from 1871 to 1919, the term elementary included the seventh and eighth grades as well as the first six.

To the writer's knowledge, no connected story of the development of elementary education in Winnipeg has ever been told. This thesis will attempt to link the history of the school district with the changing emphasis in the elementary division.

The purpose of this study is: (1) to examine the origins and historical development of the Winnipeg public school system;

and (2) to trace the development of the elementary division as evidenced in changes in (a) administration and supervision, (b) curricula, (c) auxiliary services, including physical education, music, art, manual arts, adjustment clinics and classes, and the kindergarten, and (d) teaching personnel matters, such as contracts, salaries, qualifications, and in-service training.

Although the study is not an over-all picture of the city school administration, data concerning the entire system will be introduced in so far as that may be necessary to show the changing structure.

Primary sources.-- The report of the changes throughout the period covered in this thesis has been based on the materials provided by authoritative primary sources, such as: minutes of meetings of the Winnipeg School Board; annual reports of the trustees; statutes of Manitoba; reports of the superintendent of Protestant schools in Manitoba; reports of the provincial Department of Education; and the programmes of studies used in the schools of Manitoba. Of these, the School Board minutes, available from 1876 to the present day, constitute the most authoritative record in so far as primary sources are concerned. The School Act of 1871, the first statutes of Manitoba, constitutes primary data with reference to the legal origin of the school district of Winnipeg. The status of elementary education in Winnipeg in 1948 was accepted as it appeared in the Reavis Report.¹

¹W. C. Reavis, et al., Report of the Directed Self Survey Winnipeg Public Schools, Chicago: Committee on Field Services, Department of Education, University of Chicago, 1948.

Secondary sources.-- Secondary sources closely related to the thesis problem have been consulted widely. These sources include: the Western School Journal and the Manitoba School Journal, both issued by the provincial government; the files of the Winnipeg Free Press, Tribune, and Telegram; and books containing fragments of Winnipeg's story.

Robert Machray's book, Life of Archbishop Machray,² deals with the missionary efforts to provide public education prior to 1871, and gives the background of religious education in the schools of early Manitoba.

John Macoun's, Manitoba and the Great North-West,³ provides a rich background for any history of Winnipeg or the West. This book mentions the early organization of the school system in Winnipeg after Manitoba entered Confederation.

The memoirs of a Winnipeg school principal are contained in W. J. Sisler's, Peaceful Invasion.⁴ In this book, Mr. Sisler recounts his experience at Strathcona School in the north of the city, where many middle-European immigrants chose to settle during the first two decades of the present century. This work may be considered as an important chapter in the history of the Winnipeg school system.

References to the Winnipeg school system were found in unpublished theses at the Faculty of Education library, University of Manitoba. G. M. Newfield's, The Development of Manitoba

²Robert Machray, Life of Archbishop Machray, Toronto: The Macmillan Company of Canada, 1909.

³John Macoun, Manitoba and the Great North-West. Guelph, Ontario: The World Publishing Company, 1882.

⁴W. J. Sisler, Peaceful Invasion. Winnipeg: Ketchen Printing Company, 1944.

Schools Prior to 1870,⁵ covers early education among the French Catholics and the English-speaking Protestants. Another,⁶ by E. F. Simms, continues the story from 1870 to 1890. Cutting across and going beyond these is W. M. Wall's, The Advisory Board in the Development of Public School Education in Manitoba.⁷

This thesis contains a chapter of background material describing the dual parish school system prior to 1870, the Red River insurrection and its effects on education, and education under the Board of Education from 1871 to 1890, showing how the separate boards functioned. The bulk of the thesis deals with the proceedings of the Advisory Board, all of which directly or indirectly affected Winnipeg.

In order to trace the origin and development of elementary education in Winnipeg, it is necessary to select a chronology of events. The chapter immediately following contains a preliminary historical sketch which will serve as the necessary background. Succeeding chapters will treat of the administrative structure of the school system, the expansion

⁵George Melvin Newfield, "The Development of Manitoba Schools Prior to 1870." Unpublished Master's thesis, Faculty of Education, University of Manitoba, 1937.

⁶Eldon Franklin Simms, "A History of Public Education in Manitoba from 1870 to 1890 Inclusive." Unpublished Master's thesis, Faculty of Education, University of Manitoba, 1944.

⁷William Michael Wall, "The Advisory Board in the Development of Public School Education in Manitoba." Unpublished Master's thesis, Faculty of Education, University of Manitoba, 1939.

of the elementary division, the changing emphasis, the auxiliary services, and other topics pertaining to the elementary division.

CHAPTER II

HISTORICAL SKETCH

Education in Winnipeg before 1871

The first school in Winnipeg was built in 1822 on what is now St. John's park, in the north end of the city. Archbishop Matheson, speaking at a public function in 1907, said that he could remember when it was the only school in Winnipeg.¹ While this was the only building devoted mainly to schooling, it would be unfair to the missionary enterprises of the various churches to conclude that this was the only educational effort during those early years. In fact, it has been said that "before the transfer of the country to the Dominion the Church had had a primary school wherever there was a clergyman."²

The organization of the parish school system at Red River developed as a two-fold pattern: the English-Protestant on the one hand, and the French-Canadian-Catholic on the other.

There were two distinct groups; distinct in religion - where such there was, in language, cultural background, moral code, community customs and habits of industry. In that community was developed a system of parish churches

¹The Winnipeg Tribune, Sept. 30, 1907.

²Robert Machray, Life of Archbishop Machray, p. 352. Toronto: Macmillan, 1909.

and parish schools, each pattern guiding and directing in its own way the civilization of its flock of adherents.³

Support of education.-- Financial support for these undertakings came from two sources, Church societies and public subscription. The Hudson Bay Company made grants to both Protestant and Catholic missions in support of education. Support for schools by public subscription depended on density of population, income, and cultural interest. In places where the Church societies did not afford assistance, schools were closed for lack of funds.

The societies for the English-Protestant section were: The Church Missionary Society, The Society for the Propagation of the Gospel in Foreign Parts, The Colonial and Continental Church Society, and The Society for Promoting Christian Knowledge. Of these, the Church Missionary Society supported the largest number of clergy in Rupert's Land.⁴ In 1822, Reverend John West, superintendent of the missionary establishment of this society, erected the school referred to by Archbishop Matheson.

Reverend Joseph Provencher of the French-Canadian-Catholic section in 1818 established schools in St. Boniface. Later, schools were added at Pembina, St. François Xavier, and on the plains.⁵

³D. S. Woods, Education in Manitoba, Part I, p. 4. Winnipeg: King's Printer, Province of Manitoba, Economic Survey Board, 1938.

⁴Machray, op. cit., p. 94.

⁵Woods, op. cit., p. 5.

The beginning of government control of education.-- When the question of administration of schools was raised in connection with the entry of Manitoba into Confederation, it was perhaps inevitable that the two groups that had supported their schools separately should wish to continue to keep their cultures separate. At the first session of the first Parliament of Manitoba, assent was given May 3rd, 1871, to a bill that respected these sentiments. This bill became the School Act, Chapter XII of the Statutes of Manitoba, 1871.

The School Act provided that the Lieutenant-Governor in Council appoint ten to fourteen persons, half of them Protestants and half Catholics, to constitute the Board of Education for the Province of Manitoba. Two superintendents, one of each faith, were appointed to act as joint secretaries of the Board. Two separate sections of the Board were established, each having its own control over discipline, rules and regulations governing examinations, and the grading and licensing of teachers. Each section had its own chairman.⁶

The Establishment of the Public School System in Winnipeg

First officials.-- In Winnipeg, the Protestant School Board was organized on July 3rd, 1871. The first election of trustees was held July 18th, resulting in the choice of Archibald Wright, later made chairman, Stewart Mulvey, later secretary, and W. G. Fonseca. The first teacher, W. F. Luxton, began his duties November 1st, in a building near the present

⁶Statutes of Manitoba, 1871, Cap. XII, pp. 39 ff.

Argyle school, Argyle avenue and Henry street. For the first five years, Reverend W. Cyprian Pinkham, Protestant superintendent for the provincial Board of Education, inspected Winnipeg's schools. He reported:

I visited this school on December 5th. I was much pleased with the admirable manner in which Mr. Luxton imparts knowledge to the children. He certainly does not spare himself, and the children attending his school will be sure to make rapid progress. They are fortunate in having such a teacher.⁷

There was neither superintendent nor inspector employed by the city itself until 1876, when Reverend George Bryce was appointed.

Early growth.-- Winnipeg was originally District No. 10 of the Protestant section. The boundaries were "from the northern line of Niel McDonald's lot on the Red River, to the eastern line of Thomas Franklin's lot on the Assiniboine."⁸ In 1875, the provincial districts were reorganized, and Winnipeg became School District No. 1. By this time, there were 132 pupils on the register, with Reverend James Carrie as teacher.

Superintendent Pinkham reported to the Manitoba Government:

M. Carrie travaille avec zèle et diligence, mais il est à peine possible que seul, il se rende justice à lui-même, et à ses élèves.⁹

The provincial superintendent went on to say that he understood another teacher would soon be added. He hoped that Winnipeg

⁷ Report of the Superintendent of Protestant Schools in the Province of Manitoba, for the half-year ending Jan. 31st, 1872, p. 10. Winnipeg: King's Printer.

⁸ Ibid., p. 7.

⁹ Ibid., 1875, p. 54.

would soon have a high-class school, which, if centrally placed, would serve all the children in the locality. The report continued:

Une école de ce genre ne remplirait pas une lacune, mais serait un ornement pour la cité, et si elle était bien conduite, ferait sentir son influence dans toute la Province.¹⁰

From its humble beginning with one school, one teacher, thirty-five pupils, and a total district expenditure of two hundred thirty-nine dollars in 1871, Winnipeg's system increased by 1890 to thirteen schools, sixty-one teachers, more than four thousand pupils, and annual cost amounting to \$94,679.79.

City-provincial relations.--- Winnipeg school officials assisted with provincial educational organization during the formative period, 1871 - 1890. Major Stewart Mulvey, a school trustee, was a member of the provincial Board of Education.

Mr. Mulvey was, in connection with W. H. Ross, brother of Donald A. Ross, appointed a committee of the board of education to draft the first Education Act for cities and towns; and afterwards he was consulted in reference to all the school acts and amendments that were framed until very recently.¹¹

On April 25th, 1882, the Protestant school trustees of Winnipeg passed a motion¹² calling for the establishment of a

¹⁰Rapport du Surintendant des Écoles Protestantes de la Province de Manitoba, pour l'année 1874 et partie de 1875, p. 54.

¹¹"Major Mulvey's Splendid Record," in Winnipeg Free Press, October 23, 1907. It is perhaps significant, also, that Major Mulvey was himself a teacher thoroughly acquainted with and trained under the Irish national system of education. He had been invited to come to Canada by Rev. Dr. Egerton Ryerson.

¹²School Board Minutes, April 25, 1882.

provincial normal school in the city. In 1884, this resolution was put into effect.¹³

The provincial separate school question concerned Winnipeg. The city trustees stated their position on December 5th, 1876, unanimously concurring in a resolution favorable to a single system of state schools.¹⁴ In 1890, the Provincial Government passed the Public Schools Act doing away with separate schools and instituting a single system.

The Public Schools Act of 1890¹⁵

The new school act made no provision for separate schools and their attendant dual control. In adopting a single system of administration, the Act contained legislation relating to: the duties of boards of trustees in cities, towns, and villages; accommodation for all children between the ages of six and sixteen, and optional kindergartens for children from three to six years of age; borrowing money and issuing debentures; a legislative grant of up to \$75 per teacher, if the trustees of a district would match the amount; school corporations; school trustees, their term of office, responsibilities, meetings, and liability for school moneys; teachers and their certificates (depending on good moral character, age at least 18 for males, 16 for females, and passing of examinations set by the Department of Education and the Advisory Board); inspectors; arbitration

¹³Report of the Superintendent of Education, Province of Manitoba, for the year ending 31st January, 1885, p. 43.

¹⁴School Board Minutes, December 5th, 1876.

¹⁵An Act Respecting Public Schools, being Chapter 127 of Revised Statutes of Manitoba, 1892, Vol. II, up to and including those of 1891.

costs; non-resident pupils; holidays; free public schools; religious exercises; authorized books; libraries; special inquiries; school visitors; penalties and prohibitions; trustees resigning; execution against school districts; how fines and penalties may be recovered; and provisions as to Catholic school districts.

The Education Department Act.-- The Education Department Act accompanied the new Public Schools Act and provided for the establishment of the Department of Education as a part of the civil service of Manitoba. Its chief functions were: to appoint and fix salaries of inspectors; to prescribe forms for registers and reports; to regulate model and normal schools; to examine teachers; to set out vacation and teaching days; and to sign certificates.¹⁶

The Advisory Board was set up in connection with the Department of Education and consisted of four appointed members, two teachers elected from the teaching body, and one representative appointed by the University Council. The original powers of the Advisory Board consisted of: regulating equipment and ventilation of school houses; authorizing texts; determining qualifications of teachers and inspectors; setting standards for admission to high school; appointing examiners; and settling disputes.¹⁷

The effects on Winnipeg.-- As a result of the passage of the Public Schools Act in 1890, the Protestant School District

¹⁶Revised Statutes of Manitoba, 1892, Chapter 47, up to and including 1891.

¹⁷Ibid.

for Winnipeg and the Catholic School District for Winnipeg went out of existence, and the territory was constituted The Winnipeg Public School District, No. 1.

On the first of May the schools which had up to that date been in operation under the Manitoba School Acts came quietly under the provisions of the Public Schools Act passed at the last meeting of the Legislature.¹⁸

The Catholics continued to operate their schools as parochial schools. This proved costly for the Catholic rate-payers who had to pay tax for the public school system as well. On more than one occasion the Catholics of Winnipeg approached the city School Board on the question of amalgamation.

Provincial Legislation Relating to Winnipeg Schools

The provisions of the Public Schools Act and of the Education Department Act affected, and still affect, the School District of Winnipeg. In 1918, revisions of the Acts gave Winnipeg special independent powers of financing and allowed certain practices that placed the city district in a class by itself. For instance, Winnipeg managed its own inspection, the city superintendent acting as inspector for the Provincial Government. By 1948, however, the system had grown to such proportions that the superintendent could not devote enough time to inspection. Since September of that year, the Department of Education has provided three inspectors for the elementary and junior high classes of the city schools.

¹⁸School Board Minutes, Dec. 30, 1890.

This chapter has presented the historical and legal origins of the public school district of Winnipeg. In order to supplement this account, a detailed chronology of events from 1871 to 1950 appears in the Appendix. There is, however, another historical aspect that must be considered. Chapter III will deal with the history of the increase in population of the city and the relation of this increase to school enrolment and the attendant expansion of the building programme.

CHAPTER III

HISTORY OF POPULATION INCREASE IN WINNIPEG AND ITS RELATION TO SCHOOL ENROLMENT AND THE BUILDING PROGRAMME

Settlement and Immigration

Prior to 1900 most of the population of Winnipeg consisted of French and Anglo-Saxon stock. The former were descendants of the original French settlers along the St. Lawrence; the latter were descendants of United Empire Loyalists or of the pioneers of the Selkirk settlement. With the turn of the century, there came a tide of immigration from central Europe that added Ukrainians, Poles, Jews, and Germans to the original French and Anglo-Saxon stock.

The influx of immigrants from central Europe has been described as a "Peaceful Invasion" in a book¹ by that name. The author, Mr. W. J. Sisler, showed that, for Canada as a whole, there was a large influx from 1901 to 1908 and a larger one between 1910 and 1920.

Toward the end of the last century the government of the day began a campaign to attract immigrants. They were needed to supply the demand for manual labor and to settle the wide open spaces of the last great west... From 1901 to 1908 one and one quarter million immigrants entered this country. Between 1910 and 1920 the number was more than two millions.²

¹W. J. Sisler, Peaceful Invasion. Winnipeg: Ketchen Printing Company, 1944.

²Ibid., p. 9.

In Winnipeg, the "invasion" took place most markedly in the north end of the city and affected the Strathcona and Aberdeen schools more than the others. The following tables³ show the racial origins in per cent of pupils attending these two schools for grades I to VIII in 1905, 1915, and 1935.

TABLE I

RACIAL ORIGINS IN PER CENT OF PUPILS ATTENDING STRATHCONA SCHOOL FOR THE YEARS, 1905, 1915, and 1935

Year	English Speaking	Slavic	Jewish	German	Others
1905	95	-	-	-	5
1915	8	20	42	22	8
1935	2	52	23	18	5

TABLE II

RACIAL ORIGINS IN PER CENT OF PUPILS ATTENDING ABERDEEN SCHOOL FOR THE YEARS, 1905, 1915, AND 1935

Year	English Speaking	Slavic	Jewish	German	Others
1905	98	-	-	-	2
1915	17	10	67	4	2
1935	3	40	50	4	3

The total enrolment in Strathcona school (Table I) for 1905, 1915, and 1935 was 433, 1252, and 615 respectively. The Aberdeen school figures were 483, 1243, and 983 respectively.

³Adapted from Sisler, op. cit., p. 12.

The problem of accommodation for the newcomers was acute. The effect was felt throughout the city, for the original inhabitants of the "invaded" districts did not merely disappear: they moved to other parts of Winnipeg, if not out of the city altogether.

Population Growths

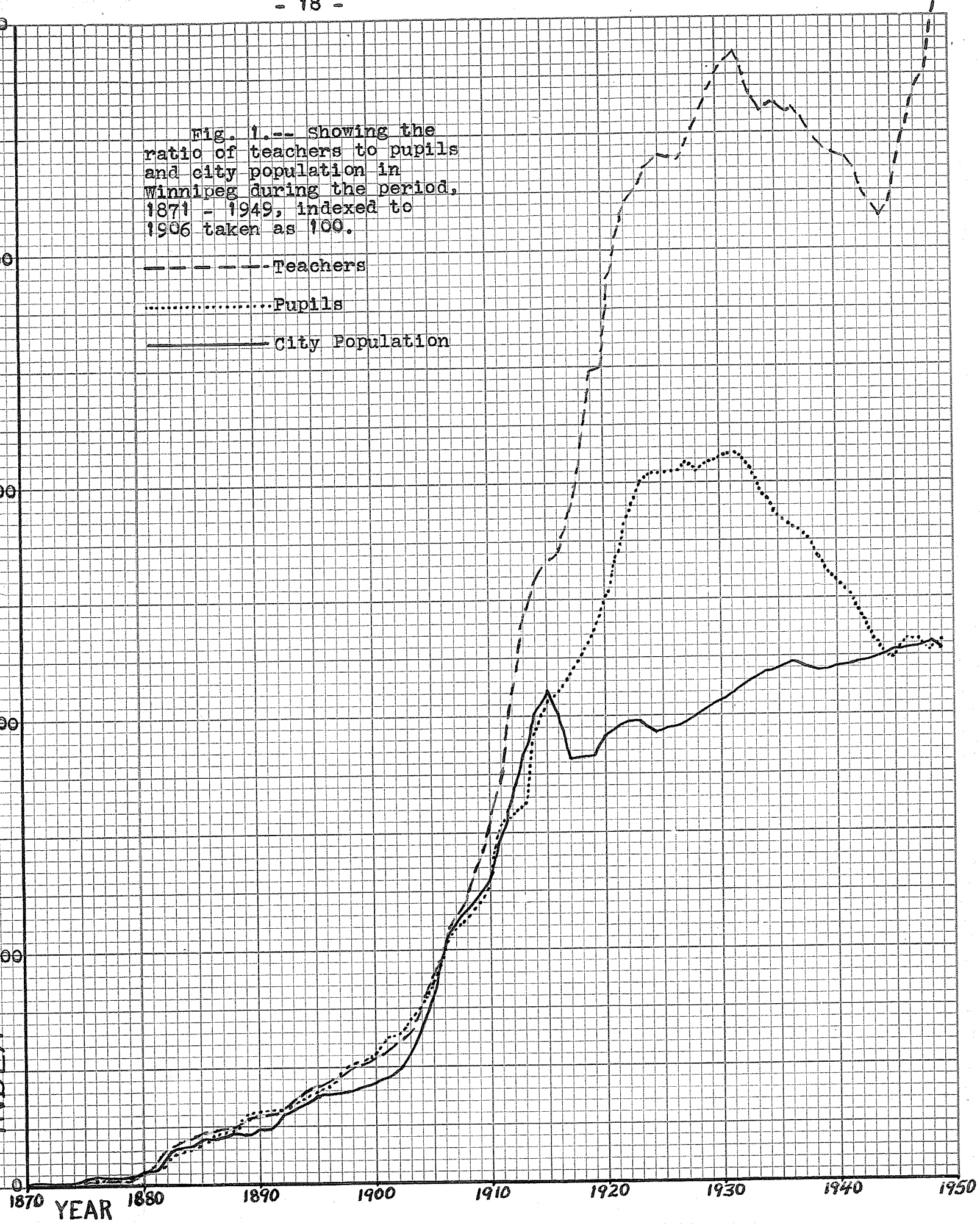
The growths in school population and in teaching staff have not followed proportionally the growth of general population in Winnipeg. The graph on the following page compares the increase in city population, school enrolment, and the number of teachers (including principals and supervisors) employed. The three sets of data have been indexed to 1906 taken as 100 in order to incorporate them on the same graph. The basic data are given in two tables in the Appendices.

City population.-- An examination of the graph reveals the city population to have increased every year from 1870 to 1915 with three exceptions, namely, 1877, 1886, and 1889. Decreases occurred in 1916 and 1917, and, although the population increased steadily after 1917, it did not again reach the 1915 maximum until 1931. Since 1931, the population increased every year, except in 1937, 1938, 1939, and 1949.

Pupil population.--- The school population increased steadily from 1871 to 1928. A slight decline in 1929 was followed by increases in 1930 and 1931. The onset of the economic depression in the thirties started a school population decline that lasted until 1945. A sudden increase in 1946 showed

Fig. 1.-- Showing the ratio of teachers to pupils and city population in Winnipeg during the period, 1871 - 1949, indexed to 1906 taken as 100.

----- Teachers
..... Pupils
———— City Population



the effect of an unusually large number of children born during World War II. Although there was a slight decline in the next two years, the prospect for the future is for increased enrolment.

Teacher population.-- The number of teachers in Winnipeg increased steadily from 1871 to 1932. The decline after 1932 followed the decline in enrolment generally, but in contrast with the index year, 1906, the ratio of teachers to pupils remained higher.

Table III below compares the ratios, pupils per teacher, city population per teacher, and city population per pupil in the years, 1906, 1915, 1931, and 1949.

TABLE III

A COMPARISON OF RATIOS, PUPILS PER TEACHER, CITY POPULATION PER TEACHER, AND CITY POPULATION PER PUPIL IN WINNIPEG IN 1906, 1915, 1931, AND 1949

Year	Pupils per Teacher	City Population per Teacher	City Population per Pupil
1906 (index year)	61	4575	7.5
1915 (first peak population)	47	362	7.9
1931 (all-time peak in enrolment)	39	200	5.7
1949 (all-time peak in teachers)	28	208	7.5

The Building Programme

Some early schools.-- The first substantial building erected by the Board of Protestant Trustees was the "old" Central school, built in 1877 on Ellen street, just south of the present School Board offices. The twelve-room structure was enlarged twice, in 1881 and in 1898. The second Central school was built in 1884 in the same block as the old Central. Following the Jubilee celebrations of 1897, the old Central was renamed Victoria school, and Central No. 2 became Albert school. In 1930, the Victoria was destroyed by fire and replaced by the present Victoria-Albert. The old Albert school is now being used as a storage place for supplies and equipment.

In 1881, the Board built four two-room schools, the Carleton, Argyle, Dufferin, and Louise, and one eight-room school, the South Central (renamed Carleton in 1898). The South Central accommodated four hundred children.

The policy of building two- and one-room schools continued until 1886. Schools built in this period included: Euclid, two-room, 1882; Pinkham, two-room, 1883; Pembina, two-room, 1883; Mulvey, two-room, 1884; and Machray, one-room, 1886.

Schools built after 1890.-- More enduring structures were built following the abolition of the separate school system. In 1892, the North Central (renamed Norquay in 1898) was built. This was followed by the first Aberdeen school and the new Mulvey in 1893. Several of the older schools were torn down and rebuilt. Now many of the rebuilt schools have outlasted their

usefulness for school purposes, as indicated by the Reavis Report of 1948.⁴

Schools built as a result of immigration.-- Some fine buildings were erected during the years preceding the first World War. La Verendrye, Aberdeen No. 2, and Greenway were built in 1909. These were followed in 1910 by the Lord Roberts, and in 1914 by the King Edward No. 2 and the William White.

A building boom was inevitable in order to provide accommodation for the large number of children of the immigrant families that had "invaded" the city during the decade, 1910 - 1920. In 1920, small but durable elementary schools such as the Margaret Scott, Champlain, and Aberdeen No. 3, were built. The first all-junior-high school, the General Wolfe, was also built in 1920.

The decline in building.-- Following 1922, building was restricted to enlarging existing schools and replacing obsolete schools or those destroyed by fire. A few new buildings were erected where the necessity was great. The Glenwood elementary school was built in 1929, together with another junior high, the Hugh John Macdonald. The Queenston was built in 1931.

For over a decade following 1931, no new school buildings were erected in Winnipeg, except the Dufferin, which replaced the old Dufferin destroyed by fire in 1936.

The new building programme.-- Following the second World War, the School Board anticipated an influx of young

⁴Reavis et al., op. cit., p. 55.

children into the primary grades and embarked on a programme of building elementary schools. In quick succession, four modern schools were erected at unprecedented cost: River Heights, \$158,074.93; Weston, \$177,069.49; Sargent Park, \$202,244.97; and Inkster, \$116,699.27.⁵ These were followed by others, such as the Rockwood and Clifton, figures for which are not yet available, but which have been built at similar expenditure.

A complete list of schools in operation at the beginning of 1950 is given in Appendix F.

⁵Report of the School District of Winnipeg, 1948, p. 41.

CHAPTER IV

THE ORGANIZATION OF ADMINISTRATION IN THE WINNIPEG SCHOOL SYSTEM

The School Board

The School Board is the agency to which the Province of Manitoba has delegated the responsibility of providing for the education of the pupils in the School District of Winnipeg No. 1.¹

The first School Board of the Protestant section in Winnipeg consisted of three members. Acting under the authority of the Public Schools Act of 1871, the year of their election, the trustees discharged the responsibility of providing for the education of the pupils in the School District of Winnipeg in much the same manner as do small rural boards in Manitoba today: they set about to secure a teacher and to maintain a schoolhouse.

In 1876, the district had grown sufficiently to warrant the calling of a special meeting of ratepayers to consider the issuing of debentures "for the erection of suitable school houses in said School District and in accordance with the Act 39th Vic. Cap. 1, Sec. 21."² In 1882, the functions of building and school management were vested in separate committees of the Board, and in 1886, four committees were organized: (1) finance, (2) school management, (3) building, and (4) printing and supplies.

¹ Reavis Report, op. cit., Vol. II, Part I, Chap. I, p. 1.

² School Board Minutes, Sept. 12, 1876.

The finance committee.-- The committee on finance supervised all fiscal concerns of the Board and reported annually. This committee was responsible for the preparation of a detailed statement of the necessary estimates on money to be raised by the City Council for the support of schools, and reported the same for the action of the Board, not later than the regular meeting in March in each year. The finance committee examined, considered, and reported on all accounts presented to the Board. They attended to the insuring of school property. At the January meeting in each year, this committee submitted an account of expenditures.³

The school management committee.-- The committee on school management supervised the examination of all applications for situations as inspector (now termed "superintendent") or teachers and made recommendations to fill all vacancies subject to the approval of the Board. This committee had the power to suspend teachers for misconduct, and to make temporary appointments in case of vacancies occurring; but such action was reported to the Board for its approval at the next meeting after such action. At the first regular meeting in March of each year, they prepared and presented to the Board a report stating the various localities in which additional school accommodation was required. They were empowered to inspect the schools and to submit such special rules as they deemed necessary to secure the most effective instruction and discipline. They had

³Report of the School District of Winnipeg, 1886, p. 33.

supervision of caretakers in the various schools. In January of each year they made a report setting forth all teachers employed by the Board, grade and certificate of each, and salary paid.⁴

The building committee.-- This committee was responsible for the general supervision of buildings. They suggested plans for new buildings and changes for existing buildings. They recommended suitable sites. At the annual meeting in January, this committee submitted an inventory of character and value of all school buildings and grounds in the city.⁵

The printing and supplies committee.-- This committee superintended all the printing. They purchased and kept in repair all desks, tables, school furniture, and apparatus. There could be no alteration of furniture without the consent of the Board. The printing and supplies committee advertised for and received tenders for fuel. They provided heating apparatus for the schools and examined them in the summer, reported their condition, and recommended any changes or additions for the consideration of the Board.⁶

The present organization of administration.-- In 1948, the Reavis team made a survey of the Winnipeg school system and conceived in abstract School Board divisions not unlike the committees defined in 1886. Figure 2, below, shows the present organization of the central administration as submitted in the Reavis Report.

⁴Ibid., p. 33-34.

⁵Ibid., p. 34-35.

⁶Ibid., p. 35.

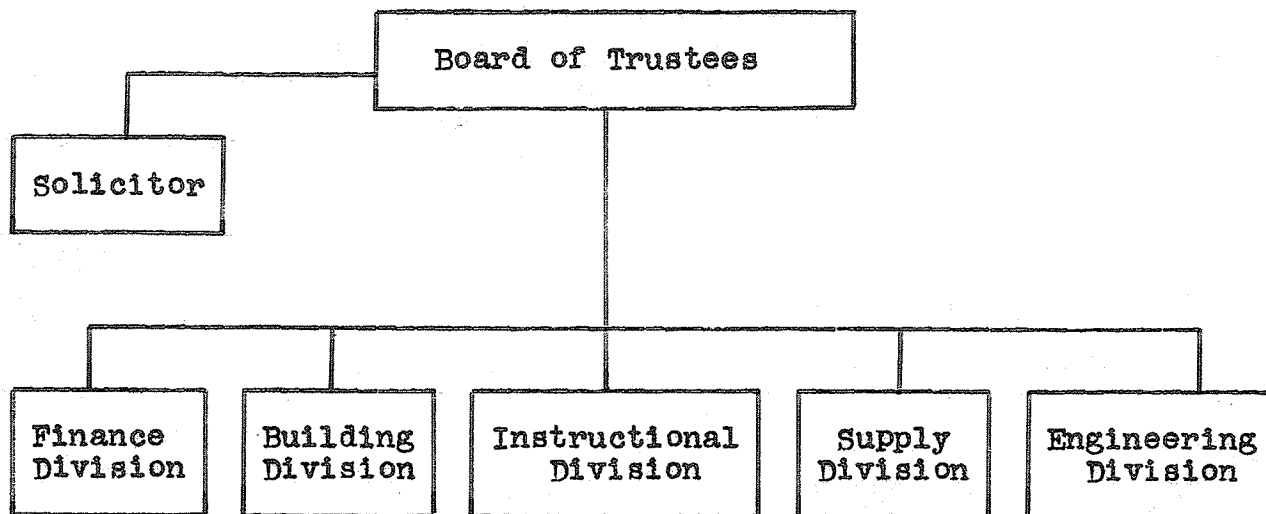


Fig. 2.-- Present organization of central administration⁷

The present organization represented by Fig. 2 is composed of five separate and distinct divisions under the Board. In actual practice there is much overlapping; and, with the impossibility of divorcing the instructional division from any of the others, it may be said that the head of this division has always had "a finger in every pie" of the other divisions. The head of the instructional division is the superintendent.

The Superintendency

Prior to the establishment of the Winnipeg school district in 1871, the evolution of the position of superintendent in American cities had matured over a period of thirty years. (The first superintendents were appointed in 1837 in Buffalo, N.Y., and in Louisville, Ky.)⁸ In Winnipeg, the office went by the

⁷Reavis, op. cit., Vol. I, p. 14.

⁸Thomas McDowell Gilland, The Origin and Development of the Power and Duties of the City-School Superintendent, p. 15. Chicago: University of Chicago Press, 1935.

name, inspector, but was later changed to that of superintendent. The newly constituted Province of Manitoba made the first inspections, but, beginning with 1876, Winnipeg appointed its own inspectors to superintend the growing school system. Six inspectors followed in quick succession, until the lesson was learned from the United States that long tenure on the part of the superintendent was necessary for sound administration. When Daniel McIntyre was appointed in 1885, he was to remain forty-three years.

Duties of the superintendent.-- In 1886, fifteen years after the establishment of the school district, the Board laid down the duties of the inspector:

1. The Inspector shall attend all meetings of the Board and the Standing Committee on School Management, as well as any other Committee to which he may be summoned.
2. He shall take charge of the government of the schools, under the authority of the Board, and direct and control the business of teaching.
3. He shall visit the schools and administer their government in every practical detail, instituting and enforcing such regulations as may be necessary to their efficiency, under the direction of the Committee on School Management.
4. He shall require from the Head Teacher, and shall himself make, monthly returns to the Board of the attendance of teachers and pupils, and of such other matters as may be desirable for record.
5. He shall make an annual report and submit the same to the Board at such time as may be appointed in each year, recording the position of the schools in regard to statistics, cost, system of teaching, examinations, and such other matters as may be usefully discussed and recorded.
6. He shall, generally, give effect to the directions of the Board and School Management Committee, and assist them in promoting the established system of the schools to the most fruitful result of which it is capable.

7. He shall from time to time, from any cause that may seem to him sufficient, have power to suspend any pupil, and with the concurrence of the School Management Committee, any teacher, and report his action in regard to any such suspension to the Board, and he shall immediately send to parents and guardians notices of the suspension of their children, and the cause of the same.

8. He shall attend at his office each school-day at 9 a.m. for the performance of such parts of his duties as have there to be transacted.

9. The Inspector shall have power with the consent of the School Management Committee, to require pupils to attend any particular school under the Board; and the Inspector alone, under the same authority, shall have power to make transfers of pupils from one school to another.

10. He shall receive all complaints from parents or guardians regarding the treatment of pupils in the schools, and perform such other duties as are required by the Manitoba School Act.⁹

The superintendent's duties as laid down in 1886 have remained substantially the same to the present day. In addition to the original responsibilities, he is now asked: to cooperate with the Department of Education of the province with regard to arrangements for students of the normal school to enter the public schools of Winnipeg for training and teaching; to supervise all matters relating to night schools; to prepare an annual report of school activities; to recommend purchase of school sites; to prepare a budget for educational services during the current year; and to perform such other duties as the Board may from time to time direct.¹⁰

⁹Report of the School District of Winnipeg, 1886, p. 37.

¹⁰Reavis, op. cit., Vol. I, p. 19.

The superintendency in cities of the United States.--

An appreciation of the position of superintendent in the city of Winnipeg may be gained from an examination of that position in cities of the United States.

According to Gilland, the early schools of America were administered like many isolated rural school districts of today. With a small community, low enrolment, course of rudimentary studies, crude school plant, and small expenses, control was vested in local civil officers corresponding to our trustees. School committees were chosen from these officers to look after the purchase or sale of land, the collection of school revenue, and incidently to visit and inspect the schools. When the minor duty of inspection became onerous, the committees were paid for their time; but when the duties and responsibilities mounted with the growth of cities to such an extent that the committees could not cope technically with the situation, the creation of a special office to look after school administration was inevitable. This office was the superintendency.

Progress in the administration of education was hindered by inadequate tenure for both school boards and superintendents. Other hindering factors were: the power of city councils to veto school board actions; large and unweildy boards of education; the large number of committees that hindered expeditious management of business; and representation by wards that tended to lead the boards into consideration of problems on the basis of sections or districts. Impatient with delay and inefficiency, and with growing confidence in the superintendent, the boards took to reducing their size and to delegating more important duties to

the superintendents. The board became a legislative body only, when they entrusted the executive function to the superintendent.

The position of superintendent of schools in America is less than one hundred years old. When the position was created it gave little promise of developing into an office of significance... Today in most American cities of more than 100,000 population the superintendents of schools are the executive officers of the school systems. The superintendents have become or are becoming the responsible leaders of city schools in all phases of public school administration.¹¹

The superintendency in Winnipeg as recommended in the Reavis Report.-- After studying the superintendency in Winnipeg, the Reavis survey team suggested a shift in organization in order to correct the restrictions of the "powers of the superintendent over other divisions of the school system which are ancillary to the function of instruction."¹² Figure 3 gives this suggested organization.

A comparison of figures 2 and 3 reveals that in the latter the superintendent has been placed in a more responsible position than, as formerly, merely being head of the committee on school management. The recommendation of the Reavis Report would place the superintendent above all the committees, all of which would operate through him to the Board. This is in keeping with Gilliland's estimation of the position of the superintendent in cities of the United States.

¹¹Gilliland, op. cit., p. 277.

¹²Reavis, op. cit., Vol. I, p. 283.

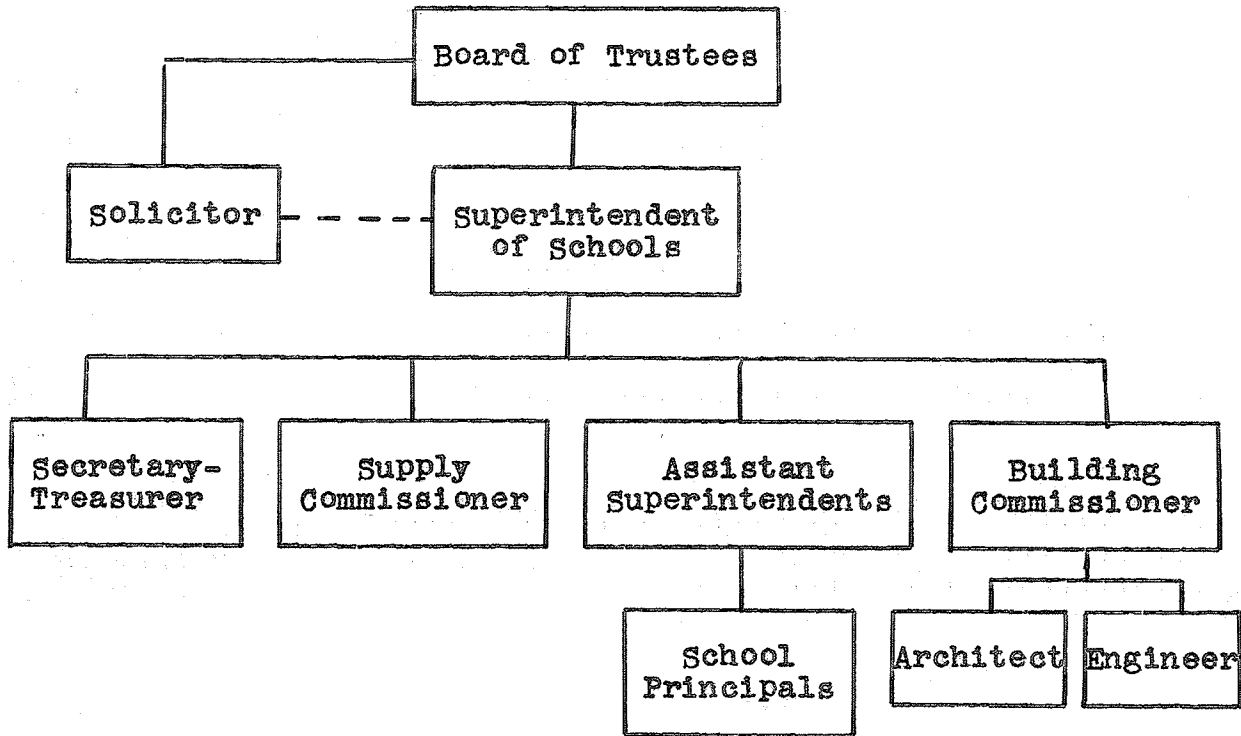


Fig. 3.-- Type of organization which should ultimately be achieved¹³

The Superintendents of Winnipeg

Superintendents before 1885.-- The first six inspectors probably did little more than inspect the schools and report to the Board. There seems to have been, intentionally or otherwise, a limit of two years' tenure for the office. During the first five years of operation, the Manitoba Government performed the function of inspection; then, in 1876, Winnipeg appointed its first inspector, Reverend George Bryce, M.A., LL.B., who held office for two years. Reverend J. F. Germain, M.A., followed in 1878, and he was succeeded in 1880 by the Honorable S. C. Briggs.

¹³ Reavis, op. cit., Vol. I, p. 18.

M.A. In 1882, there were two inspectors, J. H. Stewart and J.B. Somerset. In 1883, John Fawcett, M.A., took the position and held it until the appointment of Daniel McIntyre in 1885.

Dr. Daniel McIntyre.-- In 1885, Daniel McIntyre began a forty-three year term of office as inspector and superintendent of the School District of Winnipeg. When he retired in 1928, the Free Press wrote in an editorial:

Through the whole warp and woof of the Winnipeg school system runs the thread of Dr. McIntyre's dominating personality.¹⁴

Daniel McIntyre was born on a farm near Dalhousie, N.B., in 1852. He attended school at Dalhousie, then the university at Halifax, where he graduated in 1875. He taught school in New Brunswick for a time, then studied law, and was called to the bar in 1882. In that year, he moved west and opened a law office in Winnipeg. Turning back to education the same year, he accepted the principalship of the Carleton school, and held that position until his appointment as inspector in 1885. He obtained his M.A. from the University of Manitoba and, in 1912, he was given the honorary degree of LL.D. by the same university. Further recognition of his services came to him in the form of the O.B.E. in 1935.

During Dr. McIntyre's term in office, the curriculum was expanded, specialists and supervisors were employed for the first time in Winnipeg, teachers obtained salary schedules and a superannuation fund, and a system of medical inspection was

¹⁴Winnipeg Free Press, Dec. 13, 1928.

organized. He managed the transition in Winnipeg from the separate school system under the Manitoba School Act of 1871 to the single system under the Public Schools Act of 1890. The Manitoba musical festival included over 3000 Winnipeg pupils before he retired.

Dr. McIntyre retired in 1928. He died December 14th, 1946, at the age of 94, acclaimed the creator of the traditions and character of the Winnipeg school system.

Major David Merrit Duncan.-- Major Duncan was appointed superintendent at a time that proved to be, through the force of economic circumstances, the most difficult years in the history of Winnipeg schools, 1928 to 1934.

The School Board found it necessary to cut teachers' salaries twenty per cent, to close the schools two weeks earlier than usual, to cut out manual training in the elementary grades, to reduce the supervisory staff, medical and dental staffs, and to ask the principals to assume much of the substituting.

David Duncan was born in Evanston, Illinois, where his father was a minister of the Presbyterian Church of Canada. He was educated in Canada, graduating with honors from the University of Toronto in 1894. In 1895, following a session at the normal school in Toronto, he was appointed to his first teaching position, classical master at the Winnipeg Collegiate Institute. In 1908, he resigned from the Winnipeg staff to become registrar of the University of Manitoba, but he returned in 1910 to organize the high school department at La Verendrye school, and later, Kelvin. In September, 1912, he was appointed assistant superintendent, and advanced to superintendent on Dr. McIntyre's

retirement in 1928. Major Duncan received the honorary degree of LL.D. from the University of Manitoba on his appointment to the superintendency. Following a lengthy illness, he retired in 1934.

Dr. James Clayton Pincock.--- J. C. Pincock was born in Newfoundland in 1885. He received his public schooling at Methodist College, St. John's, and his university training at New Brunswick's Mount Allison, from which he graduated in 1908 with a B.A. Subsequently, he obtained an M.A. there and took post-graduate work at the University of Chicago. In 1935, he was honored with the degree of LL.D. from the University of Manitoba. After teaching for two years in each of Moncton and Dorchester, N.B., he came to Winnipeg in 1912 to accept a position at the Central Collegiate as mathematics teacher. In 1919, he joined the office of superintendence as "secretary" with duties approximating that of research assistant. From 1921 to 1934 he was assistant superintendent, except for half a year in 1925 when he acted as principal of Daniel McIntyre Collegiate. In 1934, he was acting superintendent during Dr. Duncan's illness, and in 1935 he was appointed to the superintendency.

Dr. Pincock retired in 1950, after thirty-eight years of service. His retirement came into effect at the end of the school term in June.

During his term as superintendent, Dr. Pincock saw the activity programme instituted in the primary grades, visual education introduced, health services amalgamated, the Child Guidance Clinic organized, adjustment teachers introduced, and the directed self survey of Winnipeg schools completed.

Dr. Herbert McIntosh.-- Dr. McIntosh, who succeeded Dr. Pincock in 1950, was the first Manitoba-born superintendent of Winnipeg public schools. He was born at Silver Creek, near Russell, Manitoba. He received his early education in rural schools, and his professional training at the Manitoba Normal School, from which he graduated in 1907. He taught in rural schools prior to entering Queen's University, from which he graduated in 1912 with a B.A. Returning to teaching, he spent six years at Brandon Collegiate, then joined the Winnipeg staff in 1918. He obtained his M.A. in 1921, and then did post graduate work at the University of Chicago. He returned to the teaching profession as a member of the Normal School staff. In 1933, he was made principal of that institution, and two years later he returned to the Winnipeg staff as assistant superintendent. In 1949, in recognition of his services to education, he was given the honorary degree of LL.D. by the University of Manitoba. On July 1st, 1950, he assumed the duties of superintendent of Winnipeg schools.

The Supervision of Instruction and the Principalship

The central-office staff of the superintendency, in addition to two assistant superintendents and a research director, has thirteen special supervisors acting as "special advisers and assistants in the in-service improvement of principals and teachers."¹⁵ The principals themselves have assumed supervisory

¹⁵Reavis, op. cit., Vol. I, p. 29.

duties and, consequently, must be considered as part of the organization of administration.

Supervisors and their duties.-- The beginnings of instructional supervision may be traced from the employment of specialists who went from school to school in the city in the discharge of their duties, among which was the setting up of plans for the guidance of teachers. A special drawing master was hired in 1888, and a music supervisor the following year. On February 14, 1905, the first general elementary supervisors were employed. The Board passed a resolution,

That for the more efficient organization and direction of the work of the schools, it is desirable to employ a supervising teacher for the primary grades, and one for the intermediate grades, and that Miss M. B. Harris and Miss Jessie Ptolemy be transferred from present positions to this work at salaries of one thousand (\$1000) dollars per annum.¹⁶

By 1907, fourteen specialists and supervisors were employed, and the number increased to twenty-two in 1910. With the growth of the system, many of the specialists were absorbed into the regular staff, leaving only thirteen supervisors in 1948. 1912 marks a change in policy: in that year principals of larger schools were relieved of their teaching loads, according to the following resolution:

That the principals of the Strathcona and Greenway schools be relieved of the responsibility of the teaching of any particular class, and that their whole time be given to the supervision and direction of the general work of the school.¹⁷

¹⁶School Board Minutes, Feb. 14, 1905.

¹⁷Ibid., May 10, 1912.

This change in policy in time became so generally the practice that, in 1948, the Reavis Report asserted:

It is assumed by the survey staff that the principalship in Winnipeg is just as essential to good education as it is in comparable cities in the United States where the principalship is considered a key position in city school administration. This assumption increases in importance as the size of a school system increases. The responsibility of interpreting curricular materials, methods of instruction, and scientific knowledge about children to teachers cannot be fully discharged by the superintendent and his central-office staff who at best are able to meet the teachers face to face only periodically. The superintendent must have a qualified professional representative in each local school to assist the teachers, to direct the management of the pupils, and to counsel with parents.¹⁸

The principal has not replaced the supervisor entirely in the system; many supervisors remained to render specialized services. Names associated with the field of primary supervision include: Miss Marian Macdougall, who retired in 1937 after forty-five years of service; Miss M. Lamont, retired in 1945 after thirty-four years; and Miss Bessie Lawrie in 1949 after thirty-nine years. Miss A. Pullar, who laid the foundations of music instruction in the city schools, retired in 1937 after forty-two years of service. Her successor, Miss E. A. Kinley, retired in 1937 after thirty-two years. In drawing, one of the first supervisors was Miss Jessie J. Patterson, appointed in 1894. Later in the same field appear the names of: Miss A. Baxter, who resigned in 1929 after thirteen years as supervisor; Mrs. Ralph R. J. Brown, retired in 1943 after twenty-nine years; and Mr. E. W. Sellors, in 1945 after twenty-nine years. Impetus to manual training and technical education in Winnipeg was given

¹⁸Reavis, op. cit., Vol. I, p. 35.

by Mr. W. J. Warters, whose period of service extended from 1903 to 1925. In physical education, there was Colonel T. H. Billman, who was first appointed in 1895. He died in service in 1923. Miss B. M. Bradshaw, who retired in 1946 after thirty-six years of service, supervised special classes that later came under the direction of the Child Guidance Clinic. In connection with this special field, Miss Rebecca Rodgers in 1916 visited New York, Newark, Boston, Rochester, Chicago, and Minneapolis for information and study on the provision made for the more efficient education of backward and sub-normal pupils. From 1920 to 1929, Dr. May Bere served on the supervisory staff as a specialist in mental tests and measurements. The list is not exhausted.

Present supervisors include: primary, Miss E. Hind, Miss M. Harpley, Miss G. Robertson, and Miss K. Wilson; child guidance, Miss G. Dolmage; speech, Miss P. Middleton; music, Miss M. Horner and Mrs. L. McQuarrie; physical training, Mr. R. Jarman and Miss E. Gauer; art, Miss N. H. George; manual training, Mr. S. Muchmore; and home economics, Miss I. Robson.

A list of duties of elementary supervisors was prepared in 1945.

1. To visit all classes in the elementary division of the schools: Grades 1 to 6 in schools with teaching principals, Grades 1 to 3 in schools with supervising principals.

2. To give assistance to any teacher who may require it, and to help such teachers as often as may be required to develop the teaching ability of the teacher and to maintain it at its highest possible level.

3. To require and maintain a standard of work in accordance with the requirements of the Provincial Programme of Studies and the long established traditions of the Winnipeg schools.

4. To advise principals and teachers as to the best placement of pupils, individually and in groups.

5. To advise principals and teachers regarding promotions from or within the grades supervised, either as to individuals or groups.

6. To visit as frequently as may be necessary every newly assigned teacher in the grades supervised to determine whether such teacher is likely to prove a worthy member of the Winnipeg teaching staff.

7. To give every possible help and encouragement to teachers on assignment needing such help and encouragement.

8. To report to the Superintendent in detail on the form provided, their carefully considered opinions of each assigned teacher.

9. To report to the principal each case of a teacher who, for any reason, is not doing satisfactory work.

10. In consultation with the Superintendent to lay out the order and general character of the work to be done in the fundamental subjects throughout the year.

11. To set, under the guidance of the Assistant Superintendent, standardizing, diagnostic or achievement tests, at such times as may be deemed necessary.

12. To examine and compare books submitted by publishers, with a view to ascertaining those most suitable for use in the libraries or as supplementary reading.

13. To requisition the books required to maintain the standard and quality of the reading material in each school at its proper comparative level.

14. To keep, by reading and by other methods, in touch with developments in method, subject matter, or technique in other systems.

15. In consultation with the Superintendent to assist in the outlining of any changes in the methods, subject matter, technique, etc. in use in the Winnipeg schools.¹⁹

The Reavis Report of 1948 contended that inconsistency existed in the conception of the authority of the supervisor as compared with that of the principal.²⁰ The Report held that

¹⁹ Reavis, op. cit., pp. 30 - 31.

²⁰ Ibid., p. 31.

the principal, as responsible head of the school, should not be subordinate to the supervisor in the matters of bringing up to standard the work of a particular teacher and of requisitioning books for the school. "The real function of the supervisor should be consultation and giving advice to the principal and with his consent to the teacher."²¹

The principalship.-- The first principals in Winnipeg schools were called "head teachers" and had a teaching load in addition to their administrative function.

In 1886, the following duties were laid down:

1. Head teachers shall be of the male sex and shall be responsible to the Inspector for the carrying out of the rules governing teachers and pupils, and may, at their discretion, point out departures therefrom to the parties concerned, and deal with such under the direction of the Inspector.
2. They shall have supervision of the school buildings and out premises, and shall report to the Inspector all cases of want of proper cleanliness or repair.
3. They shall have charge of all school supplies, apparatus, etc., and keep a record for the Inspector of the receipt and distribution of the same.
4. They shall distribute all blank reports to the teachers, and collect and return them to the Inspector.
5. They shall require from all new pupils satisfactory evidence of successful vaccination and of the absence of infectious disease at their homes.
6. They shall be responsible for punctually giving the necessary signals for calling and dismissing school.
7. Before leaving the school premises after dismissal for the day, they shall see that the building is locked up or left in charge of the caretaker.
8. They shall see that all pupils leave the premises after school, except such as remain by permission.

²¹Ibid., p. 31.

9. They shall, in the Inspector's absence, receive all new pupils, assign them temporarily to classes and report to him on his arrival; but shall in no instance receive new pupils unaccompanied by a parent or guardian, or by a note from the Inspector, or of honorable dismissal from some school.

10. They shall have power to suspend pupils, subject to the approval of the Inspector, and shall immediately report all such suspensions to the Inspector.²²

The duties of a present-day principal include: the supervision of instruction, pupil guidance, the discharge of community relations, business duties regarding supplies and extracurricular finance, and the democratic administration of his school.

Although the supervisory duty of the principal has assumed great importance in the Winnipeg system, many elementary schools in the city have principals with a half-time teaching load. In 1947, there was only one elementary school with a supervising principal, and twenty-six with teaching principals. Twenty-two supervising principals had charge of schools with both elementary and junior high classes.

Principals today may be either male or female. The 1950 list includes the names of twenty-three women, all but one in charge of elementary schools.

The names of some principals remain a byword in the city school system. Mr. W. J. Sisler, to whom reference has been made in connection with his book, Peaceful Invasion, was largely responsible for the adaptation of Winnipeg schools to non-English speaking "new" Canadians. He retired in 1938 after thirty-five

²²Report of the School District of Winnipeg, 1886, pp. 38 - 39.

years of service. Mr. C. W. Laidlaw, noted for the outstanding team-work of his staff, retired in 1939 after thirty-six years of service. Colonel S. Mulvey was prominent in cadet work in the early part of the century. Mr. P. D. Argue, adept at developing community relations, died in service in 1927 after twenty-four years on the staff. The names of Mr. W. N. Denike and Mr. J. B. Wallis are associated with the impetus given to elementary science and nature study in the lower grades. Mr. Denike retired in 1937 after thirty-two years of service. Many more have made contributions as principals; these are merely representative of the fields mentioned.

The assistants in the department of superintendence.--

The duties of the assistant superintendents are delegated by the superintendent.

The names of the assistants who served in Winnipeg may be found earlier in this chapter as superintendents; all but two were promoted to the top position, -- Mr. J. B. Wallis, a noted entomologist, who retired as elementary assistant in 1944 after forty-one years of service, and Mr. A. V. Pigott, who was especially interested in the adjustment teacher service. Mr. Pigott resigned in 1946. The present elementary assistant is Mr. A. D. Thomson. The senior assistant is Mr. E. H. Morgan. In 1949, a research assistant, Dr. W. C. Lorimer, was added to the central office staff.

CHAPTER V

THE TEACHING STAFF

The attitude of the Winnipeg School Board towards the importance of the teacher is found in statements appearing in the annual reports of the trustees. As early as 1889, the Board recognized that "the progress of the schools depends almost entirely on the material of which the teaching staff is composed."¹ In 1893, education was defined as a growth, a development, and the office of the teacher to stimulate and direct.

The power to do this implies, besides the knowledge of the subjects of instruction, acquaintance with the laws of mental growth, familiarity with the best methods of applying them, and the personal endowment of a sympathetic nature and insight into child life.²

The 1895 report stressed the influence of the teacher's personality: "To teach means to guide and inspire as well as to instruct, and many of the best results of education flow from the silent influences of the teacher's personality."³ Finally, the 1896 report contains a statement repeated in subsequent reports: "Good temper, kindness, a sympathetic insight into child nature, are necessary qualifications in a teacher."⁴

¹ Report of the School District of Winnipeg, 1889, p. 15.

² Ibid., 1893, p. 9. ³ Ibid., 1895, p. 37.

⁴ Ibid., 1896, p. 18.

The specific arrangements for teaching personnel should reveal the efforts of the Board to give effect to the foregoing philosophy. The arrangements include such matters as, regulations for teachers, contracts, salaries, qualifications, and in-service training.

Regulations Relating to Teachers

In 1886, the first formal list of teachers' duties was drawn up.⁵ Matters mentioned in this list included: time of arrival, procedure to follow if unable to report for duty because of illness or other cause, hall and room discipline, recess duty, noon duty, supplies, enquiry regarding absent pupils, reports to parents, pupil hygiene, heating and ventilation of classrooms, and the distribution of ink. The current regulations relating to teachers include some of those of 1886, have discarded others, and have enlarged upon the rest. Table IV, below, compares the 1886 list of duties with the current regulations relating to teachers.

TABLE IV

A COMPARISON OF THE FIRST FORMAL LIST OF DUTIES OF TEACHERS, 1886, WITH THE CURRENT REGULATIONS RELATING TO TEACHERS

Duties of Teachers, 1886	Regulations of Teachers, 1949
1. Teachers shall be at their respective school rooms each day at 8:45 a.m. and 1:25 p.m.; those who arrive later shall sign the late register, kept by the principal.	1. Time of arrival remains the same as in 1886. Each morning the teacher enters actual time of arrival on a register, kept by the principal.

⁵Ibid., 1886, pp. 39-41.

TABLE IV (Continued)

Duties of Teachers, 1886	Regulations of Teachers, 1949
2. Any teacher absent from illness or other cause shall give timely notice to the Inspector so that a proper substitute may be obtained.	2. If unable to attend school, the teacher is asked to report at least one hour and fifteen minutes before school opening, and the substitute will be sent until the teacher reports as ready to return.
3. Each teacher, from the time of his arrival at school, shall be responsible for the order in his room and the adjacent hall, and during the assemblage or dismissing of the school shall take such a position as will enable him to supervise the movements of his pupils to and from the room.	3. Exactly the same as in 1886.
4. During recess, each teacher shall remain in charge of his own room and hall, and not absent himself therefrom while any pupils remain, except on necessary business.	4. Recess regulations have changed to include regular supervision of the playground. One or two teachers go on duty each recess.
5. At the noon recess, one teachers shall, by arrangement, remain in charge at each school building and be responsible for the order.	5. The noon recess regulation is substantially unchanged.
6. Chalk and other school supplies may be obtained by each teacher from the principal (who shall keep a record of that supplied to each.	6. Supplies are still secured by the teacher from the principal.
7. Each teacher shall send an enquiry to the house of any pupil absent from school two days unless a satisfactory reason has already been given regarding his absence; he shall also impose proper penalties for all late attendance unless a satisfactory written excuse from home is presented in each case.	7. Absence of a pupil for two consecutive days is still followed by an enquiry to the home.

TABLE IV (Continued)

Duties of Teachers, 1886	Regulations of Teachers, 1949
8. Weekly reports to parents shall be sent out for signature not later than Monday and each month's record, when filled, shall be kept carefully filed.	8. Weekly reports have been discontinued. The current practice in the elementary grades is to issue reports four times a year.
9. Teachers shall require personal cleanliness from their pupils, and shall guard carefully against the attendance of children from homes where contagious or infectious diseases exist.	9. Exactly as in 1886.
10. Teachers shall give careful attention to the heating and ventilation of their rooms.	10. The caretaking service has advanced so far that this regulation is now obsolete.
11. Teachers shall themselves superintend the filling of all inkwells and bottles for the pupils, and in no case shall any vessel or bottle containing ink be left on any window-sill or ledge of the school building.	11. The ink-bottle regulation has disappeared.

Additional current regulations for teachers.-- In addition to the changes and retained practices since 1886, new regulations have been added.

Teachers are asked to "practice such discipline as may be exercised by a kind, firm and judicious parent in his family, avoiding carefully all display of temper, abstaining from all contemptuous language and from ridicule, and from all modes of punishment calculated to injure the self respect of the pupil. (In this respect teachers are enjoined to strictly avoid any uncomplimentary reference however indirect, to the home of the

pupil or any member of his family.) In extreme cases in which it may be necessary to administer corporal punishment, teachers should be careful to observe the following:

(a) That no corporal punishment shall be inflicted for any offence until the matter has been submitted to the Principal, and his assent to the infliction of this form of punishment has been received.

(b) That the only form of corporal punishment permissible is chastisement on the palm of the hand with a suitable strap.

(c) That immediately after the infliction of such punishment a report of the same on the form below shall be filed with the Principal of the school, who shall keep the same for reference.

CORPORAL PUNISHMENT REPORT

..... School

..... 19....

Pupil's name

Particulars of offence

Particulars of punishment

..... Teacher"⁶

Another new regulation frowns on the detention of pupils at recess, noon, or after school hours. In another, the onus is placed on the teacher to see that pupils are properly wrapped before leaving the building on cold days. Teachers may not receive presents from pupils by collection, except in the case of a teacher leaving the school system. Teachers must assist the principal in carrying out the regulations of the provincial Department of Education. They must also conduct religious exercises as authorized by the Advisory Board.

⁶Regulations Relating to Teachers, appearing on the back of Teacher's Agreement - (A). See Appendix.

Academic and Professional Qualifications

The academic training of a teacher consists of his attainments in high school and university subjects; professional training involves successful completion of a course of studies at a normal school. In Winnipeg, higher academic training was available since the establishment of the University of Manitoba in 1877. Agitation for the establishment of a normal school started five years later.

On April 25, 1882, the School Board passed a motion asking for the establishment of a normal school in agreement with the provincial government.⁷ In 1885, the provincial Board of Education adopted regulations relating to a normal school department, and these regulations were concurred in by the city Board. The motion read:

A Normal School Department shall be maintained in connection with the Protestant Public Schools of the City of Winnipeg, and an annual grant of two thousand dollars shall be made by the Protestant section of the Board of Education to the Winnipeg Board of Protestant School Trustees for the maintenance of the same.⁸

Certification.-- With the establishment of the normal school department in 1885, the Board of Education issued regulations for the examination and licensing of teachers. Certificates could be either professional or non-professional. The former was divided into three classes, First, Second, and

⁷School Board Minutes, April 25, 1882.

⁸Report of the Superintendent of Education for the Protestant Schools of Manitoba, for the year ending Jan. 31st, 1885, p. 43. Winnipeg: King's Printer.

Third, each having an A and B subdivision. The non-professional certificate could be obtained by persons of good moral character, at least eighteen years of age if male, sixteen if female, and who could pass the examinations of teachers held annually in Winnipeg. This certificate was good for one year only.

In 1899, the Advisory Board took over the prescribing of regulations for teacher certification and abolished the non-professional certificate. Henceforth only four certificates would be issued: First A, First B, and Second, all valid during the pleasure of the Advisory Board, and the Third, valid for three years. The academic requirement for a First Class certificate was at least Grade XII, for a Second Class Grade XI, and for a Third Class Grade X. In 1935, the minimum requirement for admission to normal school became Grade XII, so there were no new Second and Third Class certificates issued. Many teachers, however, continued to teach under the old certificates.

At present, normal school graduates are issued First Class certificates A or B, each letter having a further subdivision of interim and permanent. First B can be changed to First A by additional academic training. An interim certificate can be made permanent by successful teaching experience and by additional professional training. University graduates (B.A., B.Sc., or equivalent) get Collegiate certificates, interim and permanent, on successful completion of the Diploma Year at the University of Manitoba Faculty of Education.

The Faculty of Education, University of Manitoba.-- In 1935, a Faculty of Education was organized by Dean D. S. Woods,

Ph.D. (Chicago). This made higher professional training at the university level available to the teachers of Manitoba. By 1950, the degrees granted by this faculty included: Bachelor of Pedagogy, Bachelor of Education, Master of Education, and Doctor of Philosophy.

The availability of faculty of Education courses was of special significance to Winnipeg teachers because they could attend lectures after school hours during the year. Many Winnipeg teachers availed themselves of this privilege, as noted in the annual report of the school district.

Courses for credit offered by the Faculty of Education, University of Manitoba, which involved Winnipeg teachers as follows: winter session, 1948-49 -- 22; summer session, 1949 -- 22; fall session, 1949 -- 72. Of these, 15 obtained the B.Ed. degree and one the M.Ed. degree in 1949.⁹

The professional qualifications of Winnipeg teachers.--

The trend in Winnipeg has been in the direction of higher standards for teachers. The following table compares the professional qualifications of city teachers for the years, 1916, 1926, and 1936.

TABLE V

PROFESSIONAL QUALIFICATIONS OF WINNIPEG TEACHERS

Certificate	1916	1926	1936
Collegiate (Degrees)	65	208	296
First Class (Grade XII)	54	287	322
Second Class (Grade XI)	454	405	338
Special	40	45	56

⁹Report of the School District of Winnipeg, 1949, p. 18.

The percentages of teachers with collegiate certificates in 1916, 1926, and 1936 were, respectively, 10.5%, 22%, and 29.2%, a steady increase. For First Class certificates, the percentages were 9%, 30%, and 31%, a continued increase. Second Class certificates showed a decided decrease: 74%, 43%, and 33.4%.

Specialists have increased slightly in numbers. They include teachers of manual training, music, art, and other special fields.

The prospect for the future is for higher academic and professional qualification of Winnipeg teachers. One important contributing factor is the acceptance by the Board, in 1946, of the principle of higher pay for higher standards.

Salaries

The earliest salary schedules in the city school system were based upon sex of the teacher, grade taught, and years of experience in Winnipeg. Through the years, the factor of sex of the teacher has been greatly reduced in importance, but not eliminated. The factor of grade taught was reduced in importance from schedule to schedule, and finally eliminated in the 1946 revision, except for maximum in the senior division. The factor of years of experience has increased in importance, and to it has been added the factor of academic and professional standing.

The schedule of 1882.-- On March 28, 1882, the School Board unanimously adopted a salary schedule for Winnipeg teachers.¹⁰

¹⁰ School Board Minutes, March 28, 1882.

This schedule listed different salaries for men and women, granted increments for experience in Winnipeg only, and provided higher pay for teaching higher grades. Promotion from grade to grade was based on, (1) past efficiency and present fitness for the position as reported by the inspector, (2) certificate held by the teacher, and (3) seniority. Table VI gives the details of this schedule.

TABLE VI

SALARY SCHEDULE FOR WINNIPEG TEACHERS, 1882¹¹

Standard (Grade)	Male Teachers			Female Teachers		
	1st Year	2nd Year	3rd Year	1st Year	2nd Year	3rd Year
9 and 10	\$1000	\$1100	\$1200	\$650	\$700	\$750
8	800	900	1000	600	650	700
5, 6, and 7	700	750	800	550	600	650
3 and 4	650	700	750			
4				450	500	550
1, 2, and 3				400	450	500

Early revisions of the salary schedule.-- Nine months after the 1882 schedule came into effect, the Board moved to revise it.¹² The minimum was raised \$100 generally, but increments were set at \$50 per annum for all but the grades I and II teachers, whose increments were \$25. As in the first schedule, the maximum was reached in three years.

¹¹School Board Minutes, March 28, 1882.

¹²Ibid., Dec. 13, 1882.

In 1903, a new schedule gave \$500 per annum to teachers of grades I to IV, \$550 for V, \$575 for VI, \$600 for VII, and \$675 for VIII. The annual increment was \$25.

In 1909, the minimum was raised to \$575, and the period for reaching the maximum was increased to nine years. Increments were, \$25 the second year, \$50 the third year, and \$25 for every year thereafter.

In 1912, the increased cost of living and the difficulty in obtaining men teachers spurred an upward revision of the schedule. The minimums in all cases were increased by \$75 and the maximums by \$200. Increments were made uniform again at \$50 per annum.

The 1919 revision.-- The 1919 revision established a \$1000 per annum minimum salary for the lowest-paid teacher on the staff. Grades I to IV teachers started at \$1000 and proceeded with annual increments of \$50 to a maximum of \$1500. For each succeeding grade in the elementary division there was \$50 more in minimum and maximum. Increments of \$50 per annum were uniform throughout. Two years later, effective January, 1921, all minimums were raised \$200 and maximums, \$300. Increments remained the same.

In 1933, due to the general economic depression, all salaries were cut 20%. Partial restoration (87.88% of schedule) was made in 1938. Instead of full restoration, a new schedule was drawn up.

Until 1945 all elementary teachers started at \$1200 per annum and remained at the same salary for the first three years. They received \$50 increments for the fourth and fifth years,

then \$100 increments for succeeding years until the maximum of \$1900 was reached. A probationary period of two years at \$1200 per annum really set the first five years at the same salary.

The new schedule of 1946.-- The schedule of 1946 was built on new principles. It was recognized that the teaching of any grade, from I to XII, was of equal importance and was deserving of equal remuneration. The principle of equal pay for equal work was partially adopted: while a differential still existed between men and women in minimum salaries, there was no difference in the maximum. Another new principle gave increased remuneration for increased academic standing; every year of university was worth an extra hundred dollars. Finally, teaching experience outside the city was allowed up to five years' credit on the minimum scale. Table VII shows the minimums.

TABLE VII

MINIMUM SALARIES, TEACHERS' SALARY SCHEDULE, 1946

Teaching Experience	With Grade XII	With 2nd Yr. University	With 3rd Yr. U.	With B.A. or Equivalent
<u>(a) Women</u>				
Less than 1 year	\$1200	\$1300	\$1400	\$1500
1 or 2 years	1300	1400	1500	1600
3 or 4 years	1400	1500	1600	1700
5 or more years	1500	1600	1700	1800
<u>(b) Men</u>				
Less than 1 year	1600	1700	1800	1900
1 or 2 years	1700	1800	1900	2000
3 or 4 years	1800	1900	2000	2100
5 or more years	1900	2000	2100	2200

Maximum salaries, reached by annual increments of \$100, were as follows: with grade XII standing, \$3000; second year university, \$3100; third year, \$3200; and with B.A. degree or equivalent, \$3500. In addition to these maximums, extra salary was allowed for higher academic and professional degrees.

Forms of Agreement

In 1910, the Board adopted a report of the School Management Committee that there be three forms of teachers' agreements to be designated respectively, Form A, Form B, and Form C.¹³ Form C covered temporary service only, with no implication of transfer to other forms. Form A was also temporary, but could be transferred to Form B after one year. Agreement Form B continued from year to year, unless terminated by notice of either party, as specified in the agreement. All three forms are in use at the present time. Copies appear in the Appendix.

New teachers are often placed on the staff without a contract; they are said to be on assignment.

A teacher on assignment is a teacher who has been temporarily placed on the staff without any formal contract. The engagement may be terminated without notice at any time, and in any event it does not extend beyond the end of the school year, although the same teacher may under certain circumstances be re-assigned when, or shortly after, schools re-open in September.¹⁴

The usual procedure is to place a teacher under Agreement Form A after one year on assignment.

¹³School Board Minutes, March 8, 1910.

¹⁴Reavis, op. cit., Vol. II, Part I, Chap. VII, p. 77.

In-Service Training of Teachers

In-service training of teachers is not an innovation of recent years. In 1887, there were "Half Hour Reading Clubs" of teachers who studied various educational journals. An association for the study of psychology was formed. Conventions were held. These activities formed the foundation of a growing list of undertakings designed to supplement the professional training of the teachers.

Subjects of study.--- In 1893 a voluntary association of teachers met weekly and discussed such topics as:

Why we teach
What to teach
Training of children before coming to school
Limit of usefulness of the text book in reading
How to conduct a lesson in primary reading
Method of teaching reading in the third grade
Longfellow, the children's poet
Longfellow, the poet artist
The teaching of literature
Poems of Tennyson
Study of McMurray on General Method¹⁵

The topics of discussion were increased and varied as the growing teaching staff formed clubs and societies in order to meet the needs of special groups.

Teacher organizations today.--- In-service training by means of voluntary organizations continued to grow to the present day. The following is only a partial list of teacher groups in Winnipeg.

1. Elementary Supervisory Sub-Council
2. Winnipeg Kindergarten Teachers Association

¹⁵Report of the School District of Winnipeg, 1893, p. 13.

3. Social Studies Club
4. Teachers Dramatic Society
5. Adjustment Teachers Group
6. Guidance Club
7. Women Principals and Supervisors Club
8. Winnipeg Physical Education Participation Course
9. Greater Winnipeg Music Teachers' Club
10. Winnipeg Teachers Library Club
11. Elementary Teachers Study Group
12. Winnipeg Schoolmasters' Club
13. Manitoba Teachers' Society
14. Manitoba Educational Society
15. Art Teachers' Club
16. Music Teachers' Club
17. Teachers of Ungraded Classes Club
18. Mathematics Club
19. English Club
20. Winnipeg Teachers' Institute

In addition to the activities arising from membership in voluntary organizations, opportunities for academic advancement are taken by Winnipeg teachers who attend university classes after school hours and during the summer vacation.

The concept of in-service training.-- The 1949 annual report of the school district contains an apt definition of in-service training:¹⁶

¹⁶Report of the School District of Winnipeg, 1949, p. 16.

No initial training course at a Normal School can by itself equip a teacher to teach indefinitely. The one-year course in professional training is too short to cover all the needs of the practicing teacher. Both the young teacher in her first schools and the experienced teacher after many years of service find that the modern philosophies in the schools of a democracy call for a constant "mending and extension of fences." New content in each subject field must be mastered as courses change and as modern scholarship produces new books and new knowledge; new developments in teaching techniques must be examined and experimented with, as visual and audio aids develop, as school and community inter-relationships multiply, as emphasis in classroom shifts more and more to those practices that require a deeper understanding of children in all their aspects, and as teachers enter special fields of teaching that require special training.¹⁷

The changing emphasis in classroom practice, for which in-service training is carried on, will be the topic of the following chapter.

¹⁷Report of the School District of Winnipeg, 1949, p. 16.

CHAPTER VI

THE CHANGING EMPHASIS IN THE ELEMENTARY DIVISION

An interpretation of the changing emphasis in the elementary schools of Winnipeg must necessarily be based upon the historical development of the city. The early pioneer situation, the dual school system and its abolition, the great immigrations of non-English speaking peoples, advances in educational theory and practice, war, depression, and war again -- each played a part in influencing school policy. The elementary division was affected in the matters of curriculum and auxiliary services as the system expanded in size and purpose.

The changing needs of the community more than anything else determined changes in curriculum. At first, the basic skills were enough for a boy who would leave school after the fourth grade to go to work. The growth of the community soon brought out a need for enrichment in the form of new subject matter. The arrival of the immigrants demanded not only curricular changes, but changes in teaching methods as well. Advances in educational theory and practice throughout the continent brought into the Winnipeg system new auxiliary services and a changed attitude toward the child in school. Formal inculcation of subject matter gave way to a new emphasis directed toward the social adjustment of the child.

The elementary curriculum followed in Winnipeg schools has always been, essentially, the curriculum authorized by the education department of the Manitoba Government. From 1871 to 1890, the authorizing body was the Board of Education; and from 1890 to the present, the Department of Education.

Courses offered and textbooks used are primarily the responsibility of the minister and his department... In the actual revision and development of courses the Department of Education makes use of its own officials, inspectors, and normal school instructors, and draws on the teachers and administrators available in the province.¹

The adaptation of the provincial curriculum to the elementary schools of Winnipeg may best be followed by a consideration of the context provided by the epochs into which the history of the system is divided. The period from 1871 to 1890 takes us from the establishment of the district to the abolition of the separate school system. 1890 to 1910 was a period of consolidation and conservatism, a tranquility shattered by the immigration of non-English speaking pupils. From 1910 to 1936 the absorption of the immigrants, war, and depression changed the system in size and purpose. The period from 1936 to the present may well be termed the "scientific" development epoch, during which progress was made in the application of modern educational psychology in the schools.

The following sections will deal with these historical periods in detail. They will be supplemented by discussions of

¹H. McIntosh, "Curriculum Objectives and Evaluation," in the Reavis Report, op. cit., Vol. II, Part II, Chap. VIII, p. 1.

the auxiliary services, the kindergarten, and extra-curricular and community activities.

Elementary Education in Winnipeg from 1871 to 1890

Reading, writing, spelling, and arithmetic were the only subjects taught in Winnipeg's first school in 1871.

The children of those days lived a simpler life... deficiency in school training was made up by household work which amply supplied the needs of those early days.²

The needs of those early days increased rapidly; and a further need arose for educational leadership with vision and determination in order to lay the foundation of a school system bound to expand in size and services to the community. That leadership was found in Daniel McIntyre, appointed to the inspectorship of Winnipeg schools in 1885. After less than one year in office, he formulated the basic duties of the Management Committee of the school Board, the Committee on Finance, the Building Committee, the Committee on Printing and Supplies, the duties of the secretary-treasurer, of the inspector, solicitor, auditors, head teachers (principals), teachers, pupils, and caretakers.

Inspector McIntyre did not limit his activity to the administrative aspects of his position. He took a leading part in curriculum planning and the improvement of methods of instruction.

In 1887, the report to the provincial Board of Education indicated that a large number of those who entered Winnipeg

²Winnipeg Tribune, Feb. 22, 1922. The article was written by J. H. Mulvey, who had been a pupil in the first Winnipeg school, 1871.

schools left after completing the fourth standard (grade). The report on reading showed the method of instruction to be based on the recognition of oral reading as the expression of thought, and the aim in arithmetic, "to secure skill in calculation and aptness in applying the principle of number to the problems of business."³

In 1888, the provincial Board of Education revised the programme of studies and added physiology and hygiene to the original reading, writing, spelling, and arithmetic. The following year a drawing master was employed and, at the same time, the School Management Committee recommended the addition of music to the curriculum.

Teachers were encouraged to raise their standards by professional training and, by arrangement with the inspector, many dismissed their classes on certain days in order to attend classes themselves at the normal school. The normal school used the public schools for purposes of practice and endeavored to keep before the teaching staff the latest methods of imparting instruction. The teachers formed half-hour reading clubs at which they perused various educational journals. They formed an association for the study of psychology.

The abolition of the separate school system in Manitoba in 1890 might have been expected to produce great tension and

³Report of the Superintendent of Education for the Protestant Schools of Manitoba, for the year ending 31 January, 1887, p. 42.

disruption in Winnipeg. Here again, Inspector McIntyre's guiding hand was felt as the city school system passed quietly under single control.

Elementary Education in Winnipeg from 1890 to 1910

For twenty years following the abolition of the separate school system, the emphasis was laid on the fundamental subjects. Aims for these subjects were laid down, and the elementary teachers strove to attain them. The only departures from this conservative policy were the extension of instruction in music and art, and the introduction of manual training and handwork.

Music and drawing.-- In 1893, special teachers were employed to direct the subjects of music and drawing. By 1894, music was so well established that it was no longer reported as a special subject.

The concept of industrial arts training had its origin in the teaching of drawing. In 1894, the trustees reported:

Some advance has been made in the subject of Form Study and drawing... Models of type forms are first observed and studied and their connection with familiar subjects examined. Pupils are then required to express, with the pencil, what the eye has seen, and eye and hand are thus educated. There is further hand training in the making of models required in the course. The aim of the work is both educative and industrial.⁴

Manual training.-- At the turn of the century, plans for manual training for boys and sewing and domestic economy for girls were put before the Board. In 1901, Sir William Macdonald,

⁴Report of the School District of Winnipeg, 1894, p. 10.

through professor James W. Robertson of Ottawa, undertook to bear all expenses of equipment and instruction in the teaching of manual arts to boys, on condition that the Board provide rooms in which the work could be carried on. Within two years, manual training in the city schools became an established fact. In 1903, the Board took over from Sir William and set out to extend the work. In the same year, sewing was instituted for the girls.

By 1909, manual training had spread through the entire elementary division according to the following syllabus.

Grade I - Plastecine Modelling

Grade II - Raffia Work and Basketry

Grade III - Wood Carving and Clay Modelling, or
Thin Wood Work

Grade IV - Wood Carving and Clay Modelling, or
Thin Wood Work

Grades V to VIII - Woodwork for boys; Sewing for girls.⁵

Aims in the fundamental subjects.-- In 1897, the subjects of the public school course embraced reading, writing, spelling, arithmetic, geography, music, drawing, grammar, composition, English and Canadian history, English literature, principles of agriculture, principles of hygiene, and in the last year (grade VIII) algebra and geometry. A statement of aims read:

As in former years, the avowed aim of the work in all departments of the school has been to train pupils in right habits and inculcate right principles, as well as to give them instruction in useful learning.⁶

⁵Report of the School District of Winnipeg, 1909, p. 13.

⁶Ibid., 1897, p. 19.

In spelling, the aim was to teach all pupils to spell correctly the words they make use of in expressing themselves in writing. In geography, given above grade III, the aim was for mental training and commercial purposes. In history, above grade V, instruction was given "with a view to leading our boys to appreciate their birth-right, as British subjects and citizens of Canada, to acquaint them with the duties and privileges in right of that citizenship and to familiarize them, in an elementary way, with the nature of the problems which in the past presented, thus laying the foundation for intelligent participation in public matters when in mature years the exercise of that citizenship shall fall on them." In nature study and agriculture, the aim was for training in observation, familiarizing pupils with out-door life and making it attractive, and turning their minds in the direction of agriculture "which will always be a leading industry in the community." In form study and drawing, the pupils were trained to observe, cultivate taste, and acquire skill, an education of mind, hand, and eye. "In a twenty minute exercise each day, music is taught as a subject that refines and sweetens life."⁷

Elementary Education in Winnipeg from 1910 to 1936

The influx of new Canadian immigrants into Winnipeg schools occasioned a change in aim. In 1913, the trustees reported:

Until a comparatively recent period the schools were organized on purely academic lines, and the avowed aim

⁷Report of the School District of Winnipeg, 1898, pp. 19-20.

of education was culture and discipline. This aim has, however, been greatly enlarged within the past few years by including within its scope the development of a sense of social and civic duty, the stimulation of national and patriotic spirit, the promotion of public health, and direct preparation for the occupations of life.⁸

A comparison of curriculum changes in grade I.-- A comparison of grade I programmes will suffice to show the changing emphasis for the twenty-five years ending 1936. The same changes are evident in the curricula for the rest of the elementary division.

The 1914 programme of studies stressed manners and morals. The 1918 revision stressed, in addition, group consciousness, social obligations, and cooperation. In 1928, emphasis was transferred from subject matter to the development of the child. The 1935 revision suggested the correlation of all school subjects to give them greater life-significance.

The following outlines show the changes in grade I for the years, 1914, 1928, and 1935. The 1946 syllabus is included for further contrast.

GRADE ONE

READING

1914 - Stories to be read or told to pupils, and re-told by the pupils to secure easy and natural expression. Material: fairy tales, fables, myths; stories of primitive life; stories from the Old Testament; stories of occupation and industrial processes; stories of animals and pets. Text: The Manitoba Readers, Book I.

1928 - Oral and silent reading, including flash card drills and seat work reading for following directions. Attention given to eye-movements and getting thought from printed page. Phonics introduced when children had a usable

⁸Report of the School District of Winnipeg, 1913, p. 23.

vocabulary of sight words. Material: based on excursions, pictures, toys, pets, special days, activities, nature, numbers and colors. Texts: Canadian Book I (authorized) and Silent Reading Book I - Wright and Fisher - Nelson.

- 1935 - Method and material the same as in 1928. New texts: Jerry and Jane, Highroads to Reading, Book I, and various pre-primers and primers.
- 1946 - Emphasis on interest in and appreciation of material read. Series of graded pre-primers and accompanying work-books. Texts: We Look and See, We Come and Go, We Work and Play, Fun With Dick and Jane (primer) and Our New Friends (first reader).

SPELLING

- 1914 - Easy words from the Reader.
- 1928 - Incidental spelling; name, school, city, or post-office; a small list of words such as I, you, see, Mr., Mrs.; a list learned during study of phonics; copying short sentences and words from reading lessons.
- 1935 - Same as for 1928.
- 1946 - View that the first work in spelling should arise out of the child's own efforts to write. As far as possible the child should learn words when he first needs to use them. No formal spelling in Grade I.

WRITING

- 1914 - Exercises to develop correct habits of position, pencil holding, and free movement. Instruction in making letters, separately and in words. Careful supervision of all written work.
- 1928 - Rhythmic drills on blackboard and at desks; attention to form and movement; printing and writing labels; drill on arrangement of written matter.
- 1935 - Same as for 1928.
- 1946 - Print script introduced first. Work should be largely at the blackboard. Work at seats should be on unlined paper, or the lines should be far apart. The stress on print script is made because it is simpler and easier to learn, the child learns one alphabet for both reading and writing, and the child with poor muscular control can produce more readable results.

ARITHMETIC

- 1914 - Study of numbers up to 20. Simple measurements.
- 1928 - The work should be informal. Rather should there be games or occupations in which counting and measuring will arise naturally. No arbitrary limit to numbers employed. Objectives: count by ones, twos, fours, fives, and tens; count abstractly to 100; count money by fives and tens; to tell the time; to measure with foot-rule and yard-stick; to keep score; to recognize pages in a book, street numbers.
- 1935 - Same as for 1928.
- 1946 - Arithmetic in the first year should ordinarily be oral. Each individual should begin the study of number in school at the stage of understanding which he has reached on entering. In addition to the objectives of 1928, there were added some denominate numbers, days and dates, and ordinal numbers.

MUSIC

- 1914 - Rote singing. The Dominion Music Reader, Book I.
- 1928 - Rote singing. Progressive Book I. Training of monotonies by using whistle, Indian calls, bird calls, etc. Rhythmic development by means of rote songs, rhythmic motions, singing games, folk-dancing, and dramatization. Ear-training in phrase repetition, pitch, duration of tones, pulsation, listening to gramophone. Informal breathing exercises. Scale taught from little songs.
- 1935 - Same as for 1928.
- 1946 - Song text: Sixty Songs for Little Children (Oxford University Press). Objectives: to build up a repertoire of forty or more suitable songs; to stimulate imaginative response to, and love for, the songs taught; to develop beauty and lightness of tone, clarity and purity of diction, vitality of rhythm; to train the child to recognize differences in mood, in rhythmic pulse and pattern, and in tone color, as heard in songs or in recorded music; to develop rhythmic awareness and physical response through marching, skipping, running, clapping, swaying, dancing; to develop music memory for songs or instrumental pieces sung or heard in class.⁹

⁹Compiled from the Programme of Studies for the Elementary Schools of Manitoba, 1914, 1928, 1935, and 1946. Province of Manitoba. Winnipeg: King's Printer.

Elementary Education in Winnipeg from 1936 to the Present

American "progressive" education stressing natural, free expression and a tendency towards informality, with primary concern for the happiness of the child, a feeling of awareness for the building of character, and the development of responsibility as a basic essential for social living, had an effect on Winnipeg schools, but not an unrestrained effect. In 1938, the superintendent reported:

The Winnipeg elementary schools are endeavoring to preserve a reasonable balance between the so-called "old" and the so-called "new" ... While using what is felt to be the best in the activity approach they are demanding the high standard of the past in the basic skills and are still doing what they can in strengthening the fibre of the young people in facing the difficult and in obedience to discipline which may at times run counter to the immediate desires and interests of the pupil.¹⁰

The influence of American progressive education was felt in Winnipeg elementary schools in (a) the adoption of the activity programme, and (b) the provisions made for individual differences among the children.

The activity programme.-- In 1936, some aspects of the project method were applied in the elementary schools of the city under the general designation of "activity programme." As a result, subjects, especially the social studies, were organized on the basis of units of work and were presented as meaningful wholes to the children; but learning and discipline were not expected to come from sitting stiffly and silently in

¹⁰ Report of the School District of Winnipeg, 1938,
pp. 13-14.

a receptive attitude: worth-while or purposeful activity on the part of the pupils was fostered. The superintendent reported evidence of the spirit of the activity programme in the annual report:

Health education from grades one to six is no longer a matter for cut-and-dried lessons. Rather is it treated as a matter of living interest for every one, towards which each child may make a personal contribution. Reading in the two or three earlier grades is vivified by class projects in which the reading matter is illustrated by various forms of hand-work. History and Geography lend themselves excellently to the "activity" form of approach. Small groups of students may be assigned to secure information regarding various phases of a topic, and later correlated into a coherent whole... Art, too, finds a practical application in its use to illustrate written expression.¹¹

The provisions made for individual differences.--- Another significant development in 1936 was the preparation made for the re-organization of the elementary schools in order to make more adequate provision for individual differences among pupils. Group mental testing was undertaken and the results were compared with teacher ratings. This served to guide children into the most hopeful channels in which capacities could be given fullest development. By 1937, it was generally agreed amongst the staff that the extension of the use of psychometric tests was a most significant advance in the elementary schools of the city.

For the great majority of pupils in the elementary grades, the regular programme was suitable and adequate. There were, however, deviates that had to be specially handled. In 1939, there were 692 pupils in ungraded classes for those with I.Q.'s below 80. There were 202 in "opportunity" classes for those with I.Q.'s between 80 and 95. In these classes

¹¹Report of the School District of Winnipeg, 1936, p. 7.

every effort was made to develop special abilities and thus give to the pupil the satisfaction of success. Remedial classes were held for normal pupils who had become deficient in fundamentals because of irregular attendance or prolonged absence, for transfers-in from country schools, and for those with defects in early education. Two sight-saving classes were held for those whose eyesight was so impaired that they could be educated only by means of special methods and equipment. Special teachers visited the schools to hold classes in speech correction and lip reading. Two teachers did home tutoring of children who were crippled or for other adequate reason unable to attend school.

The present curriculum.-- The 1946 revision of the curriculum, which is the one now in use, attempted to follow the proposition that the child is the measure of all things in school. The new programme listed the basic principles upon which the curriculum was founded as, (a) what a child living in our society needs to learn, (b) what teachers have discovered about his ability to learn at different stages in his development, and (c) what they have found to be the most effective methods of teaching him. The new curriculum stressed health, effective expression, the recognition of individual differences in children, the importance of readiness to learning, the evils of retardation and acceleration, the activity method, and closer co-operation between home and school.

The Auxiliary Services

By auxiliary services is meant the services provided by the School Board and the City Council to supplement the efforts of regular classroom teachers toward the all-round development of the children. These extra services are provided in Winnipeg by (a) a system of medical inspection in the schools and (b) the child guidance department of the administration.

The system of medical inspection.-- In 1909, simultaneously with American cities, Winnipeg instituted a system of medical inspection for school children. Absenteeism and the prevalence of acute communicable diseases made the inauguration of a health programme imperative. Also, backward and mentally deficient children within the district presented a problem outside the scope of regular school responsibility at that time. In 1910, the duties of the medical staff read:

Medical Inspection will take notice of and advise as to the provision to be made for backward and mentally deficient children and will concern itself with the education of teachers, parents and children in the essentials of healthy living.¹²

Separation of psychological and medical functions started with the visit, in 1916, of Miss R. Rodgers, of the supervising staff, to New York, Newark, Boston, Rochester, Chicago, and Minneapolis for information and study of the provision made for the more efficient education of backward and sub-normal pupils. She reported much experimental activity in the cities visited. A direct result of her visits was the segregation of these pupils under special teachers.

¹²Report of the School District of Winnipeg, 1910, p. 22.

The staff of the new medical inspection in 1909 consisted of two part-time doctors and two full-time nurses. This was increased by 1914 by two nurses and two clerical assistants. In 1917, a dental clinic was added with a full-time chief and three assistants.

An influenza epidemic in 1918 closed the schools from Oct. 11 to Dec. 1. A full-time medical inspector was employed.

In 1924, the medical staff included the chief medical inspector, three part-time doctors, fourteen nurses, one full-time chief dental officer, and five assistant part-time dental inspectors. Two oculists had been employed since 1920.

The growth of the medical service was continuous and rapid. The extent of the work in 1940 may be briefly suggested by the following statements:

15,520 medical examinations were made by the Board's medical staff.

158,605 examinations were made by the school nurses.

870 examinations were made by the oculists.

16,039 examinations were made for dental defects and 4,512 children given either full or emergency treatment, at the Board's dental clinic.

938 children were given Binet mental tests under the direction of the Board's Chief Medical Officer.¹³

The expansion of the auxiliary services reached a point in 1941 where amalgamation became imperative. Where before the doctors, nurses, dentists, and other personnel had operated independently, a coordination of services could be effected by amalgamation. The School Board's chief medical officer resigned and the City Health Department, financed separately from the

¹³ Report of the Department of Education for the year ending June 30th, 1940, p. 125. Winnipeg: King's printer.

School Board, took over. A City Health Services Board was set up with representation from the City Council, two from the superintendent's department of the School Board, as well as members of the Board itself. Their job was to correlate the work of the schools with city health administration. Nurse's rooms appeared in every school, and medical and nursing service increased. Coincidentally, the Child Guidance Clinic, discussed below, was established under the joint sponsorship of the City Health Department and the Winnipeg School Board.

The medical service today conducts three routine examinations throughout the school life of a child, and provides for the examination of children at any time referred by the teacher or the nurse. Special medical examinations are provided for malnourished children, those with diagnosed cardiac, respiratory and epileptic conditions, post scarlet fever or poliomyelitis cases, children with hearing or speech defects, and children who are likely candidates for the Child Guidance Clinic. The dental division surveys the teeth of children from kindergarten up through the elementary grades. A dental nurse gives talks on good dental hygiene. The school nurse sees to it that defects are corrected privately or through the dental clinic.

The nursing service has shifted in emphasis from the administration of first aid to the improvement of the general school health programme and the expansion of this programme into the community. Often the nurse acts as liaison officer between the school and the home. She takes an active interest in the children in her district from crib through school grades, in prevention as well as treatment of disease.

Special services are provided by the medical division. An audiometer is in use for the testing of hearing of children. Vision testing is done by classroom teachers under supervision of the nurse. Follow-up service rests with the nurse. The teacher also collaborates with the nurse in measuring the height and weight of each pupil. She enters the data on a medical card that follows the pupil throughout his school career in Winnipeg.

The Child Guidance Clinic.--- The Child Guidance Clinic, sponsored jointly by the City Health Department and the Winnipeg Public School Board, was established in 1941. It came as the result of five years of association with a similar clinic conducted by the Faculty of Education of the University of Manitoba.

The personnel of the clinic increased in numbers quickly. In 1944, the staff consisted of a director who was a psychiatrist, four psychologists (one acting as co-ordinator of all services), a speech therapist who acted as consultant, a public health nurse, a part-time pediatrician, and a part-time stenographer. By 1948, the staff increased according to the following statement.

The core of its staff is made up of one part-time consulting psychiatrist who acts as director of the clinic and consultant to the Superintendent of Schools and the

Medical Officer of Health; two part-time and one full-time assistant psychiatrists who carry through diagnostic and treatment interviews and provide a consultative service to social agencies; a co-ordinator, by training a psychologist, by function a public relations officer and resource person, both within and outside the school system; a senior psychologist who acts as director of the reading clinic, consultant for adjustment teachers, and consultant to staff psychologists; five psychologists...; two visiting teachers who are graduate social workers; the Supervisor of Auxiliary Class Services, the Supervisor of Speech Correction, and the director of Public Health Nursing. The entire staff performing the functions of guidance in the elementary schools includes: thirty-four adjustment teachers, thirty teachers of special classes (ungraded, occupational, sight-saving, home tutoring), a total of six visiting teachers, three attendance officers, four speech teachers.¹⁴

A case of serious maladjustment may be reported by a principal, classroom teacher, supervisor, public health nurse, speech therapist, psychologist, adjustment teacher, visiting teacher, physician, social agency, or a parent. If considered urgent and serious enough to warrant Clinic action, the case starts with a collection of significant data about the child in question. Social history, medical history, and school history facts are assembled. The Clinic staff examines the collected data, agrees upon a method of diagnosis, and plans a remedial programme. When necessary, suitable community agencies are asked to co-operate in changing the child's environment. Written reports are sent to such agencies as Children's Aid, Family and Juvenile Courts, on request. Sometimes, certain agencies are asked to assist in cases of broken homes where parental direction is inadequate or unwholesome. The Clinic staff members discuss the whole matter with the original referring agency.

¹⁴Reavis, op. cit., Vol. II, Part II, Chap. XIII, p. 2.

In the whole programme of guidance in the elementary division, the Child Guidance Clinic stands as a specialized centre out of which stems direction for most of the auxiliary services. In the everyday course of events, however, the Clinic is rarely thought of; what is immediately noticeable in the school in the field of guidance is a new type of teacher who specializes in diagnostic and remedial teaching. She is known as the adjustment teacher.

The adjustment teacher service.--- The rapid growth of the adjustment teacher service is shown by the increase from five members in 1945 to thirty in 1946. The superintendent reported:

Their success was measured in terms of a decrease in retardation, changed attitudes on the part of the children formerly segregated into special classes, and a lessening of behaviour problems.¹⁵

The adjustment teacher tutors individuals and small groups of pupils referred to her by the classroom teacher. These may include bright children who are underfunctioning as well as those who are mentally slow. When a child has been absent through illness or other cause, he may come to the adjustment teacher "to catch up." This remedial service has been, and likely always will be, the main function of the adjustment teacher. Her other function is to co-ordinate her work with that of the field psychologists, health services, and visiting teachers.

The duties of the adjustment teacher include, (1) administering and interpreting results of test surveys; (2) arranging

¹⁵Report of the School District of Winnipeg, 1946, p. 33.

for proper grade placement of children transferring in from other countries, provinces, or private schools; (3) keeping individual records of children served; (4) making individualized materials of instruction by breaking readers and workbooks into unit lessons; (5) assisting the classroom teacher to solve her problems; and (6) following up cases which have been studied by the Child Guidance Clinic.

The development of the auxiliary services in the Winnipeg school system has given expression to one of the most fundamental principles of education:

Education in its widest sense is concerned with the development of the individual to his fullest capacity as an individual, and as a member of society.¹⁶

The adjustment teacher plays her part in the school; the visiting teacher links the school with the home; the health department extends its work to the whole community; and, finally, the Child Guidance Clinic forms a co-ordinating and specialized agency. The auxiliary services in the schools of Winnipeg may be considered a major contribution to education on the North American continent.

The Kindergarten

The question of the establishment of kindergartens was first raised in 1919. On September 1st, 1920, the School Board took over classes conducted at 294 Ellen street by the Free

¹⁶Report of the School District of Winnipeg, 1943, p. 13.

Kindergarten Association. There were enrolled 83 children between the ages of four and six. The enrolment increased slightly but never reached 200. This first attempt at kindergarten service came to an abrupt end in 1933, when the Board was forced to cut expenses.

In 1943, a new attempt was made with kindergartens set up in four schools, Grosvenor, Wellington, David Livingstone, and Margaret Scott. In 1944, kindergartens were established in the Lord Roberts, John M. King, and Norquay. More were added every year thereafter until, in February, 1950, full coverage in the city was achieved for all five-year-old children whose parents wished to send them to school.

Table VIII compares the attempts at providing kindergarten service in terms of enrolment.

TABLE VIII

A COMPARISON OF ENROLMENTS IN THE TWO ATTEMPTS TO PROVIDE
KINDERGARTEN SERVICE IN THE SCHOOLS OF WINNIPEG

First Attempt		Second Attempt	
Year	Enrolment	Year	Enrolment
1920	83	1943	100
1921	95	1944	349
1922	147	1945	1311
1923	181	1946	1577
1924	171	1947	1680
1927	109	1948	2064
1929	106	1949	2491
1930	112		
1931	138		

The rapid introduction of kindergartens in the second attempt created a problem of obtaining trained teachers. A summer school course was held in 1948 to help meet the situation. The studies included kindergarten teaching, the articulation of kindergarten and grade I, and kindergarten supervision.

The kindergarten service was well received by both public and teaching staff. In 1947, the superintendent reported that "the opinion is growing that the improved social adjustment of pupils in grade I is a very creditable outcome of our kindergarten program, an opinion recently concurred in by the Provincial Psychiatrist."¹⁷

Extra-Curricular and Community Activities

The history of the elementary schools in Winnipeg is replete with instances of activities relating to the community outside the schools. Some of these activities have arisen out of passing circumstances, such as the need of parcels for Britain, or the buying of war savings stamps. Some have a periodic recurrence, such as publicizing the annual "Beautify Winnipeg" campaign by the drawing of posters, or "Get Out the Vote" at election time, or physical training displays to commemorate important events in the city. Some are continuous in their application, such as writing to "pen pals" all over the world, or participating in Junior Red Cross activities.

¹⁷Report of the School District of Winnipeg, 1947, p. 31.

Early patriotic exercises.-- In 1897, four thousand children marched in the Jubilee Celebration parade. Expressions of loyalty in ten languages were tendered through the Lieutenant-Governor of Manitoba to Her Majesty Queen Victoria. The superintendent reported:

Diverse in origin, diverse in speech and differing in faith, they are one in learning the lesson of loyalty to the empire "on whose flag the sun never sets."¹⁸

Commemorative medals were struck and distributed to the children at Government House.

In 1899, Empire Day was instituted and observed in the schools on June 23rd. In 1900, the Empire Day celebration took the form of a concert given by 1200 school children at Auditorium Rink, under the patronage of Lieutenant-Governor Patterson. From the proceeds, \$515.80 was donated to the Canadian Patriotic Fund and \$200 to the Red Cross.

The Little Nurse's League.-- In 1912, the Margaret Scott Nursing Mission detailed a nurse to found a department of child hygiene in the schools of north Winnipeg.

An organization of school girls, calling itself the Little Nurse's League, received a course of instruction incaring for children, and carried this instruction into practice in the homes from which they came.¹⁹

In 1913, the Little Nurse's League had 149 girls on the roll at Aberdeen school and 128 at Strathcona. In 1916, King

¹⁸Report of the School District of Winnipeg, 1897, p. 23.

¹⁹Ibid., 1912, p. 19.

Edward and William Whyte were added. The work consisted of demonstrations on dolls and borrowed babies.

With the development of the school medical services, the Little Nurse's League came under its jurisdiction.

Some current extra-curricular activities.-- Winnipeg elementary school children report injured animals to the Humane Society, as well as assist with publicity and contributions. School choirs visit hospitals and sing for patients. Toys and Christmas hampers are assembled for indigent families. About the school itself, senior elementary boys and girls take corner patrol duty to see the smaller children safely across the streets.

In 1947, the superintendent reported:

Extra-curricular activities are increasingly important in providing opportunities for the discovery of new interests and abilities, and for the cultivation of those already known. A very wide range of these in athletics, music, art, hobbies, leadership and executive activities, writing and publishing, business management, language interests, etc., are found at all levels in the schools.²⁰

Summary

This chapter has attempted to link the history of the Winnipeg School District with the changing emphasis in the elementary division.

The needs of the early settlers increased with the growth of the community, and the responsibility was upon the schools to supply these needs. The bare requirements of

²⁰ Report of the School District of Winnipeg, 1947, p. 30.

culture and discipline had to be supplemented by the development of a sense of social and civic duty, the stimulation of national and patriotic spirit, the promotion of personal and public health, and direct preparation for the occupations of life. The very concept of culture had to be changed in the public mind in order to make acceptable the numerous changes and additions to the curriculum followed in the elementary schools of the city.

During the first twenty years of operation, the school system expanded in size and complexity. The emphasis shifted in the direction of enrichment. Drawing, music, and other subjects were added to the basic curriculum.

From 1890 to 1910 the emphasis was laid on the fundamental subjects. Manual training and handwork were introduced, and music and art instruction was expanded.

The period, 1910 to 1936, saw the absorption into the school system of large numbers of children of immigrants from central Europe. Emphasis increased in stressing manners and morals, group consciousness, social obligations, and cooperation.

From 1936 to the present, science thinking in education has been cautiously adapted within the elementary grades of the city schools. What is called the "activity programme" is in evidence, and a definite tendency toward provision for individual differences among pupils has been manifested.

The auxiliary services expanded to such an extent that, in 1941, all health services were amalgamated and a child guidance clinic was established. This last occasioned the introduction of adjustment teachers whose influence has been felt in a decrease in retardation and changed attitudes on the part of children formerly segregated into special classes.

Two attempts at providing kindergarten service were made. The first, from 1920 to 1931, did not attract as many as 200 children at any time, and it was discontinued with the onset of the economic depression. The second attempt, from 1943 to the present, resulted in complete coverage of the city by February, 1950, with a total enrolment of 2491 children.

Extra-curricular activities in the elementary division including sports, safety patrol duty, health, and other projects relating to community life have become an important phase of school concern; and one can state truthfully that the elementary grades are well serviced in this respect.

CHAPTER VII

THE DIRECTED SELF SURVEY OF WINNIPEG SCHOOLS

The Survey and its Directors

The growth of public school education in Winnipeg had proceeded to such an extent by 1947 that, in the opinion of the trustees, a survey of the entire system was warranted. Accordingly, the School Board invited the Field Services Organization of the Department of Education, University of Chicago, to direct a survey of Winnipeg schools. The invitation was accepted, and preliminary work started October 6th, when a Committee on Field Services spent a week in the city organizing core committees out of administrative officials, supervisors, principals, teachers, and citizens outside the schools. The core committees in turn organized sub-committees involving nearly all the personnel employed in the system. The Chicago team then directed the survey, and the core and sub-committees compiled and submitted data.

The scope of the survey was wide. Many committees were required to explore the different areas and report back to the advisers. The directors defined the function of the committees as,

The purpose of each committee was to appraise the character of the services being rendered in the area

of investigation, to identify the problems in need of solution, and to propose constructive solutions for consideration with its adviser... In the judgment of the survey staff the reports are not only meritorious as reports but also possess unique value as contributions to the history of public education in Winnipeg.¹

In September, 1948, a report² was issued in two volumes, the second being divided into two parts. Volume I presented the findings and recommendations of the survey directors, and Volume II contained the basic data submitted by the core committees. This chapter will discuss the parts of the report that deal with the elementary division.

The survey team.--- The survey staff consisted of:

William C. Reavis, Chairman of Survey Staff, Professor Emeritus of Education and Chairman of Committee on Appointments and Field Services, Department of Education, University of Chicago

Ralph W. Tyler, Dean of Division of Social Sciences and Examiner, Professor of Education and formerly chairman of Department of Education, University of Chicago

William S. Gray, Professor of Education, University of Chicago

Robert C. Woellner, Associate Professor of Education, Assistant Dean of Students in Charge of Testing, and Executive Secretary of the Board of Vocational Guidance and Placement, University of Chicago

Dan H. Cooper, Assistant Professor of Education, University of Chicago

Bertrand L. Smith, Superintendent of Schools, Oak Park, Illinois

Robert White, Dean of School of Education, Kent State University, Kent, Ohio³

¹ Reavis et al., Report of the Directed Self Survey Winnipeg Public Schools. Volumes I and II. Chicago: Department of Education, University of Chicago, 1948. Foreword.

²Ibid.

³Ibid., Vol. I, p. ix.

The Learning Situation

The investigation into the learning situation resulted in one of the most significant parts of the Reavis Report. The scope and findings of the study bear directly on the theme of this thesis, and, consequently, the basic data gathered in the investigation will be given in full in the Appendix.

Scope.-- An appraisal of the learning situation in general was made by use of the University of Chicago Classroom Observation Guide. The question, What is the social atmosphere in which most of our pupils and teachers do their work?, was investigated under the headings: teacher-pupil relationships; teacher as a member of a group; and pupil-pupil relationships. Another question, What is the range and what is the general nature of the classroom learning activities?, was studied under: pacing of learning activities; planning; work habits; motivation; instructional materials; and content of learning activities. The provision for individual differences and evaluation in the learning situation were also investigated.

Findings.-- Teacher-pupil relationships in the elementary division were reported as follows. (1) Restraint and autocratic class management accompanied by discipline problems existed in slightly less than 10% of the classes. (2) In 27% of the classes, the teacher was firm but reasonable, and some aggressive-defensive reactions existed. (3) Little or no evidence of discipline problems was found in 64% of the classes, where there was a natural, livable atmosphere, with mutual respect and helpfulness on the part of both teachers and pupils.

In rating the teacher as a member of the group, 11% of the elementary teachers were found to run the class from the desk or front position, 22% were partially absorbed into working groups, and 60% adjusted their positions as necessary to participate in group undertakings.

Friendly and co-operative relations existed among pupils in over 53% of the classrooms visited. In 34% of the rooms, a mixture of satisfactory and unsatisfactory pupil-pupil relationships existed.

Pacing of learning activities was found satisfactory in 77% of the classrooms. In over 10% the classes were hurried, tense, or overly slow.

In one-third of the elementary classes, the participation of the pupils in planning their work was observed to be at a high level. Another third followed flexible programmes, but the children were not active in the planning. In the remaining third, the teacher proposed plans and accepted suitable suggestions from the pupils.

Work habits, involving critical thinking, were found definitely unsatisfactory in 13% of the elementary classrooms. However, a larger percentage of elementary classes displayed excellent work habits than did the junior and senior divisions.

Competition and extrinsic goals were used to stimulate interest more than an understanding of the goals of the activities involved.

Effective use of reference material was made in 81% of the elementary rooms. In 12% textbooks and workbooks predominated.

Provision for individual differences was evident in only 50% of the classrooms. In some of the rest, special interests were followed up by additional work. (This observation did not include the work of the adjustment teacher.)

All the best teaching, however, was not found exclusively in the elementary classrooms where unrestrained "progressive" education held sway. The report on the learning situation concluded:

Teachers and principals alike are not all ready to agree that freedom and greater degree of pupil participation in planning are necessarily found in the classrooms of the most successful teachers, or that conservatism and inefficiency are necessarily synonymous.⁴

Dr. Gray's Report on Reading and the Language Arts

The only curricular field selected for intensive study was reading and the language arts. The committees directed by Dr. Gray secured detailed information concerning curriculum practices, instructional materials, methods of teaching, and achievement of pupils. An unpublished thesis⁵ on reading in the elementary schools of Winnipeg provided data significant to the problem.

Variations in the prosecution of the reading programme.--

Wide variations were found to exist in classroom practice in the teaching of reading. The following table shows the range in time allotments in silent, oral, supplementary, and library reading in the first six grades.

⁴Ibid., Vol. II, Part II, Chap. VIII, p. 39.

⁵Betty Agnes Nicks, "A Study of Reading in the Elementary Schools of the Winnipeg Public School System." Unpublished Master's thesis, Faculty of Education, University of Manitoba, 1948.

TABLE IX

RANGE IN TIME ALLOTMENTS IN MINUTES PER WEEK FOR
DIFFERENT ASPECTS OF READING IN GRADES I TO VI ⁶

Grade	Oral Reading	Silent Reading	Supplementary	Library
I	75-600	15-750	25-300	none-125
II	50-450	40-250	15-150	15-150
III	30-450	none-153	25-143	25-125
IV	40-180	30-200	none-200	none-150
V	30-200	30-200	none-150	none-90
VI	20-250	35-175	none-200	none-120

The Report assumed that the wide range in time allotment in reading was due, in part at least, to differences in philosophy underlying the reading programme and suggested that the "relative amount of time devoted to each of the ... language arts... should be studied by the staff."⁷

Variation in attainments.-- Variation was noticed in both groups and individuals within groups in the matter of comprehension. For instance, the median score for the third grade was 3.2; yet various third-grade classes from different schools showed medians that varied from 2.9 to 4.1. In one third-grade class, individual scores varied from 2.2 to 6.0.

The surveyor submitted that the foregoing condition was a product of differences in ability, interests, and drives of pupils in specific groups. He suggested that "the time is ripe for vigorous and constructive effort by the staff to adjust

⁶Ibid., Vol. I, p. 191.

⁷Ibid., Vol. I, p. 191.

instruction more effectively to the varying needs of pupils and to promote increased competence on the part of most, if not all, pupils in the language arts."⁸

Recommendations.-- Some of the specific recommendations included: (1) limiting language arts classes to thirty pupils; (2) lengthening class periods; (3) making available in-service training for teachers in order to acquaint them with the objectives, current trends, and modern practices; (4) assigning definite time on class programmes for oral expression; (5) close correlation of work in written expression with the work in all subjects; (6) adoption of greater uniformity in letter formation in penmanship so that pupils are not forced to learn variations of the same letter as they advance from one grade to another; (7) introduction of simple elements of English grammar in their functional environment during grades IV, V, and VI; (8) constitution of a committee of primary supervisors to create a liaison between kindergarten and the first grade; (9) requirement of grade II and III teachers to use diagnostic reading tests to discover specific weaknesses, to modify teaching procedures, to group pupils according to their reading development, and to measure progress; (10) placing of greater emphasis on silent than on oral reading in grades IV, V, and VI; (11) regular employment of standardized reading tests to measure development in comprehension, interpretation, and vocabulary; (12) giving time in each school to one or more trained teacher-librarians to direct library work; (13) allowing pupils to take books home.⁹

⁸Ibid., p. 191.

⁹Ibid., Vol. II, Part II, Chap. X.

4. The cultivation of community relations and community education that will create solid public support, financial and otherwise, for a good program of the type indicated above.¹¹

A Statement of School Aims

The committee on curriculum objectives and evaluation, under the chairmanship of Mr. (now Doctor) H. McIntosh, submitted an article entitled, "Development of Manitoba School Curricula."¹² While this article dealt mainly with the secondary schools, it contained a statement of aims applicable to the elementary division. The school should give its children:

(a) Health - A knowledge of the conditions governing health and the will to make these habitual. Only the healthy can fully realize the aims already set forth.

(b) Information - A body of systematic knowledge which should represent a cross section of the experience of the race.

(c) Good Habits - e.g. neatness, punctuality, honesty, industry, thrift.

(d) Interests - Both vocational and avocational.

(e) Ideals - These will provide the motivation for the good habits already referred to.¹³

Conclusion

It is too soon to evaluate the outcomes of the survey. Some recommendations have been put into effect, and many others are under consideration. The establishment of the elementary supervisory sub-council has already resulted in the dispersal

¹¹ Ibid., Vol. I, p. 182.

¹² Ibid., Vol. II, Part II, Chap. VIII, pp. 1-21.

¹³ Ibid., p. 9.

of ideas and ways of procedure throughout the system. Every new term brings modifications in the schools as recommended in the Reavis Report.

Possibly, the greatest value of the directed self survey lies in the stimulating effect it has had on members of the teaching staff who took part in the committee work. "Know thyself" is a practical philosophy.

BIBLIOGRAPHY

Articles

- "Magnificent New School," The Winnipeg Tribune, Sept. 30, 1907.
- "Major Mulvey's Splendid Record," Winnipeg Free Press, Oct. 23, 1907.
- "Superintendent of Schools is Retiring," Winnipeg Free Press, Dec. 13, 1928.
- "Winnipeg's Ten-Million-Dollar Public School System Ranks Among Most Efficient in America," The Winnipeg Tribune, Feb. 26, 1930.
- Woods, D. S. "Professional Training and Changing Issues in Education," Manitoba Educational Association Report of the Fortieth Annual Convention, (1945), 75-80.

Books

- Ewart, John S. The Manitoba School Question. Toronto: Copp Clark, 1894. Pp. vii + 400.
- Gilland, Thomas McDowell. The Origin and Development of the Power and Duties of the City-School Superintendent. Doctor's dissertation. Chicago: University of Chicago Press, 1935. Pp. xiii + 279
- Kavanagh, Martin. The Assiniboine Basin. Pioneer edition. Winnipeg: The Public Press, 1946. Pp. xv + 282.
- Lindsay, E. E. Problems in School Administration. New York: Macmillan, 1929. Pp. xxiv + 544.
- Machray, Robert. Life of Archbishop Machray. Toronto: Macmillan, 1909. Pp. xix + 468.
- Macoun, John. Manitoba and the Great North-West. Guelph: The World Publishing Company, 1882. Pp. xxii + 687.

Moehlman, Arthur B. School Administration. New York: Houghton Mifflin, 1940. Pp. xvii + 929.

Sisler, W. J. Peaceful Invasion. Winnipeg: Ketchen Printing Company, 1944. Pp. 126.

Miscellaneous Material

Annual Reports of the Provincial Department of Education, 1890-1949. Winnipeg: King's Printer.

Annual Reports of the Trustees of the School District of Winnipeg, No. 1, 1882-1949. Winnipeg: King's Printer.

Department of Education. Curriculum booklets authorized by the Minister of Education, Province of Manitoba. Grades I - VI. (1946). Winnipeg: King's Printer.

Directory of Welfare Services of Greater Winnipeg, 1949. Compiled by the Council of Social Agencies of Greater Winnipeg. Winnipeg: King's Printer. Pp. 76.

Programme of Studies for the Elementary Schools of Manitoba, 1914. Province of Manitoba. Winnipeg: King's Printer.

Report of the Directed Self Survey Winnipeg Public Schools. Chicago: University of Chicago Press, 1948. Vol. I, pp. xii + 311. Vol. II in two parts.

Reports of the Superintendent of Protestant Schools in the Province of Manitoba, 1872, 1874-1877. Winnipeg: King's Printer.

School Curriculum and Teachers' Guide, Grades I - VI, 1928, 1935. Province of Manitoba. Winnipeg: King's Printer.

Woods, D. S. Education in Manitoba, Parts I and II, 1938. Report to Economic Survey Board, Province of Manitoba. Winnipeg: King's Printer.

Legal Material

"The Education Department Act," Revised Statutes of Manitoba, 1892, 1940.

"The Public Schools Act," Statutes of Manitoba, 1871, Cap. XII. Also, Revised Statutes of Manitoba, 1892, 1940.

"The School Attendance Act," Revised Statutes of Manitoba, 1940.

Unpublished Material

Newfield, George Melvin. "The Development of Manitoba Schools Prior to 1870." Unpublished Master's thesis, Faculty of Education, University of Manitoba, 1937. Pp. v + 98.

Nicks, Betty Agnes. "A Study of Reading in the Elementary Schools of the Winnipeg Public School System." Unpublished Master's thesis, Faculty of Education, University of Manitoba, 1948. Pp. vii + 103.

School Board Minutes, 1876 - 1950. School Board Offices, Winnipeg.

Simms, Eldon Franklin. "A History of Public Education in Manitoba from 1870 to 1890 Inclusive." Unpublished Master's thesis, Faculty of Education, University of Manitoba, 1944. Pp. v + 144

Wall, William Michael. "The Advisory Board in the Development of Public School Education in Manitoba." Unpublished Master's thesis, Faculty of Education, University of Manitoba, 1939. Pp. v + 228.

APPENDIX A

CHRONOLOGY

The following chronology was compiled from the primary sources listed on page 2.

1871

- Manitoba School Act
- July 18, first election of school trustees in Winnipeg
- Oct. 30, first public school opened
- Nov. 1, first teacher, W. F. Luxton

1872

- First report of inspection of Winnipeg school by provincial superintendent W. C. Pinkham
- Frank Gilmour, second teacher

1875

- Winnipeg becomes School District No. 1 of the Province

1876

- Rev. George Bryce, inspector of Winnipeg schools
- First debenture by-law
- First incorporate seal

1877

- University of Manitoba established

1878

- Rev. J. F. Germain, inspector of Winnipeg schools

1880

- S. C. Biggs, inspector

1882

- First financial statement and reports of committees
- J. B. Somerset, inspector
- J. H. Stewart, inspector
- Salary schedule for teachers

1883

- John Fawcett, inspector
- Daniel McIntyre appointed to teaching staff

1884

- Provincial normal school set up in Winnipeg

1885

- Daniel McIntyre begins 43-year tenure as inspector and superintendent of Winnipeg schools

1886

- A teacher on the Winnipeg staff was commended highly for taking a year off in order to attend normal school

1888

- Programme of studies revised
- Physiology and hygiene added to curriculum
- Drawing under consideration

1889

- Drawing master added to the staff

1890

- Public Schools Act
- Abolition of separate schools
- Miss C. E. Day appointed special music teacher

1892

- Pupils must produce satisfactory evidence of successful vaccination before being admitted to the schools

1893

- First Arbor Day celebration

1894

- Corporal punishment report form adopted

1896

- Extension of manual training to lower grades

1897

- Jubilee celebration

1898

- Change in name of some schools: Central #1 became Victoria; Central #2 became Albert; North Central became Norquay; South Central became Carleton

1899

- London plan of manual training placed before Board
- June 23, first Empire Day

1900

- 1200 school children in Empire Day concert at Auditorium Rink
- Arrangements made to give manual training to 1000 boys from grade V up
- Lady Minto urges sewing and domestic economy for girls
- Visit of superintendent McIntyre to eastern cities
- Enquiry regarding superannuation fund for teachers

1901

- Manual training agreement with Sir William MacDonald

1903

- Expiration of manual training agreement; work carried on by School Board
- Miss L. M. Aitchison appointed drawing supervisor
- Sewing instituted for girls
- New teachers' salary schedule
- J. B. Wallis appointed to staff

1904

- J. B. Wallis made principal
- Miss Annie Pullar appointed supervisor of music

1905

- First payments into Teachers' Retirement Fund
- Miss Jessie Ptolemy and Miss M. B. Harris appointed primary supervisors
- Draft of compulsory attendance bill prepared by solicitors of the Board

1907

- Football, lacrosse organized
- Establishment of evening classes pressed by Mayor J. H. Ashdown
- Experimental work in gardening at Strathcona school
- Sudden death of W. F. Luxton

1909

- New salary schedule
- Governor-General and Countess Grey visited schools
- Drill review at Happyland in June, repeated in October
- System of medical inspection organized

1910

- Sites policy in question

1911

- Three retired teachers receive \$300 per annum from Fund.

1912

- Daniel McIntyre honored with LL.D. degree, University of Manitoba
- New salary schedule to overcome increased cost of living and to attract more men
- Department of child hygiene founded
- J. C. Pincock mathematics teacher at Central Collegiate

1914

- D. M. Duncan appointed assistant superintendent
- Increase in enrolment of non-English speaking children
- Vacation school at Aberdeen school
- William Whyte school completed with provision for special training in those departments that bear on the work of women in the home

1915

- Formation of parent-teacher associations in Luxton and Wellington schools

1916

- G. A. Lister, chief attendance officer
- Miss R. Rodgers, of the supervising staff, visited American cities for information on provision made for backward and sub-normal pupils

1917

- Dental clinic added to medical service

1918

- Influenza epidemic; schools closed Oct. 11 to Dec. 1
- Full-time chief medical inspector appointed
- Supt. McIntyre studies jr. high set-up in U.S.
- H. McIntosh appointed to high school staff

1919

- J. C. Pincock appointed secretary in department of superintendence
- Anna Gibson school named after teacher who sacrificed her life as a volunteer nurse in the influenza epidemic of 1918
- Ralph Brown school named after Major R. R. J. Brown, a former principal, who gave his life in World War I
- Salary schedule revised
- Junior high system instituted

1920

- Two oculists added to the medical staff
- Dr. May Bere appointed as psychologist
- Visual education by stereopticon and moving pictures demonstrated by Dr. Salton
- Sept. 1, Board took over kindergarten work

1921

- New salary schedule effective January 1st
- Free text books
- Detailed survey of retardation
- J. C. Pincock made assistant superintendent
- J. B. Wallis assistant superintendent

1923

- 3000 Winnipeg pupils took part in musical festival
- School patrols of older boys stationed at street crossings

1924

- Ability grouping for grades

1925

- Sharp increase in school taxes
- W. J. Warters died after twenty-two years as director of technical education in the city

1926

- Reduction in teaching staff by fifteen, in spite of slight increase in enrolment
- Financial assistant to choirs and orchestras in musical festival

1927

- Tentative programme of revised curriculum published
- June 30, Diamond Jubilee of Confederation; medals struck and distributed to Pupils
- Asst. Supt. J. B. Wallis and Mrs. J. McLennan, school trustee, attended World Conference of Educational Associations held in Toronto in August

1928

- Dr. Daniel McIntyre retired after 43 years as superintendent
- D. M. Duncan, LL.D., new superintendent
- Infantile paralysis epidemic; schools closed during September
- Department of physical training reorganized under Mr. Robert Jarman, director of physical training at Leeds, England
- Superintendent Duncan sent to educational centres in England and Scotland to study "Modern" or "Central" school

1929

- Vacation school conducted by Y.M.C.A.

1930

- Schools savings banks discontinued
- Board takes over vacation school
- Victoria school destroyed by fire and replaced by new Victoria-Albert
- 3000 children in P.T. display, May 31st

1932

- Plan of pupil teacher training tried in city schools

1933

- 20% cut in salaries
- Schools closed June 15th
- Manual training cut out of elementary grades
- Supervisory staff reduced
- Parents asked to buy text books
- Reduction in medical and dental staffs
- Principals assumed much of the substituting
- Mr. H. Plunket Greene wrote in the London Times of the Manitoba Musical Festival: "There was nothing to beat Winnipeg in the British Empire."

1934

- Drop in enrolment
- "Corridor" classes eliminated
- Fee of \$10 charged for each pupil at vacation school
- Dr. Duncan retired after lengthy illness
- J. C. Pincock new superintendent

1935

- Birth certificate as proof of age recommended for beginners
- H. McIntosh, previously teacher and principal in city schools and principal of normal school, appointed assistant superintendent
- Supt. Pincock honored with LL.D. from Mt. Allison

1936

- Activity programme in elementary division
- Group mental testing undertaken

1937

- Elementary classes divided into "regular", "opportunity", and ungraded units

1938

- Elementary enrolment declining and expected to continue to decline for two years
- Salary restoration to 87.88% of schedule

1939

- May 24, Royal Visit
- Interim programme of studies issued by Province
- Assistant director for P.T. in elementary grades
- Cumulative sick pay for teachers
- Visual education

1940

- War effort by school children included sale of war savings stamps, Junior Red Cross, and co-operation with Patriotic Salvage Corps

1941

- History and geography replaced by "Social Studies"
- Sept. 1, amalgamation of health services
- Infantile paralysis epidemic delayed school opening four days

1942

- Visit to Art Gallery

1943

- Religious exercises revised by Advisory Board
- New kindergarten movement

1944

- A. V. Pigott became assistant superintendent replacing J. B. Wallis, who retired after 41 years' service with Board
- Child Guidance Clinic organized
- Swimming instruction given to grades V and VI in May and June

1945

- Increased birth rate
- Introduction of adjustment teachers

1946

- New salary schedule based on qualifications and experience
- Married women employed as teachers
- A. V. Pigott resigned
- Dr. Daniel McIntyre died Dec. 14, age 94

1947

- Dr. W. C. Reavis and team from University of Chicago launch directed self survey of schools
- E. H. Morgan, M.A., appointed assistant superintendent
- Ratepayers approve \$1,200,000 by-law for new elementary schools

1948

- Miss Grace Dolmage of guidance clinic and Miss M. R. Conway attend U.N.E.S.C.O. meetings
- Inspection of city schools by provincial inspectors resumed
- Special school holiday for wedding of H.R.H. Princess Elizabeth to Prince Philip
- Reavis Report published in September
- Board approved appointment of a research assistant and director of personnel as soon as possible

1949

- Winnipeg's 75th birthday
- P.T. display by school children to commemorate city birthday
- Dr. W. C. Lorimer appointed research assistant

1950

- Dr. Pincock retired
- H. McIntosh honored with LL.D. degree by University of Manitoba
- H. McIntosh new superintendent
- Full coverage of city with kindergarten service achieved in February

APPENDIX B

POPULATION FIGURES

Table ~~X~~, below, compares the city, pupil, and teacher populations in Winnipeg for the years, 1871 - 1949. The city population figures were obtained at the City Hall, Winnipeg; and the pupil and teacher population figures were taken from the annual reports of the trustees, or, when figures were missing, from the reports of the Department of Education, Province of Manitoba. The Table also compares the figures indexed to 1906 taken as 100. The index figures constitute the basic data for the graph on page 18.

TABLE ~~X~~

CITY, PUPIL, AND TEACHER POPULATIONS INDEXED TO 1906 TAKEN AS 100

Year	Actual Population			Index Population (1906 = 100)		
	City	Pupils	Teachers	City	Pupils	Teachers
1871	241	35	1	0.2	0.3	0.5
1872	-	-	1	-	-	0.5
1873	-	-	1	-	-	0.5
1874	1869	-	2	1.8	-	0.9
1875	2961	-	4	2.9	-	1.8
1876	3000	423	4	3.0	3.1	1.8
1877	2722	322	5	2.7	2.4	2.3
1878	3180	433	5	3.2	3.2	2.3
1879	4113	447	8	4.1	3.3	3.6
1880	6178	482	13	6.2	3.6	5.9

TABLE X
(Continued)

Year	Actual Population			Index Population (1906 = 100)		
	City	Pupils	Teachers	City	Pupils	Teachers
1881	6245	807	13	6.2	6.0	5.9
1882	13000	1484	36	13.0	11.1	16.4
1883	16000	1952	39	16.0	14.6	17.3
1884	16694	2125	44	16.7	15.9	20.0
1885	19574	2266	48	19.5	16.9	21.7
1886	19525	2831	49	19.5	21.1	22.3
1887	21257		50	21.2		22.7
1888	22095	3062	54	22.1	22.8	24.5
1889	21328	4073	61	21.3	30.4	27.7
1890	23000		61	23.0		27.7
1891	24068	4189	66	24.0	31.3	30.0
1892	29182		67	29.2		30.4
1893	32119		78	32.1		35.5
1894	34954		86	34.9		39.1
1895	37124		91	37.1		41.4
1896	37983	6374	96	37.9	41.4	43.6
1897	38733			38.7		
1898	39384	6878		39.3	51.3	
1899	40112			40.1		
1900	42534	7500	119	42.5	56.0	54.1
1901	44778	8246	120	44.8	61.5	54.5
1902	48411	8586	137	48.4	64.1	62.3
1903	56741	9500	140	56.7	70.9	63.6
1904	67265	10308	168	67.2	76.9	76.4
1905	79975	11675	192	79.9	87.1	87.3
1906	101057	13445	220	100.0	100.0	100.0
1907	111729	14802	248	110.6	110.4	112.7
1908	118252	15449	266	117.1	113.8	120.9
1909	122390	16070	297	121.2	119.9	135.0
1910	132720	17738	340	131.4	132.4	154.5
1911	145958	20167	381	144.5	150.5	173.2
1912	166553	21112	456	164.9	157.5	207.3
1913	184730	22364	531	182.9	166.9	241.4
1914	203255	25814	566	201.2	192.6	257.3
1915	212880	27514	589	210.8	205.3	267.7

TABLE ~~X~~
(Continued)

Year	Actual Population			Index Population (1906 = 100)		
	City	Pupils	Teachers	City	Pupils	Teachers
1916	201981	28192	594	200.0	210.4	270.0
1917	182848	29310	634	181.0	218.7	288.2
1918	183595	30225	692	181.8	225.6	314.5
1919	183378	31505	766	181.6	235.8	348.2
1920	192571	33506	771	190.9	250.0	350.5
1921	196947	35766	874	195.0	266.9	397.3
1922	199129	38198	920	197.2	285.1	417.3
1923	199300	40004	945	197.3	298.5	429.5
1924	194850	40627	959	192.9	303.2	435.9
1925	195148	40767	972	193.2	304.2	441.7
1926	197125	40862	966	195.2	304.9	439.1
1927	198932	41332	964	197.0	308.4	438.2
1928	202377	41850	993	200.4	304.9	451.4
1929	205083	41510	1016	203.1	309.8	461.8
1930	209286	41748	1051	207.2	311.6	477.7
1931	212815	41980	1066	210.7	313.3	484.5
1932	215768	41717	1067	213.6	311.3	485.0
1933	218545	40465	1029	216.4	302.0	467.7
1934	221242	39477	1015	219.1	294.6	461.4
1935	223017	38347	1022	220.8	286.2	464.5
1936	224998	37956	1012	222.8	283.3	460.0
1937	224533	37465	1012	222.3	279.6	460.0
1938	223103	36751	998	220.9	274.3	453.6
1939	222454	35541	980	220.2	265.2	445.5
1940	223735	34660	975	221.5	258.6	443.2
1941	224252	34296	972	222.0	255.9	441.8
1942	225437	32833	953	223.2	245.0	433.2
1943	227004	31692	924	224.8	236.5	420.0
1944	228548	30453	915	226.3	227.3	415.9
1945	229208	30363	927	226.9	226.6	421.4
1946	231203	31238	981	228.9	233.1	445.9
1947	231414	31179	1023	229.1	232.7	465.0
1948	234201	30733	1033	231.9	229.3	478.6
1949	231491	31072	1114	229.2	231.9	506.4

APPENDIX C

INSPECTORS AND SUPERINTENDENTS OF WINNIPEG PUBLIC SCHOOLS

1876 *Rev. Geo. Bryce, M.A., LL.B.
1878 *Rev. J. F. Germain, M.A.
1880 *S. C. Biggs
1882 *J. B. Somerset
1882 *J. H. Stewart
1883 *John Fawcett, M.A.
1885-1928 *Daniel McIntyre, M.A., LL.D.
1929-1934 *D. M. Duncan, M.A., LL.D.
1935-1950 J. C. Pincock, M.A., LL.D.
1950 H. McIntosh, M.A., LL.D.

*Deceased

APPENDIX D

CHAIRMEN OF THE WINNIPEG SCHOOL BOARD

1871-1872	.....	*A. Wright
1873-1874	.....	*R. A. Davis
1875-	.....	*Thomas Lusted
1876	.....	*Col. J. Kennedy
1877	.....	*J. H. Hargrave
1878	.....	*Duncan Sinclair
1879-1880	.....	*A. J. Belch
1881-1884	.....	*Stewart Mulvey
1885-1887	.....	*W. F. Luxton
1888-1892	.....	*P. C. McIntyre
1893-1895	.....	*E. Benson, M.D.
1896-1897	.....	*James Stewart
1898	.....	*Joseph Carman
1899-1901	.....	*D. W. Bole
1902	.....	*J. F. Fowler
1903-1904	.....	*D. A. Ross
1905-1906	.....	*Angus Browne
1907-1908	.....	*J. A. Mc Kerchar
1909-1910	.....	*Geo. A. Lister
1911	.....	*Arthur Congdon
1911	.....	*John McKechnie
1912-1913	.....	*T. G. Hamilton, M.D.
1914-1915	.....	J. T. Haig, K.C.
1916-1917	.....	*R. R. Knox
1918-1919	.....	R. W. Craig, K.C.
1920-1921	.....	*W. J. Bulman
1922-1923	.....	*Arthur Congdon
1924-1925	.....	*F. S. Harstone
1926-1927	.....	*H. A. McFarlen, M.D.
1928-1929	.....	A. E. Bowles, K.C.
1930-1931	.....	Garnet Coulter, K.C.
1932-1933	.....	W. R. Milton
1934-1935	.....	E. McGrath
1936	.....	F. E. Warriner, D.D.S.
1937	.....	*Mrs. Jessie MacLennan
1938-1939	.....	*W. A. Cuddy, K.C.
1940-1941	.....	Adam Beck
1942-	.....	R. B. MacInnes, K.C.
1943-1945	.....	F. E. Warriner, D.D.S.
1946-1947	.....	Peter Taraska
1948-1949	.....	G. P. Macleod, K.C.
1950	.....	Campbell Haig, LL.B.

*Deceased

APPENDIX E

LIST OF TRUSTEES, WINNIPEG PUBLIC SCHOOLS
FROM 1871 TO 1950

Abrahamson, M.,	1914-1915
Agnew, Dr. N.,	1882
Alcin, Mrs. Rose	1920-1921
Anderson, Arni	1921-1924
Ashdown, J. H.	1876
Averbach, M.	1933-1936
	1938-1949
Beck, Adam	1937-1950
Beeken, C. E.	1921-1922
Belch, A. J.	1877-1880
Bell, H.P.	1887-1888
Benson, Dr. E.	1888-1900
Biggs, S. C.	1879-1880
Bilecki, A.	1934-1940
Black, James	1939-1942
Blakely, Dr. E. A.	1889-1890
Bowles, A. E.	1922-1933
Bole, D. W.	1895-1902
Brown, Alex.	1881-1882
Brown, A. H.	1908-1914
Brown, C.	1936-1937
Brown, Mrs. E. K.	1915-1916
Browne, Angus	1894-1907
Bryce, Rev. Dr. G.	1876-1878
Bruce, R. A.	1926-1929
Bulman, J. N. T.	1937-1938
Bulman, W. J.	1913-1926
Byrnes, H.	1898-1902
Calloway, Joshua	1883-1890
Cameron, A. P.	1884-1885
Cameron, Duncan	1918-1921
Campbell, D. U.	1879-1880
Campbell, G. H.	1888
Carrick, S. M.	1949-1950
Cathcart, J.	1877
Carman, Joseph	1892-1903
Chappell, H. A.	1942-1947
Chisholm, James	1886-1888
Chunn, Mrs. M.	1948-1949

Congdon, Arthur	1903-1911
	1912-1927
Conway, E. J.	1944-1945
Coulter, Garnet	1921-1923
	1925-1934
Craig, R. W.	1911-1921
Cuddy, W. A.	1934-1939
Davis, R. A.	1873-1874
Day, E. W.	1896
Day, O. H.	1909
Dobson, J. H.	1893-1897
Doige, E.	1878-1879
Donald, G. W.	1904-1907
Douglass, Johnson	1911-1920
Dulmage, J. H.	1897-1906
Durward, R.	1922-1925
Dyma, Mrs. M.	1932-1935
Elliott, L. J.	1924-1925
Elliott, R. K.	1926-1929
Emslie, John	1881-1884
Evans, S. M.	1943-1944
Falconer, C. C.	1931-1932
Fisher, A. H.	1946-1947
Fonseca, W. G.	1871-1872
Fortune, Mark	1878
Foulds, Thomas	1888-1891
Fowler, J. F.	1894
	1896-1902
Fraser, Donald	1889-1892
Freer, F. J.	1938-1939
Gordon, William	1907-1908
Graham, C. E.	1932-1933
Gray, M. A.	1927-1930
Greig, George H.	1911-1917
Grisdale, George	1910-1915
Hadskis, G. H.	1883-1887
Haggart, Alex	1903-1908
Halls, J. W.	1939
Hague, E. W. J.	1933-1936
Haig, Campbell	1943-1950
Haig, J. T.	1908-1921
Ham, George H.	1885-1887
Hamilton, Dr. T.G.	1906-1915
Hample, Mrs. M. J.	1916-1920
Hargrave, John	1876-1877
	1882-1886
Harstone, F. S.	1914-1930
Hart-Green, Mrs. A.	1931-1932
Hiebert, Mrs. H.	1937-1938
Horne, D. M.	1899-1900
Housser, J. H.	1887-1888
Howard, G. R.	1890-1893
Hubbard, F. C.	1903-1912
Huggard, R. T.	1879-1883
Hyman, Marcus	1924-1929

Jacob, Robert	1916-1922
Jenkins, Mrs. M. E.	1941-1942
Jessiman, Peter C.	1945-1950
Johnson, T. H.	1904-1907
Kennedy, Col. J.	1876-1878
Kenning, R. H.	1876-1877
Keith, R. R.	1881-1882
Knox, C. E.	1940-1941
Knox, R. R.	1909-1926
	1929-1930
Laing, S. B.	1948-1950
Lister, George A.	1903-1916
Lowe, Mrs. M.	1930-1931
Lusted, Thomas	1875-1877
Luxton, W. F.	1879-1882
	1885-1887
Manahan, W.	1930-1931
Matheson, W. A.	1924-1925
Miles, G. E.	1931-1932
Milton, W. R.	1926-1933
	1935-1938
Mitchell, J. B.	1888-1893
Monkman, A.	1880-1882
Morton, J. D.	1923-1924
Mulvey, Stewart	1871-1887
Murphy, Mrs. Howard	1950
Murray, D. T.	1917-1920
Murray, A. H. S.	1922-1927
Mackay, A.	1940-1941
McCarthy, Mrs. M.	1921-1922
McColl, D. H.	1896-1907
McDonald, Stewart	1883
McDonald, Rev. A.	1876
McDougall, H.	1881
McEwen, W. S.	1940-1943
	1946-1950
McFarlen, Dr. H. A.	1916-1931
McGrath, Ed.	1923-1928
	1930-1939
	1941-1942
McIntyre, P. C.	1884-1893
McIntyre, J.	1924-1925
McKay, Mrs. D. A. P.	1944-1949
McKechnie, J.	1896-1903
	1908-1911
McKenzie, P.	1896-1897
McKerchar, J. A.	1898-1920
McLean, Hector	1883-1884
McMunn, Dr. R. S.	1904-1913
McNee, Archibald	1876-1881
McPherson, A. N.	1892-1895
	1898
MacInnes, R. B.	1939-1942
Maclean, John	1927-1928
MacLennan, Mrs. J.	1926-1942

Macleod, G. P.	1943-1950
O'Donohue, John	1895-1898
Orlikow, David	1945-1950
Palk, John	1878-1885
Patterson, George	1889-1894
Patterson, R. D.	1879-1885
Petursson, Rev. P.M.	1942-1950
Polson, Alex.	1885-1886 1888-1889
Porter, James	1892-1897
Popham, Dr. E. S.	1901-1902
Queen-Hughes, Mrs. G.	1934-1941
Riley, R. T.	1891-1893
Riley, C. S.	1922-1923
Roberts, E.	1878-1879
Roberts, J. J.	1899-1900
Robertson, A. N.	1943-1950
Rorke, Mrs. E. M.	1938-1944
Rosevear, A. B.	1934-1937
Ross, F. B.	1887-1888
Ross, D. A.	1886-1895 1898-1910
Ross, W. C.	1937-1940
Rowe, J. A.	1880-1884
Russell, W. D.	1886-1887
Sara, R. A.	1935-1936
Scott, Thomas	1876-1877
Scott, James	1894-1895
Scraba, W.	1935-1940
Scroggie, James	1901-1905
Sheps, Dr. Mindel	1943-1944
Sinclair, Duncan	1876-1878
Sinclair, James	1877
Sinclair, W. R.	1884-1887
Sinclair, Duncan	1906-1914
Simpkin, James	1921-1923
Smith, B. B.	1929-1934
Smith, Dr. F. A.	1932-1933 1936-1937
Smith, H. B.	1935-1940
Stewart, James	1876 1878-1880
Stobart, M. W.	1925-1934
Steinkopf, Max	1916-1919
Stevens, H. L.	1950
Stone, W. H.	1908-1909
Stringer, A. J.	1939-1942
Stuart, James	1889-1897
Swinford, H.	1878
Taraska, Peter	1941-1948
Tarr, E. J.	1928-1929
Tennant, Mrs. E. R.	1950
Thompson, F. G.	1929-1935
Tuttle, C. R.	1883

Wade, F. C.	1890
	1894-1897
Warriner, Dr. F. E.	1928-1936
	1940-1945
Wilson, J. W. H.	1889
Winram, R. H.	1901-1902
Wolf, J.	1887-1888
	1890-1893
Wright, Archibald	1871-1875
Yonker, Dr. H.	1933-1934
Young, George H.	1886-1887
Zaharychuk, A.	1942-1950
Zuken, J.	1942-1950

APPENDIX F

LIST OF WINNIPEG SCHOOLS AND PRINCIPALS

In the following list, the type of school will be designated, El for elementary, Comb for combined elementary and junior high, JH for junior high, and SH for senior high.

<u>SCHOOL</u>	<u>TYPE</u>	<u>PRINCIPAL</u>
Aberdeen	Comb	A. W. Muldrew, M.A., B.Ed.
Alexandra	Comb	W. G. Pearce, M.A., M.Ed.
Argyle	El	Miss I. B. Smith, B.A.
Cecil Rhodes	Comb	D. S. McIntyre, B.A., B.Ed.
Champlain	El	Miss E. C. Forrester
Clifton	El	Miss M. R. Conway, B.A., B.Ed.
Daniel McIntyre	SH	W. G. Oliver, B.A., B.Ed.
David Livingstone	El	Miss C. Mass
Dufferin	El	Mrs. L. F. Laing
Earl Grey	Comb	C. A. E. Hensley, M.A.
Elmwood	El	Miss M. L. Macdonald
Faraday	Comb	J. C. Wherrett, B.A., B.Ed.
Florence Nightingale	El	Mrs. Mrs. I. L. McCallum
Fort Rouge	El	Miss J. M. Cameron
General Wolfe	JH	A. H. Hoole, M.A.
George V	Comb	G. T. MacDonell, B.A.
Gladstone	El	Mrs. G. I. Keith, B.A.
Glenelm	El	Mrs. D. M. Lowry
Gordon Bell	SH	O. V. Jewitt, M.A.
Greenway	El	C. W. Wharton
Grosvenor	El	R. C. Green, B.A., M.Ed.
Hugh John Macdonald	JH	D. A. Patterson, B.A., B.Paed.
Inkster	El	Miss B. McCord
Isaac Brock	Comb	G. A. Duncan, B.A.
Isaac Newton	SH	H. E. Snyder, B.A.

<u>SCHOOL</u>	<u>TYPE</u>	<u>PRINCIPAL</u>
Isbister	El	G. H. Warren, B.A.
Jameswood Place	El	Miss E. Neville, B.A.
John M. King	Comb	T. E. Babb, B.A., B.Ed.
Kelvin	SH	E. F. Willoughby, B.A., D.Paed.
King Edward	Comb	A. F. Goodridge, M.A.
Knowles School for Boys	Comb	
Laura Secord	Comb	F. D. Baragar, B.A.
La Verendrye	El	Miss E. MacAulay
Lord Nelson	Comb	W. M. Wall, B.A., M.Ed.
Lord Roberts	Comb	J. M. Scurfield, B.A.
Lord Selkirk	Comb	R. J. Cochrane, B.A., M.Ed.
Luxton	Comb	V. N. Riddle, M.A.
Machray	Comb	J. E. Ridd, M.A.
Margaret Scott	El	A. F. Brown, B.A., B.Ed.
Montcalm	El	Miss D. E. Lane
Mulvey	Comb	I. G. Arnason, M.A.
Norquay	Comb	F. C. Davey, B.A.
Pinkham	El	A. C. McMurchy, B.A., B.Ed.
Principal Sparling	Comb	G. Florence, B.A., M.Ed.
Queenston	El	R. H. Wellwood, B.A., B.Ed.
Ralph Brown	El	T. A. Arnason, M.A.
River Heights	El	V. S. Dotten, B.A., B.Ed.
Riverview	Comb	C. E. Abercrombie, M.A.
Robert H. Smith	JH	C. S. Gow, B.Sc., M.Ed.
Rockwood	El	Miss O. A. Armstrong
St. John's	SH	G. J. Reeve, M.A.
St. Joseph's	Comb	
Sargent Park	El	Miss S. Shack, B.A., M.Ed.
Sir John Franklin	El	Miss M. McKinnon, B.Sc.Ed.
Sir Sam Steele	El	Miss D. M. Allward
Somerset	El	Miss I. Ellis
Strathcona	Comb	V. H. Essery, B.A.
Tuxedo Model School	El	
Victoria-Albert	Comb	L. J. Crocker, M.A.
Wellington	El	Miss H. K. Kinney, B.A., B.Ed.
Weston	El	Miss M. L. Johnston, B.A.
William Whyte	Comb	Miss M. A. Garland, B.A., B.Ed.
Wolseley	El	Miss B. A. Nicks, B.A., M.Ed.

APPENDIX G

APPLICATION AND AGREEMENT FORMS FOR WINNIPEG TEACHERS

The following pages consist of:

- (a) Teacher's Application Form
- (b) Teacher's Agreement - (A)
- (c) Teacher's Agreement - (B)
- (d) Teacher's Agreement - (C)

II. Indicate your teaching experience as follows:
 (If inexperienced, record student teaching experience and so indicate.)

NAME OF CITY, TOWN OR RURAL DISTRICT	GRADE OR SUBJECT TAUGHT	OPENING DATE OF ENGAGEMENT		CLOSING DATE OF ENGAGEMENT		INSPECTOR SUPERINTENDENT OR PRINCIPAL
		Month	Year	Month	Year	

III. Extra-curricular, cultural, and community service activities. (List activities under the proper heading.)

- A. Participation in student activities (if recent).....
-
-
-
- B. Travel.....
-
-
-
- C. Special study, as Music, Art, Dramatics, etc.....
-
-
-
- D. Community Service, as membership or service in clubs or community organizations, or leadership in children's or young people's groups.....
-
-
-
- E. List extra-curricular activities that you would be prepared to help supervise.....
-
-
-

IV. Names and addresses of three persons who know the character of your teaching. These references must include the principal, the inspector or the superintendent under whom you last taught.

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

- Note:
- (a) Applications should be addressed to the Secretary-Treasurer, School Board Office, Winnipeg.
 - (b) The application form should be accompanied by a general letter giving details relating to the application.
 - (c) All successful candidates will be required to satisfy the Medical Health Officer of the City of Winnipeg that the condition of their health is satisfactory.
 - (d) Applications on file for over one year, unless renewed, will be considered withdrawn.
 - (e) Receipt of all applications will be acknowledged, but only applicants receiving appointment will be notified.
 - (f) Successful candidates will serve on probation for a period of three years.

TEACHER'S AGREEMENT—(A)

This Agreement, made in duplicate this _____ day of _____ A.D. 19 _____

Between

THE SCHOOL DISTRICT OF WINNIPEG NUMBER ONE (1), hereinafter called the "School District,"

—and—

_____ of the City of Winnipeg, in the Province of Manitoba, who holds a certificate of qualification as a public school teacher to teach in the public schools of the Province of Manitoba, hereinafter called the "Teacher,"

Witnesseth, that in consideration of the "School District" having appointed the said "teacher" to the instructional staff of the said "School District," and of the salary to be paid as hereinafter mentioned, the said teacher hereby covenants with the said "School District" and its successors in office that he (or she) will diligently and faithfully teach and conduct the school department or departments which may be placed under his (or her) charge from time to time by the said "School District" or its superintendent, in accordance with the provisions of the School Laws and Regulations in force in the Province of Manitoba, and any By-Laws and Regulations made or issued, or which may be made or issued from time to time by the "School District" under the same, during the term of his (or her) engagement with the said "School District."

The "School District" for itself and its successors hereby covenant and agree with the said teacher that the said "School District" or its successors will during the term of service of the said teacher pay to him (or her) subject to conditions hereinafter set forth, a salary at the rate of the schedule prevailing from time to time, or any temporary modification thereof, in twelve equal monthly payments to be made on or before the seventh day of each month immediately succeeding the month for which payment is being made, with the exception of the months of June and December, when salary will be paid on presentation of duly certified half yearly returns and other reports. Provided that in the event of the teacher withdrawing from the service of the "School District" during his (or her) year of service and before completing such year, the final payment shall be so adjusted that the teacher shall receive for the part of the year taught such fraction of the salary of the whole year as the number of days taught is of 200 days (which said 200 days is the total number of teaching days in a normal school year). In reckoning the days taught all legitimate sick leave shall be included.

And the said "School District" and the said teacher hereby mutually covenant and agree each with the other that the said period of engagement shall commence on the _____ day of _____ A.D. 19 _____ and continue for a period of twelve months or until such earlier date as may be determined in the manner hereinafter provided.

And that the foregoing is subject to the following conditions:

1. That the teacher shall continue to be the holder of a legal certificate of qualification as a Public School Teacher in the Province of Manitoba.
2. That the teaching days on which the teacher has attended the meetings of the Winnipeg and Provincial Teachers' Associations or Institutes as certified by the Superintendent of the Schools of the said "School District" or by the Chairman of such Association or Institute, shall be allowed as if said teacher had actually taught on these days in said schools.
3. That in case of sickness, as certified by a registered medical practitioner, said teacher shall be entitled to receive his (or her) salary, without reduction, for such period as may be authorized under the Statute in that behalf.
4. That the "By-Laws of the School District of Winnipeg Number One" and any regulations passed by the Board of Trustees of said School District (both as relates to pupils and teachers) in force during the continuance hereof, shall form part and parcel hereof as if embodied herein.
5. The "School District" and the teacher may, at their option respectively terminate this agreement by giving one month's notice in writing to the other of their intention to terminate the engagement.
6. And such agreement shall also terminate at any time when the said teacher ceases to be qualified to teach in said schools in accordance with the said school laws, by-laws or regulations.
7. And the said "School District" may terminate the said engagement at any time upon paying one month's salary in advance.
8. And that in case the salary of such teacher shall be increased or decreased for any reason, at any time, all other terms of this agreement shall continue to apply during the continuance of this agreement.

As Witness the corporate Seal of the said "School District" and the signature of the Chairman and Secretary-Treasurer thereof and the hand and seal of the Teacher, on the day and year first above mentioned.

Signed, Sealed and Delivered

IN THE PRESENCE OF

Chairman

Secretary-Treasurer

Teacher

SCHOOL DISTRICT OF WINNIPEG No. 1

REGULATIONS RELATING TO TEACHERS

1. Teachers shall be in their respective school-rooms at least fifteen minutes before the time appointed for opening in the morning, and five minutes before opening hour in the afternoon. They shall enter the hour of their arrival in the register kept by the Principal for that purpose.

2. Teachers shall prepare and place on the blackboard, before the hour of opening, such exercises as may be required during the session for the employment of classes at seats.

3. Any teacher absent, from illness or other cause, shall give timely notice to the Superintendent, so that a proper substitute may be obtained.

4. Teachers from the time of arrival at school shall be responsible for the order in their rooms and the adjacent hall, and during the assembling or dismissing of the school shall take such position as will enable them to supervise the movements of their pupils to and from the room.

5. It shall be the duty of the teachers of each school to maintain regular supervision of the playground, to suppress the use of improper language and all forms of rudeness; to see that games are honorably played, and generally to have a care over the deportment of the pupils under their control.

6. Teachers shall practice such discipline as may be exercised by a kind, firm and judicious parent in his family, avoiding carefully all display of temper, abstaining from all contemptuous language and from ridicule, and from all modes of punishment calculated to injure the self respect of the pupil. (In this respect teachers are enjoined to strictly avoid any uncomplimentary reference however indirect to the home of the pupil or any member of his family.) In extreme cases in which it may be necessary to administer corporal punishment, teachers shall carefully observe the following:—

(a) That no corporal punishment shall be inflicted for any offence until the matter has been submitted to the Principal, and his assent to the infliction of this form of punishment has been received.

(b) That the only form of corporal punishment permissible is chastisement on the palm of the hand with a suitable strap.

(c) That immediately after the infliction of such punishment a report of the same on the form below shall be filed with the Principal of the school, who shall keep the same for reference.

CORPORAL PUNISHMENT REPORT

.....School
.....19.....
Pupil's name
Particulars of offence
Particulars of punishment.....
.....Teacher

7. Teachers shall avoid detention of pupils at noon hour, and, at recess, and generally, so far as possible, avoid detention of pupils after regular school hours. In no case shall a pupil be detained after the teacher has left the school.

8. During the cold weather teachers shall see that pupils are properly clad before they are permitted to go to the playgrounds during recess.

REGULATIONS REGARDING THE ABSENCE OF TEACHERS AND SUPPLY OF SUBSTITUTES

1. Teachers requiring substitutes will telephone 21 891 on the morning of the day the substitute is required, not later than one hour and fifteen minutes previous to the hour at which school opens.

2. After a substitute has been asked for, such substitute will be sent until the teacher reports as ready to return.

3. Teachers for whom substitutes have been supplied, when ready to return, will report to the same telephone not later than one hour and fifteen minutes previous to the opening of school on the morning of the day on which they are ready to return.

9. At the noon recess, where the School Board deems it advisable, one teacher shall by arrangement remain in charge of each school building, and be responsible for the order.

10. Each teacher shall procure from the Principal before the hour of opening such of the supplies as may be necessary for the school work during the day.

11. Each teacher shall send a written enquiry to the home of any pupil absent from school for two consecutive sessions unless a satisfactory reason has already been given for such absence.

12. Reports to parents on the progress of pupils shall be sent out for signature at times specified by the Superintendent on the authority of the School Board, and these reports when signed shall be kept carefully filed.

13. Teachers shall require personal cleanliness from the pupils, and shall guard carefully against the attendance of children from homes where contagious or infectious disease exists.

14. Teachers shall give careful attention to the temperature of their rooms.

15. Teachers shall exercise care over all school furniture and apparatus in their respective rooms, and in cases of wanton damage to school property, shall take steps to discover the offender and report to the Principal.

16. Teachers shall be supplied with text books authorized for use in their respective grades, shall be responsible for their distribution to the pupils, and shall exercise supervision over the care of these books.

17. No collections shall be taken up or subscriptions solicited by teachers for any purpose, and no notices of shows, exhibitions, concerts or lectures or other entertainments shall be given in any school except by express permission of the Board.

18. Teachers shall forbid all collections and subscriptions among the pupils for the purpose of presentation, and no teachers shall (except in the case of a teacher leaving the service of the Board) receive a present from the pupils of any public school in the City.

19. Teachers shall attend all meetings of the Winnipeg Teachers' Association, and all meetings called by the Superintendent for the purpose of discussing methods of teaching or other matters connected with their work.

20. Teachers shall assist the Principal in carrying out all regulations of the Department of Education and of this Board, and in every way endeavor to promote the best interests of the school.

21. Each teacher in the employ of the Board on the regular staff shall enter into an agreement with the Board, such agreement to be prepared under instructions of the Board.

22. It shall be the duty of the teacher to conduct religious exercises daily as authorized by the Advisory Board of the Department of Education.

4. A teacher, who after absence, intends to return in the afternoon should telephone 21 891, and also send notice to the substitute at the school, before school is dismissed at noon.

5. Arrangements are made to receive reports from teachers at the times specified above. It is particularly requested that teachers report at such times only. When through default of a teacher, report of his or her return does not reach the office in time to recall the substitute, the amount of the substitute's salary for the session will be charged against the teacher.

6. Teachers requiring to be absent for causes other than illness will call the Superintendent, telephone 21 891.

REGULATIONS RELATING TO THE WINNIPEG TEACHERS' PENSION FUND

All teachers are required to become members of the Winnipeg Teachers' Pension Fund as soon as they are engaged on permanent contract (agreement form "B").

Upon application to the Teachers' Pension Fund Committee, and subject to the approval of the School District, a teacher employed by the District under Form of Agreement "A" or "C" may, on any first day of September, and a teacher employed by the District under assignment may, on any first day of September following completion of three months of service, become a member of the Fund.

Each teacher admitted to membership in the Fund shall purchase an Annuity Contract from the Government of the Dominion of Canada, the premium for which contract shall be the applicable percentage of his or her salary as set forth in Table 1 of the Teachers' Pension Fund By-law. The share of the pension provided by the teacher will be the annuity he or she has purchased under his or her

Government Annuity Contract. The share of the pension to be paid by the Fund will be based on service and in computing the length of service of a teacher for pension purposes there shall be included:

- Total service prior to January 1st, 1949, in the employ of the District, and,
- Total service after January 1st, 1949, While a Member of the Fund.

Teachers shall retire on their respective normal retirement date which shall be the thirty-first day of August co-inciding with or next following the date upon which a female teacher attains the age of sixty years, or upon which a male teacher attains the age of sixty-five years.

Teachers who wish to make application to join the Fund should telephone the Secretary-treasurer's Department and arrange for an appointment to discuss the matter.

TEACHER'S AGREEMENT—(B)

This Agreement, made in duplicate this _____ day of _____ A.D. 19 _____

Between

THE SCHOOL DISTRICT OF WINNIPEG NUMBER ONE (1), hereinafter called the "School District,"

—and—

_____ of the City of Winnipeg, in the Province of Manitoba, who holds a certificate of qualification as a public school teacher to teach in the public schools of the Province of Manitoba, hereinafter called the "Teacher,"

Witnesseth, that in consideration of the "School District" having appointed the said "teacher" to the instructional staff of the said "School District," and of the salary to be paid as hereinafter mentioned, the said teacher hereby covenants with the said "School District" and its successors in office that he (or she) will diligently and faithfully teach and conduct the school department or departments which may be placed under his (or her) charge from time to time by the said "School District" or its superintendent, in accordance with the provisions of the School Laws and Regulations in force in the Province of Manitoba, and any By-Laws and Regulations made or issued, or which may be made or issued from time to time by the "School District" under the same, during the term of his (or her) engagement with the said "School District."

The "School District" for itself and its successors hereby covenant and agree with the said teacher that the said "School District" or its successors will during the term of service of the said teacher pay to him (or her) subject to conditions hereinafter set forth, a salary at the rate of the schedule prevailing from time to time, or any temporary modification thereof, in twelve equal monthly payments to be made on or before the seventh day of each month immediately succeeding the month for which payment is being made, with the exception of the months of June and December, when salary will be paid on presentation of duly certified half yearly returns and other reports. Provided that in the event of the teacher withdrawing from the service of the "School District" during his (or her) year of service and before completing such year, the final payment shall be so adjusted that the teacher shall receive for the part of the year taught such fraction of the salary of the whole year as the number of days taught is of 200 days (which said 200 days is the total number of teaching days in a normal school year.) In reckoning the days taught all legitimate sick leave shall be included.

And the said "School District" and the said teacher hereby mutually covenant and agree each with the other that the said period of service shall commence on the _____ day of _____ A.D. 19 _____ and continue from year to year until terminated in the manner hereinafter provided.

And that the foregoing is subject to the following conditions:

1. That the teacher shall continue to be the holder of a legal certificate of qualification as a Public School Teacher in the Province of Manitoba.
2. That the teaching days on which the teacher has attended the meetings of the Winnipeg and Provincial Teachers' Associations or Institutes as certified by the Superintendent of the Schools of the said "School District" or by the Chairman of such Association or Institute, shall be allowed as if said teacher had actually taught on these days in said schools.
3. That in case of sickness, as certified by a registered medical practitioner, said teacher shall be entitled to receive his (or her) salary, without reduction, for such period as may be authorized under the Statute in that behalf.
4. That the "By-Laws of the School District of Winnipeg Number One" and any regulations passed by the Board of Trustees of said School District (both as relates to pupils and teachers) in force during the continuance hereof, shall form part and parcel hereof as if embodied herein.
5. That the "School District" may deduct from the salary of the said teacher the sums specified in By-Law No. 269 of the said District, or in any amendment thereto, or substitution therefor, in the manner therein provided from time to time, such by-law being for the purpose of creating a Pension Fund for teachers in the service of the District, and that the Trustees of the "School District" may make such deductions for the purpose of the said Fund.
6. The "School District" and the teacher may, at their option respectively terminate this agreement by giving two months' notice in writing to the other of their intention to terminate the engagement.
7. And such agreement shall also terminate at any time when the said teacher ceases to be qualified to teach in said schools in accordance with the said school laws, by-laws or regulations.
8. And the said "School District" may terminate the said engagement at any time upon paying two months' salary in advance.
9. And ~~also~~ that in case the salary of such teacher shall be increased or decreased by transfer ~~from one grade to another, or by reason of any alteration of the teachers' salary schedule, or otherwise,~~ at any time, all other terms of this agreement shall continue to apply during the continuance of this agreement.

As Witness the corporate Seal of the said "School District" and the signature of the Chairman and Secretary-Treasurer thereof and the hand and seal of the Teacher, on the day and year first above mentioned.

Signed, Sealed and Delivered

IN THE PRESENCE OF

Chairman

Secretary-Treasurer

Teacher

- 112 -

SCHOOL DISTRICT OF WINNIPEG No. 1

REGULATIONS RELATING TO TEACHERS

1. Teachers shall be in their respective school-rooms at least fifteen minutes before the time appointed for opening in the morning, and five minutes before opening hour in the afternoon. They shall enter the hour of their arrival in the register kept by the Principal for that purpose.

2. Teachers shall prepare and place on the blackboard, before the hour of opening, such exercises as may be required during the session for the employment of classes at seats.

3. Any teacher absent, from illness or other cause, shall give timely notice to the Superintendent, so that a proper substitute may be obtained.

4. Teachers from the time of arrival at school shall be responsible for the order in their rooms and the adjacent hall, and during the assembling or dismissing of the school shall take such position as will enable them to supervise the movements of their pupils to and from the room.

5. It shall be the duty of the teachers of each school to maintain regular supervision of the playground, to suppress the use of improper language and all forms of rudeness; to see that games are honorably played, and generally to have a care over the deportment of the pupils under their control.

6. Teachers shall practice such discipline as may be exercised by a kind, firm and judicious parent in his family, avoiding carefully all display of temper, abstaining from all contemptuous language and from ridicule, and from all modes of punishment calculated to injure the self respect of the pupil. (In this respect teachers are enjoined to strictly avoid any uncomplimentary reference however indirect, to the home of the pupil or any member of his family). In extreme cases in which it may be necessary to administer corporal punishment, teachers shall carefully observe the following:—

(a) That no corporal punishment shall be inflicted for any offence until the matter has been submitted to the Principal, and his assent to the infliction of this form of punishment has been received.

(b) That the only form of corporal punishment permissible is chastisement on the palm of the hand with a suitable strap.

(c) That immediately after the infliction of such punishment a report of the same on the form below shall be filed with the Principal of the school, who shall keep the same for reference.

CORPORAL PUNISHMENT REPORT

.....School.....
.....19.....
Pupil's name
Particulars of offence
Particulars of punishment
.....Teacher.....

7. Teachers shall avoid detention of pupils at noon hour, and, except under special circumstances, at recess, and generally, so far as possible, to avoid detention of pupils after the regular school hours. In no case shall a pupil be detained after the teacher has left the school.

REGULATIONS REGARDING THE ABSENCE OF TEACHERS AND SUPPLY OF SUBSTITUTES

1. Teachers requiring substitutes will telephone 86 337 on the morning of the day the substitute is required, not later than one hour and fifteen minutes previous to the hour at which school opens.

2. After a substitute has been asked for, such substitute will be sent until the teacher reports as ready to return.

3. Teachers for whom substitutes have been supplied, when ready to return, will report to the same telephone not later than one hour and fifteen minutes previous to the opening of school on the morning of the day on which they are ready to return.

8. During the cold weather teachers shall see that pupils are properly clad before they are permitted to go to the playgrounds during recess.

9. At the noon recess, where the School Management Committee deem it advisable, one teacher shall by arrangement remain in charge of each school building, and be responsible for the order.

10. Each teacher shall procure from the Principal before the hour of opening such of the supplies as may be necessary for the school work during the day.

11. Each teacher shall send a written enquiry to the home of any pupil absent from school for two consecutive sessions unless a satisfactory reason has already been given for such absence.

12. Reports to parents on the progress of pupils shall be sent out for signature at times specified by the Superintendent on the authority of the School Management Committee, and these reports when signed shall be kept carefully filed.

13. Teachers shall require personal cleanliness from the pupils, and shall guard carefully against the attendance of children from homes where contagious or infectious disease exists.

14. Teachers shall give careful attention to the temperature of their rooms.

15. Teachers shall exercise care over all school furniture and apparatus in their respective rooms, and in cases of wanton damage to school property, shall take steps to discover the offender and report to the Principal.

16. Teachers shall be supplied with printed lists of the text books authorized for use in their respective grades, and such lists signed by the teacher, with the names of the books to be procured initialed, shall be sent to the parent or guardian when such books are required.

17. No collections shall be taken up or subscriptions solicited by teachers for any purpose, and no notices of shows, exhibitions, concerts or lectures or other entertainments shall be given in any school except by express permission of the Board.

18. Teachers shall forbid all collections and subscriptions among the pupils for the purpose of presentation, and no teachers shall (except in the case of a teacher leaving the service of the Board) receive a present from the pupils of any public school in the City.

19. Teachers shall attend all meetings of the Winnipeg Teachers' Association, and all meetings called by the Superintendent for the purpose of discussing methods of teaching or other matters connected with their work.

20. Teachers shall assist the Principal in carrying out all regulations of the Department of Education and of this Board, and in every way endeavor to promote the best interests of the school.

21. Each teacher in the employ of the Board on the regular staff shall enter into an agreement with the Board, such agreement to be prepared under instructions of the Board.

22. It shall be the duty of the teacher to conduct religious exercises daily as authorized by the Advisory Board of the Department of Education.

REGULATIONS RELATING TO THE WINNIPEG TEACHERS' PENSION FUND

All teachers are required to become members of the Winnipeg Teachers' Pension Fund as soon as they are engaged on permanent contract (agreement form "B").

Under the Pension Fund by-law, teachers upon admission to the Fund must purchase an annuity from the Dominion Government Annuities Branch to be paid for in monthly instalments by deductions from salary payments. The annuity at the time of a teacher's retirement shall amount to at least half of the pension required under the

Pension Fund by-law. The other half of the pension will be provided by the School District. Pensions are based on length of service on the Winnipeg teaching staff only. Normal age of retirement is 60 years for women and 65 years for men.

During service under temporary contract (agreement form "A") deductions from salary for pension will not be made unless the teacher so desires.

TEACHER'S AGREEMENT—(C)

This Agreement, made in duplicate this _____ day of _____ A.D. 19 _____
Between

THE SCHOOL DISTRICT OF WINNIPEG NUMBER ONE (1), hereinafter called the "School District,"

—and—

_____ of the City of Winnipeg, in the Province of Manitoba, who holds a certificate of qualification as a public school teacher to teach in the public schools of the Province of Manitoba, hereinafter called the "Teacher,"

Witnesseth, that in consideration of the "School District" having appointed the said teacher temporarily to be a teacher in one of the schools within the said "School District," and of the salary to be paid as hereinafter mentioned, the said teacher hereby covenants with the said "School District" and its successors in office that he (or she) will diligently and faithfully teach and conduct the school department or departments which may be placed under his (or her) charge from time to time by the said "School District" or its superintendent, in accordance with the provisions of the School Laws and regulations in force in the Province of Manitoba, and any By-Laws and Regulations made or issued, or which may be made or issued from time to time by the "School District" under the same during the term of his (or her) engagement with the said "School District."

The "School District" for itself and its successors hereby covenant and agree with the said teacher that the said "School District" or its successors will during the term of service of the said teacher pay to him (or her) subject to conditions hereinafter set forth, a salary at the rate of the schedule prevailing from time to time, or any temporary modification thereof, in twelve equal monthly payments to be made on or before the seventh day of each month immediately succeeding the month for which payment is being made, with the exception of the months of June and December, when salary will be paid on presentation of duly certified half yearly returns and other reports. Provided that in the event of the teacher withdrawing from the service of the "School District" during his (or her) year of service and before completing such year, the final payment shall be so adjusted that the teacher shall receive for the part of the year taught such fraction of the salary of the whole year as the number of days taught is of 200 days (which said 200 days is the total number of teaching days in a normal school year.) In reckoning the days taught all legitimate sick leave shall be included.

And the said "School District" and the said teacher hereby mutually covenant and agree each with the other that the said period of engagement shall commence on the _____ day of _____ A.D. 19 _____ and continue until terminated in the manner hereinafter provided, but such period of service shall not in any case exceed ten teaching months from the commencement of such engagement.

And that the foregoing is subject to the following conditions:

1. That the teacher shall continue to be the holder of a legal certificate of qualification as a Public School Teacher in the Province of Manitoba.
2. That the teaching days on which the teacher has attended the meetings of the Winnipeg and Provincial Teachers' Associations or Institutes as certified by the Superintendent of the Schools of the said "School District" or by the Chairman of such Association or Institute, shall be allowed as if said teacher had actually taught on these days in said schools.
3. That in case of sickness, as certified by a registered medical practitioner, said teacher shall be entitled to receive his (or her) salary, without reduction, for such period as may be authorized under the Statute in that behalf.
4. That the "By-Laws of the School District of Winnipeg Number One" and any regulations passed by the Board of Trustees of said School District (both as relates to pupils and teachers) in force during the continuance hereof, shall form part and parcel hereof as if embodied herein.
5. That there is no understanding, implication or agreement that the teacher shall be entitled to be placed upon the permanent staff of teachers, or to be re-engaged by the "School District."
6. The teacher may terminate this agreement by giving one week's notice in writing to the "School District" of his or her intention to terminate the engagement.
7. And such agreement shall also terminate at any time when the said teacher ceases to be qualified to teach in said schools in accordance with the said school laws, by-laws or regulations.
8. And the said "School District" may terminate this agreement at any time by giving written notice to the teacher, intimating that the agreement shall terminate at a time named in such notice, and immediately on the expiration of the time stated, the agreement shall terminate and be at an end, and the time mentioned in such notice, as the time at which the agreement shall terminate, shall be entirely in the discretion of the "School District," and may be immediately on the delivery of the notice.

As Witness the corporate Seal of the said "School District" and the signature of the Chairman and Secretary-Treasurer thereof and the hand and seal of the Teacher, on the day and year first above mentioned.

Signed, Sealed and Delivered

IN THE PRESENCE OF

}

.....
Chairman

.....
Secretary-Treasurer

.....
Teacher

- 115 -

SCHOOL DISTRICT OF WINNIPEG No. 1

REGULATIONS RELATING TO TEACHERS

1. Teachers shall be in their respective school-rooms at least fifteen minutes before the time appointed for opening in the morning, and five minutes before opening hour in the afternoon. They shall enter the hour of their arrival in the register kept by the Principal for that purpose.

2. Teachers shall prepare and place on the blackboard, before the hour of opening, such exercises as may be required during the session for the employment of classes at seats.

3. Any teacher absent, from illness or other cause, shall give timely notice to the Superintendent, so that a proper substitute may be obtained.

4. Teachers from the time of arrival at school shall be responsible for the order in their rooms and the adjacent hall, and during the assembling or dismissing of the school shall take such position as will enable them to supervise the movements of their pupils to and from the room.

5. It shall be the duty of the teachers of each school to maintain regular supervision of the playground, to suppress the use of improper language and all forms of rudeness; to see that games are honorably played, and generally to have a care over the deportment of the pupils under their control.

6. To practice such discipline as may be exercised by a kind, firm and judicious parent in his family, avoiding carefully all display of temper, abstaining from all contemptuous language and from ridicule, and from all modes of punishment calculated to injure the self respect of the pupil. (In this respect teachers are enjoined to strictly avoid any uncomplimentary reference however indirect, to the home of the pupil or any member of his family.) In extreme cases in which it may be necessary to administer corporal punishment to carefully observe the following:—

(a) That no corporal punishment shall be inflicted for any offence until the matter has been submitted to the Principal, and his assent to the infliction of this form of punishment has been received.

(b) That the only form of corporal punishment permissible is chastisement on the palm of the hand with a suitable strap.

(c) That immediately after the infliction of such punishment a report of the same on the form below shall be filed with the Principal of the school, who shall keep the same for reference.

CORPORAL PUNISHMENT REPORT

.....School
.....19.....
Pupil's name
Particulars of offence
Particulars of punishment.....
.....Teacher

7. To avoid detention of pupils at noon hour, and, except under special circumstances, at recess, and generally, so far as possible, to avoid detention of pupils after the regular school hours. In no case shall a pupil be detained after the teacher has left the school.

8. During the cold weather to see that pupils are properly clad before they are permitted to go to the playgrounds during recess.

9. At the noon recess, where the School Management Committee deem it advisable, one teacher shall by arrangement remain in charge of each school building, and be responsible for the order.

10. Each teacher shall procure from the Principal before the hour of opening such of the supplies as may be necessary for the school work during the day.

11. Each teacher shall send a written enquiry to the home of any pupil absent from school for two consecutive sessions unless a satisfactory reason has already been given for such absence.

12. Reports to parents on the progress of pupils shall be sent out for signature at times specified by the Superintendent on the authority of the School Management Committee, and these reports when signed shall be kept carefully filed.

13. Teachers shall require personal cleanliness from the pupils, and shall guard carefully against the attendance of children from homes where contagious or infectious disease exists.

14. Teachers shall give careful attention to the temperature of their rooms.

15. Teachers shall themselves superintend the filling of inkwells and bottles for the pupils, and in no case shall any vessel or bottle containing ink be left on the window sill or ledge of any school building.

16. Teachers shall exercise care over all school furniture and apparatus in their respective rooms, and in cases of wanton damage to school property, shall take steps to discover the offender and report to the Principal.

17. Teachers shall be supplied with printed lists of the text books authorized for use in their respective grades, and such lists signed by the teacher, with the names of the books to be procured initialed, shall be sent to the parent or guardian when such books are required.

18. No collections shall be taken up or subscriptions solicited by teachers for any purpose, and no notices of shows, exhibitions, concerts or lectures or other entertainments shall be given in any school except by express permission of the Board.

19. Teachers shall forbid all collections and subscriptions among the pupils for the purpose of presentation, nor shall any teacher (except in the case of a teacher leaving the service of the Board) receive a present from the pupils of any public school in the City.

20. Teachers shall attend all meetings of the Winnipeg Teachers' Association, and all meetings called by the Superintendent for the purpose of discussing methods of teaching or other matters connected with their work.

21. Teachers shall assist the Principal in carrying out all regulations of the Department of Education and of this Board, and in every way endeavor to promote the best interests of the school.

22. Each teacher in the employ of the Board on the regular staff shall enter into an agreement with the Board, such agreement to be prepared under instructions of the Board.

23. It shall be the duty of the teacher to close the afternoon session of the school with religious exercises as authorized by the Advisory Board.

REGULATIONS REGARDING THE ABSENCE OF TEACHERS AND SUPPLY OF SUBSTITUTES

1. Teachers requiring substitutes will telephone to the Superintendent's Department, School Board Offices, on the morning of the day the substitute is required, not later than one hour and fifteen minutes previous to the hour at which school opens.

2. After a substitute has been asked for, such substitute will be sent until the teacher reports as ready to return.

3. Teachers for whom substitutes have been supplied, when ready to return, will report to the same telephone not later than one hour and fifteen minutes previous to the opening of school on the morning of the day on which they are ready to return.

4. A teacher, who after absence, intends to return in the afternoon should telephone to the Superintendent's Department, and also send notice to the substitute at the school, before school is dismissed at noon.

5. Arrangements are made to receive reports from teachers at the times specified above. It is particularly requested that teachers report at such times only. When through default of a teacher, report of his or her return does not reach the office in time to recall the substitute, the amount of the substitute's salary for the session will be charged against the teacher.

6. Teachers requiring to be absent for causes other than illness will call the Superintendent.

REGULATIONS RELATING TO THE WINNIPEG TEACHERS' PENSION FUND

Teachers in the employ of the District under form of Agreement "C" who, at the time of retirement have reached the normal retirement age (60 years for women and 65 years for men) and have completed at least 15 years' service shall be eligible to receive from the Fund on retirement one-half the total pension payable for their

length of service according to the basis given under Section, 7, 8 and 9 of the Teachers' Pension Fund Bylaw. Such teachers will not be required to purchase corresponding annuities from the Dominion Government Annuities Branch, nor will they be eligible for pension on account of disability.

APPENDIX H

THE REAVIS REPORT ON THE LEARNING SITUATION

The following pages contain the basic data gathered in the investigation into the learning situation as submitted in the Reavis Report.¹

¹Reavis, op. cit., Vol. II, Part II, Chap. VIII, pp. 31-39.

The Learning Situation

The realization of general objectives in a school is dependent not solely on understanding and acceptance of them, but also on the development of appropriate learning activities and on an environment - physical and social - that gives these activities a fair chance to further the objectives. The physical environment in the Winnipeg schools is dealt with in considerable detail in other committee reports. Accounts of learning activities in general use at different school levels and in different fields of instruction are also given in some detail in other reports. This committee has tried to gather some evidence on two general questions:

1. What is the social atmosphere in which most of our pupils and teachers do their work?
2. What is the range and what is the general nature of the classroom learning activities?

To gather information on the first of these points (and to some extent on the second) the University of Chicago, "Classroom Observation Guide" was used by principals and supervisors. The complete guide was filled in, although only some sections were analyzed for use in this report. (This "guide" was received with much interest and favor by staff-members. They found that each report called for careful consideration and took some time). When a sub-committee analyzed these reports there were available 160 completed ratings (Elementary 75, Junior High 46, Senior High 39)

The results of this analysis are given below. For the reader's convenience each item from the "guide" is quoted under its appropriate heading; data on ratings are given below this; comment follows.

II. Social Atmosphere of the Classroom

IIA. Teacher-pupil Relationships

	1	2	3	4	5		
	Natural, livable atmosphere. Freedom of movement. Mutual respect & helpfulness. Teacher accepted as working member of group. No evidence of "discipline" problems.		Orderly, systematic class management. Teacher firm but reasonable. Some evidence of aggressive-defensive reaction.		Restraint & autocratic class management. Pupils challenge or rebuke authority. Much evidence of "discipline" trouble.		
						<u>Total rating</u>	
Elem.	34(45%)	14(19%)	20(27%)	5(6%)	2(3%)	75	
J.H.S.	20(44%)	13(29%)	7(16%)	3(7%)	2(4%)	45	
S.H.S.	8(21%)	15(39%)	11(29%)	3(8%)	1(3%)	38	

The estimate made by the principals indicates that in 64% of the Elementary classrooms visited, in 73% of the Junior High schools and 60% of the Senior High schools, they found a natural livable atmosphere, with freedom of movement for the pupils, mutual respect and helpfulness, with the teacher accepted as a working member of the group and little or no evidence of discipline problems.

In slightly less than 10% of the classrooms in Elementary and Junior High schools, and in slightly more than 10% in the Senior High schools was there evidences of restraint and autocratic class management and of discipline problems.

In 27% of the Elementary, 16% of the Junior High, and 29% of the Senior High schools, the observers found orderly systematic class management, the teacher firm but reasonable, and some evidence of aggressive-defensive reactions.

IIB. Teacher as a member of the group

	1	2	3	4	5	Total Ratings
Teacher runs class from desk or front position. Calls children to her. Seldom a participating group member.			Teacher in control but is less fixed in location. Is partially absorbed into working groups occasionally.		Teacher adjusts her position as necessary to participate, help, share, etc. Groups welcome her as working member.	
Elem.	2(3%)	6(8%)	16(22%)	15(20%)	34(47%)	73
J.H.S.	1(2%)	3(7%)	12(27%)	14(31%)	15(33%)	45
S.H.S.	4(10%)	4(10%)	19(50%)	4(10%)	7(19%)	38

In over 60% of the Elementary and Junior High classrooms observed, the teacher moves about to participate, help, and share in the activities of the class, and is welcomed as a working member.

In 11% in Elementary and in 9% in Junior High school, the teacher runs the class from the desk or from the front of the room, and is seldom a participating group member. In 22% in the Elementary and in 27% in Junior High school the teacher is in control but less fixed in location and partially absorbed into working groups occasionally. In Senior High schools where the teaching is more formal in 29% of the classrooms, the teacher moved about freely to participate in the activities of the group, and in 21% of the classes the teacher was running the class from the desk or the front of the room. In 50% of the classes the teacher was in control but not necessarily at the desk, and was absorbed into working groups occasionally.

IIE. Pupil-pupil Relationships

	1	2	3	4	5	
Little evidence of mutual respect. Bullying, teasing, or other unfriendly behavior observable. Scape-goats in the group. No constructive pupil leadership. Differences of opinion not tolerated.			Mixture of the behaviors described in 1 and 5.		Friendly, Co-operative, natural relationship between pupils. Children sensitive to the rights of others. Genuine leaderships exercised by pupils. Honest differences of opinion adjusted through appeal to reason.	
						<u>Total Ratings</u>
Elem.	1(1%)	2(3%)	28(43%)	11(17%)	23(36%)	65
J.H.S.	0	1(2%)	12(33%)	17(38%)	12(17%)	45
S.H.S.	0	2(5%)	13(34%)	15(40%)	8(21%)	38

Friendly and co-operative relationships between pupils exist in over 53% of the Elementary classrooms visited, in 65% in Junior High school, and 61% in Senior High school. The pupils appeared to be sensitive to the rights of others. Leadership among the pupils was recognized. Honest differences of opinion were adjusted through appeal to reason.

There is very little evidence of definitely unsatisfactory relationships such as is shown in bullying, teasing the existence of scapegoate - 5% in Senior High Schools, 2% in Junior High schools and 4% in Elementary.

However, in Elementary 43%, in Junior High school 33%, and in Senior High school 34% of the classrooms were observed to display a mixture of the satisfactory and unsatisfactory types of pupil-pupil relationships;

III. Learning Activities

IIIA. Pacing of Learning Activities

	1	2	3	4	5	
Activities either hurried & tense or overly slow. Short-time planning. Group not adjusted to pacing of activities.			Mixed evidence of both good & poor time spacing and perspective. Some children calm & poised, but most not adjusted to time element.		Teacher & pupils calm & poised. Time perspective guides in planning & current activity. Adjustments made to time limitations.	
						<u>Total Ratings</u>
Elem.	2(3%)	6(8%)	9(12%)	19(26%)	38(51%)	74
J.H.S.	2(4%)	2(4%)	8(17%)	17(37%)	17(37%)	46
S.H.S.	0	4(11%)	12(31%)	13(34%)	9(24%)	38

The observers found that in 77% of the classrooms visited in Elementary school and in 74% in Junior High school, teachers and pupils were calm and poised and that adjustments were being made to time limitations. In Senior High schools, this was true in only 58% of the classes observed. There were, however, only little more than 10% of the classrooms in Elementary and in Senior High school, and only 9% in Junior High school in which the activities of the classes were hurried, tense, or overly slow, and where the group was not adjusted to the pacing of the activities.

IIIB. Planning

	1	2	3	4	5	
	Teacher makes assignments & pupils have no responsibility or opportunity for planning. Rigid daily schedule. No flexibility.		Teacher proposes, pupils suggest. Teacher's daily schedule followed, but variable. Some flexibility. Children not active in planning decisions.		Children plan under the teacher's guidance, including the daily schedule. Teacher participates, plans informal and flexible. Scale of values for plans co-operatively developed.	
						Total ratings
Elem.	9(13%)	9(13%)	26(37%)	13(18%)	13(18%)	70
J.H.S.	6(13%)	10(22%)	23(50%)	6(13%)	1(2%)	46
S.H.S.	4(10%)	20(51%)	9(23%)	3(8%)	3(8%)	39

In the Elementary school, the pupils obviously participate to a considerable degree in planning their work under the teacher's guidance. In 37% of the classrooms, the plans were observed to be informal and flexible. In another 37% the situation was one in which the teacher proposed plans, accepting suitable suggestions offered by the pupils -- a situation in which, although there was some flexibility, the pupils were not very active in planning or making decisions.

In the Junior High school, in 50% of the classrooms this latter situation was found -- the teacher proposing but accepting suitable suggestions, some flexibility apparent but the pupils not very active in planning the activities. In 35% of the classrooms in Junior High school, the teacher made assignments and the pupils had little or no responsibility for planning, and there was little departure from the rigid daily schedule. In Senior High school, there was even less evidence of flexibility. This decline in flexibility in Junior High school and Senior High school is due, probably, to the fact that classes move from teacher to teacher at regular intervals, and also to the crowded and somewhat rigid curriculum of the

Senior High school. It appears, however, that many teachers of Senior High school may not be making their programs as flexible as they could even under the conditions prescribed by our curriculum, or encouraging as much participation by pupils in planning as could be done.

IIIC. Work Habits.

	1	2	3	4	5	
Use of elementary research and critical thinking. Purposeful continuous use of time. Group sense of responsibility active. Drill in accordance with need and meaning. Broad time perspective.			Some use of reference material. Some time wasted. Appointed committees do a good job or room care, etc. Drill co-ordinated somewhat with purposes and meaning.		No critical thinking. Textual or adult statements accepted uncritically. Idle time often. Whole-group repetitive drill. All work on a supervised assignment basis.	
						Total ratings
Elem.	23(33%)	15(22%)	17(25%)	5(7%)	9(13%)	69
J.H.S.	6(13%)	15(33%)	20(44%)	4(10%)	0	45
S.H.S.	4(10%)	20(52%)	11(28%)	4(10%)	0	39

The percentage ranging from good work habits to excellent runs to 90% in Junior and Senior High schools with only 10% being rated as below the satisfactory level and none on the extremely unsatisfactory level. In Elementary school, a larger percentage have been credited with excellent work habits but a smaller percentage with very good, and satisfactory work habits, while 13% fall in the category of definitely unsatisfactory.

IIID. Motivation

	1	2	3	4	5	
Co-operation stronger than competition. Each child competes chiefly with himself. Goals of activity are understood. The essential worth of the activity is stressed. Children much interested in the activity for its relation to their own goals.			Co-operation and competition mixed although co-operation is stressed. Competition is usually between groups.		Competition characterized drill, recitation, and other activities. Stars, marks, and other rewards are offered. Extrinsic goals predominate.	
						Total ratings
Elem.	19(26%)	13(17%)	32(43%)	5(7%)	5(7%)	74
J.H.S.	9(20%)	9(20%)	21(47%)	6(13%)	0	45
S.H.S.	9(23%)	14(36%)	13(33%)	3(8%)	0	39

In Senior High school there appears to be better understanding of the goals of the activities engaged in. Pupils are interested in the activity in which they are engaged for its relation to their own goals. The pupils compete chiefly with themselves instead of with each other. In about 33% of the classrooms, the observers found a mixture of co-operation and competition and in only 8% was there evidence of the predominance of extrinsic goals or drill characterized by competition.

In the Junior High school and Elementary, as we might expect, there is less evidence of interest in the activity for its relation to their own goals, less understanding of the purposes of the activities and somewhat more drill characterized by competition and use of extrinsic goals to stimulate interest in the work.

IIIE. Instructional Materials

	1	2	3	4	5	
Teacher and pupils bring in many outside materials. Effective use of much reference material. Purposeful use of audio-visual aids. Original materials prevalent. Good library facilities effectively used. Property conserved & protected.						
			Some use of other materials. Teacher more active than pupils in obtaining them. Fairly good reference materials and some audio-visual aids used, but not very well related to program. Somewhat restricted use of room library. Property safeguards necessary.			
					Textbooks and Workbooks predominate. Paucity of reference material, films, radio, records, etc. No room library. Wasteful or destructive use of property.	
						<u>Total ratings</u>
Elem.	19(27%)	19(27%)	19(27%)	5(7%)	9(12%)	71
J.H.S.	10(22%)	12(27%)	17(38%)	4(9%)	2(4%)	45
S.H.S.	4(10%)	4(10%)	14(37%)	11(29%)	5(13%)	38

In 81% of the classrooms visited in Elementary and in 87% in Junior High school, there was evidence of a considerable degree of effective use of reference material, audio visual aids, library facilities, and a satisfactory attitude towards conservation and protection of property, though in both groups this varied fairly evenly between effective and purposeful use of these aids, to less adequate use in which the teacher is much more active in obtaining illustrative material than the pupils, and in which the aids are not always well related to the program.

In Senior High school, however, in only 21% of the classrooms were these aids used adequately, in 37% they were used but not very satisfactorily, and in 42% text-books and workbooks predominated and there was little or no use of illustrative films, records, or radio programs. Visitors to Senior High schools would, of course, be less likely to find

use of classroom library on that level since there are few classroom libraries in the Senior High schools and students make use of a central school library or of the public library for their reference work to a greater degree than in Junior High school or Elementary.

IIIF. Content of Learning Activities

	1	2	3	4	5		
	Conventional subjects units & topics taken from books or course of study. Memorization and mastery of subject-matter. Each skill and experience and end in itself. Teacher determines content.		Some good units in use. Children make some suggestions. Teacher more interested in unit than the children are. Pupil interests not awakened or followed much. Some correlation of work in various areas. Some problems grow out of child experiences or the environment.			Content based on meaningful problems of living. Interests & needs of the children served. Experimental activities. Continuous, balanced development, of child planned. Experiences organized around problem centers, drawn from child experiences and the environment. Children share in selection of content.	
						<u>Total ratings</u>	
Elem.	9(13%)	8(12%)	17(24%)	17(24%)	19(27%)	70	
J.H.S.	4(9%)	11(25%)	13(30%)	12(27%)	4(9%)	44	
S.H.S.	5(13%)	13(34%)	14(37%)	5(13%)	1(3%)	38	

There is more evidence of choice of content to serve the needs and interests of the pupils at the Elementary level than in the Junior High school and Senior High school where the curriculum prescribed for the province appears to dictate the content to a greater degree.

IV. Provision for Individual Differences

	1	2	3	4	5	
Individualized activities proceeding simultaneously. Unique contributions encouraged. All tasks within the group's large problem.			Some varied assignments, special drill, ability grouping. Special interests usually followed up as additional work.		Single program and responsibilities for all pupils. Special talents or needs ignored or neglected. Little or no group work.	
						<u>Total ratings</u>
Elem.	9(12%)	10(14%)	41(57%)	7(10%)	5(7%)	72
J.H.S.	3(7%)	6(14%)	23(53%)	9(21%)	2(5%)	43
S.H.S.	1(3%)	6(15%)	14(36%)	16(41%)	2(5%)	39

Obviously our schools have not gone as far as we should like to see them go in providing for individual differences, although in the Elementary and Junior High school in over 50% of the classes observed there was evidence of some provision. In Senior High school, either because of the rigid and crowded curriculum or because the teachers have not recognized the need, there is less evidence of satisfactory provision for individual differences.

V. Evaluation

	1	2	3	4	5	
Eval. based on tests & teacher judgments, limited to academic performance. Pupils do not share in eval. Standards of achievement narrow.			Somewhat more inclusive measurements made, e.g. anecdotes, other records. Some pupil sharing. Some self and group criticism. Some attention to eval. of social & emotional growth.		Co-operative, constructive teacher & pupil self & group criticism. Many dimensional evaluation. Evaluation is an integral part of the total learning process.	
						<u>Total ratings</u>
Elem.	12(17%)	11(18%)	29(43%)	6(9%)	9(13%)	67
J.H.S.	3(7%)	15(35%)	16(37%)	7(16%)	2(5%)	43
S.H.S.	11(29%)	14(37%)	11(29%)	2(5%)	0	38

While there is evidence that tests and the estimate of academic performance still play a large part in the evaluation of pupil progress, there is also definite evidence that, especially in the Elementary and Junior High school, there is an encouraging swing towards consideration of other factors in the development of the pupils.

The committee recognizes that the classroom observation sheets returned represent a rather small sampling of our classrooms.

The committee is of the opinion that the picture of the activities of our schools is not as accurate as it would have been if the various sections of the observation guide had been broken down to a greater degree. For example: Section E on Instructional Materials includes:

- (1) the bringing of outside materials
- (2) effective use of reference material
- (3) purposeful use of audio-visual aids
- (4) the prevalence of original materials
- (5) good library facilities and
- (6) satisfactory attitudes towards the conservation and protection of property.

These sub-headings are not necessarily closely connected. One classroom may be making excellent use of audio-visual aids but may show an attitude towards conservation and protection of property which is far from desirable. Another classroom may have a great deal of valuable illustrative material brought in both by the teacher and by the pupils but may have very inadequate library facilities.

On many of the returns, one or more items were crossed out, and the judgment made on the remaining items.

The classroom observation sheets tend to bring out a distinction between freedom and conservative practice. In the same categories in which this distinction is made, there is also frequently a distinction between recognized good and bad practice in education, as if the practice tending towards greater freedom in the classroom was habitually associated with other desirable pedagogical practices.

It is the opinion of the committee that this analysis indicates a greater degree of freedom and pupil participation in our schools than actually exists. Principals who know that certain teachers are highly efficient, unusually understanding or exceptionally inspiring teachers are likely to rate them high in the scale which appears to indicate better methods even though there may be little freedom or pupil participation in the classroom.

Teachers and principals alike are not all ready to agree that freedom and a greater degree of pupil participation in planning are necessarily found in the classrooms of the most successful teachers, or that conservatism and inefficiency are necessarily synonymous.