

THE UNIVERSITY OF MANITOBA

A SURVEY OF EDUCATION
IN THE MUNICIPALITY OF HAMiota

BEING A THESIS SUBMITTED TO THE
COMMITTEE ON POSTGRADUATE STUDIES
IN PARTIAL FULFILLMENT OF THE
REQUIREMENTS FOR THE DEGREE
OF MASTER OF
EDUCATION

BY

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MANITOBA

MARCH

1941

Acknowledgements.

The present study would have been impossible without the generous co-operation and assistance of the teachers in the Municipality of Hamiota. For their help in providing much data for the survey the writer is deeply indebted.

To the Secretaries of the various school districts, and to Mr. J. E. Millard, Department of Education, Winnipeg, who also gave valuable assistance, sincere appreciation is expressed.

To Dr. D. S. Woods, Dean of the Faculty of Education, University of Manitoba, is owing a special indebtedness for personal guidance and helpful encouragement throughout the preparation of the report.

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CHAPTER I

INTRODUCTION

The General Value and Purpose of Surveys

Every human system and institution should be subjected to periodic evaluation and appraisal. The trends of growth of an institution can be scientifically assessed only by a periodic 'stock-taking' of its status. Reflection is required at every stage of growth in order to determine whether the efforts being put forth are achieving the ends towards which they are directed. Critical evaluation may lead in many instances to a revision of aims and a re-direction of effort. A reorganization of aims and a re-orientation of effort may result in a more efficient functioning of the institution as an integral part of the society in which it exists.

Nowhere is frequent appraisal more needed than in our educational institutions. Depending for the most part upon public support, functioning for the improvement of a social order which is continuously undergoing change, and subjected at all times to powerful external forces, no other institution is more in danger of failing to achieve the objectives towards which it is striving.

Apart from the revitalizing influences of survey and appraisal derived by those who are directly connected with

the administration and supervision of the system, the survey may help to clarify public opinion regarding the aims and functions of an educational institution in a democratic social order. If the order in which the schools operate is to continue to be democratic the educational institutions therein must themselves be essentially democratic in aim and function. Moreover, the continuation of any social order depends upon the extent to which it is able to adjust and make modifications to meet changing needs.

"Progress in civilization is made by (1) perpetuating those elements which are shown to be of tried value and (2) introducing others to meet changing conditions. As one of the institutions for progress in civilized life, schools have a responsibility for the perpetuation of the good features of the society which organized and maintains them and for providing proper educational training for advancing on the road to greater social and economic achievements."¹

Perhaps the most important results derived from school surveys are the bases they provide for readjusting educational methods and provisions to meet the changing needs of the localities in which the schools function. As social conditions change educational provisions should be carefully examined and revised accordingly; as experimentation progresses new methods and teaching techniques should be adopted.

Purpose of Present Study

The present study purports to disclose the present status of educational facilities provided by the schools in

¹ Survey Report of the Cincinnati Schools, p. 23. Cincinnati, Ohio: Bureau of Government Research, 1935.

the Municipality of Hamiota. All school districts located within the municipality are included in the study, namely:

Hamiota Consolidated School District, No. 692,
Oakner Consolidated School District, No. 290,
Decker Consolidated School District, No. 320,
Lavinia Consolidated School District, No. 436,
McConnell Consolidated School District, No. 1711.

There are no one-room rural school districts in the Municipality of Hamiota, all having been absorbed into five consolidated districts.

Sources of Data

Valuable data for this survey were obtained by the writer from the records of the Provincial Department of Education. Data used in preparing the chapter on cost of education in the Municipalities of Hamiota, Miniota, and Shoal Lake were secured from this source; they comprise annual financial reports and reports of enrollment since 1920.

The story of Historical development and consolidation in the Municipality of Hamiota is based almost entirely on source material secured from official minutes of the Municipalities of Oak River and Hamiota and the minutes of the Hamiota School Board meetings. For those who may be interested in a more detailed study of these phases of the survey much additional information is included in Appendix A. The period considered extends from the organization of the first municipality and school district to 1920 the year of final consolidation of all school districts.

Information relating to the preparation, qualifications, and experience of the teachers was obtained by questionnaire. Copies of questionnaires sent to teachers and principals are reproduced in Appendix B and Appendix C, respectively; a copy of the questionnaire sent to each Secretary-Treasurer is found in Appendix D. In order to provide a check on the reliability of data several items were duplicated in the questionnaires sent to the Principals and Secretary-Treasurers. As a further check the writer personally investigated many items of information.

Information concerning the achievement of pupils was compiled from results of standard educational tests administered to all pupils in the Hamiota, Oakner, Decker, Lavinia, and McConnell Consolidated School Districts.

Reports of the Economic Survey Board¹ furnished much valuable information concerning age-groups and racial-origin of the population. In particular, the report on "Education in Manitoba"² was of special assistance in guiding the conduct of the present survey.

Method of Procedure

An educational system is an expression of the social customs, traditions, and philosophy of the people for whom it exists. Accordingly, a survey should consider the background upon which the system has developed. The first task, then, in carrying out the present survey was to explore every available

¹ The Population of Manitoba, pp. 145-185. Economic Survey Board, Winnipeg, 1938.

² Education in Manitoba, Part II, pp. 111-121. Economic Survey Board, Winnipeg, 1938.

source of reliable information relating to the characteristics and customs of the people who first settled in the Hamiota area and established the beginnings of the local system.

The long struggle for consolidation constituted the second problem for study and provided a background for interpreting existing conditions in the schools. By a careful study of the difficulties confronting the early school districts it was possible to interpret some of the main causes which led to consolidation of all the schools in the Hamiota Municipality.

A survey of education would not be complete without at least a brief consideration of school costs. In this connection it was decided to trace the cost per pupil enrolled during the past twenty years in the Municipality of Hamiota and to compare this with similar costs in the Shoal Lake Municipality where no consolidated schools exist and with the Miniota Municipality where the schools are organized under a Municipal School District.

Another phase of the survey included a study of the physical conditions of the schools. Since physical conditions have such a marked bearing upon the success of the pupils it was felt that in attacking the survey as a whole careful consideration should be given to this aspect. Physical conditions in the school buildings were investigated by reference to the Strayer-Engelhardt Score Card for Elementary School Buildings;¹ this was supplemented by questionnaires sent to

¹ George D. Strayer and N. L. Engelhardt, A Score Card for Elementary School Buildings, New York: Bureau of Publications, Columbia University, 1933.

the Principals and Secretary-Treasurers.

An extensive study was made of the school staff and instructional provisions. A knowledge of teaching personnel was indispensable to an accurate interpretation of the standard of educational provisions in the Municipality of Hamiota. Careful consideration, therefore, was given to the preparations, qualifications, experience, tenure, salary, and other factors affecting the efficiency of the schools from the point of view of teachers employed.

The school population was examined with reference to racial origin, age-groups, enrollment by grade and sex, mobility, acceleration, retardation, elimination, pupil-teacher ratio, and occupations into which pupils enter upon leaving the schools. This phase of the study was supplemented by the data obtained through administering a group intelligence examination to all pupils except those enrolled in Grade I.

Since the ultimate test of the efficiency of an educational institution or system is the effect it has on its pupils, a programme of standard educational testing was conducted. Tests in reading, language, arithmetic fundamentals and reasoning, spelling and handwriting were administered to all pupils and an attempt made to interpret the findings in terms of other information gathered.

CHAPTER II

HISTORICAL AND ECONOMIC BACKGROUND; POPULATION

Location of the Municipality of Hamiota

The Municipality of Hamiota, consisting of six townships, is located in one of the richest agricultural districts in Manitoba. Situated on the northwest fringe of the fan-shaped zone known as the Assiniboine Delta, about fifty miles northwest of the City of Brandon, it has been, since the early days of settlement, one of the most productive farming districts in the Province. Bounded on the northeast by the Riding Mountain District, on the north by Shoal Lake, on the west and south by the Valley of the Assiniboine, dotted until recent years by many small lakes and sloughs, the rich, luxuriant soil has produced, even in dry seasons, some of the best grain grown in the Prairie Provinces. The rich, sandy loam, the innumerable bluffs of scrub and native poplar which have tended to reduce the danger of drought, and the favorable climatic conditions have enabled the Municipality of Hamiota to maintain a consistent place among the leading agricultural districts. A complete crop failure is unknown to the area.

Occupations of the People

Since the leading industry in the Municipality of Hamiota is farming one would expect to find a large number of the people dependent upon agriculture. Approximately

ninty-five per cent of the land, which is mainly hilly and rolling, is under cultivation. Native pasture land is scarce. In 1936, sixty-six per cent of the population of the Municipality of Hamiota were living on farms. Many of the residents of Hamiota, Oakner, Decker, Lavinia, and McConnell are retired but still own farms and may be considered, therefore, as part of the farm population. The remainder of the population is engaged in the usual occupations of small villages and hamlets. All are wholly dependent upon the surrounding agricultural district. The high quality of grain and stock produced is the result, not only of favorable physical and climatical conditions, but of careful experimentation and the desire of the people to achieve a high standard of agricultural civilization.

Early Settlement

The first settlers reached the district, later to be known as Hamiota, in 1878. Coming from Ontario by way of the United States, they followed the Red River to Winnipeg. There they purchased ox-carts and travelled to Portage la Prairie and Brandon. A day's journey of fifty miles brought them to the place, where, after slightly more than sixty years of progress is found one of the best communities in Manitoba.

The names of Fraser, McConnell, Kirk, and Matheson stand out as worthy examples of those intrepid pioneers who were undaunted by the difficulties and discouragements of frontier conditions in the West. With faith and perseverance they sought a subsistence for themselves and their families, and with hope and confidence they built homes, places of

worship, and schools. Inspired by deep religious convictions and the virtue of hard work they have formed the basic fabric of the thrifty and virile stock whose families are found in the Municipality of Hamiota at the present time.

In an address entitled "I Remember",¹ one of those hardy pioneers has recalled a few experiences of early days of settlement. The address in part is as follows:

"I remember when the Great Northwest Central Railway nosed its way through the district now known as Hamiota. What that meant to the settlers of Northwest Manitoba in those early years only those who have lived in the solitude of the Prairies can realize. Previous to that time we had been isolated from all the larger centres of population and lived with nature in the rough. Situated as we were, twenty miles from Shoal Lake, twenty-five from Birtle, a similar distance from Rapid City, and fifty miles from Brandon, small wonder is it that the hopes of a railroad with all its attributes was greeted with exuberant enthusiasm.

I remember that after a long period of petition and pressure the people at last succeeded in influencing the government to the point of assuring them that a railroad was forthcoming. Then followed a period of litigation and law-suits when the ribbon of steel lay exposed to the suns of summer and the frosts of winter, while the people still waited. Then on a cold, dull day in December, 1891, they realized that all things come to those who wait. A sound like an approaching storm could be heard. Finally a column of black smoke appeared on the eastern horizon and a shriek of a locomotive rent the heavens. I remember seeing three horsemen galloping at break-neck speed to beat the train to a finish.

I remember having the privilege of the first ride on the outbound train. They charged us \$1.60 for the return fare to Brandon. I remember the arrival back home again a week later when we seemed to arrive in a strange land. I was puzzled for a moment at which end of the platform to descend as a new town of shining, fragrant, fresh lumber had astonishingly risen from the prairie.

I remember the first blacksmith shop, a car-roofed structure. Until more suitable quarters could be provided for the family, they lived in the little station house at the end of the 'Y'.

¹ Mrs. Joseph McLean, I Remember, An address delivered to the Women's Institute, Hamiota, Manitoba, 1938. Reprinted here in part through kind permission of the author.

I remember the first house in Hamiota. It came down from the north on wheels, and I fancy I can see the face of a woman with a child in her arms framed in the window in passing. It came to rest like Noah's Ark on the corner now known as "McMurchy's."

I remember the first store. It had its origin in an excavation in the solid earth. We walked the plank into the basement where 'Basement Bargains' became the order of the day on a cash and carry basis, cash being represented by the stock exchange of butter and eggs. One corner of the store was occupied by the first Post Office.

I remember the first bank, which was privately owned and managed by Mr. Inman who afterwards became the manager of the Bank of Hamilton.

I remember the first school, built on the corner of Pedlow's farm. The first Principal was Mr. Pye, a scholarly man and a poet of considerable local fame.

I remember the first church services, held above the present Printing Office, known then as 'White's Hall'. The members of the Methodist Church met in the new, unfinished Orange Hall where they sat on planks during the service. On the day of a big Orange Lodge celebration the ladies catered to the crowds by serving dinner in the new Massey-Harris building. The proceeds were used to make the first payment on a new Karn chapel organ. The first church building, the Presbyterian, was a small frame structure which now answers the spiritual needs of the Arrow River people. This gave place later to a more modern brick building now doing missionary work in the Village of Decker.

I remember the first fire in town. It was in the town's first building. In the absence of a town firebell or a modern electric siren, a man in scanty attire and a voice resembling the Bull of Bashan proclaimed to all that McRae's blacksmith shop was on fire. In spite of human efforts the place was soon a heap of ashes.

I remember the birth of the first baby in town and how we gathered in small groups wondering whether the young mother would live through the trying experience. The wonder of it all now is that so many mothers lived through similar experiences so far removed from skilled medical services in those far-off forgotten days.

I remember the first grave in the new cemetery, made for the mother of a family of small children. I remember how they laid her just inside the gate, the only inhabitant of God's Acre. I remember the feeling of horrible loneliness at the thought of being laid to rest in a country cemetery.

I remember our first war when in 1914 came the terrible news that we were a nation at war, and when in subsequent months so many of our sons and husbands enlisted in the forces. The monument in our little park stands as mute evidence of their courage and the names inscribed on its granite surface prove them to be the worthy sons of noble sires."

A nobler monument to those 'worthy sons of noble sires' cannot be found than the high standard of community institutions which they have established. Virile, perseverant, and courageous, they have left behind them a rich and illustrious heritage of all that is noble and of value in life. Nurtured in the sanctity of high ideals of living, they themselves have been worthy monuments to guide succeeding generations.

The Population; Racial Origin

Partly through immigration and partly through natural increases, large families being common among the early settlers, the population of the Municipality of Hamiota has increased in sixty years to approximately twenty-four hundred. Although the population grew rapidly during the early years of settlement it is interesting to note that there has been practically no increase during the past ten years.

The population is 89.97 per cent British in racial origin. Only the Municipality of Oakland, the population of which is 92.59 per cent British, surpasses the Municipality of Hamiota in this respect. This is a rather significant fact since the percentage of British racial origin in the Province of Manitoba as a whole is but 50.95. It is all the more significant in view of the fact that in a great many other

districts although the early settlers were entirely of British stock non-Anglo-Saxon elements have replaced the original to a significant degree.

No doubt one of the factors which helped maintain the high percentage of people of British origin has been the solidarity and excellence of the early stock. Around this stock has developed the community of interests and responsibilities which underlies the civil, social, and religious institutions found among the people of the Hamiota district. The few immigrants of non-British racial origin have been easily assimilated. They have entirely discarded the social customs and traditions of their parents and have become an integrated part of the population without seeking to maintain original characteristics. Those who were not amenable to the British institutions soon left the district.

The large number of successful farm owners in the Municipality of Hamiota has tended to reduce the mobility of the people and thus prevent non-British stock from settling in the district. Where ownership changes frequently there is more opportunity for these elements to enter. The small number of changes in ownership has resulted from the high degree of success of the farming population. Continued success and progress have enabled the people to attain a standard of living which non-British elements engaged in agriculture seldom reach; consequently the population has tended to remain homogeneous in character.

Table I shows the distribution of population according to racial origin in ten municipalities. The muni-

TABLE I

RACIAL ORIGIN OF POPULATION IN THE MUNICIPALITY OF HAMIOTA

Municipality	Total	British	%	Scandinavian	%	French	%	E. and W. European	%
HAMIOTA	2383	2144	89.97	28	.97	7	.29	199	8.35
Shoal Lake	2445	1525	62.37	20	.82	18	.74	863	35.30
Miniota	2363	2106	89.12	24	1.02	50	2.12	177	7.49
Strathclair	2418	1232	50.95	30	1.24	43	1.78	1097	45.37
Woodworth	2172	1935	89.09	22	1.01	28	1.29	184	8.47
Blanshard	1789	1550	86.64	16	.89	19	1.06	203	11.35
Birtle	3133	2573	82.13	9	.29	22	.70	394	12.85
Daly	1957	1608	82.17	5	.26	22	1.12	311	15.89
Oakland	1997	1849	92.59	25	1.25	8	.40	105	5.25
Ritchot	2462	220	8.94	6	.24	1109	45.04	897	36.43

cipalities included are all adjacent to the Municipality of Hamiota except Oakland and Ritchot which have the highest and lowest percentages of British stock, respectively. It is quite interesting to note that the Municipality of Strathclair, northeast of Hamiota, has only 50.95 per cent British, the same as that for the Province of Manitoba as a whole. Shoal Lake Municipality, directly adjacent on the north, has only 62.37 per cent British stock. Miniota, Blanshard, Birtle, Woodworth, and Daly Municipalities have over 80 per cent British racial origin. Ritchot Municipality on the other extreme has only 8.94 per cent and is the lowest in the Province. Almost half the people in this municipality are French and more than one-third are of other European origin.^s

There has been practically no intermingling of cultures in the Municipality of Hamiota. Because of the absence of those of non-British origin there may exist a lack of understanding and sympathy for them as contrasted with conditions in the Shoal Lake Municipality where almost 40 per cent are of a racial origin other than British. Possibly because of the very strong traditions of the early stock, their extreme conservatism, and the fact that their social and religious institutions are so deeply rooted in British customs there has evolved a strong, intangible barrier against the intrusion of non-British elements. The people are not overtly hostile to institutions and customs not indigenous to their accepted ways of living but have developed a 'modus vivendi' which is of such a high standard that it has become relatively impenetrable.

Homogeneity of the population is a significant factor educationally; the difficulties which accompany the instruction of non-English speaking children are not found, no language other than English being taught or spoken in the homes. Consequently, the school enrollment does not include children who cannot speak English when they enter the first grade. This is in marked contrast with the situation in Shoal Lake Municipality where a large number of children do not know a single word of English upon entering school. The significance to school progress of the homogeneous population of Hamiota Municipality cannot be overemphasized; its effect upon school achievement cannot be ignored.

Population According to Broad Age-Groups

Table II shows the population of ten municipalities according to broad age-groups. All municipalities are adjacent to the Municipality of Hamiota except Oakland and Ritchot. It is interesting to note that Ritchot Municipality with the smallest number of people of British stock has the largest percentage of population under twenty years of age. At the other extreme, Hamiota and Oakland with the highest percentages of British-born have also the highest percentages in the group over seventy-five years of age. This indicates in part at least that those in the higher age-groups have not left the Municipality of Hamiota. As was already mentioned, this is due perhaps to some extent to their success in farming, and to the extent to which they are owners of their farms.

1
TABLE II

SHOWING DISTRIBUTION OF POPULATION IN THE MUNICIPALITY OF HAMIOTA ACCORDING TO BROAD AGE
GROUPS COMPARED WITH NINE OTHER MUNICIPALITIES

Municipality	Total	19 & Under	%	20-44	%	45-64	%	65-74	%	over 75	%
HAMIOTA	2383	906	38.02	844	35.83	469	19.68	100	4.19	64	2.68
Shoal Lake	2445	1007	41.19	893	36.52	420	17.14	97	3.95	48	1.96
Miniota	2363	900	38.08	800	33.86	518	21.92	106	4.49	39	1.65
Strathclair	2418	1057	43.71	833	34.45	396	16.38	91	3.76	39	1.61
Woodworth	2172	803	36.97	818	37.66	417	19.20	101	4.65	33	1.52
Blanshard	1789	677	37.84	638	35.66	368	20.57	71	3.97	35	1.96
Birtle	3133	1311	41.85	996	31.47	659	21.03	100	3.22	67	2.14
Daly	1957	724	36.91	699	35.72	415	21.20	80	2.55	39	1.21
Oakland	1997	693	34.70	766	38.36	376	18.82	113	5.61	48	2.45
Ritchot	2462	1205	48.93	822	33.39	316	12.84	74	3.01	43	1.75

1
Data from Census Branch, Dominion Bureau of Statistics, Ottawa, 1936.

Economic and Financial Conditions

The favorable economic condition of the Municipality of Hamiota is owing mainly to three factors: first, the rich, luxuriant natural resource of the soil; second, the careful, business-like practices and keen foresight of those entrusted with civic responsibilities; and third, the thrifty, virile stock of which the population is composed.

Financially, the position of the municipality is also very fortunate. It is one of the few municipalities in the Province of Manitoba which is free from liabilities. In spite of the fact that there is no debt adhering to the public institutions in any form the people enjoy social and public services equal to those in municipalities where debt has been incurred in providing them. In other words, through careful planning the people in the Municipality of Hamiota have been able to provide the needed services without burdening themselves with debenture indebtedness.

Furthermore, it is interesting to note that up to April 30, 1937, only \$1440.84 was spent on direct relief.¹ The amount spent since that time has been practically negligible. Miniota and Shoal Lake have spent more than three times as much during the same period.

¹ Unemployment in Manitoba, p. 35. Winnipeg, Economic Survey Board, 1938.

CHAPTER III

ORGANIZATION OF THE MUNICIPALITY OF HAMIOTA; DEVELOPMENT OF THE SCHOOL SYSTEM; CONSOLIDATION

The six townships which now comprise the Municipality of Hamiota were part of the Municipality of Oak River prior to 1895. The Municipality of Oak River was organized in 1884 and the first meeting of the council was held at Viola Dale near the present site of McConnell. At this meeting, held on January 8, 1884, the following gentlemen were present to transact the business of the newly organized municipality:¹

Reeve-----James Clarridge

Councillors-----J. H. H. Shoebotham

Walter Whyte

Thomas M. Hamilton

James Kirk

George Elliott

Andrew D. McConnell.

The second, third, and fourth meetings were held at the homes of Phillip Kerr, William Pedlow, and James Anderson, respectively.

In 1888 the Manitoba Legislature decided to make a rearrangement of the municipal districts bordering on the Municipality of Oak River.² The decision met with disfavor among the ratepayers because it involved a reduction of the

¹ Appendix A. p. 152.

² Ibid. p. 152

area of the original Municipality of Oak River. At a meeting of the council on March 26, 1888, the following memorial was drawn up by the council and subsequently presented to the Legislature:¹

"To the Lieutenant-Governor and Legislature of the
Province of Manitoba:

The memorial of the Council of the Municipality of
Oak River respectfully sheweth:

That we are very much opposed to any changes in our
municipal lines;

That the resident ratepayers of this Municipality
(and we believe altogether) to a man are opposed to a
union of parts of this municipality with any other
municipality or municipalities;

We therefore humbly pray that you will not make any
changes in our municipal lines."

In spite of the efforts of the council to maintain
the existing boundaries of the Oak River Municipality it soon
became evident that a readjustment was inevitable. Accordingly,
the council took steps to find out what to them would be the
most satisfactory readjustment in order to place their views
on the matter before the Legislature.²

The final decision regarding the readjustment of the
districts resulted in the town of Oak River being organized
outside the Municipality of Oak River. The Legislature
suggested that the name of the municipality be changed to
Hamiota.³ This was a logical proposal in view of the fact
that the Council Chamber was located in what later became the
Village of Hamiota. Again, in spite of considerable opposition
from the ratepayers, final agreement was reached and the

¹ Ibid. p. 152
² Ibid. p. 152.
³ Ibid. p. 153.

Municipality of Oak River became the Municipality of Hamiota. The last meeting of the council of the Municipality of Oak River was held in Hamiota, August 24, 1895. On November 1, 1895, the same council met in the Orange Hall, Hamiota, to transact the business of the Municipality of Hamiota.

The Municipality of Hamiota as constituted at present consists of townships 13, 14, and 15 in range 23, and townships 13, 14, and 15 in range 24. It is bounded on the east by the Municipality of Blanshard, on the north by the Municipality of Shoal Lake, on the south by the Municipality of Woodworth, and on the west by the Municipality of Miniota.

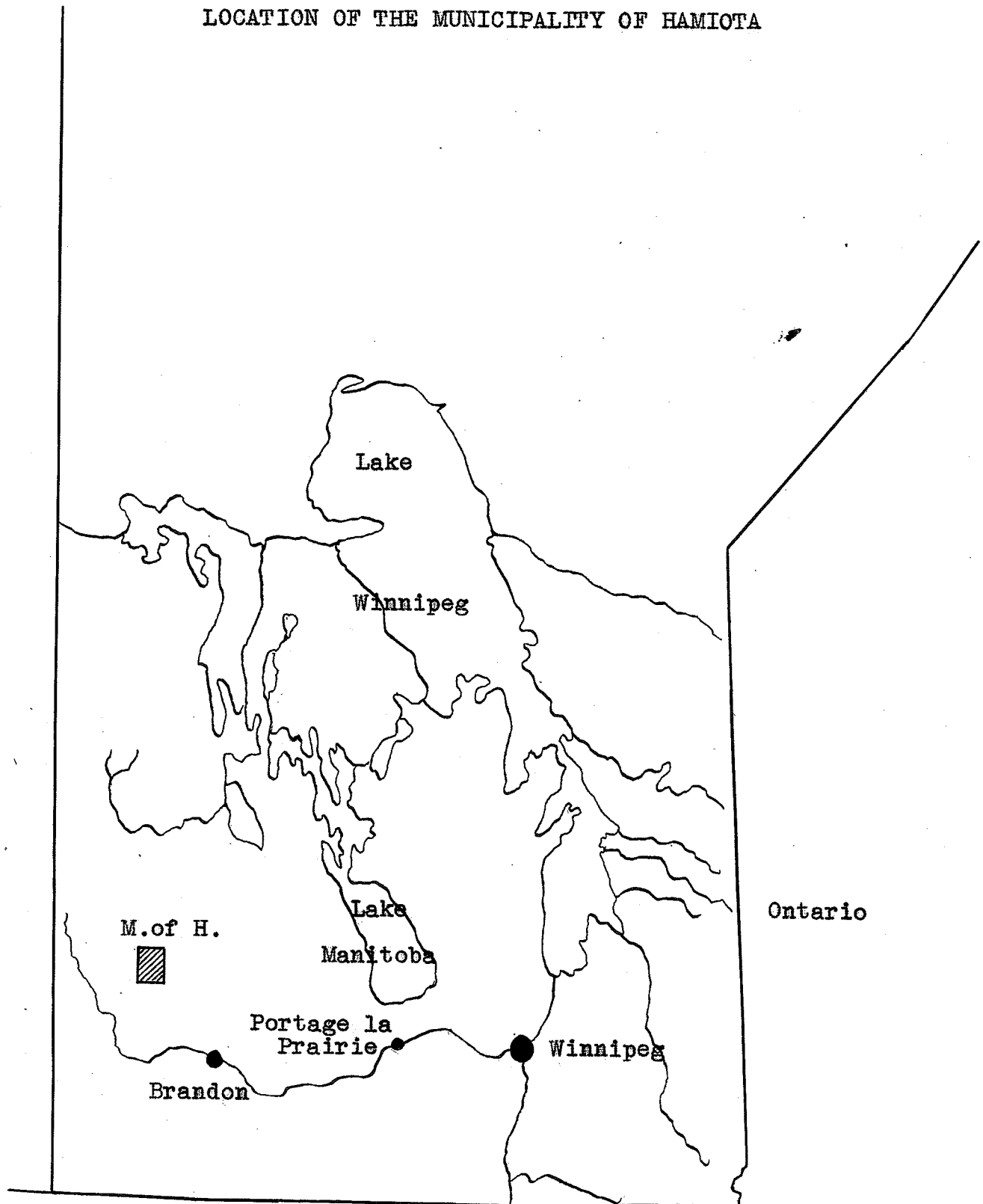
Figure I shows the position of the Municipality of Hamiota with respect to the Province as a whole. Figure II gives in larger outline the townships which comprise the municipality, the railroads, and the towns and villages located within it.

A School System Under Way

The first building used for educational purposes in the Municipality of Hamiota (then the Municipality of Oak River) was the Kerr School, erected in 1883 by community effort primarily as a community hall. Classes were held in this building for a few months during 1883 and 1884. Rough-hewn benches and improvised tables provided accomodation for a few eager youths who were anxipus to spend the long, cold winter months in pursuit of the rudiments of learning.

The course of study consisted of basic principles in language training, letter-writing, spelling and the

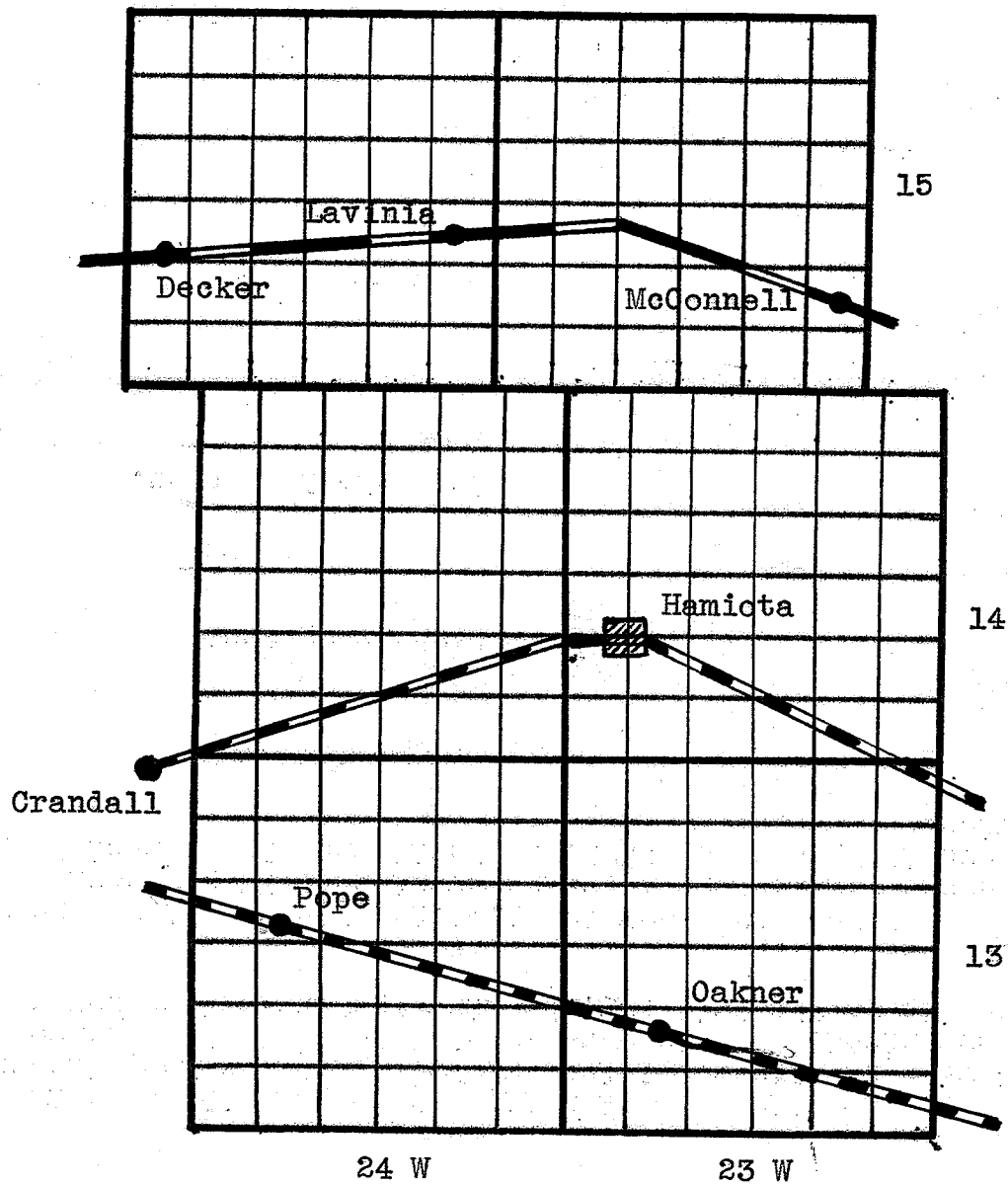
LOCATION OF THE MUNICIPALITY OF HAMIOTA



International Boundary

Figure I

HAMIOTA MUNICIPALITY



Legend:

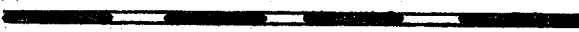


- Canadian National Railway 
- Canadian Pacific Railway 
- Former Grand Trunk Pacific 

Figure 2

fundamentals of arithmetical calculation. Instilled with high ideals of living and trained in a few of the fundamentals of learning, these young, enthusiastic pioneers of the Prairies have amply justified the faith and perseverance of their patient teacher. They have formed the basic fabric of the stock from which has come the high type of citizen found in the district of Hamiota.

No Provincial grant was provided during the first year Kerr School was in operation; educational services were supported entirely by local effort. The financial administration was carried on by the Western Judicial District Board, Brandon, Manitoba, until the organization of the Municipality of Oak River in 1884, when financial administration was transferred from the Western Judicial District Board to municipal control.¹ Henceforth all business pertaining to the Kerr School and to other schools organized later was under the administration of the Municipal Council.

The School Districts of Shoal Lake, Viola Dale, and Scotia were organized in 1884. The Shoal Lake District was situated at the south end of Shoal Lake, a district known as 'The Narrows'. Part of this district remained in the Municipality of Oak River for several years after the organization of the Shoal Lake Municipality. It was operated during those years as the Union School District of Shoal Lake. Boundary lines were changed later to include in the Shoal Lake School District only lands located within the Municipality of Shoal Lake.

¹ Ibid. p. 153.

A few stores were located at 'The Narrows' but after the construction of the Winnipeg-Edmonton line of the Canadian Pacific Railway the present townsite of Shoal Lake was chosen. The School District of Shoal Lake was then changed to Lakelet and later to Raven Lake.

Viola Dale School District was near the present site of McConnell and operated until taken into consolidation with McConnell School District. Scotia District was located near Pope on the former Grand Trunk Railway. As the name suggests, the district was settled entirely by people of Scottish extraction.

Other School Districts organized in the Municipality of Oak River at an early date were as follows: ~~Chumah~~, Ethel, Lavinia, and Arrowton. Hamiota, Decker, McConnell, Ellenville, Eden, Oakner, Watson, Maple Shade, Holy Lea, Lakeville, and Claringville School Districts were organized later.

Continual Boundary Changes

The history of the growth of the school system in the Municipality of Hamiota is one of continual readjustment and reorganization of boundaries of the school districts. The expansion of settlement, and the increase in population brought with them numerous changes in the lands comprising the various districts. Constant dissatisfaction arose over unequalized taxes and lack of proximity to schools. For many years a continual succession of petitions for readjustments was received by the council of the municipality.

In 1885, Mr. William Hannah and other¹ petitioned the council for the formation of Chumah School District,¹ west of

¹ Ibid. p. 153.

the present site of the Village of Hamiota. Ten years after the district was organized the council was again petitioned by the ratepayers for a readjustment of the boundaries and a new site for the school.¹

"Gentlemen: We the undersigned humble petitioners being ratepayers in Chumah School District No. 401 being desirous of bringing our said school district more favorably within such boundaries as are prescribed and set forth in subsection B, section 5, in the Public Schools Act of Manitoba do hereby petition your honorable body as is hereinafter more fully set forth:

That whereas the aforesaid school district now containing thirty square miles is by one-third or ten square miles larger than should be according to the aforesaid subsection:

That whereas by ruling off sections 2 to 11 inclusive of the aforesaid school district in township 14, range 24, and by moving Chumah School from its present site to the southeast corner of section 28, township 14, range 24, which site would be more favorable for the whole of said Chumah School District;

That whereas it is therefore desirable that sections 14 to 36 inclusive excepting sections 24, 30, and 31 now form the said Chumah School District;

That whereas if said Chumah School District was formed as hereinbefore set forth there would be within said district twenty children, ten of school age within easy reach of said school;

That therefore we your humble petitioners sheweth that in event of Scotia School, situated on southeast quarter of section 22, township 13, range 24, being removed one mile further south as is being considered by trustees of said school and Chumah School District being formed as per this our prayer there would be then a district of twenty square miles between the two aforesaid school districts with thirty children, fifteen of school age which would necessitate the opening of another school the event of which would leave all three districts the area of twenty square miles, and would prevent the unnecessary cost of moving of some one of the aforesaid schools in the course of some few years were these districts constituted on any other basis."

A motion² was passed by the council in accordance

¹ Ibid. p. 157.

² Ibid. p. 157

with the petitioners' request and Chumah School District remained as then constituted until taken into consolidation several years later with the School District of Hamiota.

The petition from the Chumah School District is typical of those which were received from every other district. In swift succession followed petitions from Shoal Lake, Maple Shade, Scotia, Viola Dale, and others praying for immediate readjustments of lands situated within their boundaries. Lavinia School District was organized only a few months when boundary lines had to be changed. In 1887 a new school district known as Eden was formed one-half mile west of the present Oakner School. This new district brought about numerous changes in the boundaries of neighboring districts. When Eden School site was later changed to Oakner, further adjustments were necessary.

Hamiota School District was organized in 1892. Its formation resulted from a petition presented by George Elliott¹ and others living near Hamiota. In order to create a district in accordance with the petition it was necessary to rearrange Kerr, Chumah, and Eden School Districts. Again there followed a series of arbitrations and petitions before boundary lines could be settled.

The first Hamiota School was built on the southeast corner of the farm owned by William Pedlow. A few years later a new building was erected on the southwest corner of the section east of the former site. In 1908 two rooms were added to the building and in 1914 four more. The present Hamiota School, the largest in the municipality, is an eight-

¹ Ibid. p. 155.

room building located on section 17, township 13, range 14, in the Village of Hamiota.

During a period of twenty years, following the organization of Kerr School District in 1883, there was incessant dissatisfaction over boundary lines and unequalized taxes. Alteration of boundaries in one district brought immediate demands for readjustments in others. Petition followed petition in seemingly unending succession. Arbitrations were set up to deal with the various disputes and proposed changes. It seemed almost impossible to arrive at suitable boundary lines for all school districts. Amid this continual unrest and dissatisfaction the prospect of consolidation as a solution for the many boundary problems was beginning to receive some consideration.

First Steps Toward Consolidation¹

Agitation for the consolidation of schools in the Municipality of Hamiota grew out of the difficulties encountered in adjusting boundaries of school districts and the dissatisfaction which arose from unequalized taxes. Furthermore, many of the school districts experienced financial difficulties during their early years of operation. Official minutes of the council meetings show that on many occasions districts were forced to borrow even small sums of money from the municipality in order to keep their schools in operation.²

The movement toward consolidation was slow and perfunctory at first. Between 1900 and 1912 it was discussed frequently but active steps to bring it about were not taken.

¹ Ibid. p. 160.

² Ibid. p. 156.

As dissatisfaction with the existing system of administration grew more intense a positive effort was made to effect a revision of the system which would be more satisfactory to the ratepayers of the municipality as a whole. Although many of the ratepayers began to think in terms of consolidation, for a long time there was strong opposition from those who were skeptical of the alleged benefits to be derived from consolidated schools. It was pointed out by those who opposed consolidation that children would be required to travel much longer distances to school and that a system of transportation to bring them to larger centres would be an added burden to the taxpayers. However, those who had children of age to enter a secondary school and for whom such opportunities were lacking in the small rural schools came to favor the change.

The first indication of a positive move towards consolidation occurred on March 30, 1912.¹ The council received a petition from A. D. McConnell and others asking for a consolidated school district to include Viola Dale and parts of several neighboring districts. Shortly thereafter followed similar petitions from Decker and Lavinia. On June 8, 1912, a petition was received from A. T. Sutherland and others for consolidation of Kerr and Chumah School Districts with Hamiota School District.² The Hamiota and McConnell Consolidated School Districts were both organized in 1912. Early in the following year Consolidated School Districts at Lavinia and Decker were created. The four new districts included all the small rural schools in the northern, central, and southeastern

¹ Ibid. p. 160.

² Ibid. p. 161.

parts of the municipality as well as certain lands in the Municipalities of Shoal Lake and Blanshard.

The Oakner Consolidated School District was not formed until July 16, 1918. Scotia, Maple Shade, Eden, and certain lands from the Hamiota School District were included.¹ The school site was changed from Eden to Oakner which is one-half mile east of the original location.

Dissolution of McConnell and Lavinia Districts

The Consolidated School Districts of McConnell, Lavinia, and Decker had scarcely been organized when agitation arose for their dissolution. A petition was presented to the council on August 6, 1913, by John Grieve and others of the Lavinia Consolidated School District asking for an arbitration, as a repeal vote had carried to dissolve the district.² A similar petition was received from the McConnell Consolidated School District.³ As soon as the McConnell Consolidated District had been dissolved and the Union School District of McConnell formed⁴ a vote was taken on the dissolution of the Lavinia Consolidated School District. Since dissolution carried, the former Lavinia and neighboring School Districts were reorganized.⁵

Although a vote on dissolution of the Hamiota Consolidated School District failed to carry, petitions were received asking for the reorganization of the former Chumah School District. The Chumah School District came into

¹ Ibid. p. 168.
² Ibid. p. 163.
³ Ibid. p. 164.
⁴ Ibid. p. 164.
⁵ Ibid. p. 164.

existence again in April, 1914.¹

Many changes took place in the boundaries of the various school districts between 1914 and 1918. Several schools were taken into consolidation with Decker and several of the districts which were formerly consolidated with Decker withdrew. The same unsettled condition existed in Lavinia and McConnell Districts.

Final Consolidation of All School Districts

The council was petitioned on July 16, 1918, to add Maple Shade, Hazelbank, and Chumah School Districts to the Consolidated School District of Crandall. The award of the arbitrators was to the effect that only portions of these districts should be added to Crandall and that other portions should be added to the Hamiota and Decker Consolidated Districts.² It is interesting to note that the Chumah District which withdrew from consolidation with Hamiota was practically all returned as a result of the arbitrators' award and the council's acceptance.

On January 6, 1920³ a petition was received from H. F. Pollock and others for a Consolidated School District at the site of McConnell. Following a short arbitration the request was granted. On March 6, 1920, a similar petition from John Foxton for the consolidation of Ellenville, Lakeville, and Lavinia School Districts was received.⁴ The request was granted and the Secretary-Treasurer of the Municipality was instructed to call the first meeting of the new

¹ Ibid. p. 166.

² Ibid. p. 168.

³ Ibid. p. 171.

⁴ Ibid. p. 171.

Consolidated School District of Lavinia for the election of trustees and an auditor.¹

Thus, after many reverses the whole school system in the Municipality of Hamiota was brought into consolidation in 1920, and after slightly over twenty years experience with consolidated schools there seems to be no desire for dissolution. The system has been well tried, and seems to be satisfactory, all of which is rather interesting in view of the fact that consolidation has been vigorously and successfully opposed in the adjacent Municipality of Shoal Lake.

Figure III shows the present boundaries of the five Consolidated School Districts in the Municipality of Hamiota.

¹ Ibid. p. 171.

PRESENT SCHOOL DISTRICTS IN THE MUNICIPALITY OF HAMIOTA

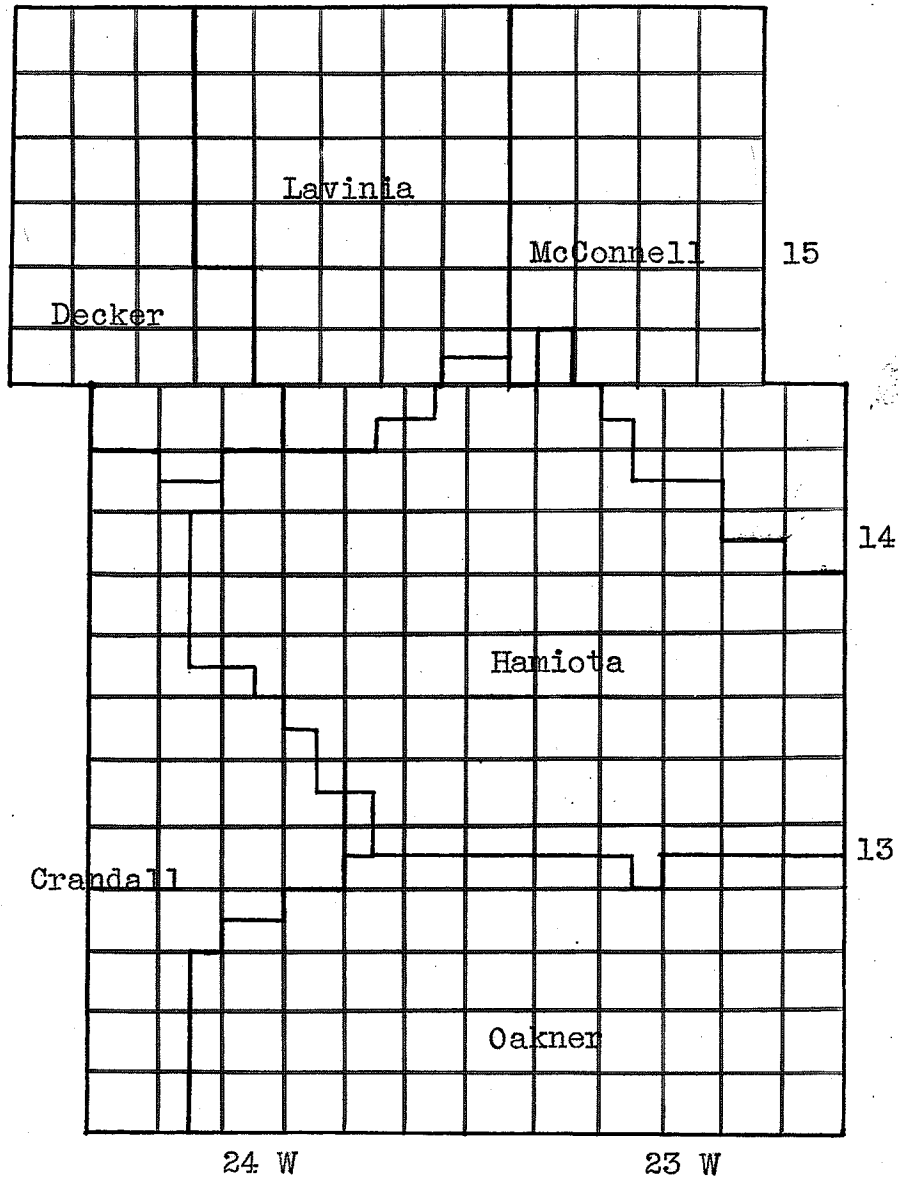


Figure 131

CHAPTER IV

SCHOOL PROVISIONS AND COSTS

The school system in the Municipality of Hamiota consists of five consolidated school districts administered by local school boards. Each board consists of five trustees elected for two-year terms by the duly qualified ratepayers of the districts. Responsibility rests with the local school boards for providing adequate accomodation for pupils, furnishing and maintaining school buildings, collecting fees from pupils, employing and discharging teachers, transporting pupils to and from school, and the general financial administration of the school district. The present chapter is a general survey of the educational provisions in the Municipality of Hamiota and a brief discussion of the costs of maintaining them.

The School Plant

"The school plant should be surveyed from the viewpoint of determining how it can be adapted most effectively to serve educational purposes. The number and nature of the rooms, their adaptability to various needs and purposes, the alterations needed that are feasible, the hygienic conditions for learning, and the like, should be determined. Auxiliary provisions, the site, playground and garden areas, and service systems should not be overlooked in making the analysis.

The educational equipment provided should be recorded and studied critically to determine the instructional possibilities and limitations fixed by it. Such a study should include determining needed equipment, and the possibility of installing it whenever it can be made available. In this last respect, the size of the plant,

the floor space, the size and number of rooms often affect such considerations. The adopted courses of study, and the published expressions of the educational policies in force in a school, are limiting factors to be taken into account, also.

Books, maps, globes, various kinds of paper, and other instructional materials should be studied in the light of the educational needs of the children, the desirable standards of classroom and school supplies set forth in the courses of study, and the ability and willingness of the school district and of the parents to furnish such materials for the use of the teachers and the pupils. Inventories from time to time and resulting requisitioning will aid materially in furthering the instructional programme."¹

A survey of the school buildings shows that there are twenty-one classrooms available, of which seventeen are in daily use as such. Hamiota School is the largest building, seven of its eight rooms being in use as classrooms. Decker and Oakner are four-room schools, each with three classrooms in regular use. Two of the three classrooms in McConnell School are in operation. Pupils in the Lavinia School District are housed in two buildings, one for Grades I to VI and the other for Grades VII to XI. In general, vacant classrooms are used for physical education, folk-dancing, as assembly halls, and as playrooms. The large, well-lighted basements in Hamiota, Oakner, Decker, and McConnell Schools are used as playrooms in winter.

Oakner and Decker Schools are comparatively modern in design, the latter having been built in 1936 after fire had destroyed the original building. McConnell School was remodelled in 1938. Although the Hamiota School is a comparatively old building it provides reasonably satisfactory accommodation for the pupils. Until this year accomodation in the

¹ George C. Kyte, How to Supervise, p. 123-4, Chicago, Houghton Mifflin Company, 1930.

Lavinia Schools has been very poor, but, on the advice of the Public School Inspector, defects in lighting, heating, toilet facilities, blackboards, and seating accomodation have been somewhat improved. Conditions, however, are still quite unsatisfactory.

Hamiota, Oakner, and Decker Schools are equipped with suitable laboratory rooms. Science equipment in McConnell School is kept in the basement and in Lavinia School a crowded corner of a cloak-room serves as an improvised but very unsatisfactory science room. Science experiments in the Lavinia and McConnell Schools are performed on the pupils' or teacher's desk. All schools except Lavinia and McConnell have separate library rooms, large book-cases in the classrooms being used in these schools. Oakner School has an unequipped domestic science room.

The following table shows the floor area and space per pupils in the schools in relation to minimum requirements:

TABLE III
SHOWING FLOOR AREA AND SPACE PER PUPIL IN THE SCHOOLS

School	Floor Area	Space
Hamiota	30 sq. ft.	390 cu. ft.
Oakner	23 " "	276 " "
Decker	23 " "	280 " "
Lavinia	15 " "	198 " "
McConnell	26 " "	288 " "
Minimum Requirement	15 " "	200 " "

Rooms in the Hamiota School are large and spacious, providing ample floor area for classes of forty pupils. Space

per pupil is almost twice the minimum requirement. Pupils in Lavinia School are definitely overcrowded, especially in the elementary grades. Thirty-six pupils are accommodated in a small room which also contains a jacketed heater, the pupils being crowded together as closely as possible. Rooms in Oakner, Decker, and McConnell Schools provide suitable accommodation for present enrollments.

The following table shows the number of pupils and grades per room in the five schools:

TABLE I.V
SHOWING THE NUMBER OF PUPILS AND GRADES PER ROOM

School	Room	1	2	3	4	5	6	7	Average
Hamiota		28	39	34	33	33	11	27	29.29
No. of Grades		2	2	2	2	2	1	1	
Oakner		20	29	17					22.00
No. of Grades		4	4	3					
Decker		24	43	10					25.66
No. of Grades		4	4	3					
Lavinia		36	14						25.00
No. of Grades		6	4						
McConnell		26	26						26.00
No. of Grades		6	5						

There are two overcrowded rooms in the five schools, the elementary room in the Lavinia School, with six grades, and the intermediate room in Decker School, with four grades. Enrollment in the latter room is unusually high this year.

Heating and Ventilating Systems

Hamiota School is equipped with a steam-heating system.

Ventilation by the direct-natural method is satisfactory.

Fresh air is provided by opening vents in the windows, which are adjusted according to the temperature of the rooms. The practice of opening windows from the bottom is common and it produces harmful cold air currents in some parts of the rooms. There is no adequate provision for humidifying the rooms.

Oakner School is also equipped with a steam-heating system, ventilation being carried on by the direct-natural method which is not always satisfactory.

Lavinia Schools are provided with jacketed heaters at the rear of the classrooms. Radiation is extremely poor, many pupils being too warm and others too cold. Window vents do not provide sufficient fresh air. Rooms are partly humidified by placing kettles of water on the heaters.

McConnell School is heated by a hot-air system and ventilated by the natural-indirect method as an auxiliary of the heating system. The Waterman-Waterbury system has been found quite satisfactory.

Decker School is also equipped with a Waterman-Waterbury heating and ventilating system which is quite satisfactory.

Schools equipped with steam-heating systems or heaters require an artificial ventilating and humidifying systems. Where hot-air systems are used, ventilation is carried on automatically. Thus, McConnell and Decker Schools have heating and ventilating systems which are superior to those in the other schools.

Lighting

Figure IV shows the standard ratio of glass area to floor area and the ratios for the five schools included in this study. Assuming that the standard ratio for adequate lighting is 1 to 5 it will be seen from the figure that only Decker and Oakner Schools approximate the minimum. The ratios for the other three schools are quite below the standard, especially in the cases of McConnell and Lavinia.

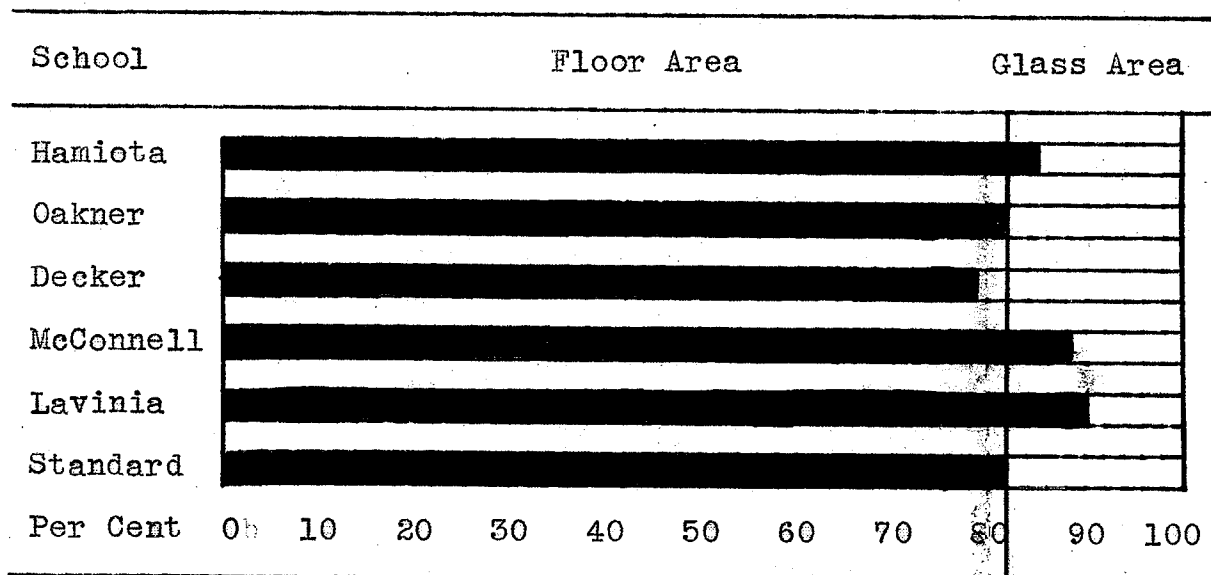


Figure IV -- Showing the Standard Ratio of Glass Area to Floor Area and the Ratios for Hamiota, Oakner, Decker, Lavinia, and McConnell Schools.

The regulations of the Department of Education state that 'windows should face, in order of preference; east, west, or south, never north, and must be fitted with adjustable blinds.'¹ The following table shows the percentage of glass area on the sides of the school buildings:

¹ Regulations of the Department of Education, p. 9. Winnipeg, King's Printer, 1934.

TABLE IV

SHOWING PER CENT OF GLASS AREA ON SIDES
OF SCHOOL BUILDINGS IN THE MUNICIPALITY OF HAMIOTA

School	Per Cent of Glass Area			
	East	West	South	North
Hamiota	26	35	17	22
Oakner	25	25	25	25
Decker	25	25	--	50
Lavinia	--	--	100	--
McConnell	50	50	--	--

On the basis of specifications for illumination it would appear that McConnell School has windows located most suitably for satisfactory lighting with respect to the direction from which light should enter the classroom. It is surprising to find that 50 per cent of the windows in the new Decker School are on the north side. Hamiota and Oakner Schools do not come within the specifications since 25 per cent of the window space in each case is on the north side of the building. All windows are on the south side of the Lavinia classrooms.

Of greater importance than the sides of the buildings on which windows are located is the direction from which pupils receive light as they are seated in the classrooms. The regulations of the Department of Education state 'that light should come in from the left side of the pupil'.¹ The following table shows the extent to which the schools meet these specifications:

¹ Ibid. p. 9.

TABLE VI

SHOWING PER CENT OF ROOMS IN WHICH LIGHT IS RECEIVED FROM THE LEFT, RIGHT, LEFT AND REAR, RIGHT AND REAR, OR REAR OF PUPILS

School	Side of Pupils on Which Light is Received				
	Left	Right	Left & Rear	Right & Rear	Rear
Hamiota	50	--	50	--	--
Oakner	75	--	25	--	--
Decker	67	--	33	--	--
Lavinia	100	--	--	--	--
McConnell	100	--	--	--	--

In general, pupils are seated so that light is received from the proper direction. Hamiota School, it will be seen, is built so that 50 per cent of the rooms are lighted from both left and rear. This situation frequently causes pupils difficulty in seeing blackboards. The same is true to a lesser extent in Oakner and Decker Schools.

Faulty illumination can have a very serious effect upon the health and progress of pupils. The conditions revealed in this chapter are considered in following chapters in relation to achievement on standardized tests.

Toilets and Lavatories

Hamiota School is provided with indoor latrines and toilets. Satisfactory washrooms are available in small rooms adjoining the toilets.

Waterman-Waterbury inside chemical toilets are used in Decker and McConnell Schools and washroom facilities are quite satisfactory.

Toilet facilities at the Lavinia Schools are very

unsatisfactory. Outside toilets are used in summer and inside removable toilets in winter, neither of which is disinfected. Extremely unhygienic conditions exist.

Water Supply

All schools are provided with fountains in the classrooms. In all schools except Lavinia water is passed through sand filters before being used. In all cases water is brought to the schools in open pails.

Fire Protection

Fire extinguishers are installed in most schools near the doors of the classrooms. Some of the extinguishers are tested and filled annually; others have not been refilled for several years.

Hamiota School is equipped with two fire exits and regular fire-drills are practiced. The new Decker School is a fire-proof building. Lavinia Schools, where pupils are crowded around heaters placed at the rear of the rooms near the exits, are definite fire hazards. McConnell and Oakner Schools are comparatively safe from the danger of fire.

Playground Area and Equipment

Table VII shows the total playground area, area per pupil and total enrollment in the five schools. It will be seen that all schools have sufficient playground for present enrollments, some schools having several times the minimum requirement.

TABLE VII

SHOWING PLAYGROUNG AREA AND ENROLLMENT

School	Area of Playground		Area per Pupil	Enrollment
Hamiota	3.5	A.	751 sq. ft.	203
Oakner	2.8	A.	1852 sq. ft.	66
Decker	3.8	A.	2150 sq. ft.	77
Lavinia	.8	A.	261 sq. ft.	50
McConnell	2.3	A.	1927 sq. ft.	52
Minimum			100 sq. ft.	

Equipment for sports in the Hamiota School consist of footballs, basketballs, softballs. Playground equipment consists of swings and a merry-go-round. Organized sports in the school include hockey, curling, and softball.

Oakner School is equipped with the following : softballs, footballs, baseballs, basketballs, swings, gymnasium equipment including boxing gloves and a gymnasium mat.

Pupils in the Decker School have access to baseballs, softballs, footballs, volley ball, swings, and teeter.

Lavinia School pupils have swings, teeter, softballs, and football.

Softball, baseball, and basket ball equipment are in use at McConnell School. The pupils have access to the skating rink at noon hour. Two swings are available. Football is played during the winter.

There is a lack of organized play activities in all schools; during the winter especially, there is very little supervision of the playgrounds.

Libraries

Good libraries are found in Oakner, Hamiota, and Decker Schools; they show considerable care in the selection of books. New books are needed in Lavinia and McConnell Schools. Table VII^I shows the number and classification of books in the libraries of the five schools.

TABLE VII^I
SHOWING NUMBER AND CLASSIFICATION OF BOOKS IN
SCHOOL LIBRARIES

Classification	Hamiota	Oakner	Decker	Lavinia	McConnell
Fiction	164	155	34	47	90
Science	131	37	12	19	21
History	96	72	106	22	24
Geography	36	57	56	33	10
Biography	56	10	--	13	12
Literature	123	137	99	65	12
Health	11	9	8	2	2
Miscellaneous	85	35	131	28	9
Total	702	512	446	229	180

Books are classified and catalogued in all schools. Library service is supervised by a pupil in McConnell School; a teacher in Decker and Lavinia Schools; and by both a pupil and teacher in Hamiota and Oakner Schools. Principals of Oakner and Hamiota Schools reported that books are used a great deal by the pupils; use of books is fairly frequent in Decker and McConnell Schools but infrequent in Lavinia. Definite periods for reading are provided for Grades VII and VIII in Hamiota School. There is an apparent need for more encouragement in work involving individual research for material which libraries contain.

Equipment for Science Instruction

Hamiota School is equipped with very suitable apparatus for instruction in all sciences to the end of Grade XII. Considerable care has been shown in the selection of useful materials. Oakner, Decker, and McConnell Schools have a minimum of materials necessary for instruction in Physics, Chemistry, and General Science, but are lacking in suitable equipment for efficient instruction in Biology. There is practically no science equipment in Lavinia School.

Equipment for Music Instruction

A piano and phonograph are found in each school, but in most schools very little use is made of the latter. The piano is used by practically all teachers of the elementary grades. In Hamiota School choral and orchestral work are conducted by a special music teacher.

The Annual Northwestern Musical Festival has provided a strong stimulus for improved music instruction, and during the past few years it has become a focal point for increased emphasis on the teaching of music in the schools. As a result the whole district has become 'music conscious'.

So far, no schools have installed radios as permanent supplements to instruction. A few years ago a radio was used experimentally in Hamiota School but the results did not warrant a continuation of its use. Some schools have a radio installed for special broadcasts.

Blackboards

The following table shows the blackboard area in the five schools in comparison with total enrollment:

TABLE XIX

SHOWING TOTAL BLACKBOARD AREA AND AREA PER PUPIL IN THE SCHOOLS OF THE MUNICIPALITY OF HAMIOTA

School	Blackboard Area	Area Per Pupil	Enrollment
Hamiota	1500 sq. ft.	7.4 sq. ft.	203
Oakner	600 " "	9.1 " "	66
Decker	720 " "	9.5 " "	77
Lavinia	250 " "	5.0 " "	50
McConnell	320 " "	6.1 " "	52

It will be seen that Lavinia and McConnell Schools have the least blackboard area per pupil. In the Junior room of Lavinia School blackboard area is quite inadequate for the thirty-six pupils enrolled. In other schools blackboard area is sufficient to accomodate present enrollments.

Slate blackboards are used in Decker School and are quite satisfactory. In the older schools inferior blackboards are found which soon develop a shiny surface and produce eye-strain. In no school are the blackboards inclined to the wall to prevent glare.

Miscellaneous Instructional Materials

Cases of old maps are found in most schools. Usually they are stored in a hall or unused room and are taken into the classrooms when needed. In very few instances are maps displayed permanently on the walls of the classrooms for ready

reference. In general, most rooms lack adequate maps and illustrative materials on the walls.

Globes are found in each school but are little used. All school boards provide adequate supplies of various kinds and colors of paper, and materials for handwork in the elementary grades are satisfactory. A sand table is used in the primary room of Hamiota School.

Through the efforts of a local citizen a museum has been started in the Hamiota Collegiate Department. This school has also a valuable rock collection.

Courses of Study Offered

Courses of study for the elementary grades consist of those set forth in the Interim Programme of Studies for Grades I to VI. Departures from these courses are slight.

At the secondary level all pupils follow the Matriculation Course. A few pupils in the Hamiota School take Correspondence Courses in typing and shorthand. A few Vocational Courses are taken by correspondence at Oakner School. Apart from those just mentioned, no optional courses are offered to pupils and it is only in rare cases that pupils take the General Course. In an agricultural district it is worthy of note that Agriculture is not taught in the schools, nor is provision made for the teaching of Household Science or General Mechanics.

Cost of Education in the Municipality of Hamiota

Following closely upon the discussion of educational provisions it is logical to proceed to a survey of the cost of the services provided. It has been a difficult matter for students of school finance to determine a reliable index for measuring ability and effort to pay for educational services. In some surveys of cost equalized assessment per teacher employed and per census pupil have been used as criteria.

"The defects in the equalized assessment as a measure of ability may be summarized as follows: (1) Ability is related more closely to the income from property than to its market value; (2) it is difficult to assess the same class of property correctly and exceedingly difficult to bring the assessment of different types of property into relationship with one another; (3) personal property escapes assessment to a large extent while real property does not. Under normal economic conditions the equalized assessment does provide a rough estimate of ability for the older grain and mixed farming districts of Manitoba but when the poorer landed areas are introduced the comparison is not so adequate."¹

"Although in one-room rural schools cost has been closely associated with the single classroom, the introduction of graded schools alters the teacher-pupil ratio and renders the measure less accurate for rural districts. The wealthier graded school district has shown a tendency to employ a larger number of teachers per pupil population than has been generally true of the poorer districts. Secondly, wealthier districts have had a larger percentage of the school population enrolled than the poorer districts. Thirdly, because of secondary school provisions and better school facilities, the tuition pupil becomes a factor in certain graded school districts; likewise the availability of secondary school facilities in the wealthier areas has the effect of continuing the potential school population longer in school. Finally, racial origin and recency of settlement have been factors in school enrollment and attendance."²

¹ D. S. Woods, Education in Manitoba, Part II, p. 111. Winnipeg, Published by The Economic Survey Board, Province of Manitoba, March, 1938

² Ibid p. 113-4.

Hamiota Municipality being one of the older grain and mixed farming districts lends itself fairly well to the use of equalized assessment per teacher and per census pupil as measures for evaluating ability and effort to pay for educational services and provisions. The following table shows a comparison of these assessments for the municipalities included in the discussion of population in Chapter II. Towns and villages are included in the data for each municipality.

TABLE X
SHOWING EQUALIZED ASSESSMENT PER TEACHER AND PER
CENSUS PUPIL 5-19 IN TEN MUNICIPALITIES (1936)¹

Municipality	Total Equalized Assessment (000 omitted)	Number of Teachers	Census Pupils	Equal. Assess Per T.	Equal. Assess. Per C.P.
Hamiota	\$ 3,251	20	736	\$162,550	\$ 4,417
Shoal Lake	2,379	24	799	99,125	2,977
Miniota	2,989	26	731	114,962	4,089
Strathelair	1,857	16	833	116,062	2,229
Woodworth	3,379	21	641	160,905	5,271
Blanshard	2,734	15	555	182,267	4,926
Birtle	3,370	26	1,040	129,615	3,240
Daly	1,990	19	577	104,737	3,449
Oakland	2,843	17	556	167,235	5,113
Ritchot	2,154	21	911	102,571	2,364

The table shows that both in equalized assessment per teacher and per census pupil the Municipality of Hamiota stands relatively high in comparison with the neighboring municipalities. Oakland and Ritchot Municipalities have been included because they have the highest and lowest percentage of the population of British racial origin, respectively, in the Province of Manitoba. Oakland and Blanshard Municipalities

¹

Ibid Appendix K, pp. 1-6.

stand above Hamiota in equalized assessment per teacher; Woodworth, Blanshard, and Oakland Municipalities are higher as regards equalized assessment per census pupil.

Of one hundred and twelve selected municipalities, Hamiota is one of the twelve of which the equalized assessment per teacher exceeds \$160,000¹, and, as regards the equalized assessment per census pupil it is among the sixteen municipalities which exceed \$4,000². Assuming that total assessment, number of teachers employed, and the number of census pupils 5-19 years of age have not varied appreciably during the past four years it would appear that Hamiota Municipality is one of the wealthier districts and is in a very favorable position to provide educational services.

Sources of Revenue for Education

Provincial grants and taxes are the two main sources of revenue for education. Revenue derived from grants is somewhat higher in consolidated districts in view of the transportation factor for which up to fifty per cent may be paid by the Provincial Legislature. In 1940, \$41, 776.59 was received through taxes and grants for educational purposes in the Municipality of Hamiota. Of this amount, \$12,175.96 was provided by grant and \$29,600.63, or slightly over seventy per cent was provided through taxes.

Cost Per Pupil

Cost per pupil is not an absolute index of the changes in school expenditures from year to year because it

¹ Op cit p. 115.

² Op cit p. 116.

is affected by pupil enrollment which varies annually. Over a period of years, however, it provides a general picture of trends in the various school districts. In making the following comparisons partial school districts which lie outside the boundaries of the municipalities have not been included; only those districts in which the schools are located within the municipality are used. For example, the portion of Crandall School District within the Municipality of Hamiota and the portion of Oakner School District in Woodworth Municipality have been omitted.

TABLE XI

SHOWING COST PER PUPIL IN THE HAMIOTA, OAKNER, DECKER, LAVINIA, AND McCONNELL CONSOLIDATED SCHOOL DISTRICTS SINCE 1920; AND¹ THE AVERAGE COST PER PUPIL IN THE MUNICIPALITY OF HAMIOTA.

Year	Hamiota	Oakner	Decker	Lavinia	McConnell	Average
1920	\$170.05	\$517.00	\$113.26	\$ 32.51	\$ 56.55	\$177.86
1921	125.30	268.40	113.24	266.13	385.18	231.65
1922	150.29	267.54	295.51	217.12	411.29	268.34
1923	198.00	314.21	191.21	126.86	296.38	225.33
1924	110.96	226.71	164.84	134.94	179.53	163.39
1925	118.29	183.50	136.51	103.34	145.12	137.75
1926	150.21	172.58	137.32	114.13	83.84	131.61
1927	98.29	143.60	146.87	118.54	110.78	123.62
1928	103.50	141.70	125.45	113.67	102.68	117.40
1929	122.63	241.98	122.98	136.67	113.68	147.41
1930	107.77	254.33	142.20	132.62	110.51	149.48
1931	94.98	191.07	115.77	85.55	105.58	108.55
1932	86.24	142.07	110.57	70.31	83.64	98.57
1933	87.65	89.40	91.94	76.38	81.28	85.53
1934	101.72	87.78	90.07	76.71	85.18	88.29
1935	76.30	92.26	94.88	80.72	71.81	83.15
1936	78.81	151.81	251.97	82.99	86.51	130.42
1937	95.87	141.98	137.03	90.35	82.94	109.64
1938	98.30	147.64	102.78	99.66	156.01	120.88
1939	73.75	151.39	105.92	88.31	73.75	98.62
1940	75.20	169.46	109.09	97.90	82.08	98.24

¹ Data obtained from the Department of Education, Legislative Building, Winnipeg.

Table XI shows the cost per pupil in the five consolidated school districts in Hamiota Municipality annually from 1920 to 1940. Table X^I shows a comparison of cost per pupil in the Municipalities of Hamiota, Shoal Lake, and the Miniota Municipal School District.

TABLE XI

SHOWING COST PER PUPIL IN HAMIOTA MUNICIPALITY,
MINIOTA MUNICIPAL SCHOOL DISTRICT, AND SHOAL LAKE
MUNICIPALITY FROM 1920 to 1940¹

Year	Hamiota Municipality	Miniota Municipal S.D.	Shoal Lake Municipality
1920	\$177.86	\$-----	\$ 38.43
1921	231.65	221.94	63.20
1922	268.34	189.27	62.62
1923	225.33	143.46	69.81
1924	163.39	129.80	62.30
1925	137.75	142.62	53.00
1926	131.61	123.74	66.90
1927	123.62	123.35	121.57
1928	117.40	117.84	74.32
1929	147.41	175.99	71.26
1930	149.48	143.35	62.38
1931	108.55	121.07	59.85
1932	98.57	100.40	46.07
1933	85.53	102.38	48.68
1934	88.29	97.31	41.52
1935	83.15	100.73	46.66
1936	130.42	90.60	43.85
1937	109.64	122.18	47.69
1938	120.88	103.32	47.19
1939	98.62	111.72	51.96
1940	98.24	108.41	52.28

It will be seen from Figure V that there is a general trend in cost per pupil in the five school districts. During the few years following 1920 the cost per pupil was rather high. Oakner School was built in 1920, Lavinia in 1921, and

¹ Data obtained from the Department of Education, Legislative Building, Winnipeg.

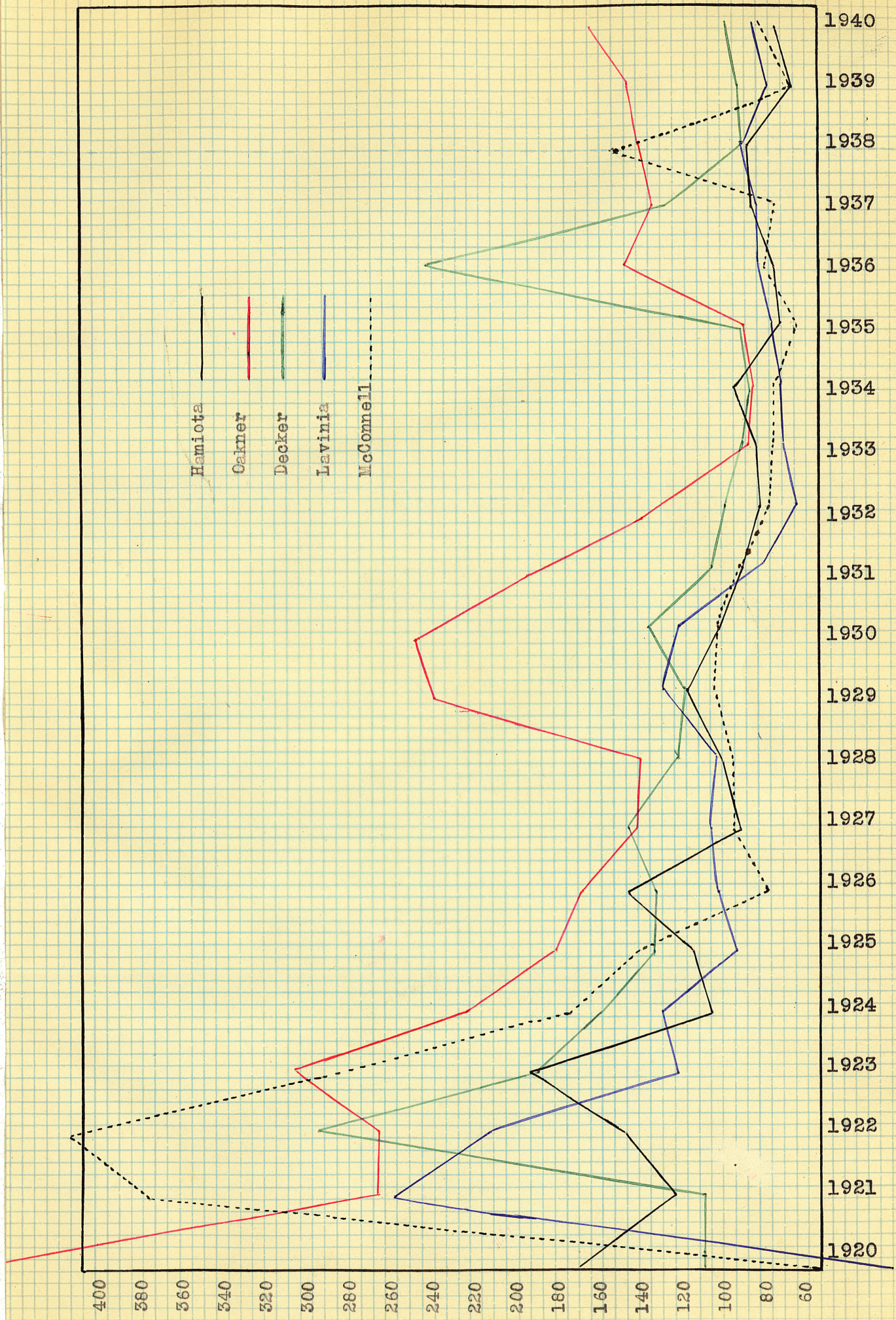


Figure 5 -- Showing Cost per Pupil in Hamiota, Oakner, Decker, Lavinia, and McConnell Schools from 1920 to 1940

Decker in 1922. Thereafter the cost gradually declines until 1929 when a small enrollment in Oakner School considerably affects the general downward trend. In 1937 Decker School was burned and replaced by a more expensive, modern type of building. McConnell School was remodelled in 1938. In general, the cost per pupil was lowest in Hamiota School District.

Figure VI shows a comparison of cost per pupil in the Municipalities of Hamiota, Shoal Lake, and Miniota. The cost, in general, is practically the same for Miniota and Hamiota Municipalities. It is interesting to note that in Shoal Lake Municipality where consolidation has been successfully opposed the cost per pupil is much lower. The unseen cost of transporting pupils to larger centres for secondary education in the Municipality of Shoal Lake does not appear in the data; likewise, cost of board at a larger centre is absent.

Transportation appears to be a large factor in the cost of education in a consolidated system; however, up to forty per cent of this cost is provided by provincial grant. Apart from transportation, there is not such a large difference between the cost per pupil in Shoal Lake Municipality and the municipalities in which schools are not consolidated. Even though the cost per pupil in Shoal Lake Municipality appears to be lower it must be remembered that opportunities for secondary education are not on a level with those provided in the Municipalities of Hamiota and Miniota because secondary schools are too far distant for some pupils to attend. The cost of boarding in a larger centre prevents many pupils from proceeding to the secondary school.

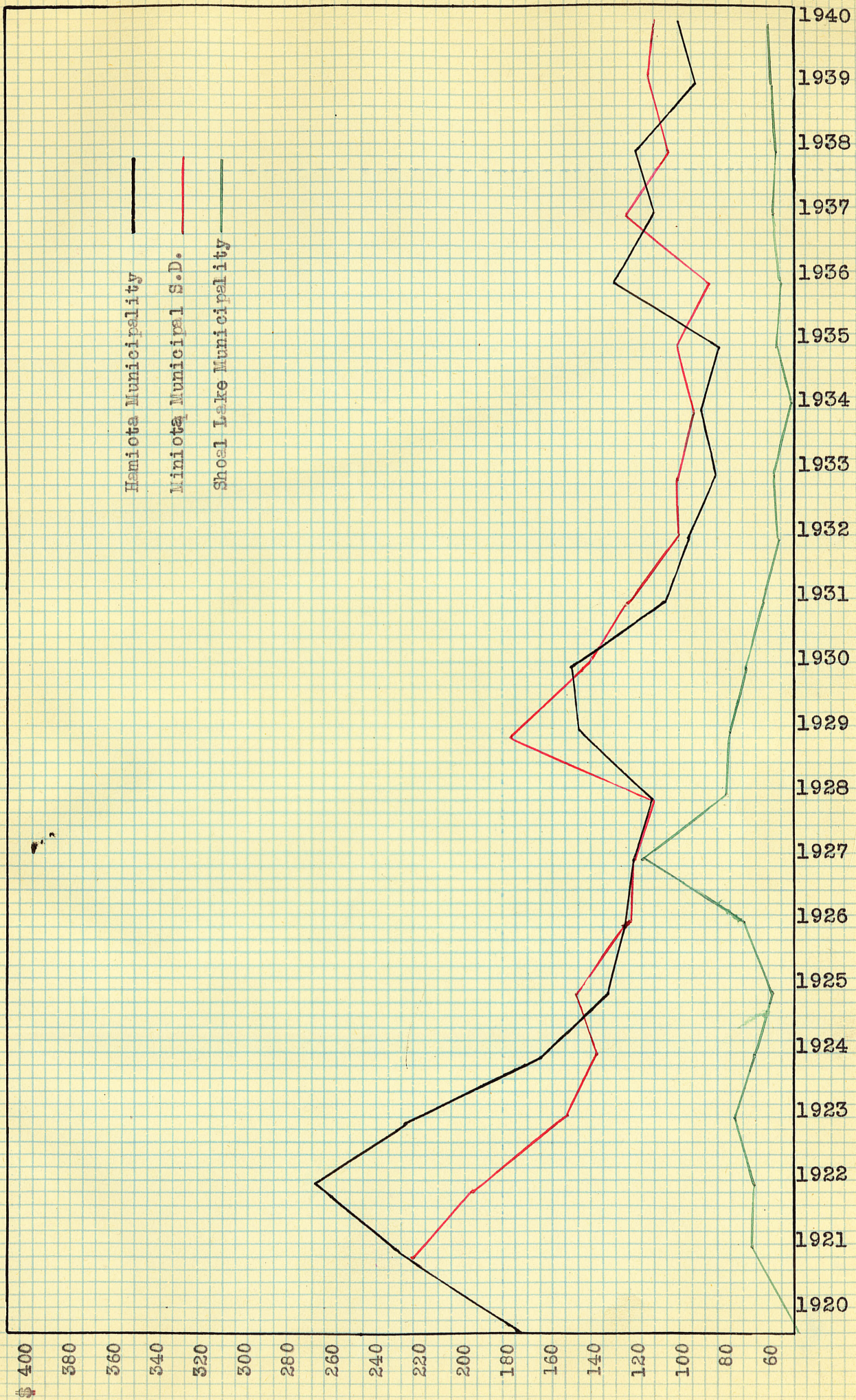


Figure 6 -- Showing Cost per Pupil in Hamiota Municipality, Miniota Municipal School District, and Shoal Lake Municipality from 1920 to 1940.

Cost of tuition is another factor which partly determines the extent to which use is made of secondary educational facilities. In the Municipalities of Hamiota and Miniota there is no tuition fee for Grade XII. Many pupils can take advantage of the opportunity which would be denied them if required to pay both board and tuition.

The following table shows the itemized expenditures for the five school districts in the Hamiota Municipality for 1940. Annual financial reports of all districts are for June 30, except Hamiota, which is for December 31.

TABLE XII

SHOWING ITEMIZED EXPENDITURES FOR SCHOOL DISTRICTS IN THE HAMIOTA MUNICIPALITY FOR 1940¹

Expenditures	Hamiota	Oakner	Decker	Lavinia	McConnell
Teachers	\$6,763.02	\$2,362.40	\$2,686.20	\$1,490.15	\$1,600.00
Secretary	125.00	110.00	37.50	50.00	60.00
Repairs	1,337.08	224.26	73.64	127.51	61.35
Caretaking	800.00	282.00	496.54	225.45	242.00
Fuel	688.40	440.46	163.25	87.19	146.22
Library	111.53	27.95	54.70	51.88	-----
Supplies	198.36	210.71	274.52	123.66	142.94
Trans.	5,051.90	3,640.00	2,914.26	2,580.60	1,641.00
Debentures	-----	510.00	1,685.15	-----	203.63
Prom. Notes	-----	3,004.11	-----	-----	-----
Other Exp.	190.22	372.24	611.80	158.70	170.96
Balance	2,199.44	-----	-----	-----	-----
Total	17,464.95	11,184.33	8,397.56	4,895.14	4,268.10

It will be seen from the table that only in the case of Hamiota School District is the amount spent on teachers' salaries greater than the amount spent for transportation. The cost of transportation as per teacher employed is \$931.00 and the average salary per teacher is \$841.00. In 1936,

¹

Data obtained from annual financial reports.

Hamiota Municipality was "the only rural municipality out of the twenty-seven studied paying over \$600 to teachers of one and two-room rural schools."¹

"Severe reductions occurred in school expenditures during the period from 1930 to 1936..... Reductions fell unevenly across school districts in all community types and across all cost items from district to district. Salaries were reduced from 31.2 per cent in Bifrost to 50.8 per cent in Lawrence; from 26.4 per cent in Hamiota to 58.1 per cent in Pipestone; while a much smaller reduction occurred in suburban and city school districts. The actual reduction in salary for teachers still in service was greater for suburban and city districts than appears in Table XXVI. The tendency of teachers to remain in the service in these districts and to benefit by increased salaries is an important factor. Salaries were reduced from \$702 to \$483 in the Municipality of Bifrost, from \$710 to \$390 in Chatfield, from \$756 to \$372 in Lawrence despite the fact that the two latter were under government administrators and receiving heavy legislative grants. The depression, added to by the drought, in the one-time well-to-do Municipality of Pipestone, produced a salary reduction of from \$1093 to \$458, or 58.1 per cent. Regardless of other heavy costs the rural municipalities of Hamiota and Miniota maintained salaries at \$855 and \$712 respectively, while the Municipality of Roland with equal, if not greater wealth, and with less transportation costs reduced salaries to \$620."²

It is a rather fine commentary on the people of Hamiota Municipality that through difficult years they have given such splendid support to their schools. In no other municipality in rural Manitoba have the people been so loyal to their educational institutions.

¹ D. S. Woods, Education in Manitoba, Part II, p. 96. Winnipeg, Published by The Economic Survey Board, March, 1938.

² Ibid p. 91.

CHAPTER V

SCHOOL POPULATION AND ENROLLMENT

Introduction

"The effectiveness of a system of education may be judged by how fully it is utilized by the people for whom it is intended. If a school system is well organized and firmly administered a large per cent of the school population will be enrolled in the schools. If the teachers in charge are well trained and do their work effectively and the course of study is well adapted to community needs a good per cent of the enrollment will be in regular attendance. If, on the other hand the people for whom the schools are established fail to make full use of them or lack interest in the work as shown by irregular attendance it is reasonable to assume that the schools are not well adapted to popular needs."¹

It is assumed that the extent to which the people make use of the schools is reflected in the percentage of the potential school population regularly enrolled in the schools. It is further assumed that the extent to which the schools retain their pupils is an indication of the suitability of the educational offerings and the adjustability of the schools to meet the changing needs of the school population. Where instruction and administration remain static there is a greater tendency towards earlier elimination than where the educational system is sufficiently flexible and dynamic to meet the changing needs of its pupil personnel.

Total Enrollment of Pupils

There is little doubt that the people of Hamiota

1

Harold W. Fought, A Survey of Education in the Province of Saskatchewan, p. 40. Regina, King's Printer, 1918.

Municipality make use of their schools; it is the exception to find a pupil of school age not enrolled in school. Each year there are several children who reach school age at an inopportune time for entrance but these children are invariably enrolled during the first school year after they attain the age of compulsory attendance. Beginning pupils are enrolled only at the opening of the Fall Term and although some may reach the age of six during the term it is very infrequent that they are permitted to enroll in school until the next year. In other words, this means that practically no pupils are enrolled at the age of five. Furthermore, it is only in exceptional cases that pupils between the age limits of compulsory attendance at the opening of the Fall Term are not enrolled in school.

It may be assumed, therefore, that Table XII, which shows the enrollment by schools in the Municipality of Hamiota, includes all children of compulsory school age.

TABLE XIV
ENROLLMENT OF PUPILS BY SCHOOLS IN THE
MUNICIPALITY OF HAMIOTA

School	Enrollment		
	Boys	Girls	Total
Hamiota	97	106	203
Oakner	34	32	66
Decker	36	41	77
Lavinia	21	29	50
McConnell	30	22	52
Total	218	230	448

It will be seen from the table that enrollment is largest in Hamiota School. This is true not only because the Hamiota Consolidated School District is largest but also because it includes the Village of Hamiota of which the population is almost one-fifth the population of the entire Municipality. Grade XII is taught only in Hamiota School and the total enrollment has been augmented thereby, pupils being attracted to the Hamiota School from all parts of the Municipality. However, since Grade XII is not taught in any of the other schools this does not decrease their enrollments.

TABLE XIV

SHOWING NUMBER AND PER CENT OF POPULATION BETWEEN THE AGES OF 5 AND 19 IN RELATION TO TOTAL POPULATION IN TEN MUNICIPALITIES IN MANITOBA, *1938*

Municipality	Number 5 to 19 ¹	Total ²	Per cent 5 to 19
Hamiota	736	2383	30.88
Shoal Lake	799	2445	32.68
Miniota	731	2363	30.94
Strathclair	833	2418	34.86
Woodworth	641	2172	29.56
Blanshard	555	1789	31.02
Birtle	1,040	3133	33.51
Daly	577	1957	29.48
Oakland	556	1997	27.84
Ritchot	911	2462	37.00

There is not a wide variation in the percentages of population 5 to 19 years of age but there is a tendency for the older municipalities, such as, Hamiota and Miniota to be lower than others.

¹ D. S. Woods, Education in Manitoba, Part II, Appendix K. Winnipeg, Economic Survey Board, March, 1938.

² Data from Census Branch, Dominion Bureau of Statistics, 1936.

Enrollment by Sex

Table XVI shows the number of boys and girls enrolled per grade in the five schools in the Municipality of Hamiota:

TABLE XVI

ENROLLMENT OF BOYS AND GIRLS BY GRADES IN THE MUNICIPALITY OF HAMIODA

Grade	Hamiota		Oakner		Decker		Lavinia		McConnell		Total
	B	G	B	G	B	G	B	G	B	G	
I	11	7	2	0	4	2	4	4	2	2	38
II	5	5	4	3	1	5	1	1	3	1	29
III	9	7	2	3	2	3	1	6	2	3	38
IV	10	11	3	3	2	5	3	4	2	2	45
V	9	6	3	1	10	5	5	2	2	3	46
VI	9	10	5	8	3	4	2	3	3	1	48
VII	5	9	1	6	4	7	3	5	5	3	48
VIII	13	6	3	2	4	6	0	0	1	3	38
IX	9	10	3	1	2	1	2	3	4	0	35
X	6	8	5	2	2	1	0	1	2	1	27
XI	5	6	3	3	2	2	0	0	4	3	29
XII	6	21	0	0	0	0	0	0	0	0	27
Total	97	106	34	32	36	41	21	29	30	22	448

It will be seen from the table that the number of girls enrolled in the schools of the Municipality of Hamiota slightly exceeds the number of boys. The total enrollment of 448 pupils is made up of 218 boys and 230 girls, which is practically a normal distribution. The number of girls exceeds the number of boys in Hamiota, Decker, and Lavinia Schools, the opposite being true in Oakner and McConnell Schools.

There is nothing to suggest a predominance of either

sex in any grade except in Hamiota School where Grade XII is offered, the enrollment of girls being considerably higher than the enrollment of boys. The present abnormal condition of war may be responsible for the absorption of many boys into military services or gainful employment.

Age-Grade Distribution of Pupils

The tables which follow show the age grade distribution of pupils enrolled in the schools of the Municipality of Hamiota. Pupils in the squares directly above the heavy line are where they belong for their ages, but many are obviously older than they should be for their positions. The tables show only the present positions of the pupils but give no indication of how they came to be where they are. In a later chapter the relationship between age-grade distribution and educational accomplishment will be discussed.

On first looking at Table XVII it will be seen that many pupils are retarded one or more years. The ages were taken as at September 1, 1940, and since practically all pupils are enrolled at the age of six years the amount of retardation cannot be due to late entrance. A survey of the age-grade distribution at the middle of the year would, of course, show greater retardation.

Retardation results for the most part from a policy of slow promotion. Subject matter achievement determines the policy, promotions being made almost invariably, in the early grades at least, on this basis of educational progress. Consequently, pupils who become retarded in the early grades continue to be retarded one or more years throughout the

TABLE XVII
SHOWING THE AGE-GRADE DISTRIBUTION OF
PUPILS IN THE MUNICIPALITY OF
HAMiota

Age	Grades												Total
	1	2	3	4	5	6	7	8	9	10	11	12	
Under 6	1												1
6-7	27	3											30
7-8	10	17	2										29
8-9		9	30	2									41
9-10			1	28	2								31
10-11			4	9	26	1							40
11-12			1	6	10	24	5						46
12-13					8	18	20	1					47
13-14						2	15	21	5				43
14-15						3	5	10	14	6	1		39
15-16							3	5	14	14	5		41
16-17								1	2	7	11	4	25
17-18											7	13	20
18-19												4	14
Total	38	29	38	45	46	48	48	38	35	27	28	27	448

grades which follow. Accordingly, there are many who are retarded throughout their school careers because they are unable to surpass the educational hurdles which confront them in Grade I. It is only in exceptional cases that psychological adjustment of pupils is the determining factor in promotions,

TABLE XVI II
SHOWING THE AGE-GRADE DISTRIBUTION OF
PUPILS IN THE HAMIOTA CONSOLIDATED
SCHOOL

Age	Grade												Total
	1	2	3	4	5	6	7	8	9	10	11	12	
Under 6
6-7	14	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	14
7-8	4	8	1	.....	.....	.....	.....	.....	.....	.....	.....	.....	13
8-9	...	2	12	.....	.....	.....	.....	.....	.....	.....	.....	.....	14
9-10	0	16	1	.....	.....	.....	.....	.....	.....	.....	.....	17
10-11	2	3	6	1	.....	.....	.....	.....	.....	.....	.....	12
11-12	1	2	4	9	.....	.....	.....	.....	.....	.....	.....	16
12-13	4	6	10	1	.....	.....	.....	.....	.....	.....	21
13-14	1	1	9	4	.....	.....	.....	.....	.....	15
14-15	2	2	6	7	6	1	...	.....	.....	24
15-16	1	2	6	6	4	...	.....	.....	19
16-17	1	2	2	3	4	.....	.....	12
17-18	2	13	.....	.....	15
18-19	1	10	.....	11
Total	18	10	16	21	15	19	14	19	19	14	11	27	203

the factors which cause personality maladjustments being outweighed by the insistence that pupils should not be promoted until they have acquired a certain degree of performance in the fundamental skills.

In Chapters VII to XI it will be shown that in spite of the emphasis on subject ~~matter~~ achievement in promotions,

TABLE XIX
SHOWING THE AGE-GRADE DISTRIBUTION OF
PUPILS IN THE OAKNER CONSOLIDATED
SCHOOL

Age	Grades												Total
	1	2	3	4	5	6	7	8	9	10	11	12	
Under 6												
6-7	2	1	.....										3
7-8	..	4	.....										4
8-9	..	2	5	.....									7
9-10			5	.....								5
10-11				1	4	.....						5
11-12					6	.....						6
12-13						6	4	.....				10
13-14							3	5	.....			8
14-15								1	0	0	2	3
15-16									2	6	1	9
16-17										1	4	5
17-18											1	1
Total	2	7	5	6	4	13	7	5	4	7	6		66

pupils in the Municipality of Hamiota, in general, do not show any superiority over nation-wide norms on standardized educational tests, provided the tests may be accepted as adequate measures of achievement.

The situation is aggravated by a lack of optional courses for pupils, very few being given the opportunity of

TABLE XX

SHOWING AGE-GRADE DISTRIBUTION OF PUPILS
IN DECKER CONSOLIDATED SCHOOL

Age	Grades												Total
	1	2	3	4	5	6	7	8	9	10	11	12	
Under 6	1	.....											1
6-7	1	1	.....										2
7-8	4	2	.....										6
8-9	...	3	4	1	.....								8
9-10	.....	1	5	1	.....								7
10-11	.....		1	8	.....								9
11-12	.....			3	3	1	.....						7
12-13	.....			3	3	1	.....						7
13-14	.....				1	7	5	1	.....				14
14-15	.....					1	2	1	.....				4
15-16	.....					1	3	1	1	.....			6
16-17	.....								2	1	1	1	3
17-18	.....									2	0		2
18-19	.....										1	0	1
Total	6	6	5	7	15	7	11	10	3	3	4	0	77

selecting courses which would better suit their needs and abilities than does the traditional course of study now offered. This is partly due to the already overcrowded programme in most classrooms and the lack of teachers trained to teach such courses. Provision and accomodation for Manual Training and Homemaking Courses have not been provided.

made.

TABLE XXI

SHOWING AGE-GRADE DISTRIBUTION OF PUPILS IN THE
LAVINIA CONSOLIDATED SCHOOL

Age	Grades												Total
	1	2	3	4	5	6	7	8	9	10	11	12	
Under 6	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
6-7	7	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	7
7-8	1	1	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	2
8-9	...	1	6	1	.....	.....	.....	.....	.....	.....	.....	.....	8
9-10	.....	.....	.....	1	.....	.....	.....	.....	.....	.....	.....	.....	1
10-11	.....	1	2	5	.....	.....	.....	.....	.....	.....	.....	.....	8
11-12	.....	.....	3	1	3	1	.....	.....	.....	.....	.....	.....	8
12-13	.....	.....	.....	1	2	2	.....	.....	.....	.....	.....	.....	5
13-14	.....	.....	.....	.....	.....	3	0	.....	.....	.....	.....	.....	3
14-15	.....	.....	.....	.....	.....	1	0	3	.....	.....	.....	.....	4
15-16	.....	.....	.....	.....	.....	1	.....	2	0	.....	.....	.....	3
16-17	.....	.....	.....	.....	.....	.....	.....	.....	1	.....	.....	.....	1
Total	8	2	7	7	7	5	8	0	5	1	.....	.....	50

Furthermore, teachers have failed to explore the possibilities of correspondence instruction in technical or vocational courses, the result being that Matriculation or Normal Entrance Courses are offered to almost all pupils.

The excessive amount of retardation in Grade XII of Hamiota School is due to the fact that many pupils have been

TABLE XXII

SHOWING THE AGE-GRADE DISTRIBUTION OF PUPILS IN
McCONNELL CONSOLIDATED SCHOOL

Age	Grades												Total
	1	2	3	4	5	6	7	8	9	10	11	12	
Under 6	
6-7	3	1	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	4
7-8	1	2	1	.....	.....	.....	.....	.....	.....	.....	.....	.....	4
8-9	1	3	.....	.....	.....	.....	.....	.....	.....	.....	.....	4
9-10	1	.....	.....	.....	.....	.....	.....	.....	.....	1
10-11	1	2	3	.....	.....	.....	.....	.....	.....	.....	6
11-12	1	2	3	3	.....	.....	.....	.....	.....	9
12-13	1	3	.....	.....	.....	.....	.....	4
13-14	1	2	.....	.....	.....	.....	3
14-15	1	2	1	.....	.....	.....	4
15-16	3	1	.....	.....	4
16-17	1	3	.....	4
17-18	1	2	0	3
18-19	2	...	2
Total	4	4	5	4	5	4	8	4	4	3	7	0	52

out of school for several years but have returned because of the increasing demand for Grade XII standing as a basis for further training.

Acceleration-Retardation

"A pupil is said to be retarded when he has arrived at a point in the school course which he should have reached at an earlier age."¹

"The normal rate of progress of a pupil in school is generally taken to be one grade per year. A pupil should require six years to cover six grades. If he requires seven years, he is one year behind where he should be and is said to be retarded one year. Similarly, a pupil covering eight grades in ten years is retarded two years.

When a pupil advances at more than the grade per year rate, he has gained by the extent of the extra grades and is said to be accelerated. A pupil taking the work of eight grades in seven years is accelerated one year."²

As already mentioned, it is only the exceptional pupil that is enrolled in school before the age of six; likewise, very few pupils are not enrolled during the first school year after attaining the age of six. It may be assumed, therefore, that the age of entering school is fairly uniform throughout the municipality, most pupils being enrolled at the first opportunity after the sixth birthday has been reached. It will be seen from TableXVIIthat only one pupil was under six years of age at September 1, 1940. For the purpose of this survey, therefore, acceleration and retardation of pupils can be determined by the number of years a pupil is ahead or behind his normal grade, assuming in general, a uniform age of entrance and that the normal rate of progress is a grade per year.

It will be noted from TableXVIIthat the number of

¹Putnam and Wier, Survey of the School System, Province of British Columbia Victoria; Charles F. Banfield, 1925. pp. XI, 556.

²Ivan L. Hamilton, Extent and Causes of Retardation in Schools in Rural Manitoba. Unpublished Master's Thesis, University of Manitoba, Winnipeg: 1935, p.1.

pupils who are accelerated in Grades I to VIII is less than the number accelerated in Grades IX to XII. Many pupils in the former group would probably have come within the normal grade had the age-grade distribution been made at the middle of the year instead of at the beginning. However, in certain years there is a tendency to make promotions less difficult from Grade VIII to Grade IX than through the lower grades in order to maintain an enrollment in the high school sufficient to ensure the maximum grant payable to High Schools and Collegiate Departments. Although it is impossible to make quick promotions in these grades the amount of retardation is somewhat reduced in Grades IX and X, partly because of a lower failure rate in Grade VIII and partly because those who are extremely retarded usually leave school on the completion of Grade VIII or sooner.

TABLE XXIII¹

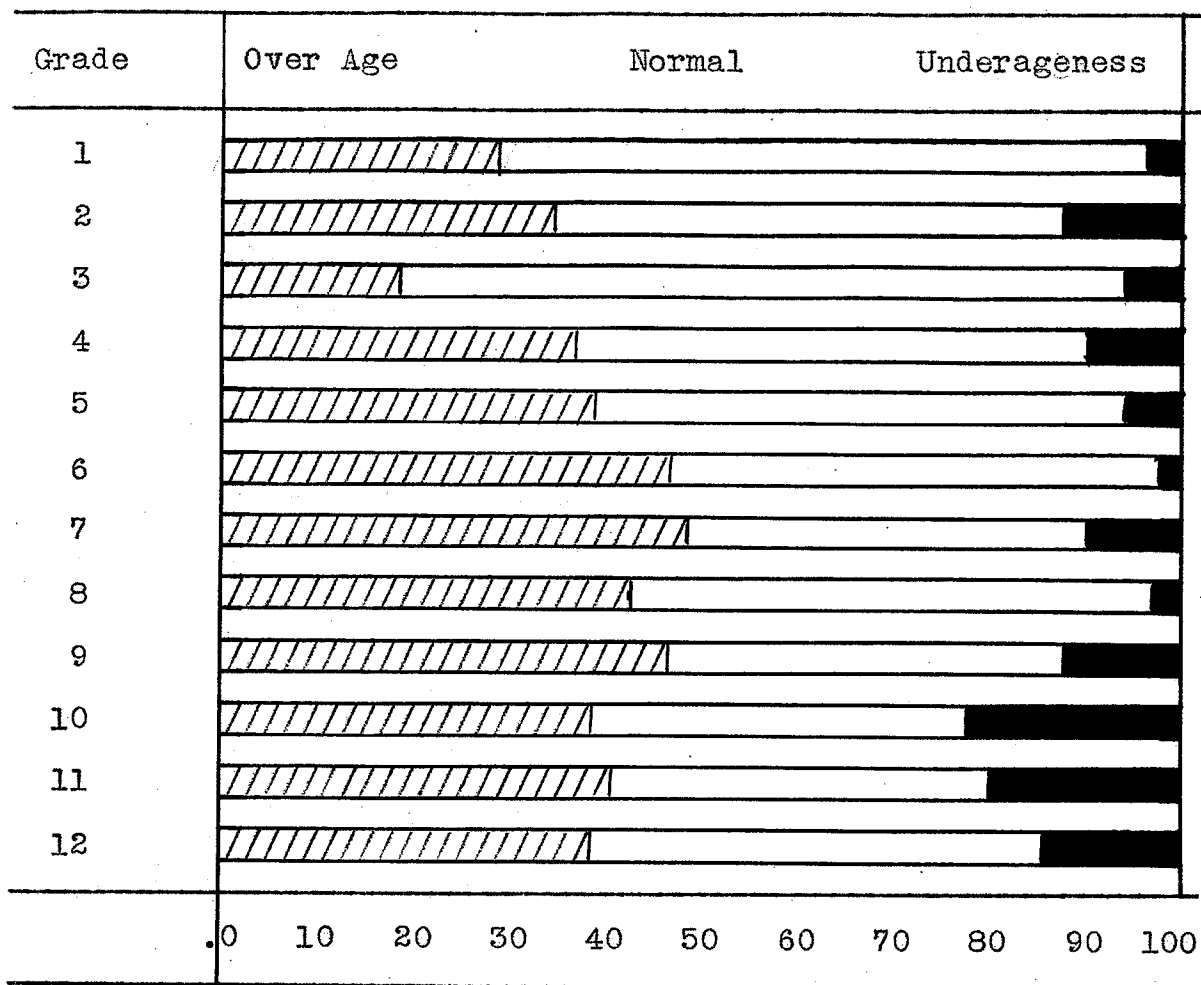
SHOWING THE NUMBER AND PER CENT OF PUPILS RETARDED AND ACCELERATED IN THE MUNICIPALITY OF HAMIOTA

School	Retarded				Normal		Accelerated			
	1 yr.	%	2 yrs.	%	No.	%	1 yr.	%	2 yrs.	%
Hamiota	46	22.7	16	8.0	113	55.7	22	18.4	1	.5
Oakner	16	24.2	0	0.0	47	71.3	2	3.0	0	.0
Decker	29	37.7	9	11.7	32	41.6	6	7.8	0	.0
Lavinia	13	26.0	6	12.0	28	56.0	2	4.0	0	.0
McConnell	16	30.8	6	11.6	25	48.1	5	9.6	0	.0
Municipality	120	27.3	37	8.4	245	54.7	37	8.4	1	.5

¹ Eight pupils retarded three years have been omitted from this table.

It will be seen from Table XXIII that almost two-fifths of the pupils in the Municipality of Hamiota are retarded one or more years. Slightly over half the pupils are in their normal grades, whereas only one-twelfth of the pupils are ahead of their grades. In Decker School almost fifty per cent of the pupils are retarded. The least retardation is in the Oakner School where only one-quarter of the pupils are behind their grades. In this school also is found the largest per cent in the normal group and the lowest per cent in the accelerated group. In the entire municipality only slightly over fifty per cent of the pupils are in their normal age-grade.

These mass figures have definite value for one who looks at the school system as a whole but for the individual teacher studying each of her pupils they may mean very little. Classifying pupils is not merely a matter of watching the calendar. Many factors affect a pupil's progress through the grades and adjustment to school life. Health, attendance record, application or effort, mental age, and previous scholastic record have definite value in diagnosing retardation and maladjustment. Although the age-grade tables give a general picture of where the pupils are according to chronological age it is impossible to conclude that because a pupil is retarded or accelerated, as judged by the tables, he is not at a level where he will best use his talents. However, the age-grade table does provide a starting point for the investigation of individual cases which appear to be abnormally classified.



Overageness Normal Age Underageness

Figure 7 -- Showing the Per Cent of Overageness, Normal Age, and Underageness of Pupils in the Municipality of Hamiota.

Closely allied to TablesXVIItoXXIIare Figures 7 to 12 which show the percentage of pupils over age, normal, and under age for their grades. No differentiation as regards the number of years of overageness and underageness has been made. In Figure 7, for example, showing the per cents of overageness, normal age, and underageness for the Municipality of Hamiota, it will be seen that approximately thirty per cent of the pupils are over age for Grade I, thirty-five per

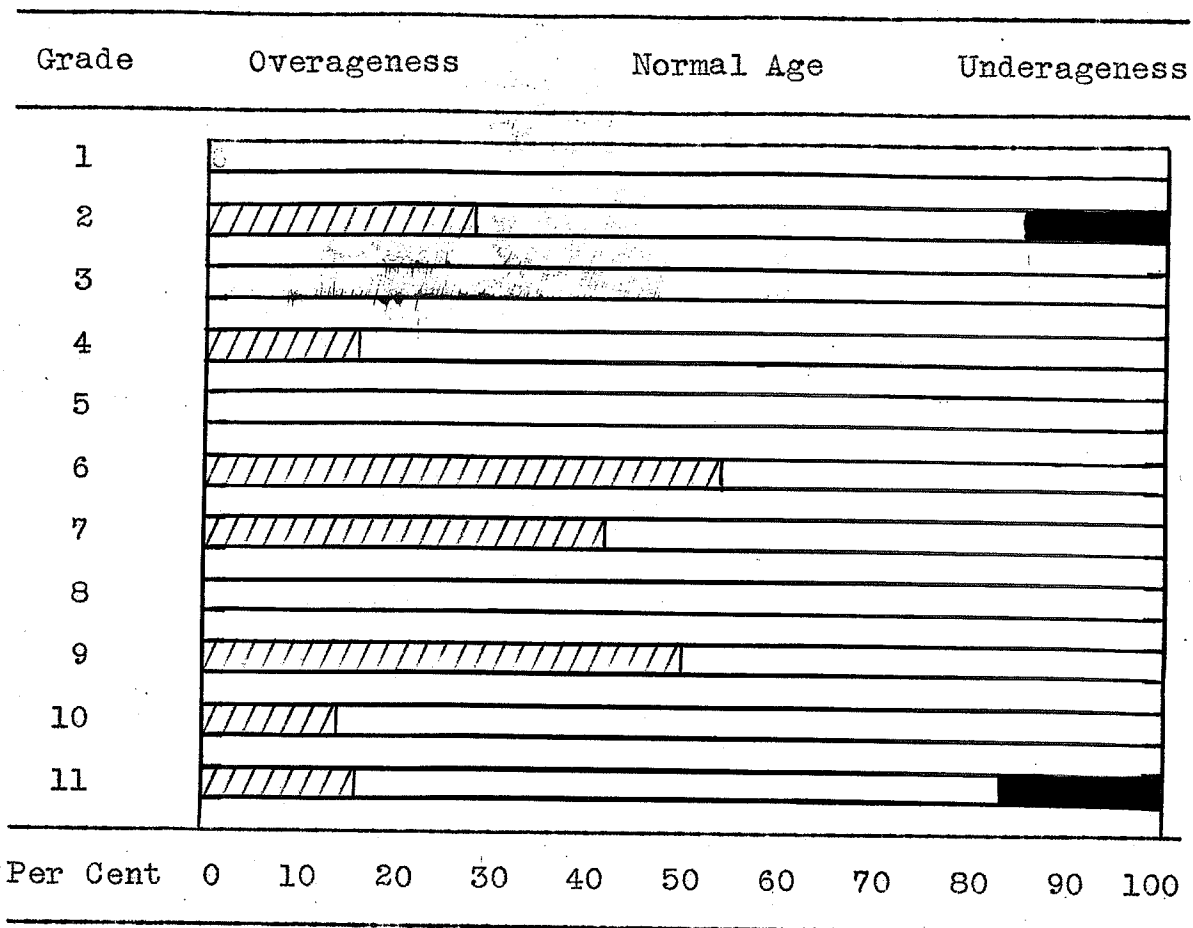


Overageness Normal Age Underageness

Figure 8 -- Showing the Per Cent of Overageness, Normal Age, and Underageness of Pupils in Hamiota School.

cent are over age for Grade II, and so on.

In Figure 7 also, it will be noted that the amount of overageness increases up to Grades VI or VII and decreases slightly thereafter. The amount of underageness is slight in the elementary grades and, in general, increases in Grades IX to XII. The normal group is largest in the three elementary grades and decreases in the secondary grades. It has



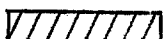


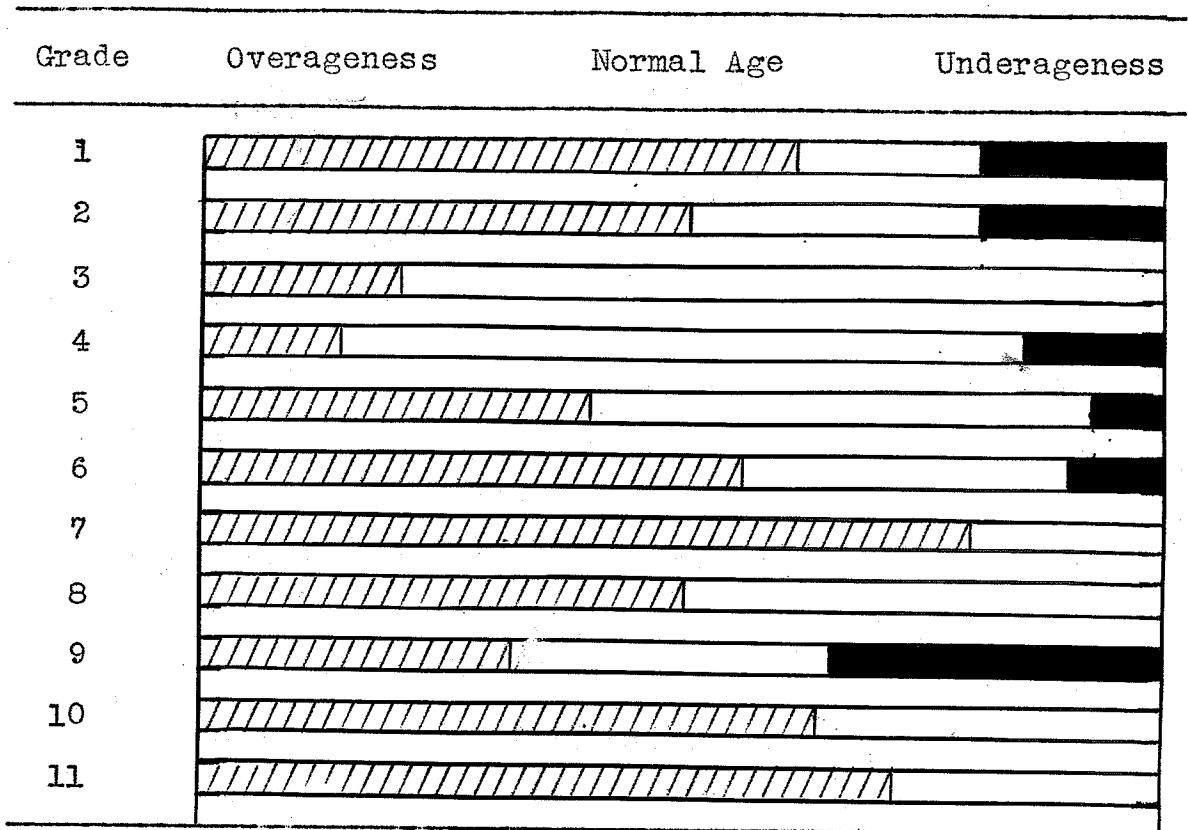
 Overageness
  Normal Age
  Underageness

Figure 9 -- Showing the Per Cent of Overageness, Normal Age, and Underageness of Pupils in Oakner School.

already been shown that most pupils enter school at the normal age, hence one would expect to find the largest number of normal age pupils in the elementary grades, especially Grade I. Owing to a rigid promotion policy in this grade there is naturally more retardation in Grades II and III

As is the case of the age-grade distribution tables, Figures 7 to 12 show the situation as it exists but give no indication as to whether the overageness is excessive for the pupils concerned. A diagnosis of individual cases is necessary






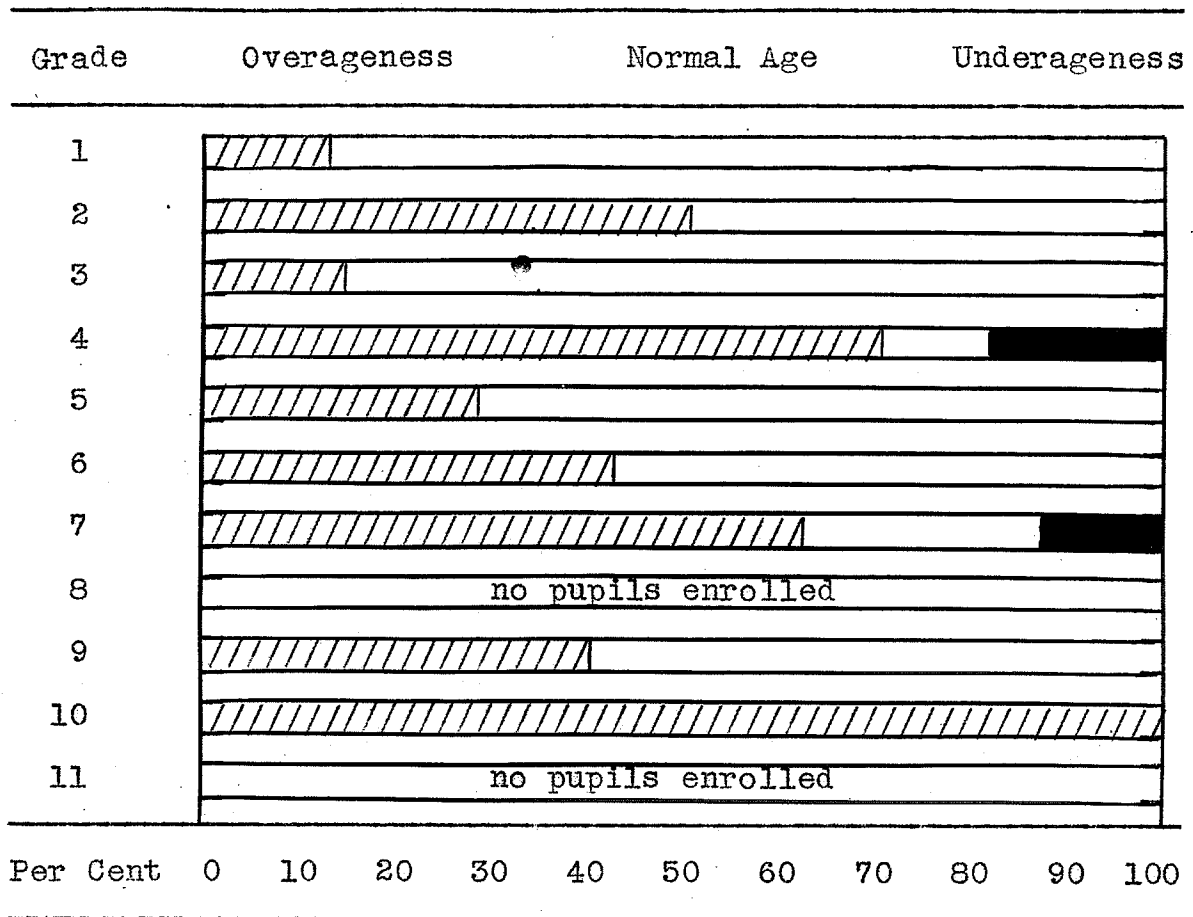
 Overageness
  Normal Age
  Underageness

Figure 10 -- Showing the Per Cent of Overageness, Normal Age, and Underageness of Pupils in Decker School.

to determine whether the classification is satisfactory for the general welfare of the pupils. In Chapters VIII to XI it will be shown that wide variations exist in reading, language, spelling, arithmetic, and handwriting achievement, as regards classes and schools. With these wide ranges of ability in mind it might be possible to classify pupils in a manner which would better suit their needs and capacities. The I. Q. score should act as a supplement to the inventory of individual pupils.






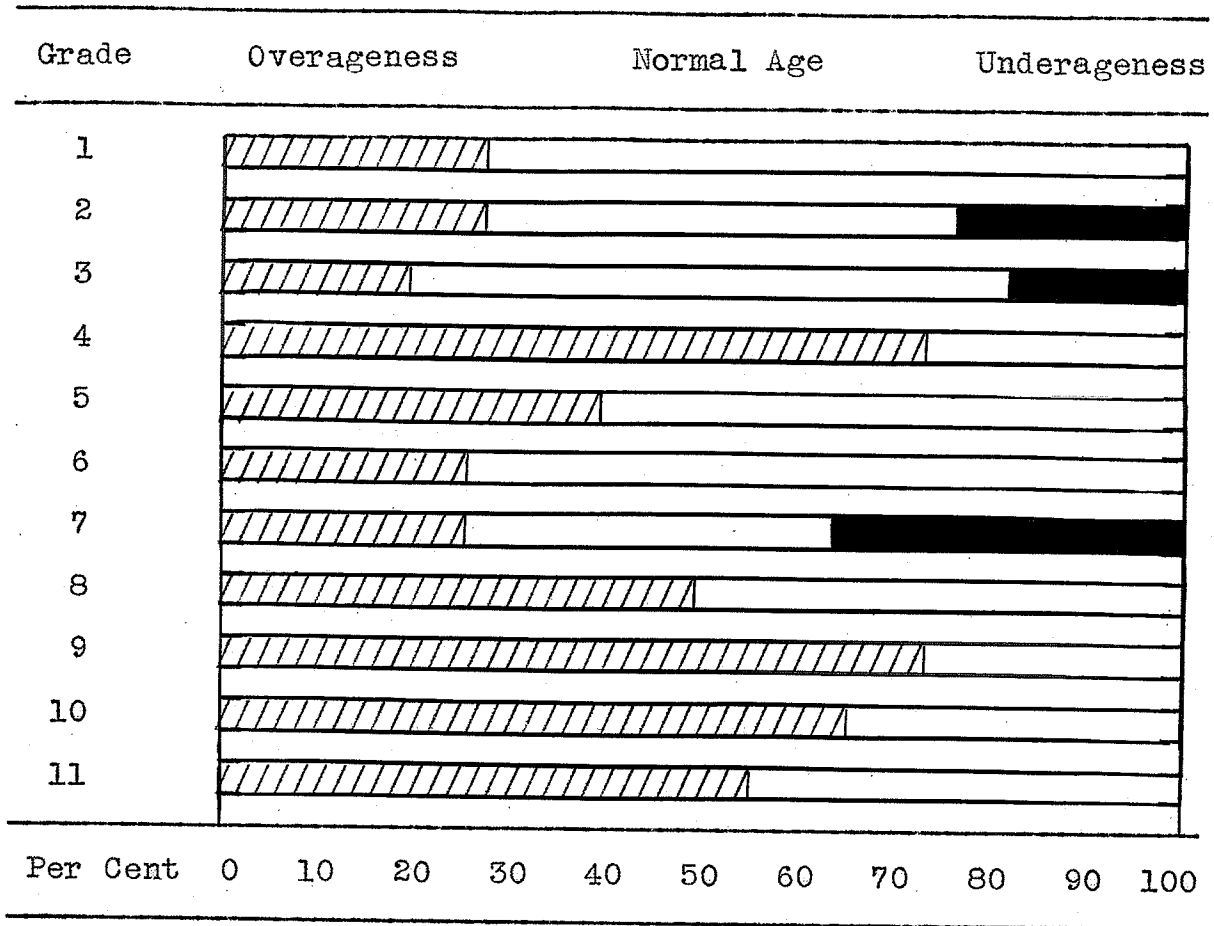
 Overageness
  Normal Age
  Underageness

Figure 11 -- Showing the Per Cent of Overageness, Normal Age, and Underageness of Pupils in Lavinia School.

The enrollment in a class considerably affects the percentages. There are several classes in which only one or two pupils are enrolled and in which the retardation is almost one hundred per cent. Such cases tend to raise the average per cent of retardation. The Grade X class in Lavinia School is an example. It is necessary, therefore, to read the age-grade tables in connection with Figures 7 to 12.




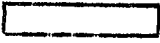

 Overageness
  Normal Age
  Underageness

Figure 12 -- Showing the Per Cent of Overageness, Normal Age and Underageness of Pupils in McConnell School.

Racial Origin of School Population

Hamiota Municipality stands second highest in the Province of Manitoba regarding the percentage of the population of British racial origin. It is logical to expect that a similar high percentage would prevail among the pupils enrolled in the Schools. The following table shows the racial origin of the school population:

TABLE XXIV

SHOWING RACIAL ORIGIN OF PUPILS ENROLLED
IN THE FIVE SCHOOLS IN HAMIOTA MUNICIPALITY

School		British %	Jewish %	French %	E. & W European %	Total
Hamiota	195	96.0	3 1.5	-----	5 2.5	203
Oakner	64	97.0	-----	-----	2 3.0	66
Decker	75	97.2	2 2.8	-----	-----	77
Lavinia	47	94.0	-----	2* 3.0	3 6.0	50
McConnell	50	96.2	-----	2 3.8	-----	52
Municipality	431	96.2	5 1.0	2 .5	10 2.3	448

It will be seen from the table that the school population is almost homogeneously British. In evaluating the school system as regards efficiency the homogeneity of racial origin is a very important factor. Even those pupils of non-British racial origin have no language difficulties on entering school.

School Attendance

In a consolidated school system with transportation provided for pupils there is a tendency for attendance to be more regular than in districts where no transportation is provided. Regular attendance is also an important factor in the progress of pupils through school. It is only in the exceptional case that retardation in the Municipality of Hamiota could be traced to irregular attendance.

Table XXXVI shows the average and percentage

attendance of pupils in the schools during 1939-40.

TABLE XXV

SHOWING AVERAGE ATTENDANCE AND PERCENTAGE
ATTENDANCE OF PUPILS IN THE MUNICIPALITY OF HAMiota

School	Enrollment	Average Att.	Percentage Att.
Hamiota	204	192.0	94.51
Oakner	72	67.9	94.28
Decker	82	70.4	86.67
Lavinia	50	45.7	89.67
McConnell	47	42.7	90.85

It will be seen from the table that the attendance of pupils is fairly high in view of the fact that for the same year the average attendance of pupils in the schools of the City of Winnipeg was 92.59 per cent.¹

Findings

1. A high enrollment of potential school population indicates that the people of Hamiota Municipality make good use of their schools.

2. The number of girls slightly exceeds the number of boys enrolled.

3. Considerable retardation exists in all schools.

4. The school population is almost homogeneously British in racial origin; there are no non-English speaking pupils.

5. The attendance of pupils is, in general, very regular.

¹Report of the Department of Education for the Year Ending June 30, 1940. Winnipeg: King's Printer, p. 122. 1940.

CHAPTER VI

THE TEACHING STAFF

"The teacher is the most important single factor determining the effectiveness of the school. The administrative, financial, supervisory, and most other services of the school system revolve around the activities of the teacher and of the children in his charge. Expenditures for salaries of professional workers in a typical school system are much larger than all other school expenditures combined. Even slight improvements in personnel policies of teachers in a given system may increase materially the returns from school expenditures."¹

The effectiveness of the teaching staff is a most important factor in the evaluation of the efficiency of a school system. More important perhaps than all other factors which influence the learning situation is the personality of the teacher who comes in contact with the pupils in the classroom. Methods of instruction, treatment of disciplinary problems, routine organization of the classroom, motivation of the learning situation, and the general tone of the classroom are so dependent upon the ability and personality of the teacher that success or failure of pupils is closely associated with his efficiency in these matters. Not only in the classroom but in community associations is the teacher regarded as a leader and is expected to contribute to the general morale both by attitude and activity, thereby enabling his profession to perform successfully the function which society has delegated to it.

¹ Survey Report of the Cincinnati Schools, p. 202. Cincinnati, Ohio: Bureau of Government Research, 1935.

The present chapter comprises a survey of the teaching staff in the schools of Hamiota Municipality. Data were obtained by means of a questionnaire addressed to the teachers, all but one of whom replied. The names of teachers are, of course, omitted from the tables and discussions which follow. All information refers to the teaching staff as constituted at June 30, 1940; four teachers have resigned and have been replaced since that date.

Racial origin, marital status, age, and sex of the teachers are shown in table_{XXVI}.

TABLE_{XXVI}

SHOWING RACIAL ORIGIN, MARITAL STATUS, AGE AND SEX OF TEACHERS IN THE MUNICIPALITY OF HAMIOTA

Teacher	Racial Origin	Age	Married or Single	Male or Female
A	British	28	S	F
B	British	39	M	M
C	British	21	S	F
D	British	29	M	M
E	British	34	S	F
F	British	44	S	F
G	British	23	S	F
H	British	33	M	M
I	British	23	S	F
J	British	23	S	F
K	British	23	S	M
L	British	26	S	F
M	British	25	S	F
N	British	44	Widow	F
O	British	34	S	F
P	British	58	M	M
Q	British	27	M	F

It will be seen that all are of British racial origin. Six male teachers are employed; all Principals but one are males. The average age of the teachers is approximately thirty-one years. It is only in exceptional cases that inexperienced

teachers are employed, appointments to the staff being made mainly on the basis of years of experience rather than qualifications.

Academic Preparation of Teachers

The academic preparation of all but one teacher was acquired in Manitoba. Three teachers received their elementary school training in the Municipality of Hamiota; two received their high school training in the Hamiota School where they are now engaged.

A summary of the academic preparation of the teachers is given in Table XXVII

TABLE XXVII
SHOWING ACADEMIC PREPARATION
OF TEACHERS IN HAMIOTA MUNICIPALITY

Teacher	School Attended	Grades	Diploma	Univ.	Major	Years	Degree
A	Neepawa	I-XII	S. M.				
B	Davidson	I-IX					
	Swan R.	X-XI	J. M.				
C	Oakner	I-XI	J. M.				
	Daniel						
	McIntyre	XII	S. M.	Man.	H. Ec.	2	Diploma
D	Basswood	I-XI	J. M.				
E	Rapid C.	I-VI					
	Centre View	VI-XI	J. M.				
F	Hamiota	I-XI	J. M.				
G	Cartwright	I-XI	J. M.	Brandon	Eng.	4	B. A.
H	Miami	I-XI	J. M.				
I	Tremaine	I-IX					
	Roseneath	X-XI	J. M.				
J	Foxwarren	I-XII	S. M.				
K	Kenton	I-XI	J. M.	United	Hist.	4	B. A.

Table XVIII (continued)

Teacher	School Attended	Grades	Diploma	Univ.	Major	Years	Degree
L	Winnipeg	I					
	Dauphin	II-IV					
	Kamsack	III-V					
	G. Bell	VII-VIII					
	Hamiota	IX-XI	J. M.				
	Kelvin	XII	S. M.				
M	Lauder	I-III					
	Elkhorn	IV-VI					
	Hamiota	VII-XII	S. M. Brandon	French		3	B. A.
N	Hamiota	I-XI	J. M.				
O	Arden	I-XI	J. M. United	Phil		4	B. A.
P	?	?					
Q	Fairview	I-IX					
	Carberry	X-XII	S. M. Brandon	Phys.		3	B. A.

Junior Matriculation is the highest academic standing of 25 per cent of the teachers; 19 per cent have Senior Matriculation; one teacher has a diploma in Home Economics; five have Bachelor of Arts degrees. Only one Principal has a university degree.

Professional Preparation

Teaching efficiency depends to a certain extent upon a professional preparation before and after beginning to teach. The nature of the professional training of sixteen teachers in Hamiota Municipality is shown in Table XVIII.

All but two teachers received their professional training in Manitoba. Fifty per cent received their first teaching certificates from Brandon Normal School; two are graduates of the Faculty of Education, University of Manitoba; two are graduates of the College of Education, University of Saskatchewan; three received certificates from Winnipeg Normal School.

TABLE XXVIII

SHOWING PROFESSIONAL PREPARATION OF SIXTEEN TEACHERS

Teacher	Institution Attended	Year of Attendance	Length of Term	Certificate or Diploma
A	Brandon	1930-31	10 months	Second Class
B	Winnipeg	1919-20	4 "	Third Class
	Winnipeg	1925	4 "	Second Class
C	Brandon	1938-39	10 "	First Interim
D	Brandon	1928-29	10 "	Second Class
E	Brandon	1924-25	10 "	Second Class
F	Brandon	1915	3 "	Third Class
	Winnipeg	1919-20	10 "	Second Class
G	U. of Man.	1938-39	8 "	Int. Coll.
H	Manitou	1926-27	10 "	Second Class
I	Brandon	1935-36	9 "	Second Class
J	Winnipeg	1934-35	9 "	First Int.
K	U. of Man.	1937-38	9 "	Int. Coll.
L	Winnipeg	1933-34	9 "	First Interim
M	U. of Sask.	1933-34	7 "	Int. Coll.
N	Brandon	1913	3 "	Third Class
	Winnipeg	1916	6 "	Second Class
O	Brandon	1920	3 "	Third Class
	Winnipeg	1923	3 "	Second Class
P	?	?		
Q	U. of Sask.	1933-34	7 "	Int. Coll.

The length of training varies from three to ten months except in the case of one teacher who first attended Brandon Normal for three months and later attended Winnipeg Normal for ten months.

Professional Growth of Teachers

Closely associated with pupil development is the growth of the teacher in service.

"The teacher who continues to grow in professional understanding and in his vision of education and of life, will if he remains a classroom teacher, be a better leader of youth than the teacher whose mind does not eagerly and continually seek new ideas. Whether he remains in the classroom or becomes a supervisory or administrative official, the teacher who continually improves himself professionally

and personally exerts a greater positive influence upon the pupils under his care than the teacher who fails to grow."¹

The extent to which the teachers have endeavoured to improve themselves professionally through extension or summer school courses is shown in Table XXIX

TABLE XXIX

SHOWING PROFESSIONAL GROWTH OF TEACHERS IN SERVICE

Teacher	Courses	Extension or S.School Year	Diploma Received
A	English	Ext.	1936 First Prof.
B	Chemistry XII; Physics XII; History 2; Hist 3; English 2; French 2; Sociology 3; Economics 3; Sociology 4.	S. S. & Ext. to	1933 First B. 1939 First A.
C	-----	-----	-----
D	Elementary School Pro- fessional Courses	S. S. to	1933 First B.
E	-----	-----	-----
F	Elementary School Pro- fessional Courses	S. S.	1919 Second Prof.
G	-----	-----	-----
H	Elementary School Pro- fessional Courses	S. S. to	1933 First B.
I	Elementary School Pro- fessional Courses	S. S.	1936 Second Prof.
J	Elementary School Pro- fessional Courses	S. S. to	1936 First B.
K	-----	-----	-----
L	Elementary School Pro- fessional Courses	S. S.	1936 First B.
M	-----	-----	-----
N	-----	-----	-----
O	Elementary School Pro- fessional Courses	S. S.	1930 S. Matric. First B.
P	-----	-----	-----
Q	Education Courses	S. S.	1934-9 B. Ed.

¹ J. G. Umstattd, Secondary School Teaching, p. 429.
New York, Ginn and Company, 1937.

In a profession whose methods and techniques change as a result of continual research it is obvious that the teacher, to be progressive, must be in constant touch with these changes. The matter of professional growth and self-improvement is closely related to the attitude of the teacher.

Six teachers have not attended Summer School or done extension work; one teacher has attended the College of Education, University of Saskatchewan and the Faculty of Education, University of Manitoba, during Summer Sessions. Nine teachers have attended the University of Manitoba Summer School in order to obtain permanent certificates or raise their standing from Second to First Class. Only one teacher has done work beyond that required for a valid certificate.

The following table shows a comparison of the qualifications of teachers in Hamiota and Miniota Municipalities, and the Province of Manitoba as a whole.

TABLE XXX
SHOWING QUALIFICATIONS OF TEACHERS IN HAMIOTA AND MINIOTA MUNICIPALITIES AND THE PROVINCE OF MANITOBA

Certificate or Diploma	Hamiota		Miniota		Province ¹	
	No.	%	No.	%	No.	%
Grade XI	4	25	--	--	-----	-----
Grade XII	8	50	--	--	-----	-----
Degree	5	30.1	5	27.7	-----	-----
Third Class	0	--	0	--	-----	-----
Second Class	4	25	4	22.2	1,847	41.4
First Class	8	50	8	44.4	1,755	39.3
Collegiate	4	25	5	27.7	773	17.3
One-room H.S.	0	--	1	5.5	-----	-----

¹ Report of the Department of Education for the Year Ending June 30, 1939, p. 131. Winnipeg, King's Printer, 1939.

It will be seen from the table that the professional standing of teachers in the Province as a whole is ^{than in} lower, both Hamiota and Miniota Municipalities as regards First and Second Class teachers. The percentage of teachers with Collegiate Certificates, however, is higher in these two municipalities than in the Province as a whole. The table seems to indicate that with respect to the two municipalities the standing of teachers with all types of certificates is practically the same.

Professional reading is one of the important aspects of professional growth. In education new books are appearing each year. No teacher will find time to read more than a small number of them but all should endeavour to keep in touch with progressive trends and the findings of research.

Only a small number of teachers reported reading three professional books during the past year; books read were those studied during Summer School Courses. Twelve reported that no professional books had been read for several years apart from required courses.

All teachers read the Manitoba School Journal; six read the Manitoba Teacher. Among other magazines read by the teachers are: The Grade Teacher, The Canadian Teacher, The Western Teacher, Children's Magazine, Modern Instructor, and La Jour. Ten teachers reported using at least two professional magazines during the past year.

Non-professional books were read to a greater extent. Books included modern fiction and non-fiction. One-half the teachers are members of a book-club, seven of these being in the Hamiota School where the teachers organize an annual

non-fiction circulating library.

Only two teachers have written articles on education for publication; these consisted of addresses formerly given at Teachers' Conventions.

Although all teachers are required to attend the Annual Fall Conventions it is interesting to note that only seven have attended the Manitoba Educational Association Convention, five having attended last year.

Experimental work in the classroom is another phase of professional growth. Investigation shows that only two teachers are doing work in the classrooms which could be classified as experimental. One significant experiment is under way at the present time and so far as could be determined no teacher engaged at present has ever carried on experimental work with controlled groups. The replies to the questionnaires would seem to indicate a misunderstanding of controlled experimental work.

One teacher has had training in the technique of educational and intelligence testing; several teachers have had courses on methods of testing but have never used educational tests of any kind. Teachers seemingly do not employ the techniques of diagnosis in the classrooms; diagnoses are made by personal judgment and subjective analyses.

Apart from ability to give instruction in academic subjects, most teachers reported musical and dramatic ability. One teacher is qualified to teach Home Economics; none are qualified to teach typing, shorthand, practical arts or vocational courses.

Findings

1. All teachers but one, have acquired their academic training in the Province of Manitoba.

2. Junior Matriculation is the highest academic qualification of 25 per cent of the teachers.

3. Only one Principal has a university degree.

4. The percentage of teachers with second class standing is lower in the two municipalities than in the Province as a whole. In the case of first class and collegiate standing the percentage of teachers is higher in the two municipalities than in the Province as a whole.

5. In general, teachers do very little professional reading.

6. Teachers do little or no experimental work in the classrooms.

7. Teachers, in general, do not employ diagnostic techniques or use standard educational tests.

8. Only one teacher is qualified to teach courses not included in the traditional academic course of study.

CHAPTER VII

ACHIEVEMENT AND INTELLIGENCE TESTING

Introduction

"The ultimate test of whether a school system is satisfactory or not is the effect it has upon the children it serves. There is no completely objective way to measure how much and how well children learn or how well the school cares for their learning needs. However, tests which cover the subject matter commonly taught in schools all over the country and for which there are national standards furnish one objective way of comparing pupils' achievement with that of other pupils throughout the country."¹

In the field of education measurement is the process by which capacities of pupils and changes in those capacities are evaluated in terms of amounts. Although no claim is made that education is an exact science, rapid progress is being made in that direction by the standardization of the instruments of measurement and evaluation. In recent years the standardized educational test has come into use as a means of measuring pupil achievement. By the use of weighted exercises, standardized content, objective scoring and norms, with which to compare results, the standardized test has become an instrument which can be used with a certain degree of accuracy. The tests are constructed according to scientific procedure and the content is carefully chosen. The tests have been devised to measure objectively and accurately the pupil's achievement in the fields for which they are prepared. They have been tried out on sufficiently large numbers of pupils to ascertain average scores and other objective measures that may be used

¹Survey Report of the Cincinnati Public Schools,
p. 174, Cincinnati, Ohio: Bureau of Government Research, 1935.

as standards by which to judge the achievement of pupils.

To be useful and dependable measures, standardized tests must possess validity and reliability. To be valid for a given field the test must be an accurate measure; a valid test is one which tests what it purports to test. One aspect of validity is reliability, or accuracy of measurement. A test that is reliable invariably gives an accurate measure of the content it covers. A reliable test is valid only when used in the field for which it has been prepared. Thus, a test may sometimes be reliable but not valid. A valid test, however, is always reliable. Validity always includes reliability, but reliable measures are not valid unless used to test the material for which they have been prepared.¹

The tests used in this survey were selected because their reliability and validity have been scientifically established with large numbers of cases and over periods of several years. The subject matter tested involved the basic skills common to all pupils. The basic skills in reading, handwriting, arithmetic, language, and spelling were tested and the tests, therefore, have universal applicability in English-speaking communities, and in so far as standardized tests are adequate measures of achievement the results may be accepted with a certain amount of confidence.

Fallibility of Tests

Even with the added accuracy of measures as made by such examinations, the standardized tests are not perfect for

¹ J. G. Umstattd, Secondary School Teaching, p. 357.
New York, Ginn and Company, 1937.

all purposes. They do not give absolute scores of pupil achievement partly because of admitted imperfections inherent in the tests and partly because a great many factors influence a pupil's success in a given test. Health, mental ability, instruction, physical conditions of learning, time of giving the tests, all may influence the scores which a pupil may make. It is impossible, therefore, to accept the results of the tests, ipso facto, as absolute measures of achievement. There are also many qualifying factors which must be kept in mind in interpreting the test results. But, in spite of the fallibility of the tests and the care which must be exercised in their interpretation, they are the best single measures thus far developed for the evaluation of classroom achievement.

Use of Standardized Tests in the Evaluation of Instruction

"We may measure the effectiveness of the teacher either by evaluating the instructional process or by measuring the product. The final test of efficiency is to be found in the amount and quality of service rendered----in the actual output of work. On the surface it seems that standardized tests would give a wholly adequate measure of teaching efficiency. They do and they do not.

In the first place, the teacher is not wholly responsible for the changes which occur in pupils. Good or poor results may follow from conditions operating in the home, personal health of the pupils, the intelligence levels, etc., the quality of teaching being only one of the many factors affecting the results. Pupil A may have demonstrated unusual mathematical ability because of assistance from an older brother. Pupil B may have failed because he was sick and could not attend school. The class with which the teacher worked may have been either unusually dull or unusually intelligent.

¹ Barr and Burton, The Supervision of Instruction, p. 324. New York, D. Appleton and Company, 1926.

In the second place, standardized tests are not now available for measuring all the changes produced. Information and skills developed in the tool subjects are now measured with a fair degree of success. More recently attention has been turned to thought questions, reasoning and judgment. But many outcomes are not yet measured. Judgment of the teacher's efficiency must be based upon a complete inventory of results. What the tests will do is reveal conditions and the explanations may be sought through a careful analysis of all factors affecting pupil progress."

An educational test cannot be considered as a direct measure of efficiency; the tests simply measure total output. They are influenced by the working conditions of the pupils, intelligence, materials of instruction, and the teaching staff. When everything is taken into consideration low scores in one school may indicate greater efficiency than high scores in another. Scientific measurement is fair only when the measurement is complete. In this survey an attempt is made to interpret the tests and evaluate the efficiency of instruction in terms of the factors which have the greatest influence on pupils' success.

Tests Used in Present Survey

Educational and intelligence tests were administered to all pupils in the Municipality of Hamiota except those in Grade I. Since there are only four hundred and forty-eight pupils enrolled in the schools it was necessary to include the entire population in order to arrive at satisfactory measures of their achievement. Furthermore, the enrollment is divided among five schools and spread over twelve grades, hence any number of pupils less than the entire school population would not give results which could be accepted as representative of the different schools and grades in the

municipality as a whole.

Tests used in the testing programme were as follows:

<u>Test</u>	<u>Grades</u>
Williams' Primary Reading Test, Form M	II
Monroe's Silent Reading Test, Test 1	III-V
Monroe's Silent Reading Test, Test 2	VI-VIII
Monroe's Silent Reading Test, Test 3	IX-XII
Orleans' Language Usage Test, Form 1	III-VIII
Tressler English Minimum Essentials Test, Form M	IX-XII
The Buckingham Extension of the Ayres' Spelling Scale	II-VIII
Ayres' Handwriting Scale	II-VIII
Woody-McCall Mixed Fundamentals in Arithmetic, Form 1	II-IX
New Stone Reasoning Tests in Arithmetic, Form I	IV-IX
Detroit Primary Intelligence Test, Form C	II-IV
Detroit Alpha Intelligence Test, Form M	V-IX
Detroit Advanced Intelligence Test, Form W	X-XII

The Intelligence Test

The intelligence test is designed to measure the ability of pupils to profit from experience. Whether this ability is the product of heredity, environment, or both is of little significance so far as the survey is concerned; so far as the results of the survey are concerned with the improvement of instruction and the educability of pupils, these factors are of greater importance.

"Intelligence tests give a record only of what the child actually did under all conditions of the test. They show that he was capable of doing at least as well and as much as the record indicates. They do not show how much better he might be able to do, nor set a limit beyond which he cannot develop.....From them we can learn approximately whether a child has developed mentally as far as others of his age, or less or farther, and about how much."¹

Assuming that the intelligence test is a fairly reliable index of ability to do school work, group intelligence tests were given to almost all pupils except those in Grade I in order to provide a background for evaluating achievement on standard educational tests. The Detroit Intelligence Tests were used throughout the intelligence survey. The following table shows the distribution of I. Q. scores of pupils in relation to the distribution of 905 unselected pupils 5-14 years of age as found by Terman.²

TABLE XXXI

SHOWING DISTRIBUTION OF I. Q. SCORES OF PUPILS IN THE MUNICIPALITY OF HAMIOTA IN RELATION TO 905 UNSELECTED PUPILS TESTED BY TERMAN

Range of I.Q.	No. of Pupils	Per Cent	Per Cent(Terman)
56-65	0	.00	.33
66-75	3	.85	2.30
76-85	25	7.18	8.60
86-95	55	15.80	20.10
96-105	95	27.33	33.90
106-115	103	29.60	23.10
116-125	47	13.51	9.00
126-135	17	4.88	2.30
136-145	3	.85	.55
Total	348	100.	100(Approx)

¹ E. Stanley Abbot, What are Mental Tests and What do They Test? Boston: Massachusetts Society for Mental Hygiene, p. 7. 1932.

² L. M. Terman, The Measurement of Intelligence, New York, Houghton Mifflin Company, p. 66. 1916.

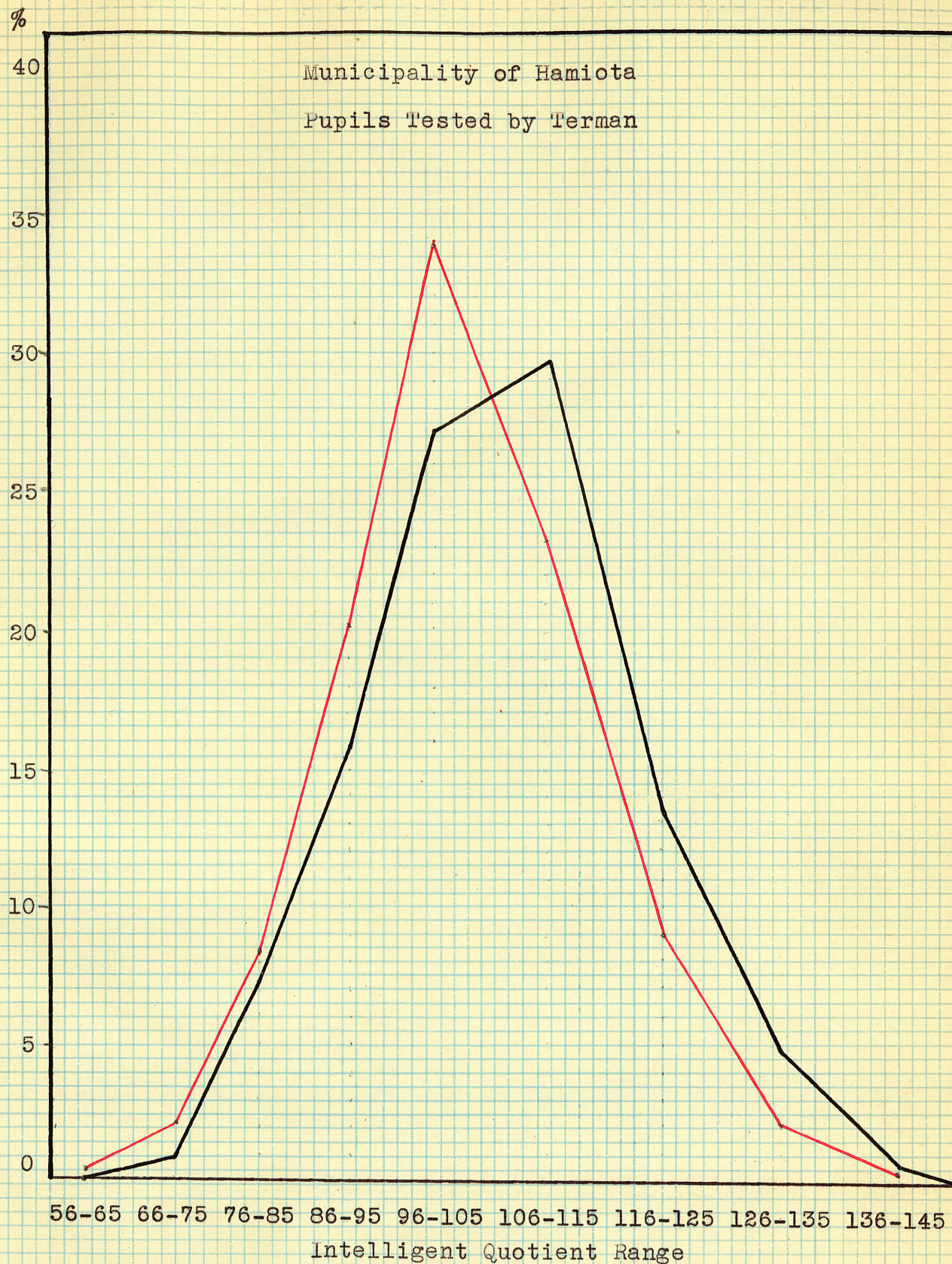


Figure 13 -- Showing the Distribution of I. Q. scores of Pupils in the Municipality of Hamiota and 905 Unselected Pupils Tested by Terman.

Legend Red —
Black —

It will be seen from the table that pupils in the Municipality of Hamiota are slightly above the distribution of scores found by Terman. Two reasons partly explain the differences noted in the table: First, pupils in the Municipality of Hamiota range from 7 to 19 years of age whereas the pupils tested by Terman were from 5 to 14 years of age. The older pupils would, therefore, tend to make higher scores on the tests and move the median upwards. Second, pupils tested by Terman would probably all be under or at the Junior High School level whereas the pupils tested in this survey included those as far as Grade XII. The added years of school training would probably tend to raise the general average also.

The median score for the Municipality of Hamiota is 104.5, which would probably indicate that pupils have at least average ability to do school work. Considering both the background of the pupils and their scores on the Intelligence Examinations it would be reasonable to expect average or slightly better results on standard educational tests.

CHAPTER VIII

ACHIEVEMENT IN READING

"The study tool par excellence is reading."¹

Since reading disabilities are the cause of many failures in school it is important for survey purposes to determine the extent to which pupils have developed this essential skill. In order to measure reading achievement, all pupils in Grades II to XI were given standardized reading tests. An attempt is made in the present chapter to evaluate achievement in reading on the basis of test results considered in relation to several factors which affect learning.

Williams' Primary Reading Tests, Form A, were given to twenty-two pupils in Grade II for the purpose of testing reading comprehension. Although it is not assumed that true reading adaptation was tested the tests do provide a fairly reliable indication of the pupils' ability to assimilate and comprehend material in the form of written discourse.

The scores obtained from the tests were converted into reading-grades and reading-ages. Since the pupils were tested at the middle of the year, that is, half way through Grade II, present grade is represented in decimal form as 2.5

¹ H. C. Morrison, The Practice of Teaching in the Secondary School, p. 293, Chicago: University of Chicago Press, 1936.

Reading-ages were also changed to decimal form, a reading-age of eight years and six months being shown as 8.5. In the following table chronological ages are expressed in the same manner.

TABLE XXXII
SHOWING READING-AGE, CHRONOLOGICAL AGE, AND READING-GRADE
OF PUPILS IN GRADE II

School	Pupils Tested	Reading Age	C. A.	Reading Grade	Present Grade
Hamiota	10	8.5	7.8	3.0	2.5
Oakner	6	7.7	8.2	2.3	2.5
Decker	6	8.1	8.4	2.4	2.5
Lavinia	2	8.0	8.6	2.4	2.5
McConnell	4	7.3	8.2	2.1	2.5
Municipality	28	8.0	8.2	2.4	2.5

It will be seen from the table that only in Hamiota School is the average reading-grade above the grade at which the pupils were tested. In the four other schools pupils are slightly below normal for their grades. In Hamiota School instructional materials for reading are very suitable and a high level of motivation is maintained in the class work. In Oakner, Decker, and McConnell Schools a change of primary grade teachers may have had some effect on the test results. There is little doubt that poor accomodation^{in Lavinia School} has had an effect on pupil progress for many years. Pupils have been overcrowded; lighting and heating provisions have been unsatisfactory; and, general physical conditions under which pupils have worked

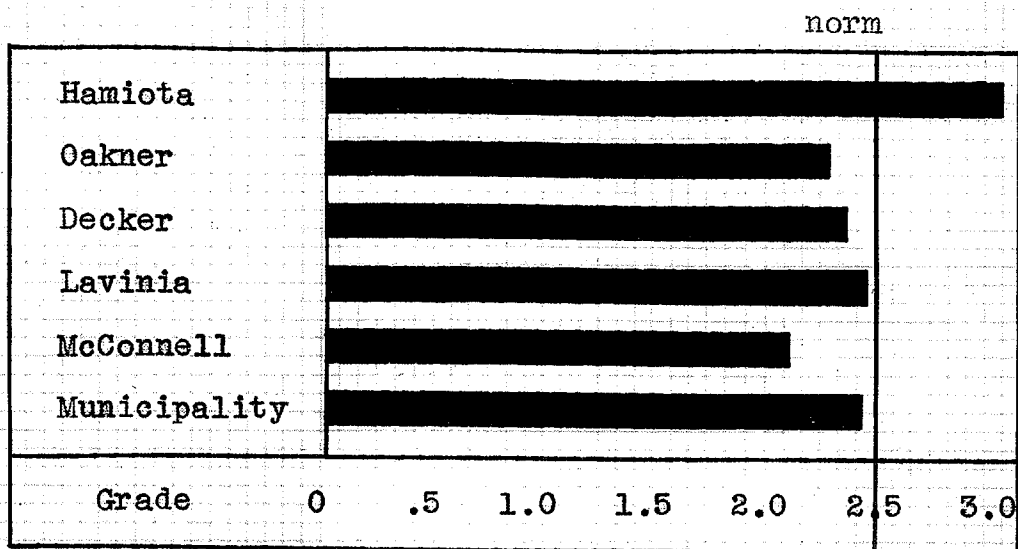


Figure 14-- Showing Average Reading Grade of Pupils in the Schools of the Municipality of Hamiota in Relation to Present Grade. (Grade 2)

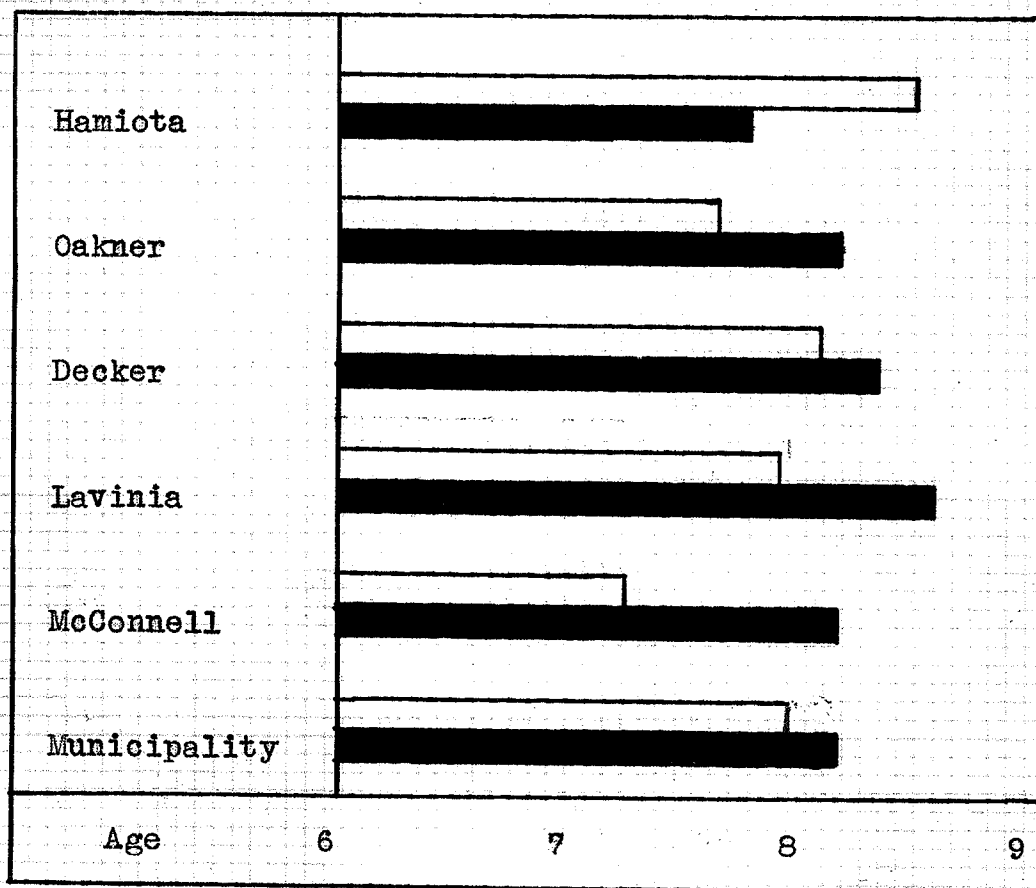


Figure 15-- Showing Average Reading Age of Pupils in the Municipality of Hamiota in Relation to Average Chronological Age (Grade 2)

Reading Age

Chronological Age

adversely affected their progress.

It is interesting to note that reading-grades of pupils in Oakner School vary from 1.7 to 3.2. The range of variation in reading-grade for the entire school system in the Municipality of Hamiota is from 1.7 to 4.4, or a spread of 2.7 grades. Over one-third of the pupils in Grade II are retarded one or more years partly because of a rigid promotion policy in the beginning grades. Average chronological age of pupils is 8.2, whereas, normal age for the grade at which they were tested would be 7.5. One might expect the scores in reading to be higher in view of the many pupils who are repeating the grade and should be more mature. Low scores cannot be due to too early entrance because pupils are almost always six years of age before being accepted for enrollment.

One hundred and seven pupils were tested in Grades III, IV, and V for both comprehension and rate of reading by means of the Monroe Standardized Silent Reading Test, Form 1. The test is designed to test pupils' ability to read and comprehend written instructions, a very important reading skill. Results of the tests are shown in Table XXXIII.

In Grade III the table shows that two schools are slightly above normal for reading comprehension as measured by the test, two are normal, and one, Lavinia, is below the norm. The average for the Municipality of Hamiota as a whole is .1 above the norm for the test.

In Grade IV two schools are normal and three are above the norm, the average for the municipality being .2 above the normal score. In Grade V three schools are above and two, below the norm. The average for the Municipality

TABLE XXXIII

SHOWING AVERAGE SCORES FOR COMPREHENSION AND RATE OF READING IN WORDS PER MINUTE OF PUPILS IN GRADES III, IV, AND V IN THE MUNICIPALITY OF HAMIOTA

Grade		III		IV		V	
School	Pupils Tested	Rate	Compre- hension	Rate	Compre- hension	Rate	Compre- hension
Hamiota	43	62	3.8	110	7.7	144	10.7
Oakner	14	76	4.0	113	8.3	142	11.2
Decker	24	80	3.8	120	7.7	129	9.5
Lavinia	13	73	3.4	126	8.2	138	10.0
McConnell	13	77	4.0	109	8.0	115	6.8
Municipality 107		69	3.9	111	7.9	135	9.9
Norm		82	3.8	122	7.7	142	9.8

is .1 above the test norm.

These three grades show a very large spread in reading ability. In Grade III the scores range from 2 to 11, the norm being 3.8. This represents a spread in reading ability from below Grade III level to Grade VI level. Slightly over 27 per cent of the pupils are below the norm. In Grade IV the spread of scores is from 5 to 15, the norm being 7.7. This represents a spread from a high Grade III score to an average Grade VIII score. About 15 per cent of the pupils are below the norm but none are below the Grade III level. A similar situation is found in Grade V, the range being from 5 to 15 and the norm, 9.8. Slightly over 38 per cent of the pupils are below their normal reading-grade level.

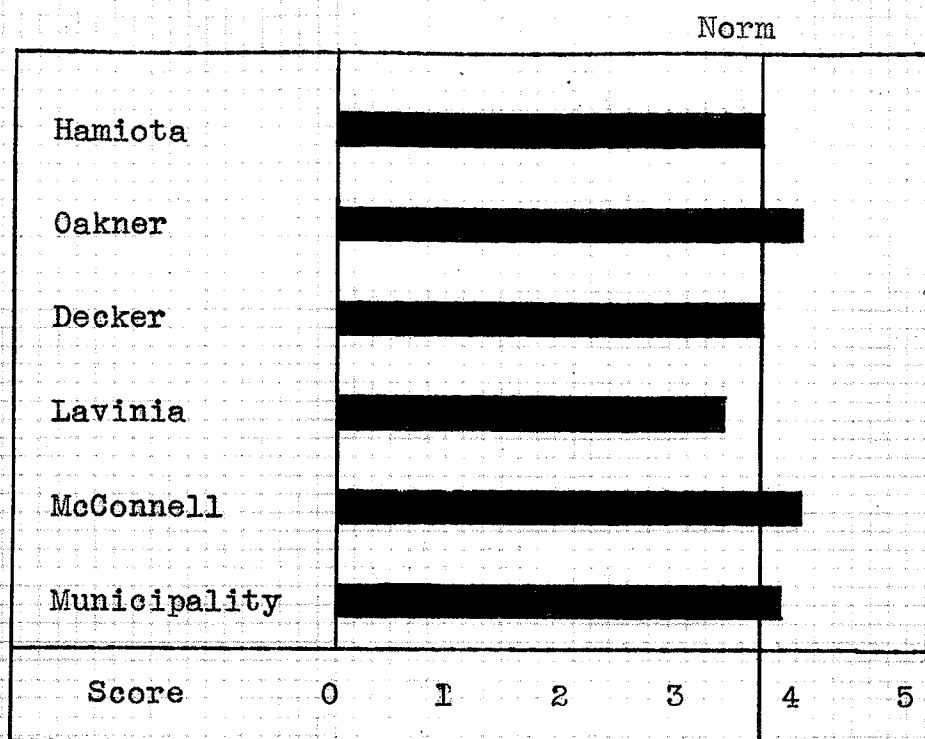


Figure 16 -- Showing Average Reading Comprehension Scores of Pupils in the Schools of the Municipality of Hamiota. (Grade III)

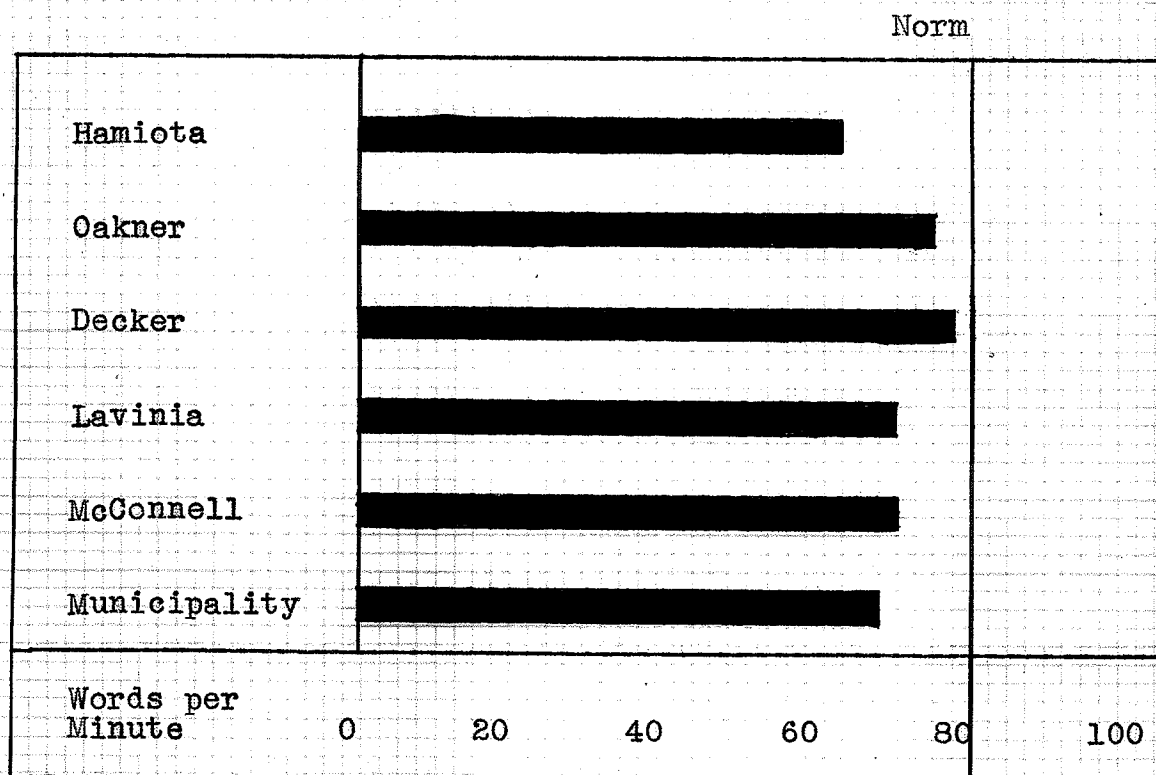


Figure 17 -- Showing the Average Rate of Reading in Words per Minute of Pupils in the Schools of the Municipality of Hamiota. (Grade III)

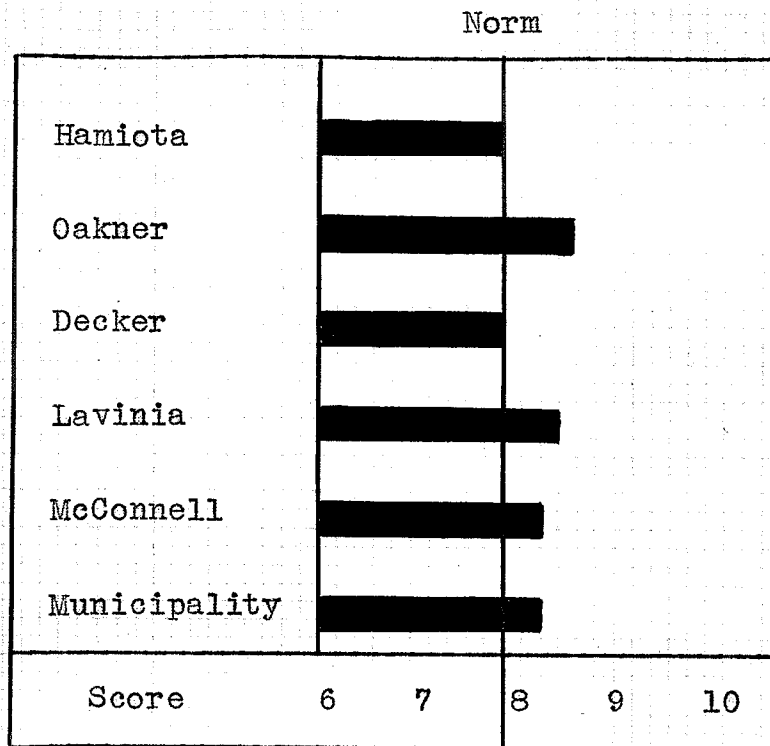


Figure 18-- Showing Average Reading Comprehension Scores of Pupils in the Schools of the Municipality of Hamiota.(Grade IV)

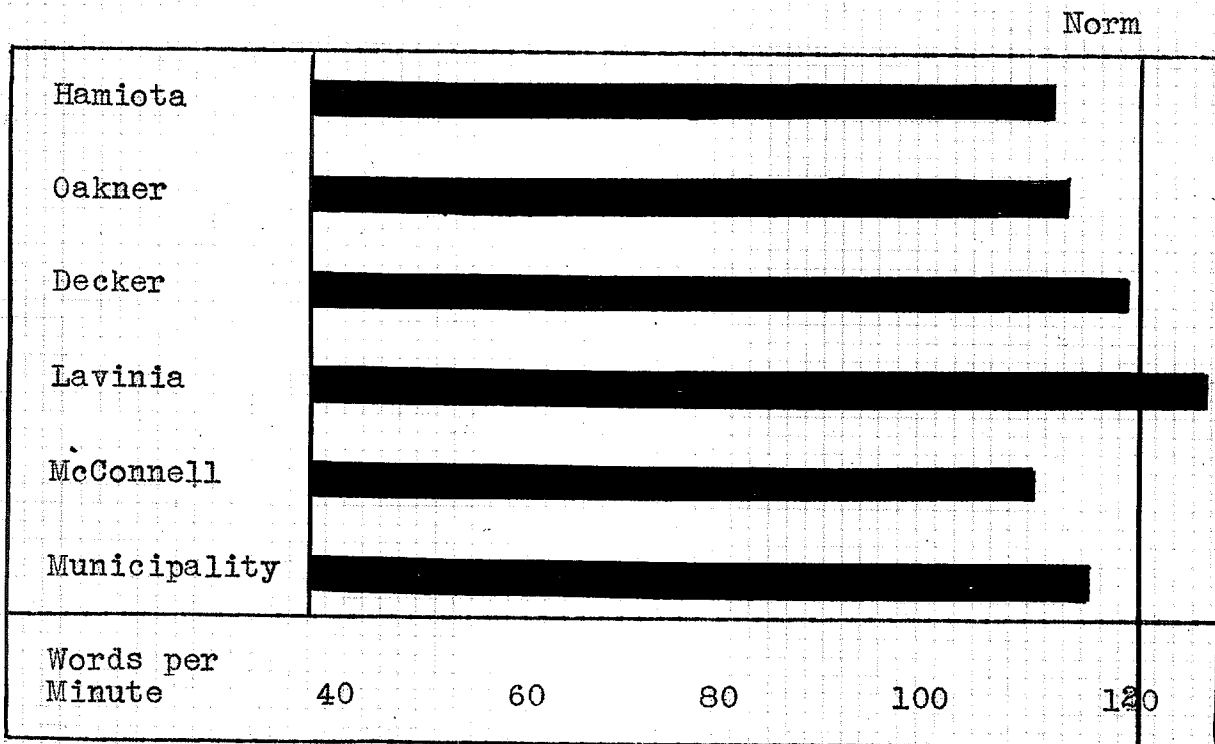


Figure 19 -- Showing the Average Rate of Reading in Words per Minute of Pupils in the Schools of the Municipality of Hamiota.(Grade IV)

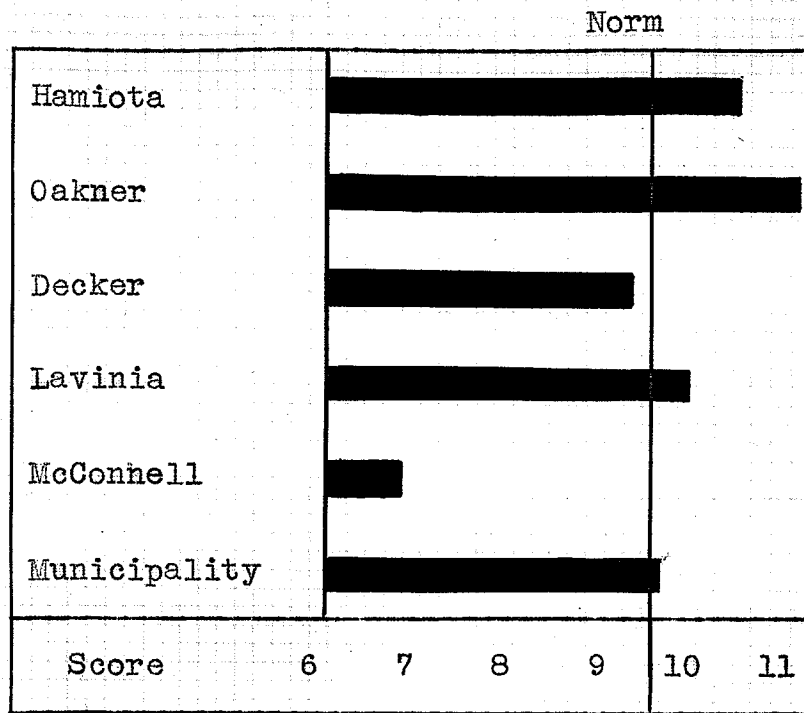


Figure 20 -- Showing Average Reading Comprehension Attainment of Pupils in the Schools of the Municipality of Hamiota. (Grade V)

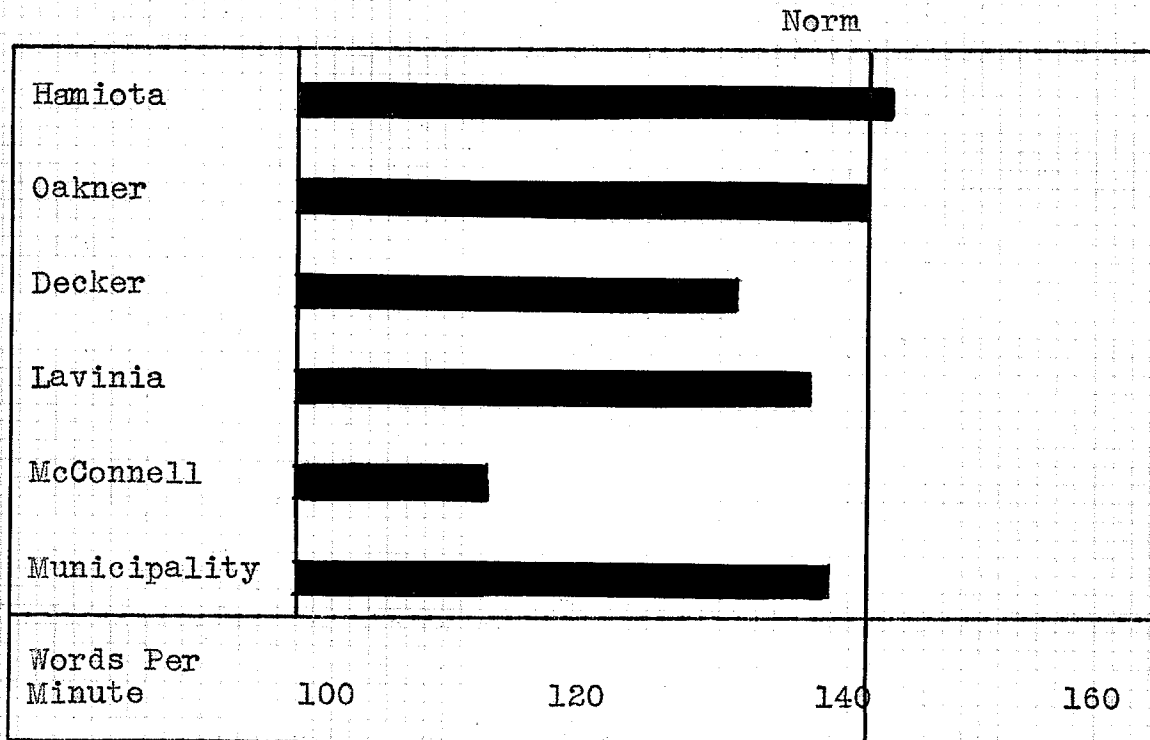


Figure 21 -- Showing Average Rate of Reading in Words Per Minute of Pupils in the Schools of the Municipality of Hamiota. (Grade V)

A somewhat different situation is found for rate of reading. In Grade III all schools are below the normal reading rate. It is interesting to find that Lavinia School is the only one which exceeds the norm in Grade IV. In Grade V all schools are below the norm except Hamiota which slightly exceeds it. The average for the municipality as a whole is distinctly below the norm for reading rate in the three grades.

It might be assumed that teachers have emphasized comprehension at the expense of rate. If this be true it is logical to expect that the scores for comprehension would be higher. The spread in reading comprehension is excessive, but most scores are only slightly above the norm. A composite score for comprehension and rate would show that these grades are not above normal and in some cases are below.

Since reading is a process of thought as well as perception the reading scores depend to a certain extent upon intelligence. The importance of intelligence in reading is indicated by a high correlation between standard reading tests and the results of intelligence examinations. Correlations of comprehension scores obtained from the Monroe Silent Reading Tests and Intelligence Quotient as measured by the Detroit Intelligence Examinations show a correlation coefficient in Grade III of .2217, in Grade IV .6464, and in Grade V .4186. For Survey purposes these coefficients have considerable value. They indicate educational disorders, especially in Grade III, because of the lack of correspondence between reading scores and I. Q. The maladjustments in Grade V are obviously not quite so serious but there is, nevertheless, a need for

diagnostic work followed by appropriate remedial treatment. A complete inventory of individual cases would be necessary before one could determine the causes for the low correlations.

One hundred and twenty pupils in Grades VI, VII, and VIII were also tested for comprehension and rate of reading by means of the Monroe Standardized Silent Reading Test. The test results are shown in Table XXXIV.

TABLE XXXIV

SHOWING AVERAGE SCORES FOR COMPREHENSION AND RATE OF READING IN WORDS PER MINUTE OF PUPILS IN GRADES VI, VII, AND VIII IN THE MUNICIPALITY OF HAMIOTA

Grade		VI		VII		VIII	
School	Pupils Tested	Rate	Compre- hension	Rate	Compre- hension	Rate	Compre- hension
Hamiota	44	164	10.2	155	12.8	142	11.7
Oakner	23	142	9.8	136	10.7	234	14.5
Decker	25	117	9.6	133	10.9	145	12.8
Lavinia	12	164	11.8	160	13.0	---	---
McConnell	16	181	12.3	170	14.2	189	16.0
Municipality	120	152	10.7	155	12.1	161	12.9
Norm		159	11.0	171	12.5	185	13.7

It will be seen from the table that rate of reading is below the norm for Grades VI, VII, and VIII, with respect to the municipality as a whole. Small enrollments in certain schools tend to render the averages somewhat misleading, but the total enrollment is sufficiently large to make the averages

for the municipality more definite. The Grade VIII class in Oakner School is outstanding for both rate and comprehension. But, for the entire municipality scores for comprehension are slightly below the norm.

The spread of comprehension scores in Grade VI is from Grade IV to Grade VIII level; in Grade VII from Grade IV to Grade IX level; and, in Grade VIII from the average reading ability of Grade IV pupils to the reading level of Grade XI pupils.

As shown by the results of this test over 40 per cent of the pupils in Grade VI are below their normal reading level; in Grade VII slightly over 40 per cent are retarded; and in Grade VIII almost 67 per cent of the pupils do not reach their normal grade level in reading comprehension.

Correlations of comprehension scores with I. Q. are as follows: Grade VI, .2088; Grade VII, .4001; Grade VIII, .5552. If all pupils were progressing normally in reading for their ability one would expect the correlations to be higher. There are apparently disorders in Grades VI and VII which require very careful study. Since it is improbable, judging from the test results, that many pupils are doing work in reading beyond their grade level, it might be suspected that many are doing work much below their capacity. It is, therefore, incumbent upon the classroom teacher to make careful diagnoses of individual cases to locate specific causes of reading maladjustment and to attempt to provide suitable remedial treatment. No doubt pupils would obtain higher scores in many cases if handicaps were removed.

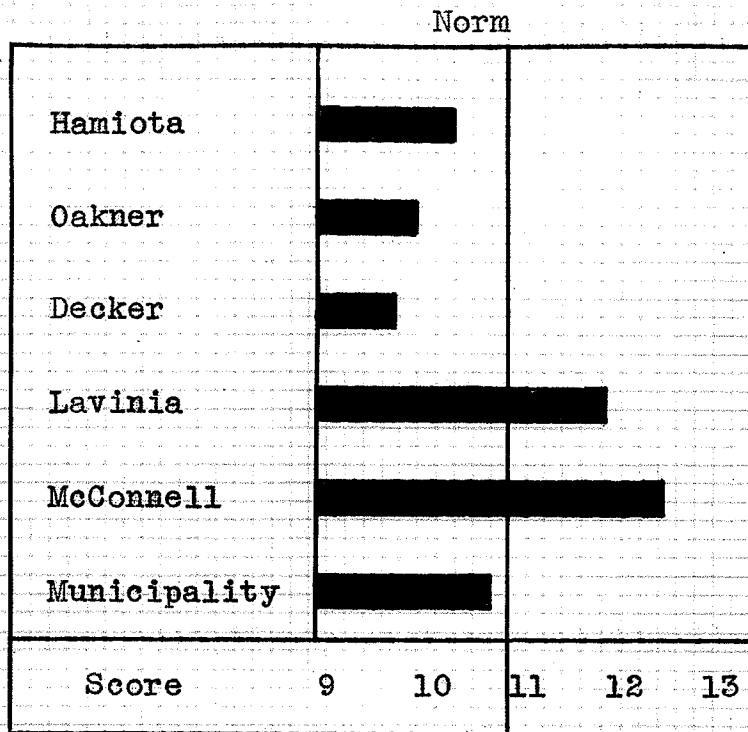


Figure 22-- Showing Average Reading Comprehension Attainment of Pupils in the Schools of the Municipality of Hamiota.(Grade 6)

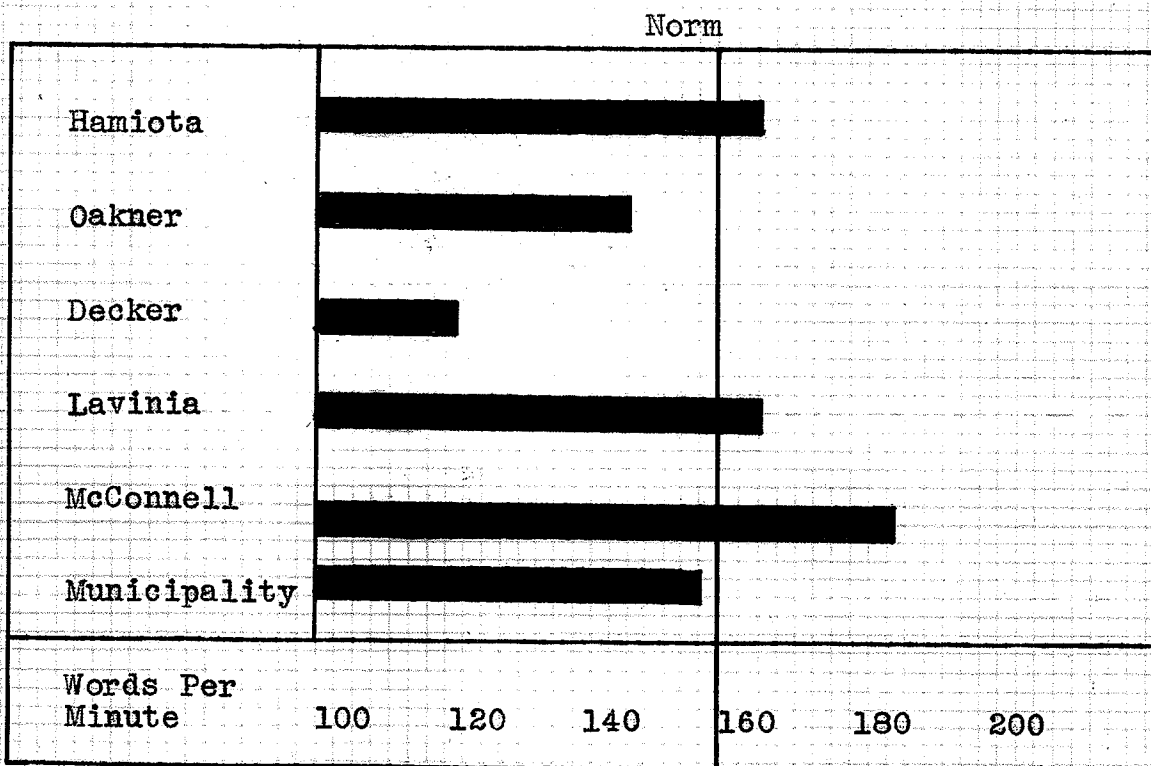


Figure 23 -- Showing Average Rate of Reading in Words Per Minute of Pupils in the Schools of the Municipality of Hamiota.(Grade 6)

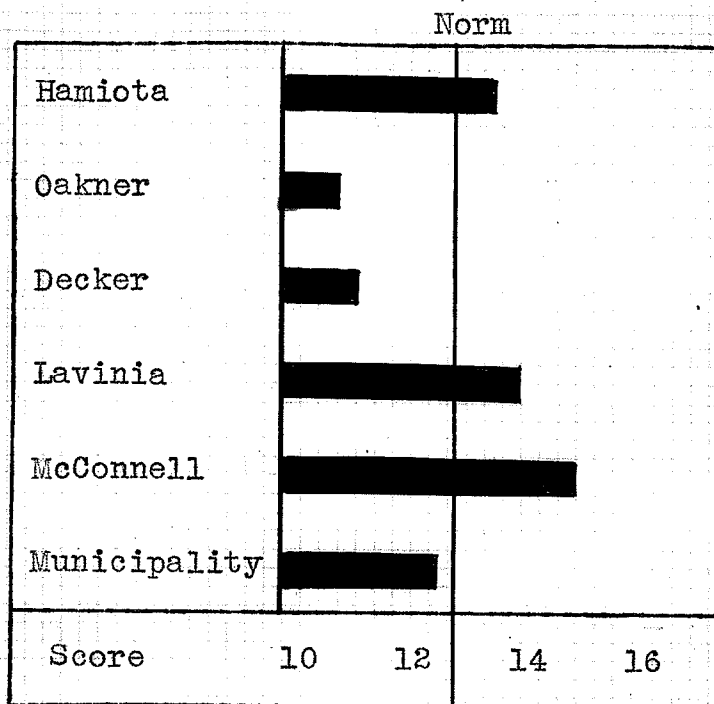


Figure 24 -- Showing Average Reading Comprehension Attainment of Pupils in the Schools of the Municipality of Hamiota.(Grade VII)

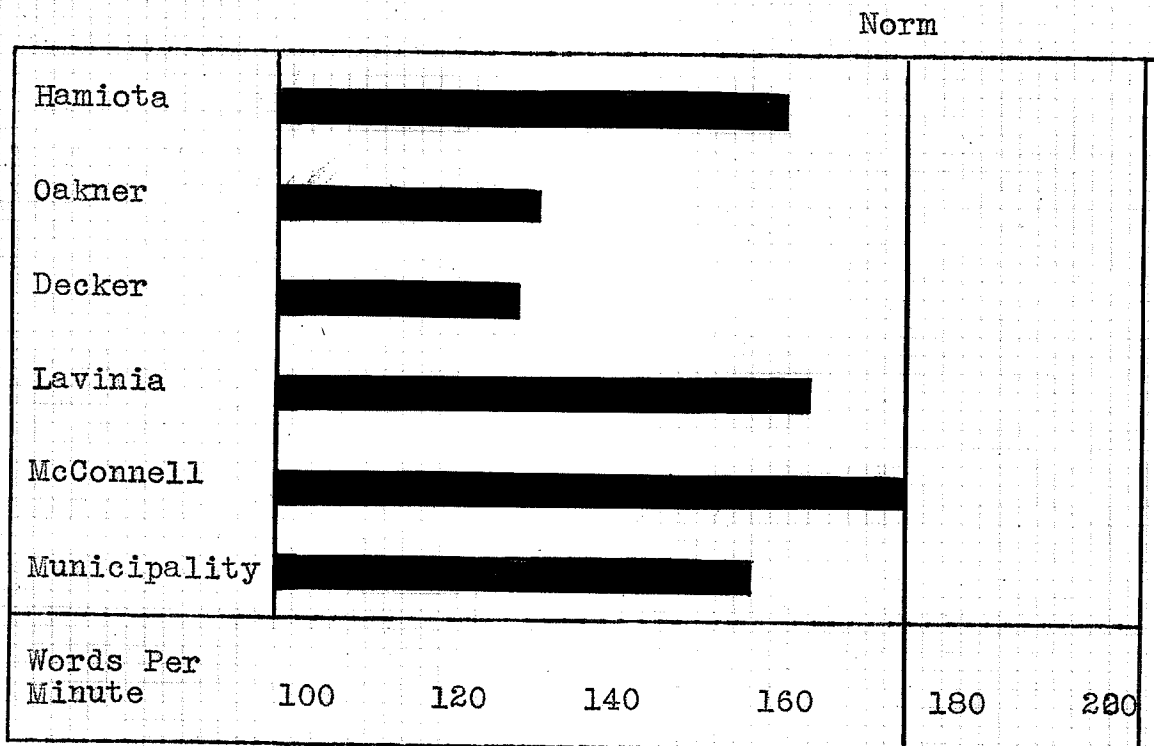


Figure 25 -- Showing Average Rate of Reading in Words Per Minute of Pupils in the Schools of the Municipality of Hamiota.(Grade VII)

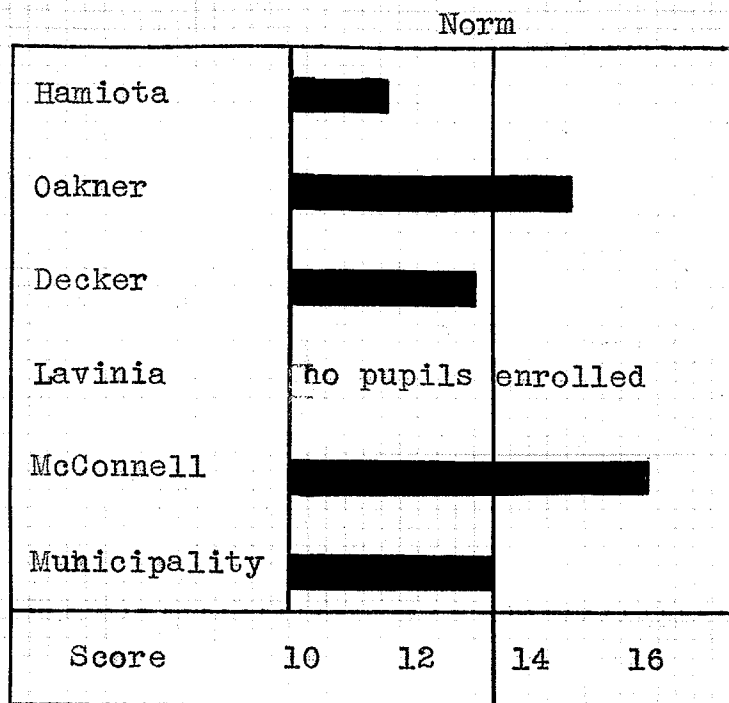


Figure 26 -- Showing Average Reading Comprehension Attainment of Pupils in the Schools of the Municipality of Hamiota. (Grade VIII)

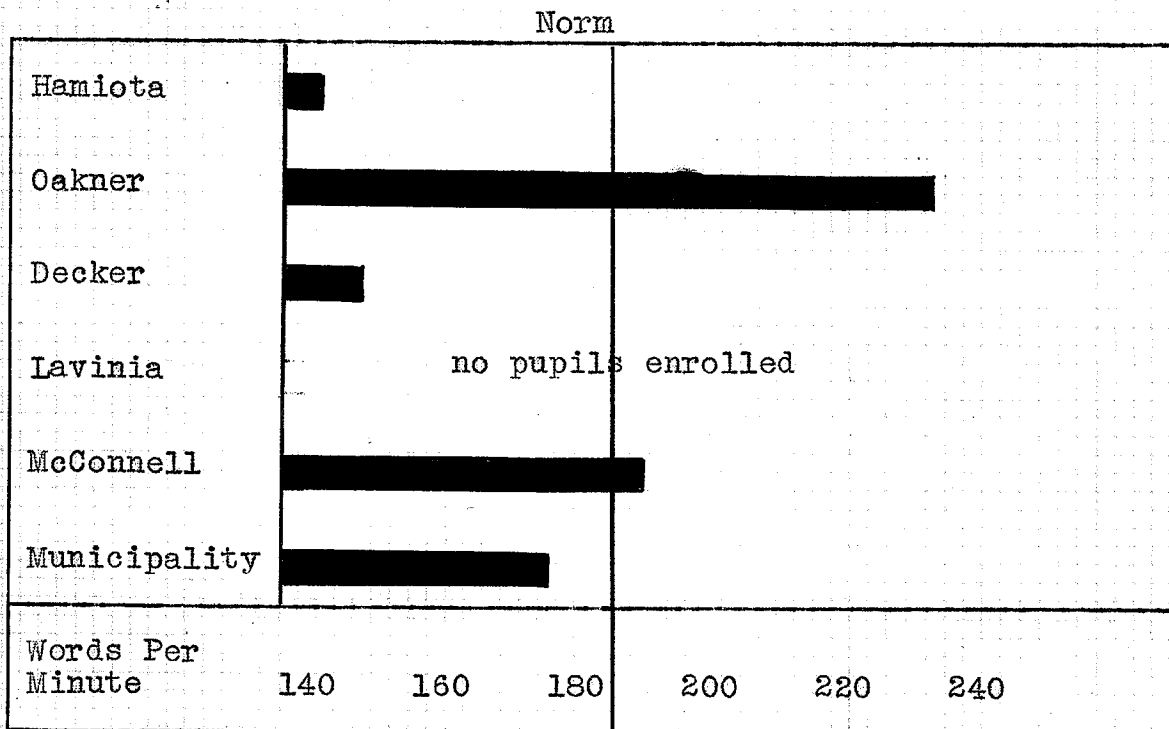


Figure 27 -- Showing Average Rate of Reading in Words Per Minute of Pupils in the Schools of the Municipality of Hamiota (Grade VIII)

Reading Achievement of Secondary Pupils

Since reading is one of the most important educational tools it was felt that the testing programme should be carried into the secondary level. Accordingly, seventy-three pupils in Grades IX, X, and XI were given the Monroe Silent Reading Test to measure comprehension and rate of reading. Results of the tests are shown in Table XXXV.

TABLE XXXV

SHOWING AVERAGE SCORES FOR COMPREHENSION AND RATE OF READING IN WORDS PER MINUTE OF PUPILS IN GRADES IX, X, AND XI IN THE MUNICIPALITY OF HAMIOTA

Grade		IX		X		XI	
School	Pupils Tested	Rate	Compre- hension	Rate	Compre- hension	Rate	Compre- hension
Hamiota	29	101	33.1	108	37.0	----	----
Oakner	16	118	22.7	111	27.0	112	35.1
Decker	9	70	26.5	80	20.6	88	31.0
Lavinia	6	69	16.5	55	22.0	----	----
McConnell	13	83	28.1	105	19.0	105	30.3
Municipality	73	95	25.4	98	25.1	101	32.8
Norm		84	25.4	90	28.0	98	31.0

In both rate and comprehension, reading achievement at the secondary level is slightly better than in the elementary grades. Rate of reading for the municipality as a whole is higher than the norm for Grades IX, X, and XI, whereas, in the elementary grades this phase of the total reading skill is distinctly below normal. For the municipality as a whole

comprehension scores are normal; in Grade X, slightly below, and in Grade XI, slightly above normal. A composite score for rate and comprehension would show that, in general, pupils at the secondary level are doing fully average work in reading.

An examination of the figures on pages 113 and 114 shows that certain schools are quite below the norm but for the Municipality of Hamiota as a whole scores for both rate and comprehension exceed the norm because of the large enrollment in Hamiota School where the average score is quite high. Because of small enrollments in Oakner, Decker, Lavinia, and McConnell Schools, averages are not conclusive. The low scores in Grade IX for Oakner and Lavinia represent less than one-third of the pupils tested in this grade, and the low score in Grade X for Lavinia represents only 4 per cent of the pupils who were given the test.

Correlations of comprehension scores with I. Q. as measured by the Detroit Intelligence Examination would indicate that on the whole reading achievement is fairly satisfactory at the secondary level. The correlation coefficient for Grade IX is .6281 and for Grade X, .8292, the former being a fair and the latter a marked correlation. In making comparisons of reading achievement it is necessary to consider that the average I. Q. scores for Grades IX and X in Hamiota School is 110, whereas, the average score for pupils in Oakner, Lavinia, Decker, and McConnell is 99. Although the difference is not exceedingly great it is large enough to be significant. It is quite probable, however, that careful diagnoses of disorders followed by appropriate remedial measures would raise the level of achievement in these four schools considerably.

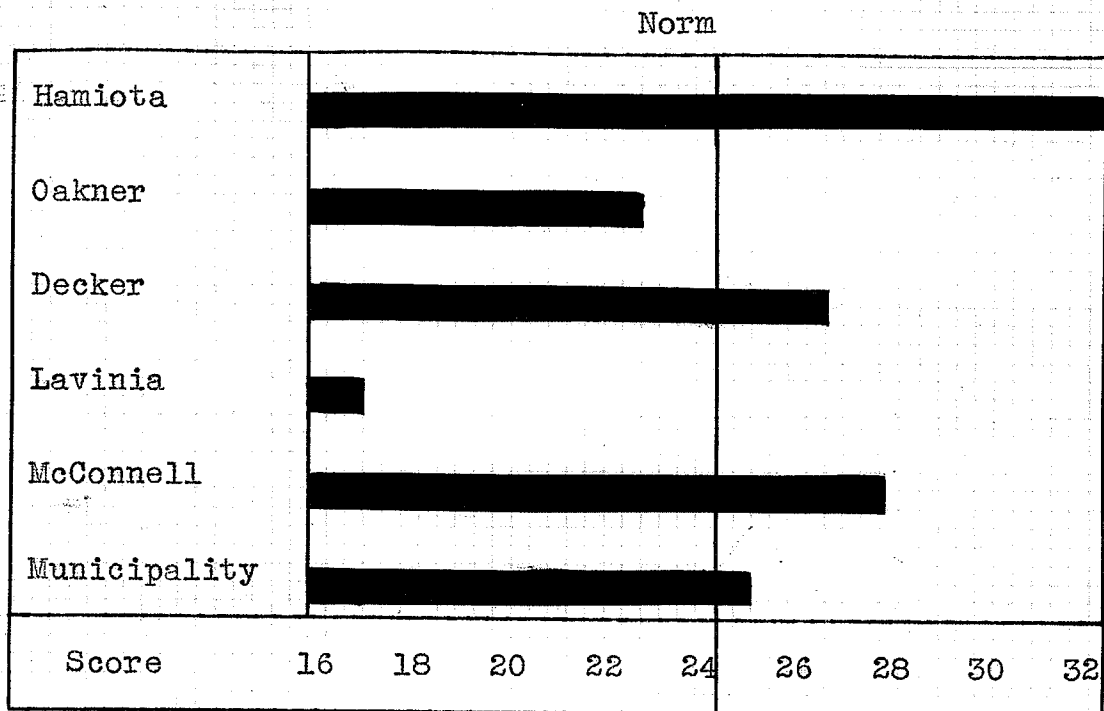


Figure 28 -- Showing Average Reading Comprehension Attainment of Pupils in the Schools of the Municipality of Hamiota.(Grade IX)

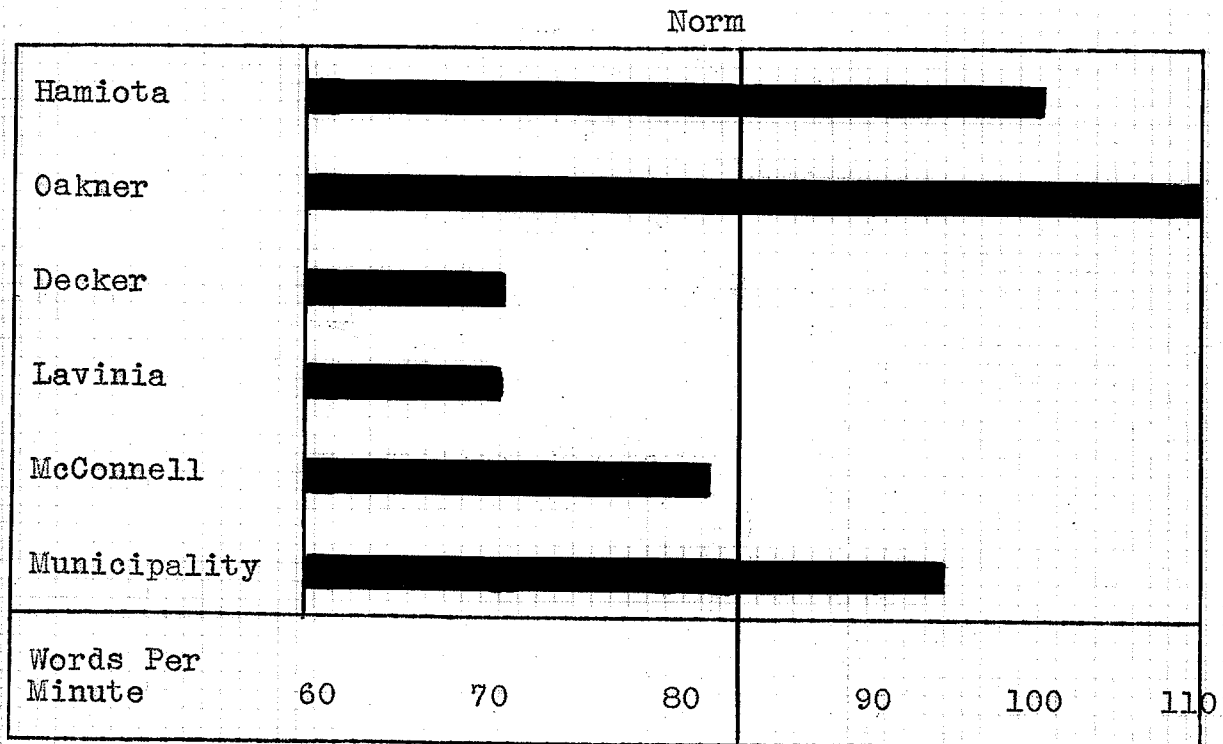


Figure 29 -- Showing Average Rate of Reading in Words Per Minute of Pupils in the Schools of the Municipality of Hamiota.(Grade IX)

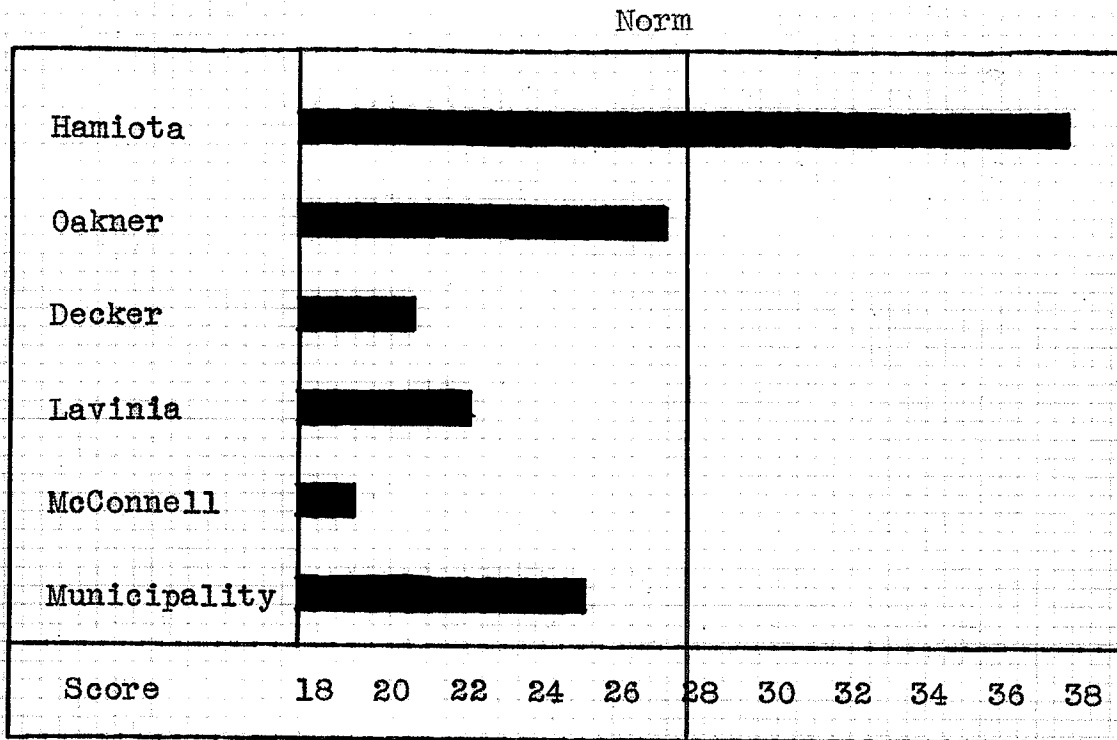


Figure 30-- Showing Average Reading Comprehension Attainment of Pupils in the Schools of the Municipality of Hamiota. (Grade 10)

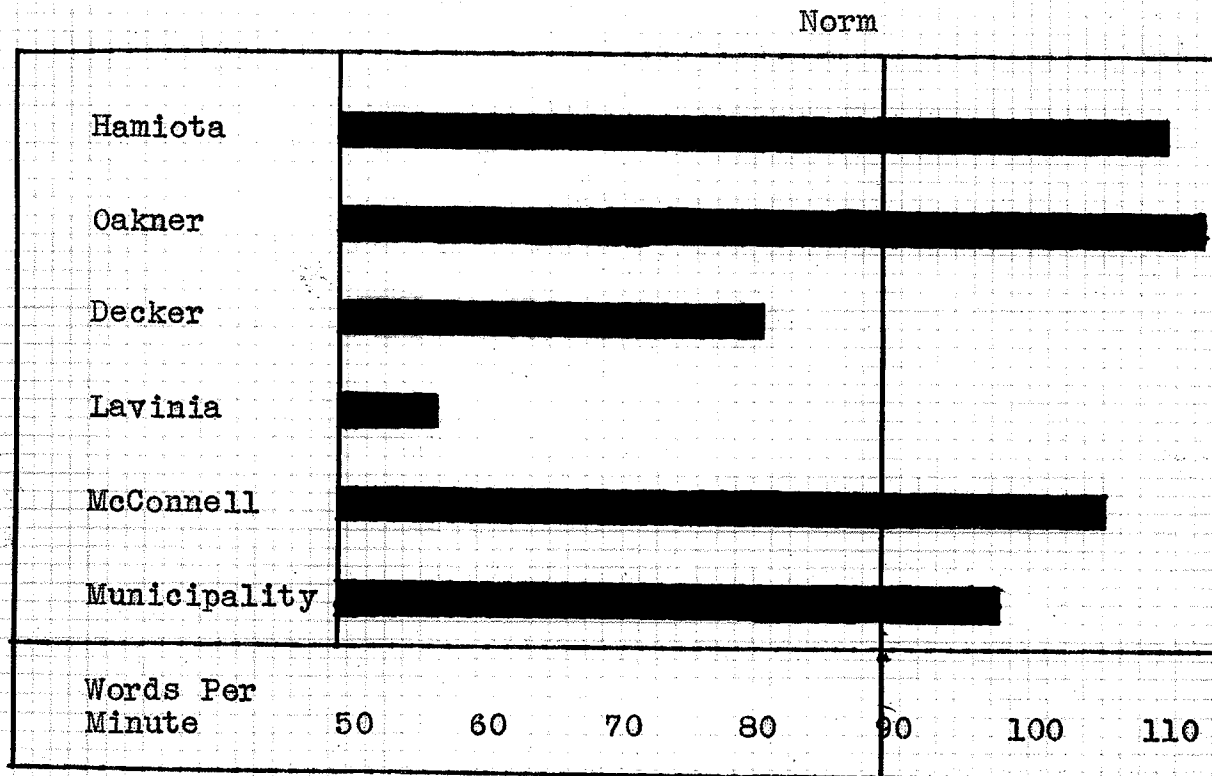


Figure 31 -- Showing Average Rate of Reading in Words Per Minute of Pupils in the Schools of the Municipality of Hamiota. (Grade 10)

It is worth noting also that in all schools except Hamiota there are from three to five grades in the secondary rooms and there is a tendency for teachers to devote a disproportionate amount of time to the Grade XI pupils, those in the other grades being placed to a greater extent upon their own initiative. It is possible that they have not acquired efficient habits of self-study

Findings

1. Judging by the results of the tests, it would appear that reading achievement at the secondary level is slightly better than at the elementary level. Elimination of poorer students before they reach the secondary level may account for some of the difference.
2. There is a very wide spread in reading achievement between various grades and schools.
3. At the secondary level pupils appear to be doing fully average work in reading; at the elementary level results appear to be slightly below the norm.
4. Many pupils are not in grades where they can best use their talents, or, are not doing work equal to their ability.
5. Poor accomodation has been a factor in the achievement of pupils in Lavinia School; recent changes of primary teachers may have affected the progress of pupils in the elementary grades of Oakner, Decker, and McConnell Schools.

CHAPTER IX

ACHIEVEMENT IN LANGUAGE

"Language learned is a product in personality."¹

Progress in civilization has been made mainly because of the development of language as a means of communicating thought. The effective use of language is one of the primary products of school training. In making a school survey, therefore, it is essential to determine the extent to which pupils have acquired the ability to use language accurately and with facility. Language ability is one of the most important single factors by which the effectiveness of a school system can be measured.

The Orleans Language Usage Test was given to two hundred and twenty-nine pupils in Grades III to VIII in order to measure language achievement. This is a general test of language ability and sets forth the most important and frequent errors in diction and grammatical usage taken from scientific investigations of language errors. The norms for the test have been standardized from the results of one hundred and thirty thousand cases spread over a period of several years.

Results of the tests are shown in Table XXXVI.

¹ H. C. Morrison , Basic Principles in Education, p. 215.
New York: Houghton Mifflin Company, 1934.

TABLE XXXVI

SHOWING AVERAGE SCORES ON THE ORLEANS LANGUAGE
USAGE TEST BY SCHOOLS IN THE MUNICIPALITY OF HAMIOTA

School	Grade						
	Pupils Tested	III	IV	V	VI	VII	VIII
Hamiota	87		26.3	38.4	42.1	44.9	43.6
Oakner	38	24.0	32.5	36.2	41.4	39.3	50.1
Decker	50	20.2	24.3	34.4	37.3	39.0	45.7
Lavinia	25	15.5	27.5	34.3	38.5	42.9	----
McConnell	29	21.0	36.0	38.7	40.6	45.2	46.0
Municipality	229	20.9	29.3	36.4	39.9	42.5	45.6
Norm		18.0	28.0	33.5	39.0	42.0	46.0

It would appear from the table that, in general, pupils are doing fairly good work in language. The average scores for the municipality as a whole are above the norms for all grades except Grade VIII, which is only .4 points below.

As was the case of reading achievement there is a very great spread in language ability within the various grades. In grade III the spread varies from 11 to 43, which is equivalent to a spread from Grade III to Grade VIII. A similar spread is found in Grade IV and in Grade V the range is from below Grade III to considerably beyond Grade VIII. The spread in Grades VI, VII, and VIII is much less than in the three lower grades.

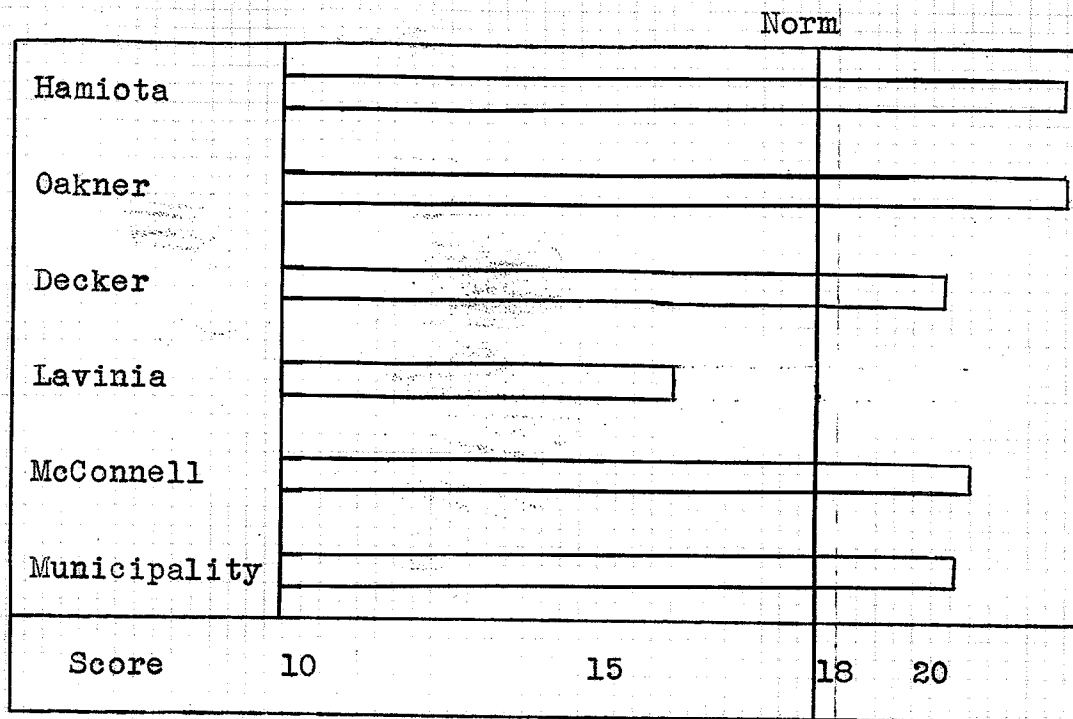


Figure 32 -- Showing Average Language Ability of Pupils in the Schools of the Municipality of Hamiota. (Grade III)

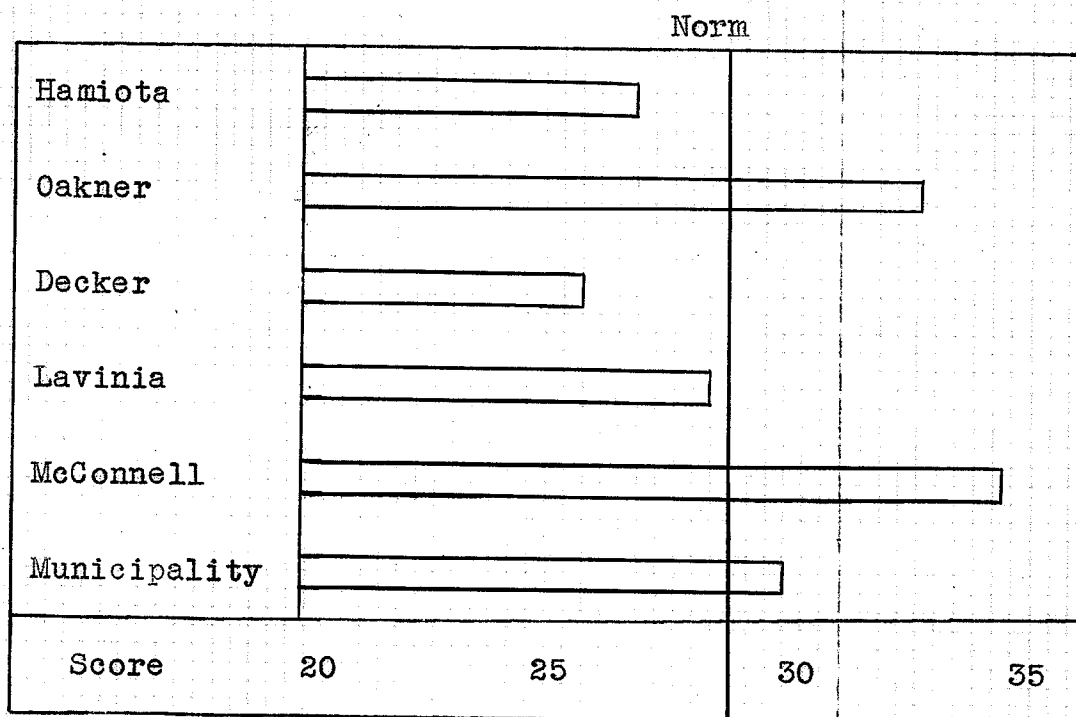


Figure 33 -- Showing Average Language Ability of Pupils in the Schools of the Municipality of Hamiota. (Grade IV)

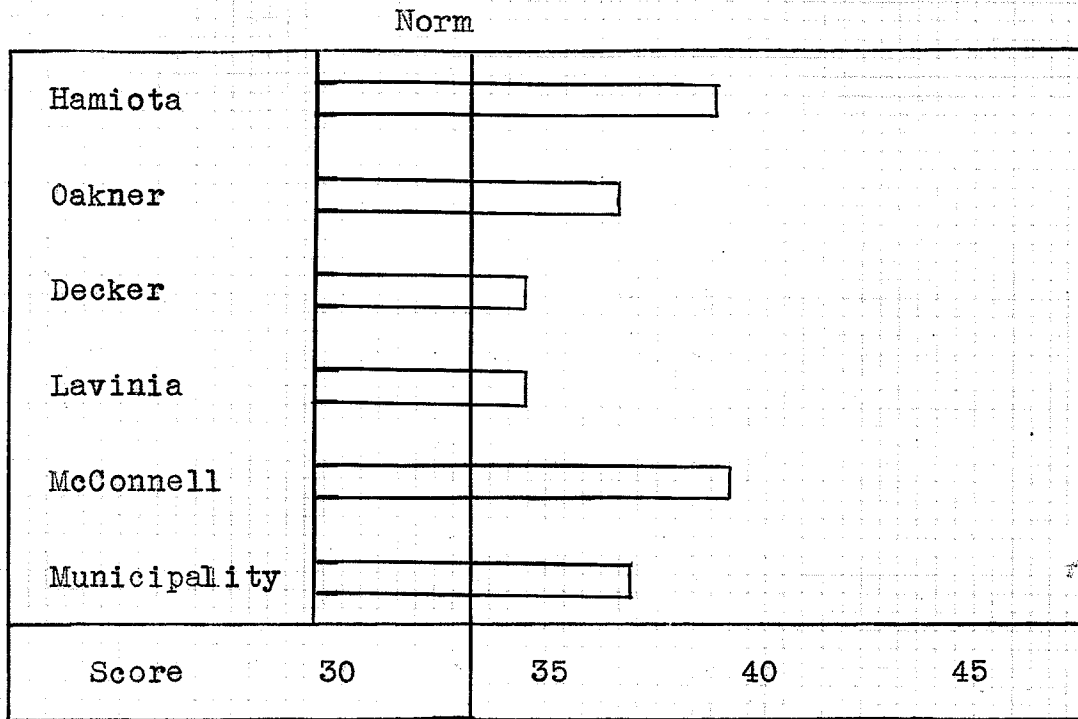


Figure 34 -- Showing Average Language Ability of Pupils in the Municipality of Hamiota.(Grade V)

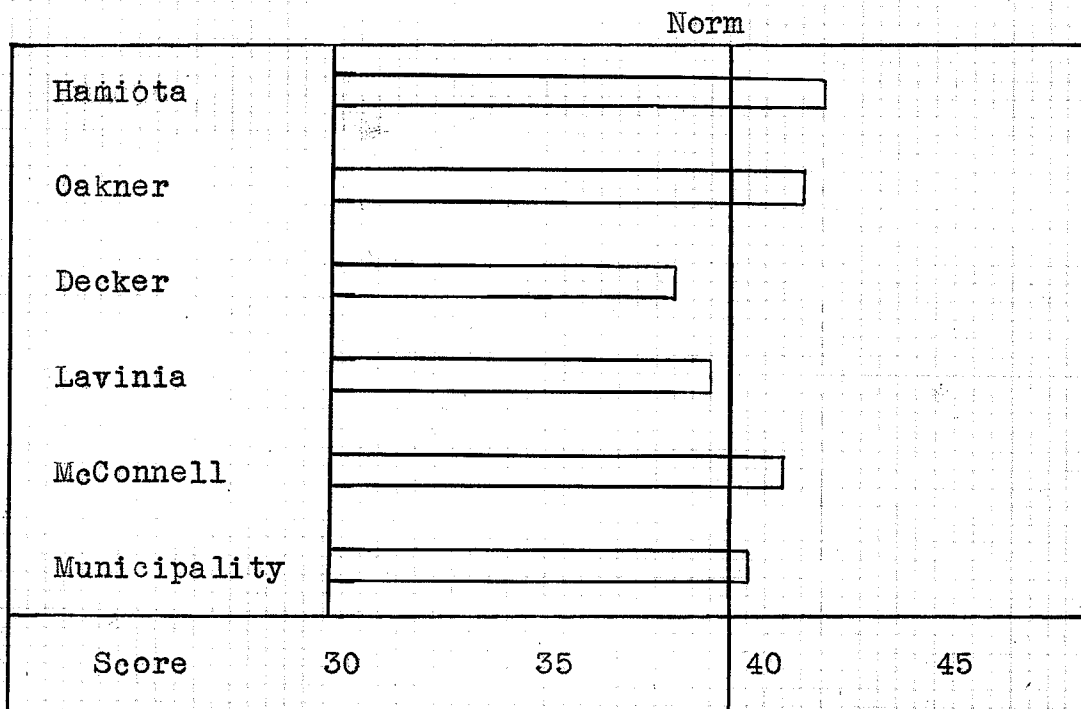


Figure 35-- Showing Average Language Ability of Pupils in the Schools of the Municipality of Hamiota.(Grade VI)

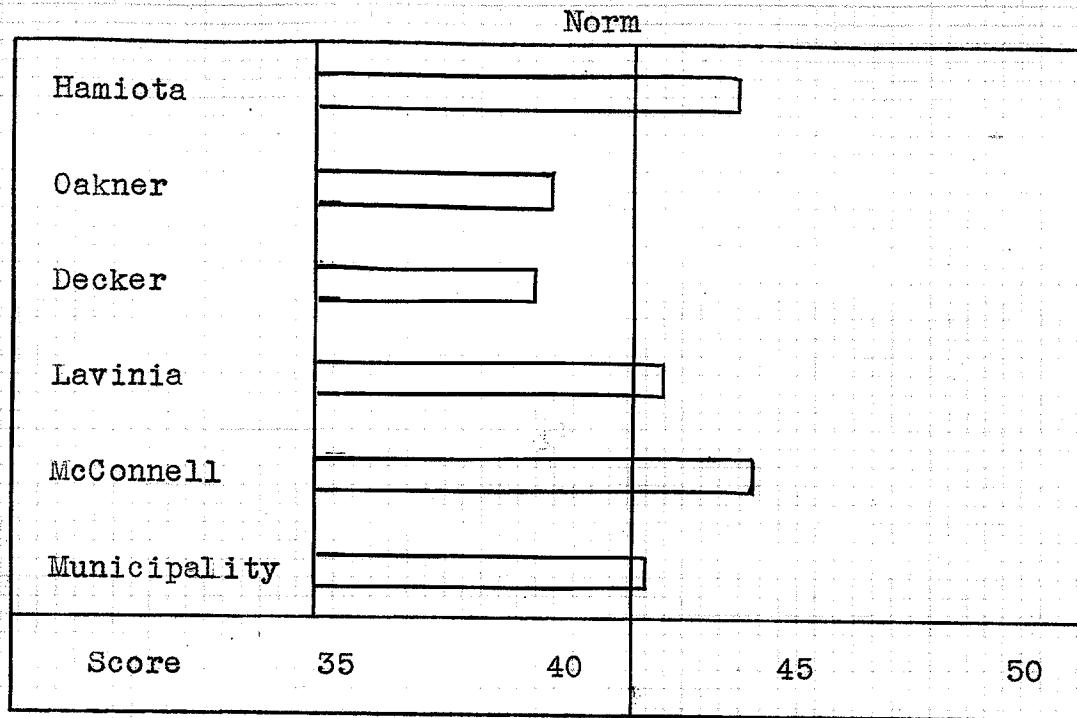


Figure 36 -- Showing Average Language Ability of Pupils in the Schools of the Municipality of Hamiota.(Grade VII)

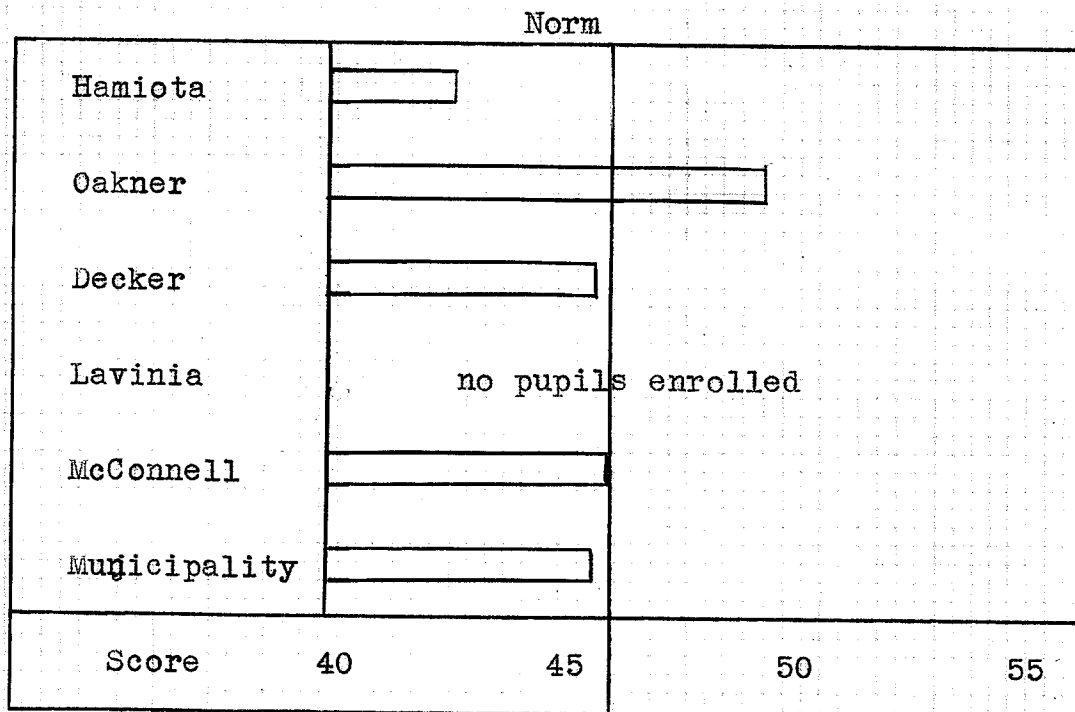


Figure 37 -- Showing Average Language Ability of Pupils in the Schools of the Municipality of Hamiota.(Grade VIII)

Scores on the Orleans Language Usage Test were correlated with I. Q. Correlations are as follows:

Grade III -- .2419	Grade VI -- .3395
Grade IV -- .2210	Grade VII - .7043
Grade V -- .7177	Grade VIII .7207

The low correlations in Grades III, IV, and VI probably indicate a need for diagnostic work. There is an apparent lack of correspondence between language scores and intelligence. The correlations for Grades V, VII, and VIII indicate a better situation in this regard.

There has been a tendency in the past few years to increase the amount of time spent on functional language and decrease proportionally the amount of time spent in teaching formal grammar. Since the Orleans Language Usage Test is designed to test functional rather than formal grammar it would appear from the test results that the curtailment of formal grammar instruction has not been detrimental to language achievement. Instruction in functional language could probably be improved by the use of diagnostic tests, all teachers having reported that they do not use educational tests of any kind. However, if the results of the tests are a reliable index of language ability and indirectly of language instruction it would appear that the functional approach to language instruction is providing fairly satisfactory returns.

Language Achievement at the Secondary Level

Achievement in language at the secondary level was tested by the Tressler English Minimum Essentials Test. This

is an organization of seven tests covering the essentials of good usage in Grammatical Correctness, Vocabulary, Punctuation and Capitalization, Sentence Structure, Inflection and Accent, and Spelling. Norms for the test are based on more than nine thousand cases.

Results of the tests are shown in Table XXXVII

TABLE XXXVII

SHOWING AVERAGE COMPOSITE SCORES ON THE TRESSLER
ENGLISH MINIMUM ESSENTIALS TESTS OF THE PUPILS IN HAMIOTA
MUNICIPALITY, GRADES IX -XII

School	Pupils Tested	Grade			
		IX	X	XI	XII
Hamiota	60	38.7	53.3	51.3	53.5
Oakner	17	33.5	39.0	47.2	----
Decker	9	44.5	30.0	54.5	----
Lavinia	6	28.0	37.0	----	----
McConnell	12	29.0	22.5	39.3	----
Total	104	35.4	43.4	47.6	53.5
Norm		46.1	53.6	60.4	65.6

It would appear from the table that, in general, pupils are below the norms for their respective grades. The norms, however, are for the end of the year and pupils were tested at the middle of the year. Even though this be true it will be seen that the average score for Grade XII with an enrollment of twenty-six pupils is the same as the standard score for typical pupils at the end of Grade X. The Grade XII

class is fairly representative of the municipality since Hamiota School draws students from this area for Grade XII. The average Grade XI score is only slightly above the norm for pupils at the end of Grade IX; the Grade X average score is below the norm for typical Grade IX pupils. On the basis of test results it would appear that pupils are retarded from one to two years in language ability.

It is interesting to note that the average score for Grade X in Hamiota School is almost the same as the Grade XII score, the average I. Q. for the two grades being 116 and 105, respectively. Although the enrollments in McConnell and Decker Schools are too small to be significant for conclusive results, it is interesting also to note that the Grade IX average score is higher than the Grade X score in both cases.

Average scores on the sub-tests of the Tressler Minimum English Essentials Test are shown in Table

Findings

1. It would appear from individual and composite scores that language achievement at the secondary level is somewhat below normal.
2. At the elementary level pupils are doing fully average work in language.
3. Emphasis on functional rather than formal grammar in the elementary grades during the past few years may have had some effect upon the test scores.
4. In Grades III, IV, and VI low correlations of language scores and I. Q.'s probably indicate disorders in

TABLE XXXVIII
SHOWING AVERAGE SCORES BY GRADES ON SUBTESTS
OF THE TRESSLER ENGLISH MINIMUM ESSENTIALS TEST

Test	Grade			
	IX	X	XI	XII
Grammatical				
Correctness	5.9	8.7	8.8	10.7
Norm	8.2	10.3	12.1	13.0
Vocabulary	6.1	6.9	7.7	8.3
Norm	6.3	8.0	9.6	10.8
Punctuation & Capitalization	2.3	2.7	3.8	2.9
Norm	2.9	3.4	4.4	4.9
Sentence Structure	3.9	5.0	4.9	5.2
Norm	6.0	6.8	7.3	7.9
Sentence Sense	6.5	7.0	8.1	8.1
Norm	7.4	8.0	8.7	9.2
Inflection and accent	2.9	3.8	4.3	4.8
Norm	4.4	5.5	6.1	6.7
Spelling	8.3	9.3	10.9	12.9
Norm	10.9	11.6	12.2	12.1

In certain grades which need special attention.

5. In many schools Composition is not given adequate consideration as a functional subject in the curriculum.

CHAPTER XC

ACHIEVEMENT IN HANDWRITING, SPELLING, AND ARITHMETIC

Two hundred and forty-nine pupils in Grades II to VIII were tested for quality of handwriting by means of the Ayres Handwriting Scale, commonly known as the "Gettysburg Edition."

Since it is impossible to measure handwriting on a scale so finely graded as those for arithmetic and language, the average scores are only as accurate as it is possible to measure the individual samples by comparing them with the handwriting scale. Obviously, the scoring has a tendency to be slightly subjective. The samples were measured once, then shuffled and measured again in order to make the scoring as accurate as possible, the average of the two trials being used as the final score. The results are, therefore, more accurate than if done only once.

It will be seen from the tables and accompanying figures that the quality of handwriting of pupils in the Municipality of Hamiota is, in general, considerably below normal. There are a few grades, especially in Hamiota School, in which quality of handwriting appears to be slightly above the norms.

As a subject in which achievement depends to a large extent upon correct and effective practice it would seem that although sufficient time may be spent on handwriting instruction, the time is not being spent as effectively as possible.

TABLE XXXIX

SHOWING AVERAGE HANDWRITING SCORES ON THE AYRES
HANDWRITING SCALE BY PUPILS IN THE MUNICIPALITY OF HAMIOTA

School	Pupils Tested	Grade						
Hamiota	93	35	50	45	55	62	70	75
Oakner	41	20	35	45	48	55	60	80
Decker	55	25	35	45	52	60	62	70
Lavinia	28	32	30	32	42	55	60	--
McConnell	32	30	33	45	65	60	60	60
Munici. 249		28	34	42	52	58	62	71
Norm		44	47	50	55	60	64	70

According to experimental investigations by Gessell¹ and Starch² there is a positive correlation between quality of handwriting and general intelligence of school children of .30, handwriting ability apparently being less dependent upon general intelligence than arithmetic reasoning³, which, according to scientific investigations shows a somewhat higher correlation. Accordingly, one might reasonably expect that with careful individual instruction focussed upon specific handwriting disabilities most pupils should be able to achieve and maintain a quality of handwriting at least equal to the norm.

¹ H. B. Reed, Psychology of Elementary School Subjects, Ginn and Company, New York, p. 289. 1938.

² Ibid p. 289.

³ Ibid p. 370.

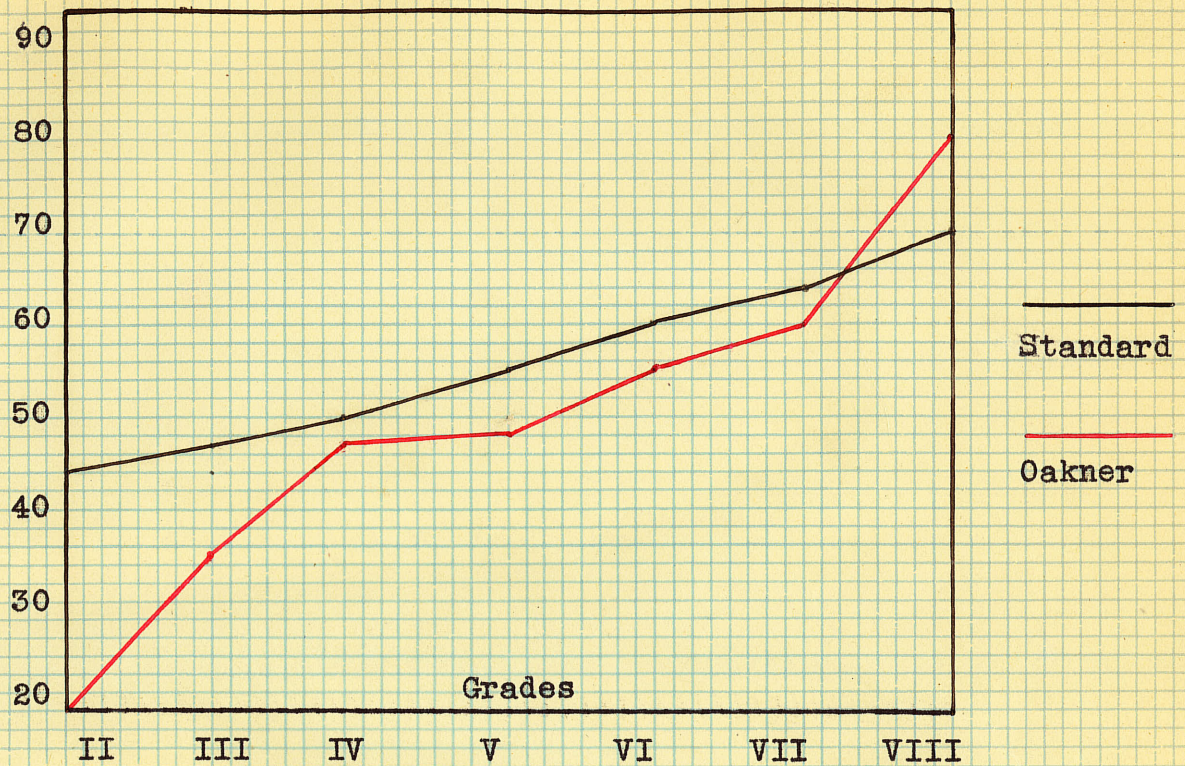


Figure 38-- Showing Average Quality of Handwriting of Pupils in the Oakner School in Relation to Grade

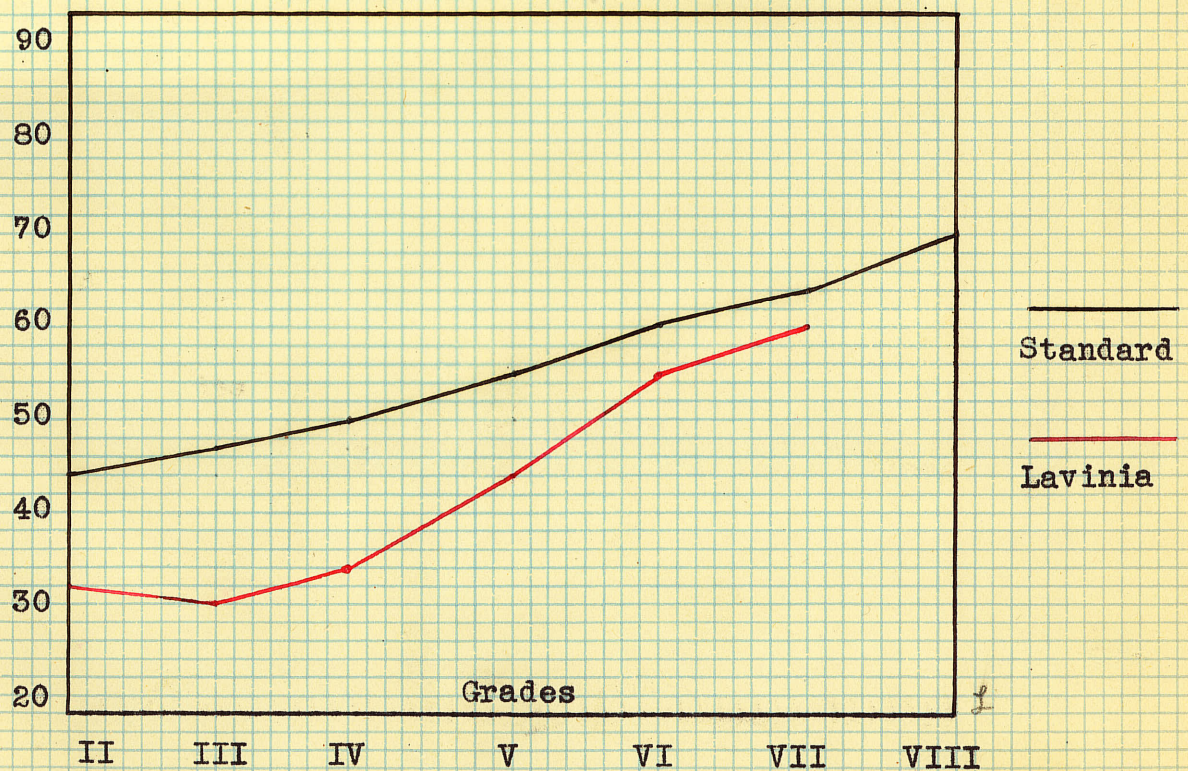
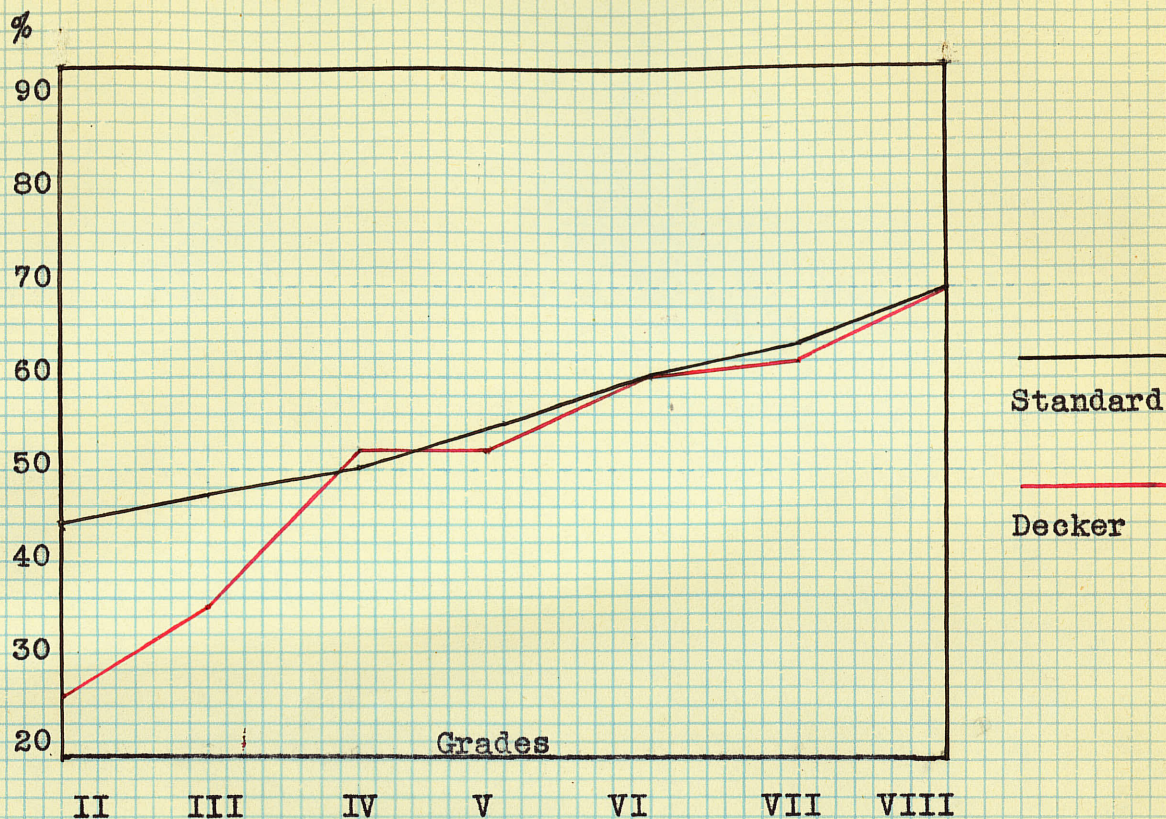


Figure 39-- Showing the Average Quality in Handwriting of Pupils in the Lavinia School in Relation to Grade



Figure⁴⁰ -- Showing Average Quality of Handwriting in Relation to Grade in the Decker School

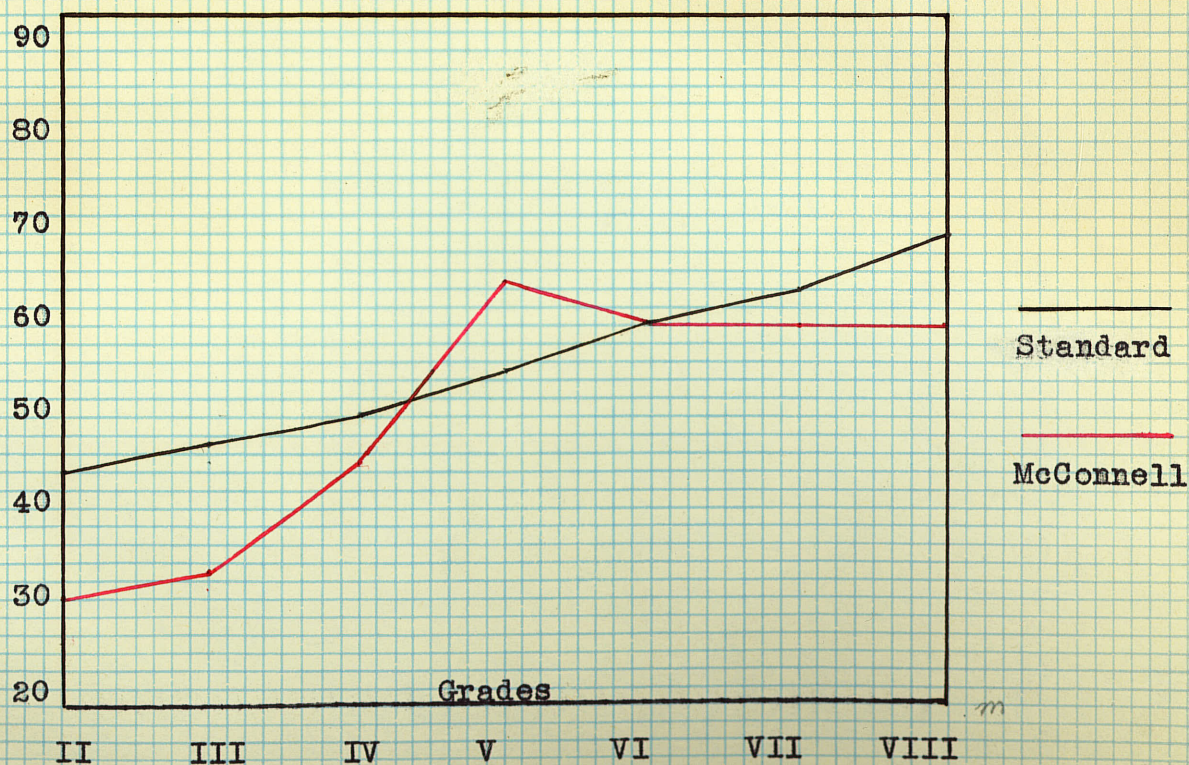


Figure 41-- Showing Average Quality in Handwriting of Pupils in the McConnell School in Relation to Grade

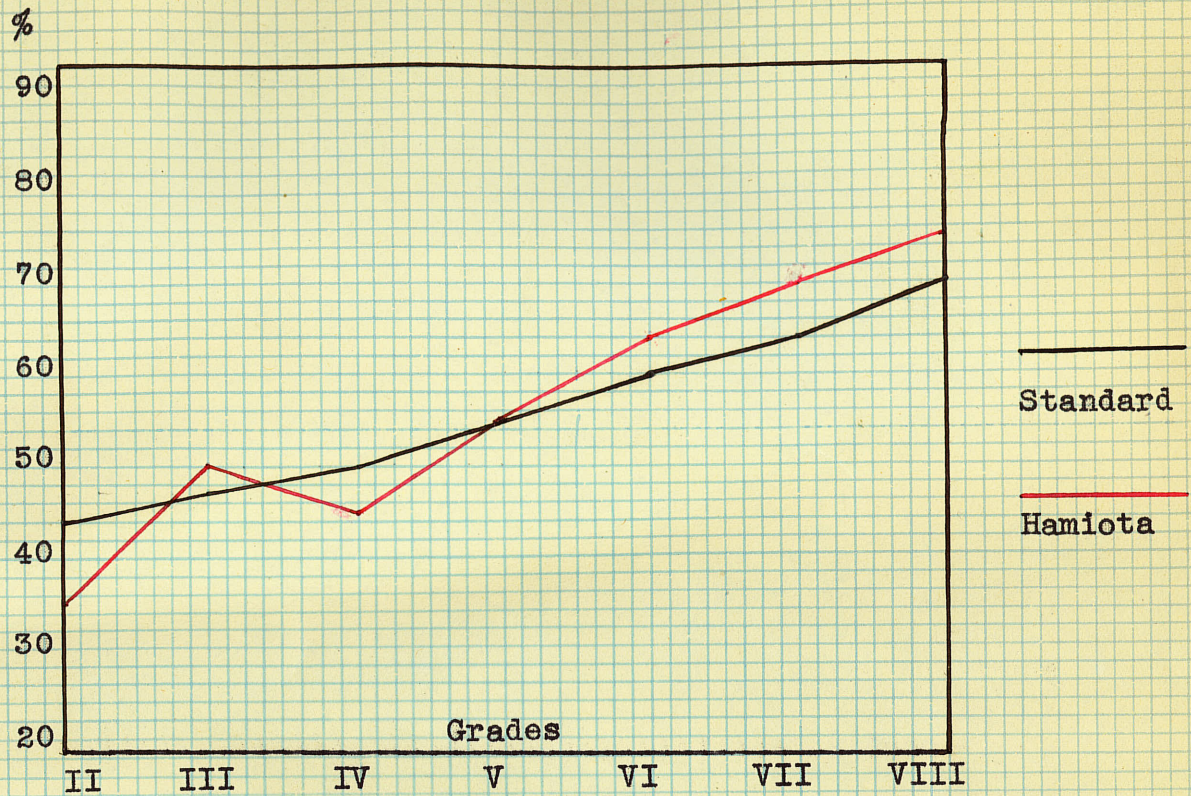


Figure 42 -- Showing Average Quality of Handwriting of Pupils in the Hamiota School in Relation to Grade

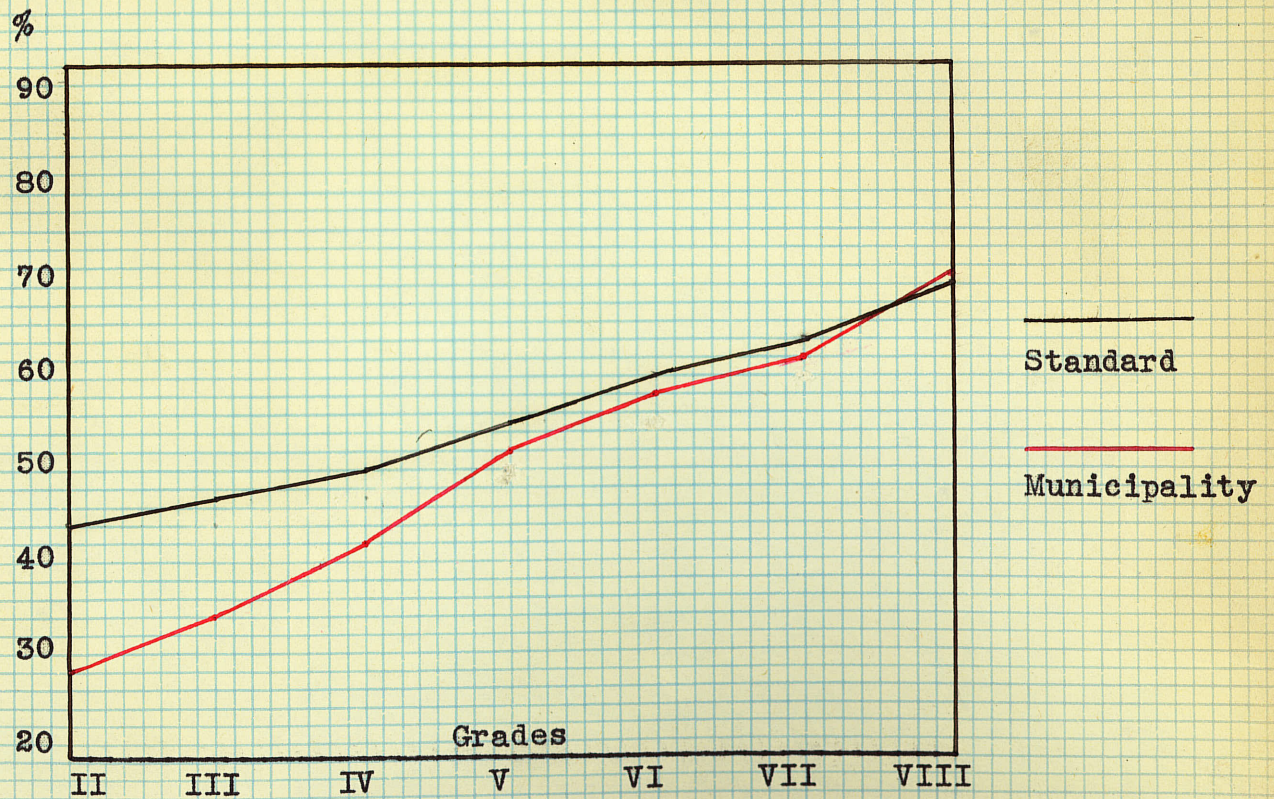


Figure 43 -- Showing Average Quality in Handwriting of Pupils in the Municipality of Hamiota in Relation to Grade

Regarding the necessity for a handwriting ideal in¹
the teaching of handwriting, Morrison has this to say:

"Within certain limitations, it is relatively easy to develop the handwriting skills in a handwriting period, but the skills thus developed transfer to handwriting in general only as the individual pupil acquires a handwriting ideal, and this is a matter of chance, apart from systematic mastery development. The inescapable conditions of school-room work require that this generalized adaptation must be set up in the growing pupil through training in every situation in which he has occasion to use handwriting. If the teacher is concerned with handwriting only in the handwriting period or if only a special handwriting teacher is so concerned, the pupil, in all but the chance cases, relapses into his naive performance when the specific restraint is removed. Hence, every teacher in every period in which handwriting is used, until the required skills have been permanently established, must be a handwriting teacher. This does not imply that the handwriting drill must be carried on in the content subjects. That is constructive work which belongs properly to the handwriting period. It does mean, however, that the teacher in other periods must heed such matters as handwriting position and penholding, and above all must accept from each pupil only his standard performance."

There seems to be no excuse for poor quality in handwriting on the grounds that pupils have not sufficient ability to acquire the skills concerned with good penmanship. Correct practice aimed at the establishment of a handwriting adaptation will enable most pupils to achieve a legible quality of handwriting.

Achievement in Spelling

The Buckingham Extension of the Ayres Spelling Scale was used to test two hundred and forty-seven pupils in Grades II to VIII. The test is based on one thousand commonly misspelled words and norms are provided for each grade.

¹ H. C. Morrison, The Practice of Teaching in the Secondary School, p. 299, University of Chicago Press, 1934.

TABLE XL

SHOWING AVERAGE SPELLING SCORES ON THE BUCKING-
HAM EXTENSION OF THE AYRES SPELLING SCALE BY GRADES
IN THE MUNICIPALITY OF HAMIOTA SCHOOLS

School	Pupils Tested	Grade						
		II	III	IV	V	VI	VII	VIII
Hamiota	92	93.0	96.0	93.0	99.0	99.5	88.0	93.0
Oakner	40	93.7	95.9	98.4	94.7	98.4	83.7	98.4
Decker	55	95.1	96.6	97.7	93.7	94.8	83.1	96.8
Lavinia	28	97.0	81.3	92.8	92.8	93.3	86.1	----
McConnell	32	73.0	99.0	96.2	94.2	99.3	86.9	87.9
Munici.	247	94.5	93.7	94.7	95.2	97.7	87.8	94.2
Norm		92.0	94.0	96.0	97.0	97.0	86.0	94.0

On the basis of test scores it would appear that pupils in Grades III to V are below and in Grades VI to VIII above the respective norms. No marked superiority over the norm is shown by any grade. Grade II in McConnell School is distinctly below normal, the average I. Q. of the class being, however, 108. All schools except Lavinia and Hamiota are above the norm for Grade IV; all but Hamiota are below the norm for Grades V; Decker and Lavinia are below the norm for Grades VI and VII; Grade VIII pupils are above the norms in all schools except McConnell.

There seems to be no general trend in spelling achievement as regards particular schools. Individual classes in some cases are below normal and need special attention. On the whole there is a lack of the pre-test method in spelling instruction; there is a tendency to teach all words in the

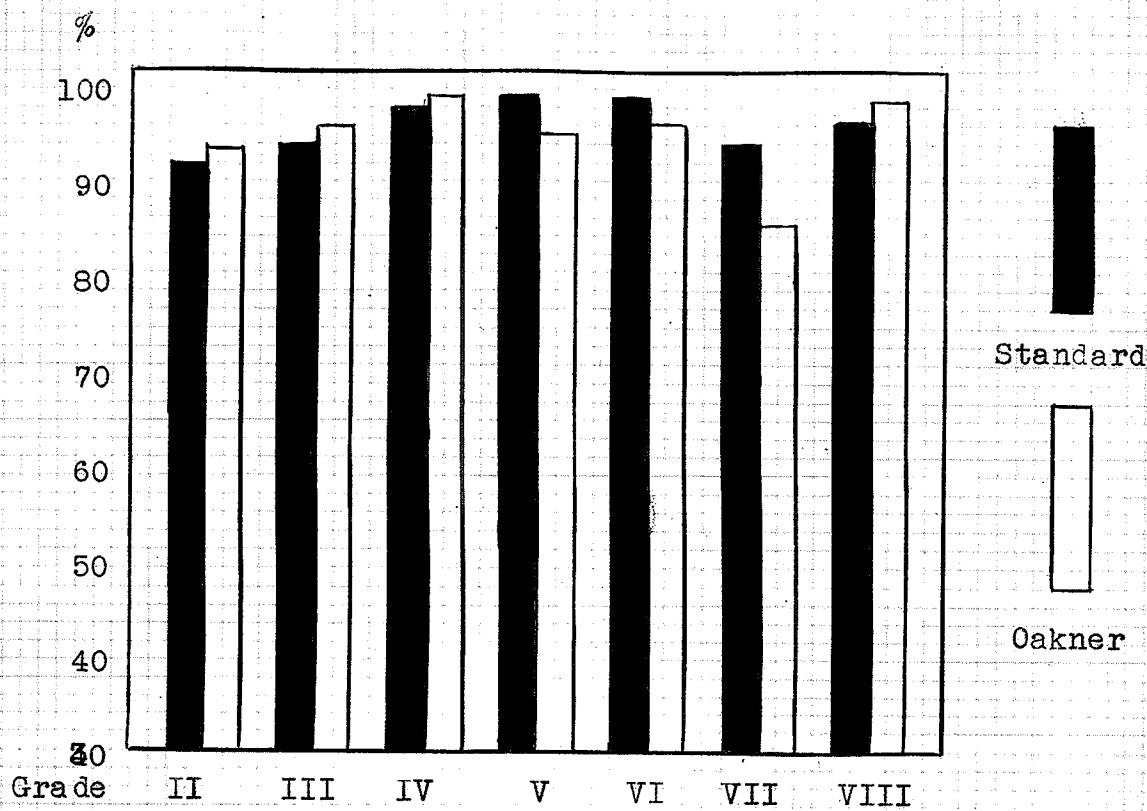


Figure 44 --Showing Average Ability in Spelling of Pupils in Oakner School in Relation to Grade Norms.

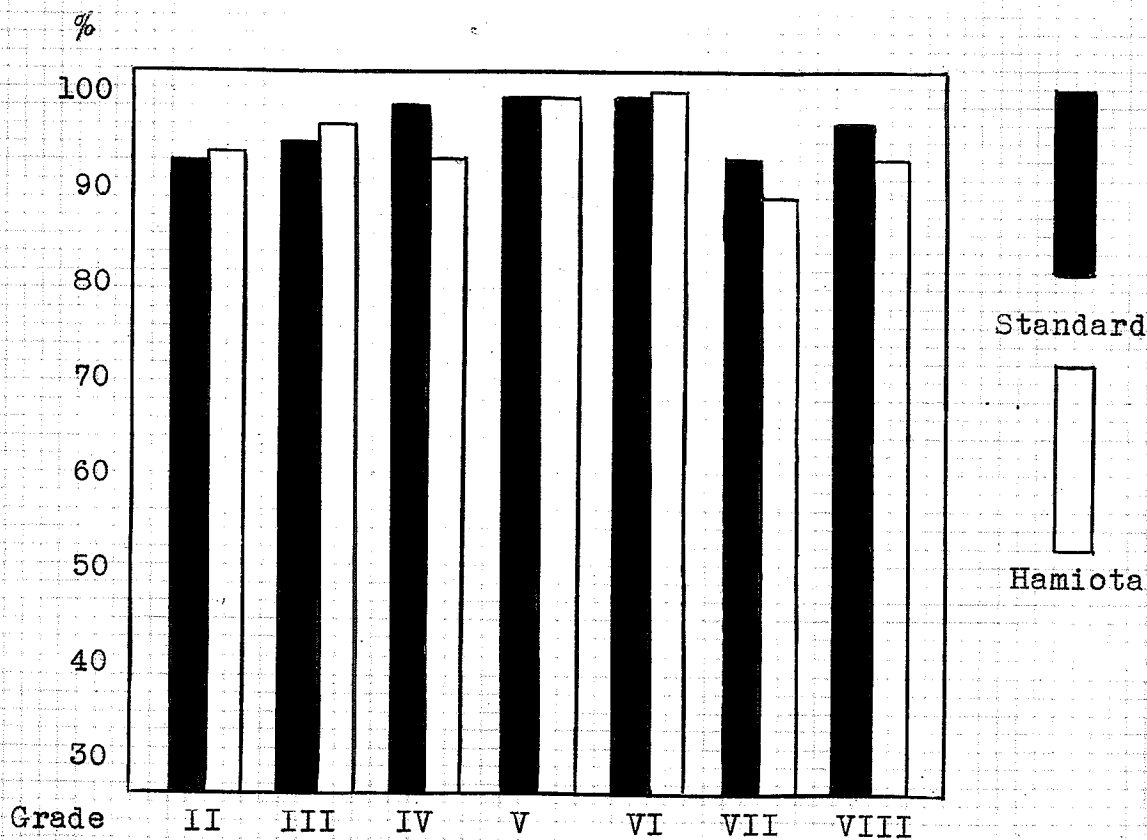


Figure 45 --Showing Average Ability in Spelling of Pupils in Hamiota School in Relation to Grade Norms

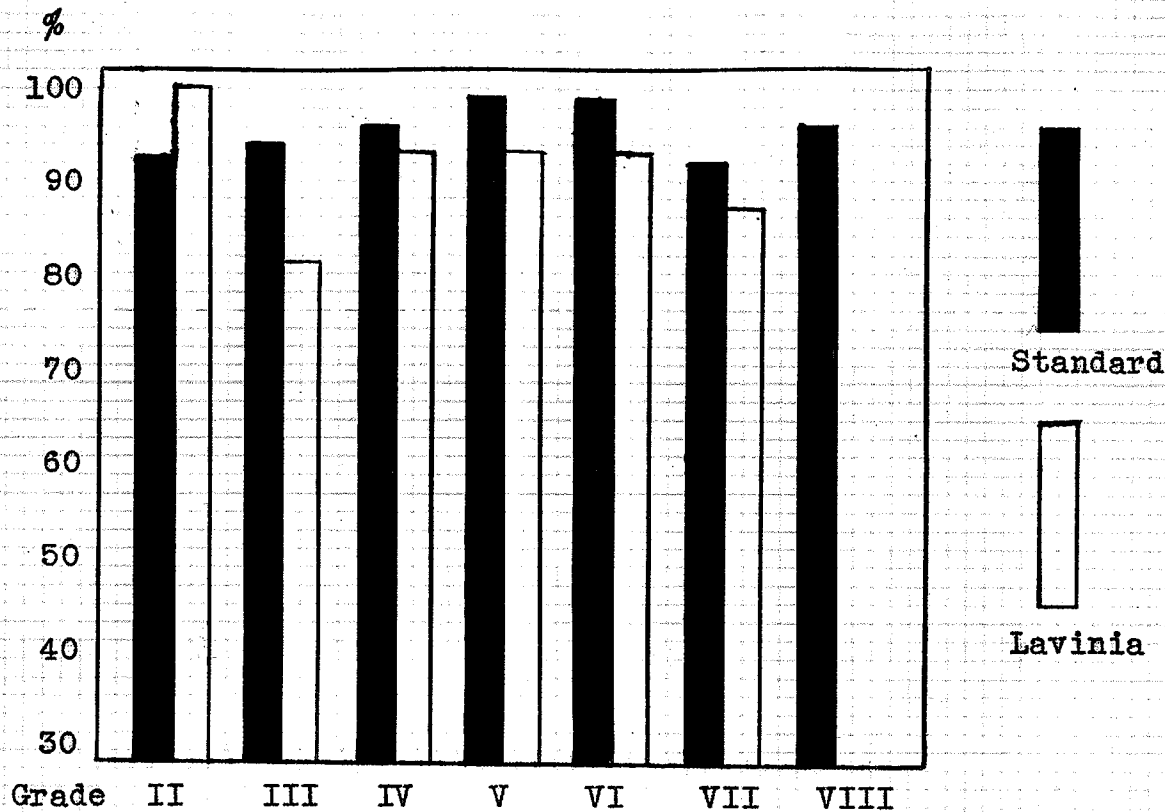


Figure 46 -- Showing Average Ability in Spelling of Pupils in the Lavinia School in Relation to Grade Norms

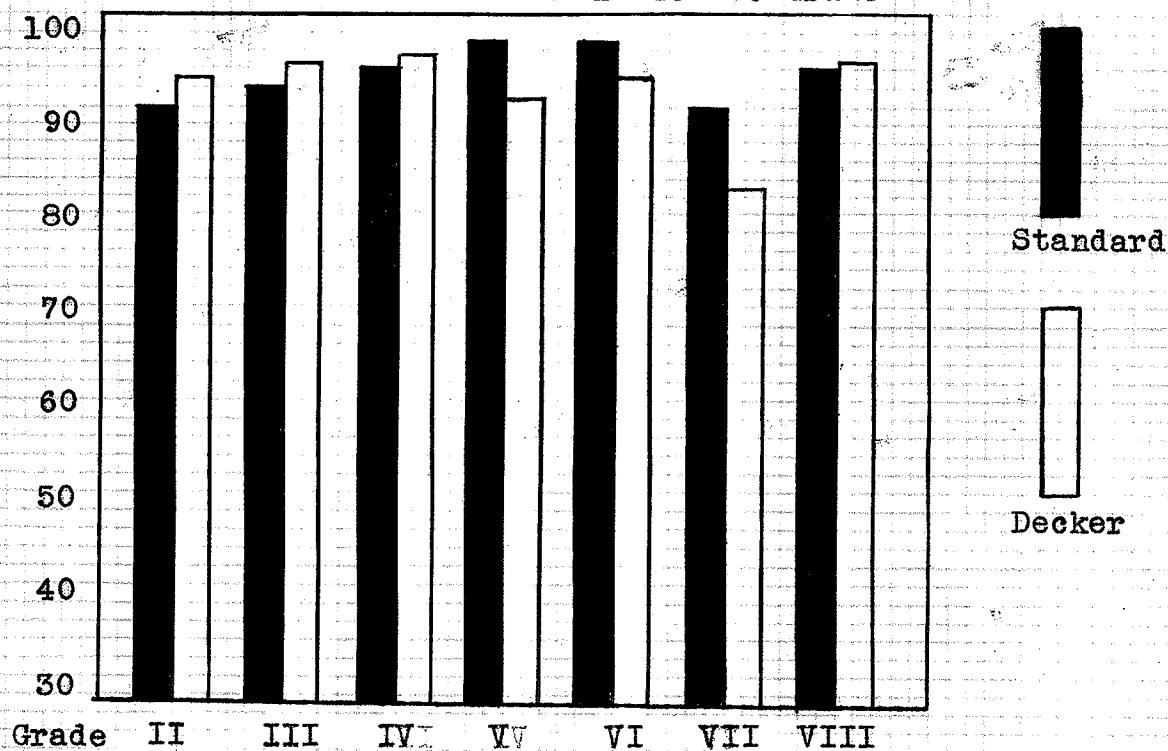


Figure 47 -- Showing Average Ability in Spelling of Pupils in the Decker School in Relation to Grade Norms.

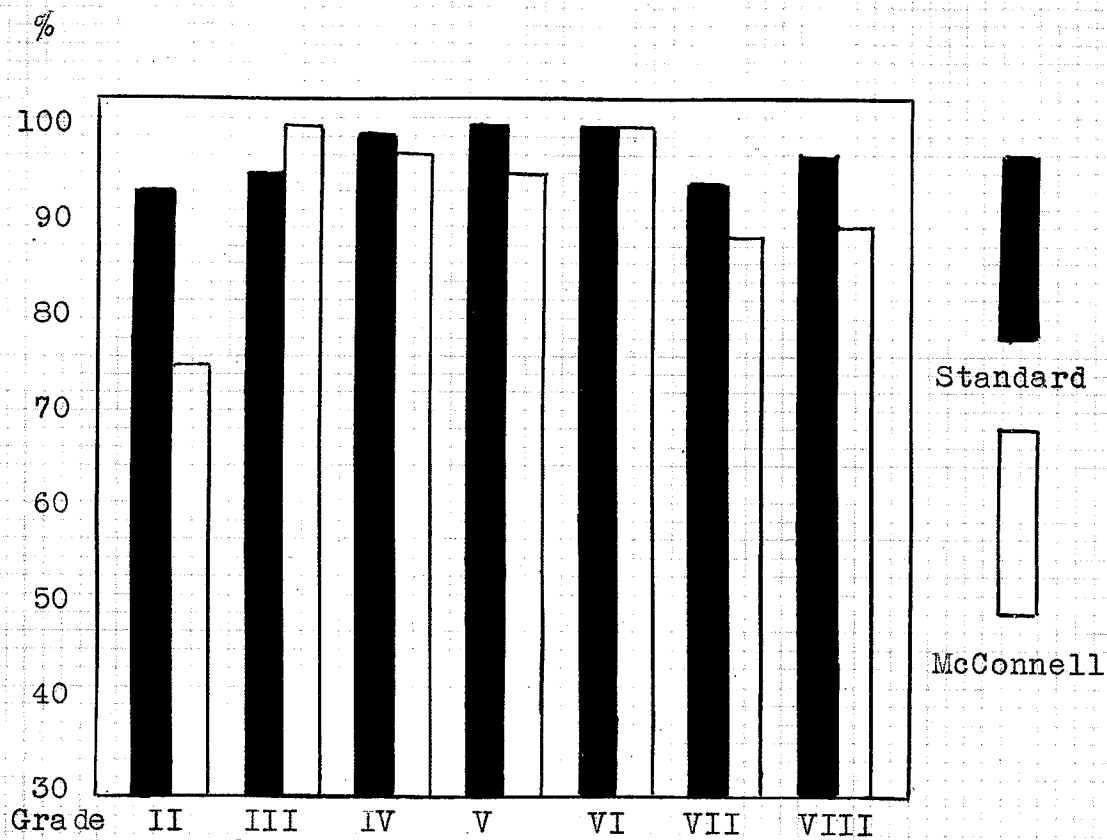


Figure 48 --Shwoing Average Ability of Pupils in Spelling in McConnell School in Relation to Grade Norms.

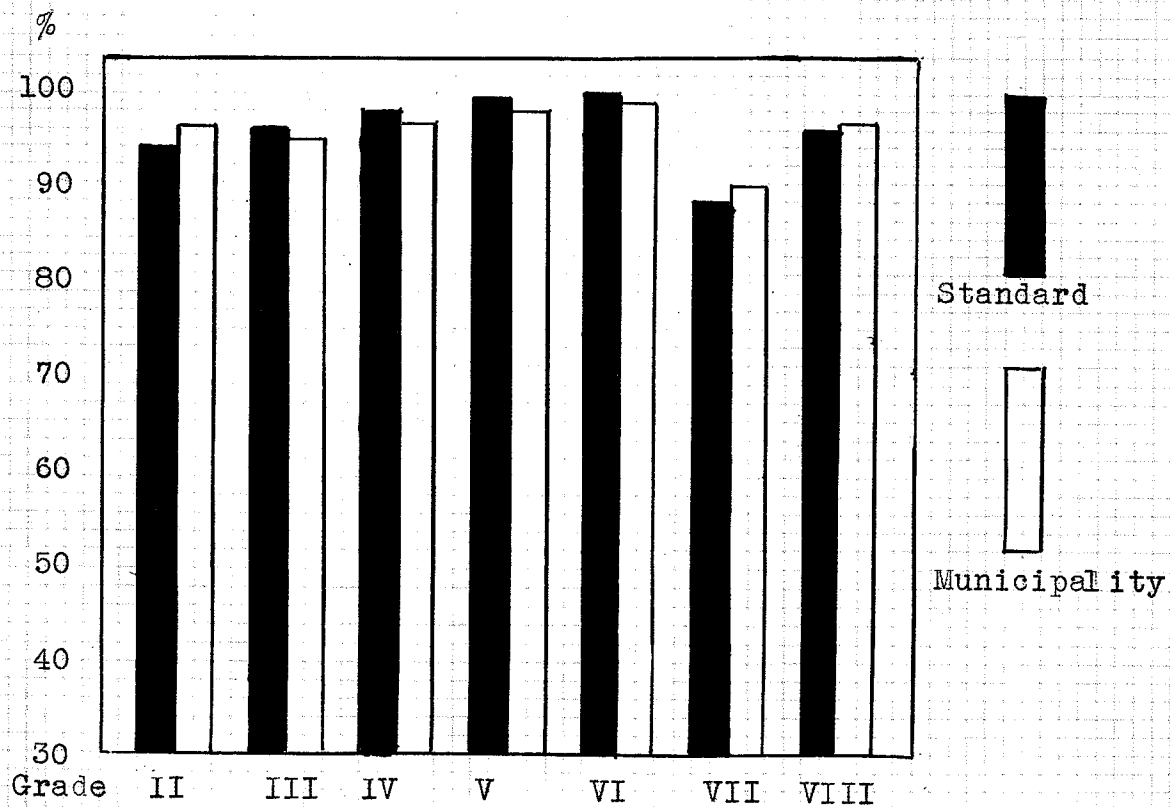


Figure 49 --Showing Average Spelling Ability of Pupils in the Municipality of Hamiota in Relation to Grade Norms.

texts regardless of variation in difficulty. As a result spelling instruction is wasteful of time.

Achievement in Arithmetic

For the purpose of determining achievement in arithmetic all pupils in Grades II to IX were given the Woody-McCall Mixed Fundamentals in Arithmetic Test. Arithmetic reasoning was tested by means of the New Stone Reasoning Test which was given to all pupils in Grades IV to IX. Scores obtained on the Woody-McCall Test were converted into age- and grade-scores and are shown in the following tables:

TABLE XLI

SHOWING THE AVERAGE GRADE-SCORES OBTAINED BY PUPILS
ON THE WOODY-McCALL MIXED FUNDAMENTALS TESTS

School	Pupils Tested	Grade							
		II	III	IV	V	VI	VII	VIII	IX
Hamiota	111	3.2	3.3	4.2	5.5	6.5	8.1	8.8	8.7
Oakner	44	2.8	4.2	5.1	5.5	6.1	6.5	9.4	10.6
Decker	57	2.9	4.1	4.7	4.9	5.6	7.0	8.2	7.1
Lavinia	33	2.6	3.2	4.2	4.5	7.0	7.1	---	8.2
McConnell	35	3.0	3.3	4.5	5.3	7.9	8.1	8.6	7.7
Municl.	280	2.9	3.5	4.5	5.2	6.5	7.5	8.7	8.6
Present Grade		2.5	3.5	4.5	5.5	6.5	7.5	8.5	9.5

In this table, a present grade of 2.5 means that the pupils were half way through Grade II; likewise, Grade 3.5 means half way through Grade III.

It will be seen from the table that only Grades II and VIII are above their respective grade levels in the fundamentals of arithmetic; Grades III, IV, VI, and VII are normal, and Grades V and IX are below the norms. On the whole it would appear that pupils are doing only average work in arithmetic.

In Grade II there is a spread of from Grade 2.6 level to Grade 3.7; in Grade III the spread is from 2.6 to 4.9; in Grade IV scores range from 3.3 to 5.3, a spread of two full grades. There is a spread of 2.3 grades in Grade V; from 3.3 to 8.6 in Grade VI; from 4.5 to 10.8, or over six full grades in Grade VII; from 7.5 to 11.6 in Grade VIII; and, from 6.2 to 11.6 in Grade IX. Obviously, pupils are poorly classified for efficient instruction and learning, especially in Grades V to IX.

It is interesting to note that pupils are considerably below the normal level for Grade IX. This is probably due to the fact that emphasis on accuracy is lessened in this grade when algebraic computations are introduced. Investigations show that pupils fail in algebra mainly because they lack ability in the fundamentals of arithmetic. Teachers at the secondary level often fail to assume responsibility for continued drill in the fundamental operations.

A second method of determining arithmetic achievement is to compare arithmetic-age with chronological age. A pupil whose arithmetic-age score is 11.8, for example, computes as well as a typical pupil whose chronological age is 11.8 years. Accordingly, for normal achievement a pupil's arithmetic-age should be approximately the same as his

chronological age, provided both are expressed in the same unit.

The following table shows the arithmetic-age scores in relation to chronological age.

TABLE XXII

SHOWING ARITHMETIC-AGE SCORES ON WOODY-McCALL TESTS
OF MIXED FUNDAMENTALS IN RELATION TO CHRONOLOGICAL
AGE

School	Pupils Tested	Grades							
		II	III	IV	V	VI	VII	VIII	IX
Hamiota	92								
C. A.		7.7	8.6	9.4	11.3	12.1	13.0	14.1	15.0
A. A.		7.9	8.7	8.9	10.3	11.5	13.7	15.6	14.4
Oakner	40								
C. A.		7.8	8.8	9.7	10.9	12.3	13.0	13.5	15.1
A. A.		7.5	9.0	9.8	10.2	11.0	11.5	15.3	17.0
Decker	55								
C. A.					11.2	12.6	13.4	14.2	14.4
A. A.		7.6	8.8	9.3	9.7	10.5	12.2	13.8	12.8
Lavinia	28								
C. A.		7.6	8.8	10.8	11.2	12.2	13.6	----	15.0
A. A.		7.4	7.9	9.0	9.3	12.2	12.3	----	13.9
McConnell	32								
C. A.		7.7	8.9	10.4	11.0	12.1	12.5	14.3	15.5
A. A.		7.7	8.0	9.3	10.1	13.2	13.6	14.3	13.1
Munici.	247								
C. A.	-----	7.7	8.7	9.9	11.2	12.2	13.2	14.0	15.1
A. A.	-----	7.8	8.8	9.1	10.2	12.4	13.2	15.1	14.1

On the whole it would appear from the table that pupils are doing average work in arithmetic fundamentals according to age-scores. The spread between chronological age and arithmetic age is not significant in any grades with the possible exceptions of Grades V and IX.

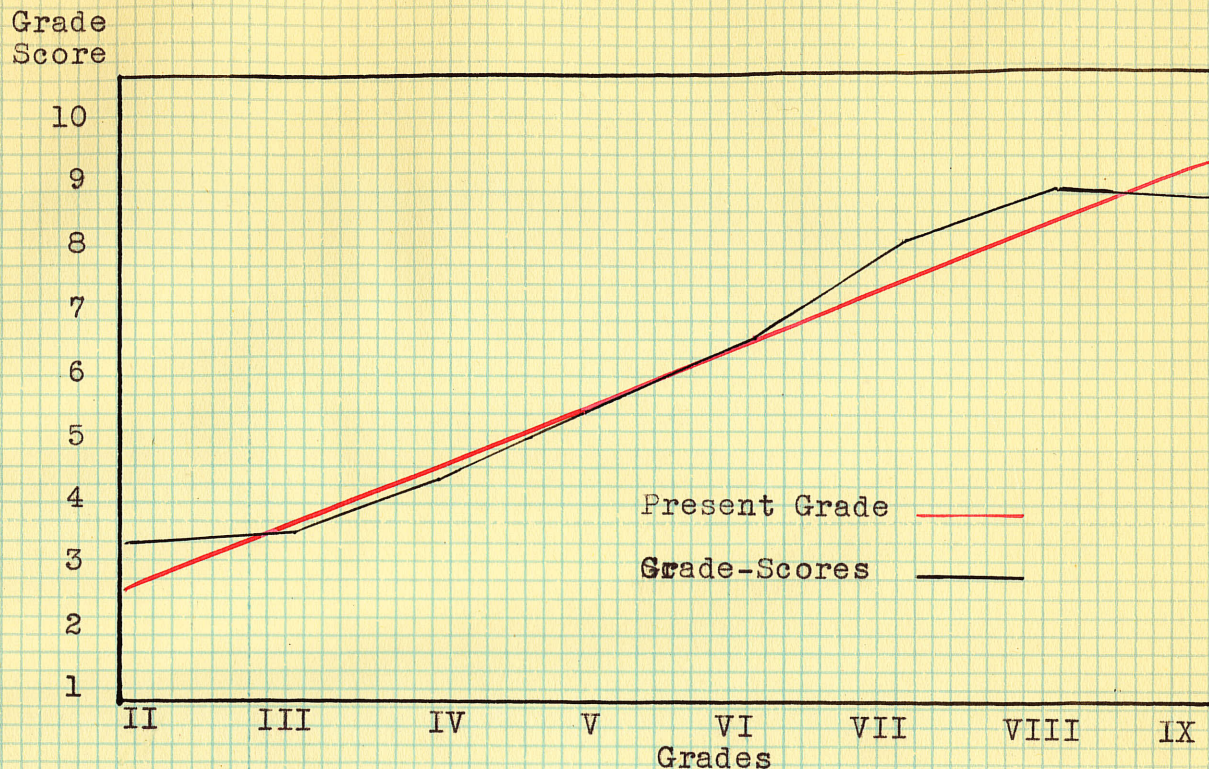


Figure 50 -- Showing Average Grade-Scores of Pupils in Hamiota School on Woody-McCall Mixed Fundamentals Test in Relation to Present Grade.

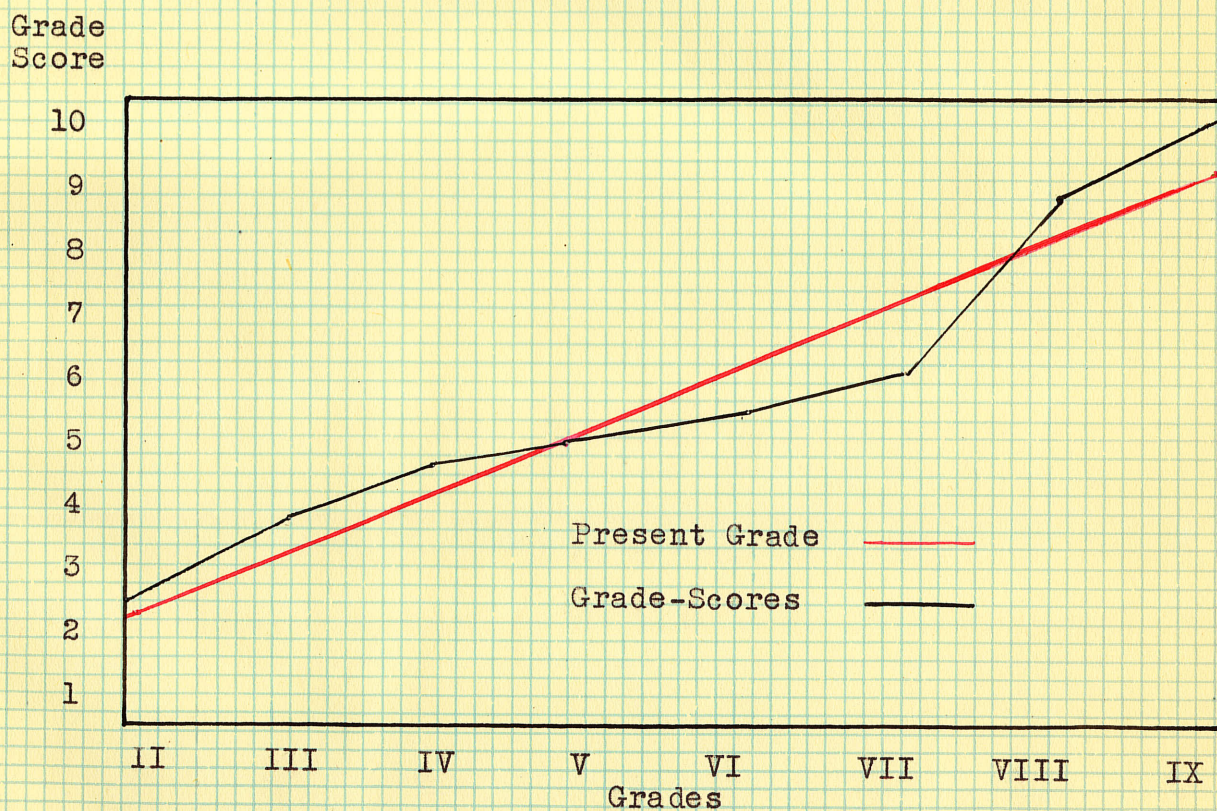


Figure 51 -- Showing Average Grade-Scores of Pupils in Oakner School on Woody-McCall Mixed Fundamentals Test in Relation to Present Grade.

Grade
Score

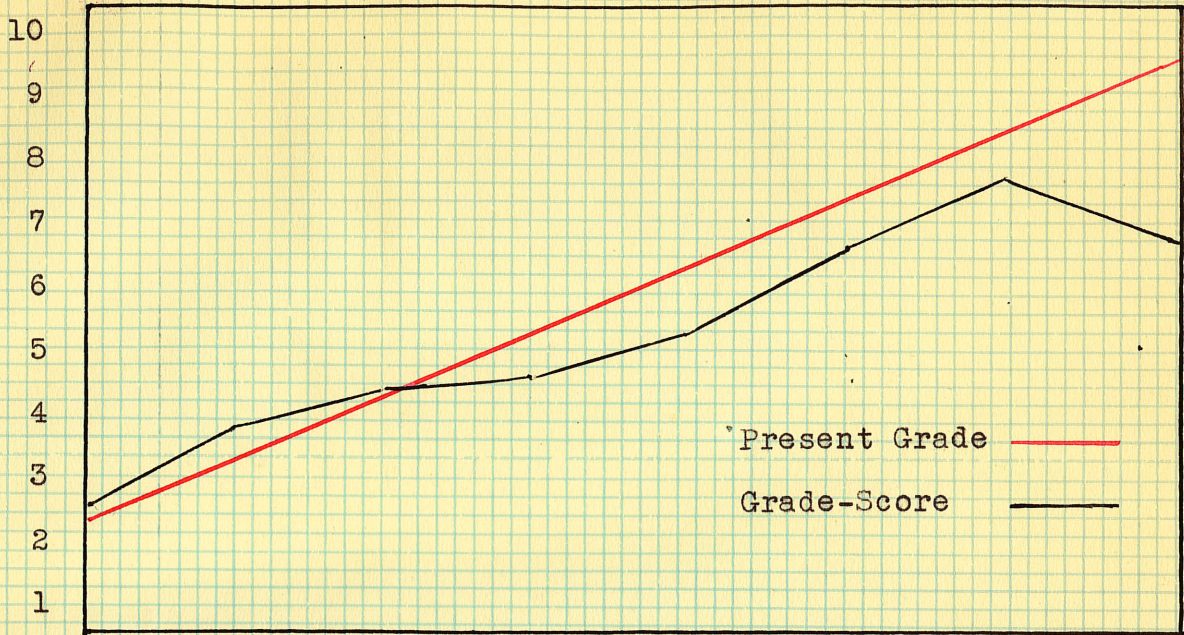


Figure 52 - Showing Average Grade-Scores of Pupils in Decker School on Woody-McCall Mixed Fundamentals Test in Relation to Present Grade.

Grade
Score

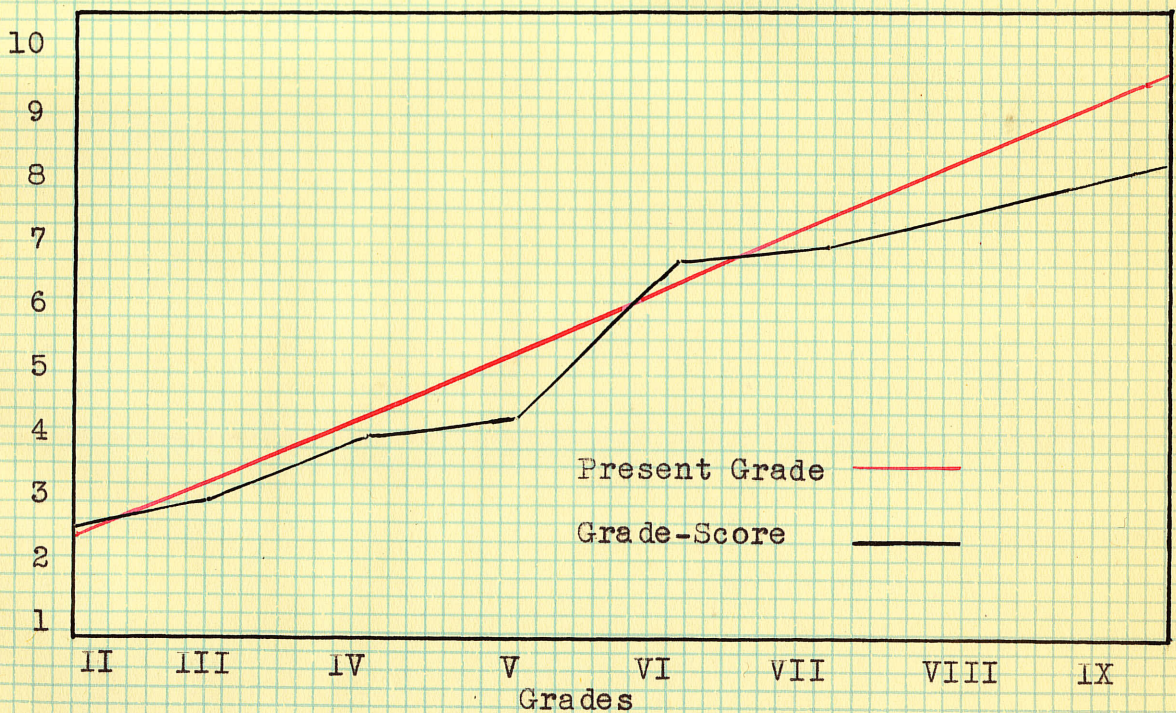


Figure 53 --Showing Average Grade-Scores of Pupils in Lavinia School on Woody-McCall Mixed Fundamentals Test in Relation to Present Grade.

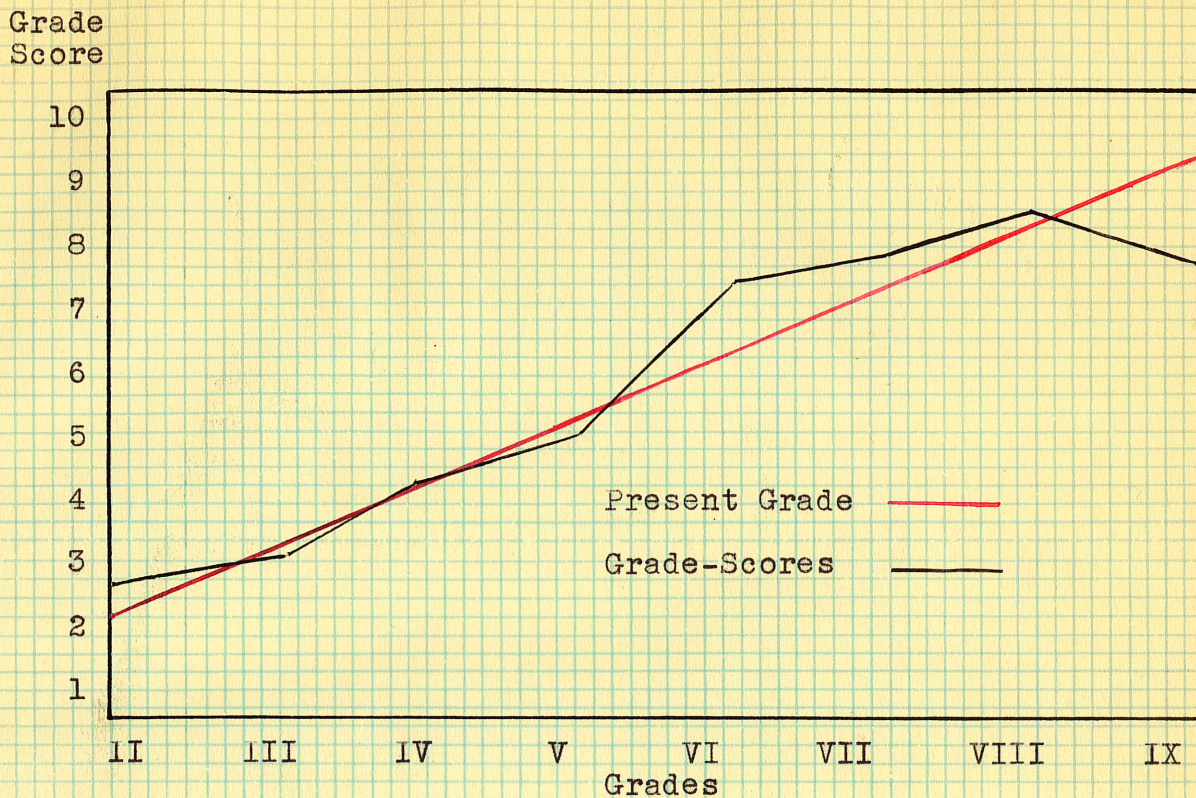


Figure 54 -- Showing Average Grade-Scores of Pupils in McConnell School on Woody-McCall Mixed Fundamentals Test in Relation to Present Grade.

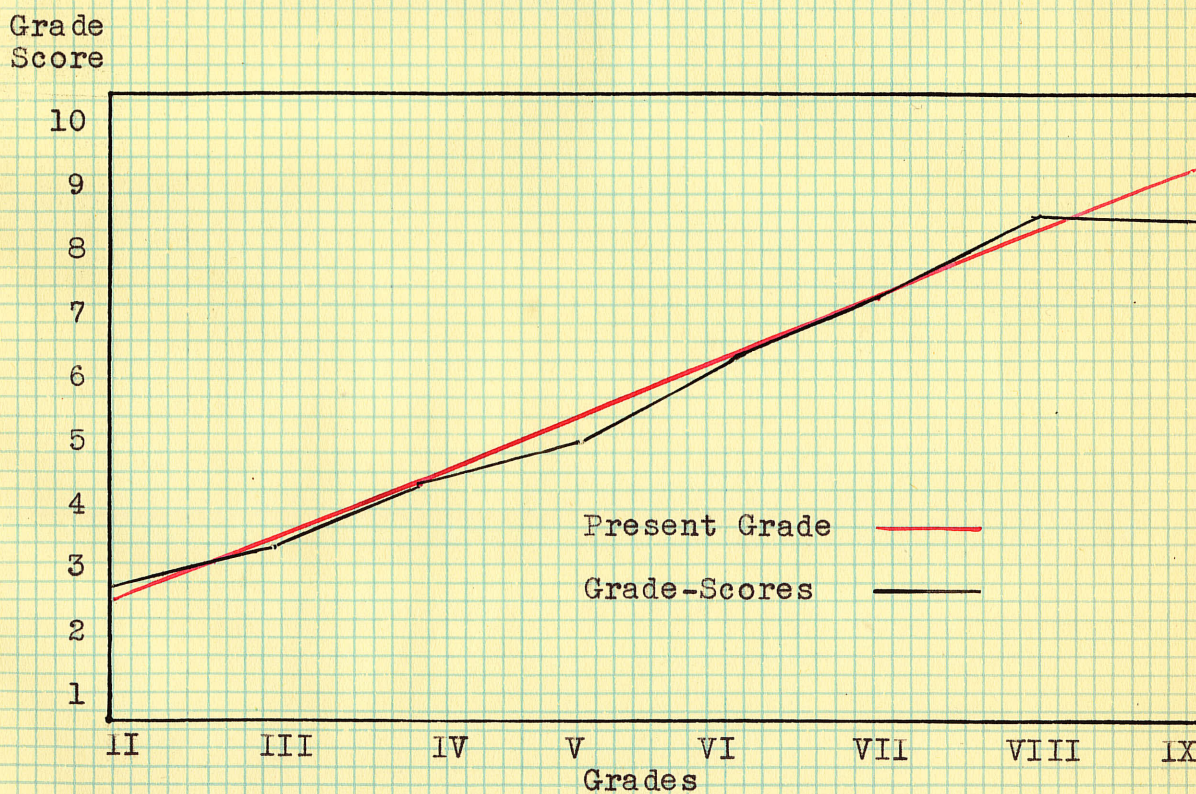


Figure 55 -- Showing Average Grade-Scores of Pupils in the Municipality of Hamiota on Woody-McCall Mixed Fundamentals Test in Relation to Present Grade.

The results obtained from the New Stone Reasoning Test are shown in Table XLIII

TABLE XLIII
SHOWING GRADE-SCORES OF PUPILS ON THE NEW STONE REASONING TESTS IN RELATION TO PRESENT GRADE

School	Pupils Tested	Grade					
		IV	V	VI	VII	VIII	IX
Hamiota		4.8	5.7	6.2	7.8	8.3	9.3
Oakner		5.6	5.4	7.3	7.6	8.5	8.0
Decker		4.3	5.5	6.4	7.3	8.5	8.5
Lavinia		1.9	3.6	7.1	7.2	---	8.7
McConnell		4.8	5.9	6.8	7.5	8.5	9.5
Munici.		4.9	5.5	6.6	7.7	8.4	8.9
Normal Grade		4.5	5.5	6.5	7.5	8.5	9.5

In arithmetical reasoning ability it appears that achievement is normal except in Grade IX, the scores for all but one school being below the normal grade-score.

A wide range of scores exists in all grades. A spread of from Grade 4.1 to 6.8 is found in Grade IV; from Grade 4.0 to 7.2 in Grade V; from Grade 4.0 to 8.5 in Grade VI. There is a variation in grade level of approximately six grades in Grade VII, slightly over five grades in Grade VIII, and four grades in Grade IX.

Pupils are obviously not classified suitably for efficient learning.

Findings

(a) Handwriting:

1. Quality of handwriting, in general, is considerably below normal for Grades II to VIII.

2. In Lavinia School all grades are below the norms.

3. For the municipality as a whole only the average score for Grade VIII is above the norm.

4. Lack of specific practice in handwriting may be partly the cause of poor scores; accomodation in Lavinia School doubtless affects adversely the progress of pupils in that school.

(b) Spelling:

1. It appears that Grades III to V are below the norms for spelling and Grades VI to VIII, above.

2. On the whole pupils are doing fully average work.

3. Grade II in McConnell School is distinctly below the norm, but this grade consists of only four pupils.

4. No grade shows marked superiority over the norms.

(c) Arithmetic Fundamentals and Reasoning:

1. On the whole achievement in arithmetic is fully average.

2. Very marked spreads exist between grades and various schools, pupils being improperly classified for efficient instruction.

3. There seems to be a tendency to neglect drill on fundamental operations in Grade IX.

4. Extremely low scores are found for Grades IV and V in Lavinia School on the Stone Reasoning Tests, but in the fundamentals the pupils in these grades appear to be average.

CHAPTER XI

RECOMMENDATIONS

Feasible recommendations based on the findings of a school survey constitute one of the most important phases of the report. Chapter XI is comprised of recommendations applicable to the school system in the Municipality of Hamiota based on the findings which have been summarized at the end of most preceding chapters. The recommendations are made in the light of the demonstrated ability of the Municipality of Hamiota to provide adequately for educational services.

School Provisions

1. It would seem from the findings of this survey that the school plant at Lavinia is in need of improvements in heating, lighting, seating accommodation, toilet facilities, and other physical conditions which have adversely affected the progress of pupils in the past.
2. Special attention should be given to the methods of providing and maintaining a supply of drinking water in the schools.
3. More suitable library facilities and the addition of new books are needed in McConnell and Lavinia Schools.
4. Additions to laboratory equipment and more suitable provisions for experimental work would probably enable teachers to give more efficient instruction in science

in Lavinia School.

5. It would seem feasible in view of the large amount of retardation in academic subjects that more optional courses better suited to the needs and abilities of some pupils should be provided.

6. In an agricultural district it would seem appropriate that provision should be made for instruction in Agriculture, Home Economics, and General Shop, at least in Hamiota School.

7. The possibilities of correspondence instruction might be further explored by teachers in all schools.

School Population and Enrollment

1. A careful study of pupils who are more than one year retarded as shown in the age-grade tables should be made with a view to discovering the specific causes of retardation. This would require a complete educational diagnosis of individual cases.

2. In making promotions the psychological adjustment of the pupils should possibly be given more consideration.

The Teaching Staff

1. The teachers would probably derive considerable benefit from Summer School courses at the University of Manitoba or some other university offering professional courses for teachers in service.

2. Increased professional reading would probably

result in improved teaching techniques and methods of instruction. Every teacher has an obligation to maintain contact with advancements in his or her special field.

3. Most teachers would profit by attempting to discover and use some of the techniques of educational diagnosis.

4. The use of standard achievement and diagnostic tests would probably stimulate and improve existing methods of instruction.

Reading Instruction

1. Since school progress is closely associated with reading ability, considerable retardation of pupils would probably be eliminated by increased attention to reading instruction.

2. Careful diagnosis of reading disabilities followed by appropriate remedial measures would probably raise the level of reading ability in all grades.

3. Individual instruction is recommended for pupils who are retarded more than one year in reading ability.

4. Special attention to rate of reading would appear to be necessary in most grades.

5. The use of standard achievement tests would probably be of considerable assistance in reading instruction.

6. Special periods for supplementary reading, provided suitable materials are made available, would help to stimulate interest in reading.

Language Instruction

1. In Grades III, IV, and V low correlations of language scores and I. Q.'s probably indicate disabilities which need careful diagnosis followed by appropriate remedial measures.

2. Teachers at the secondary level should assume more responsibility for continued corrective drill on common errors in language. Errors are eliminated and desirable habits established only by practice on correct forms.

3. The use of diagnostic tests would assist greatly in determining errors which need special attention.

4. A co-operative approach to language instruction whereby all teachers participate in the correction of errors is recommended as a means of developing desired language skills.

Handwriting, Spelling, and Arithmetic Instruction

1. It would appear that more attention should be given to corrective practice in handwriting in all schools. Individual instruction is recommended for pupils who are extremely deficient in handwriting ability.

2. Every classroom should have a handwriting scale available for daily use. Handwriting scores can be found quite readily by comparing pupils' samples with the scale. Graphic representation of daily scores would help provide an objective method for showing pupils the progress they are making.

3. Posture, penholding, kind of pen and paper used,

are factors which should be given careful attention in the teaching of handwriting.

4. Pupils might be excused from handwriting drill when they have mastered at least a quality of 60 on the Ayres scale.

5. Poor quality of handwriting should not be accepted in any subject by any teacher.

6. The pre-test method of teaching spelling would decrease time spent on words which pupils can spell and give more time for words which show special difficulty.

7. A standard list of commonly misspelled words arranged according to grades would enable teachers to make periodic evaluations of the achievement of their pupils.

8. Individual instruction given to pupils with extreme disabilities would probably raise the general level of achievement.

9. At the secondary level teachers should assume more responsibility for continued drill on the fundamental operations of arithmetic.

10. Achievement in arithmetic reasoning would be improved by giving careful attention to the reading of problems. Retardation in reading possibly produces corresponding retardation in arithmetic reasoning.

11. It is recommended, finally, that the use of standard diagnostic tests be made an integral part of the teaching of arithmetic.

General Recommendations

1. Although it appears from the findings that the general qualifications of elementary school teachers is slightly higher than for the Province as a whole, very few are in a position to do effective diagnostic and remedial work. Professional training reveals a lack of courses directly bearing on this fundamentally important phase of classroom instruction. On the basis of achievement as shown in this report it would seem that considerable improvement could be effected throughout the school system by further training of teachers in diagnostic and remedial procedures.

2. Closely allied to the foregoing recommendation is that which concerns clinical and supervisory work. The data on retardation and standing in the elementary school subjects indicate the need for closer supervision of progress and the application of clinical methods to cases of retardation and personality maladjustments.

3. Situated in a rural consolidated area the school system provides practically no training in the more practical fields. It would appear that purely academic training does not meet adequately the needs of rural school pupils. Accordingly, it is recommended that courses in Home Economics, Agriculture, General Shop, and Occupational Information partly replace the present academic courses of study for many pupils whose high school careers will terminate in these schools.

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"Appendix A"

CONSOLIDATION OF SCHOOLS IN THE MUNICIPALITY OF HAMIOTA

The following data were taken from the official minutes of meetings of the councils of the Municipality of Oak River and the Municipality of Hamiota. The period considered extends from 1884 when the Municipality of Oak River was organized to 1920 when the last schools in the Municipality of Hamiota were consolidated.

"January 8, 1884: The Council of the Municipality of Oak River met at Viola Dale when the following gentlemen were present:

Reeve-----James Clarridge
Councillors-----J. H. H. Shoebottom
Walter Whyte
T. M. Hamilton
James Kirk
George Elliott
A. D. McConnell."¹

"March 26, 1888:

To the Lieutenant-Governor and Legislature of the Province of Manitoba:

The memorial of the Council of the Municipality of Oak River respectfully sheweth:

That we are very much opposed to any changes in our municipal lines,

That the resident ratepayers of this Municipality are (and we believe altogether) to a man opposed to a union of this Municipality with any other Municipality or Municipalities,

We therefore humbly pray that you will not make any change in our municipal lines."²

"July 14, 1888: Moved by George Elliott, seconded by James Kirk, That the Reeve correspond with the Reeves of the Municipalities of Blanshard, Miniota, and Archie with reference to holding a meeting of said Reeves to take into consideration the contemplated action of the Legislature in amalgamating municipalities and further to consider what union of municipalities would be to the interest of the municipalities along the line of the North West Central Railway."³

1 Joseph Andrew, Clerk: Minutes of Council Meeting of the Municipality of Oak River, p 2, Bk. 1.

2 Ibid pp 131-132.

3 Ibid p. 138.

"January 17, 1895: Moved by S. Dinsmore, seconded by R. W. Brethour, That the Secretary-Treasurer reply by letter to that of C. J. Mickle re changing the name of the Oak River Municipality to the Municipality of Hamiota, that this Council does not see any difficulty regarding the similarity of the names mentioned by him and would therefore instruct him to proceed with the change. Carried."¹

"October 1, 1884: Moved by Councillor Whyte, seconded by James Kirk, That the Reeve be instructed to attend the next meeting of the Western Judicial District Board at Brandon and to draw all money to which this Municipality or any part thereof may be entitled on account of taxes for 1883 collected by the Treasurer of said board and"²

"October 1, 1884: Moved by Councillor Whyte, seconded by Councillor Kirk, That the Secretary-Treasurer of the Western Judicial District Board be instructed to pay over to the Treasurer of this Municipality all taxes collected by him for school purposes in the Kerr School District for the year 1883."³

"January 13, 1885: Moved by Councillor Milne, seconded by Councillor Kirk, That the Treasurer be authorized to pay to the School Districts of Shoal Lake, Viola Dale, Scotia, and Kerr the respective funds due them as received by the Secretary-Treasurer."⁴

"February 13, 1885: Moved by Councillor Milne, seconded by Councillor Kirk, That the petition of William Hannah and others praying that township 14, range 24 be formed into a School District be granted and a By-law be drafted to that effect."⁵

"February 13, 1885: Moved by Councillor Hoy, seconded by Councillor Rayner, That it is desirable to strike off from Ethel School District in township 15, range 24, sections 5, 8, 17, 20, 29, and 32 as it is the intention of the residents of this township to apply for the formation of a school district to include the above sections."⁶

"April 10, 1885: Moved by Councillor Kirk, seconded by Councillor Milne, That the By-law respecting the Chumah School District be read a first, second, and third time and passed."⁷

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- 1 Ibid p. 324.
 - 2 Ibid p. 29. Bk 2
 - 3 Ibid p. 30.
 - 4 Ibid p. 38.
 - 5 Ibid p. 41.
 - 6 Ibid p. 42.
 - 7 Ibid p. 44.

"April 10, 1885: Moved by Councillor Raymer, seconded by Councillor Hoy, That the account of Inspector Morrison re formation and adjustments of Viola Dale and Ethel School Districts and assessment of Shoal Lake School District be paid as amended, viz., \$2.50 per day and 5¢ per mile."¹

"July 9, 1885: Moved by Councillor Shoebbotham, seconded by Councillor Whyte, That the By-law No. 30 respecting striking off certain sections from Ethel and Shoal Lake School Districts be read a first, second, and third time and passed."²

"July 9, 1885: Moved by Councillor Shoebbotham, seconded by Councillor Kirk, That By-law No. 31 respecting formation of Lavinia School District be read a first, second, and third time and passed."³

"August 22, 1885: Moved by Councillor Milne, seconded by Councillor Hoy, That the Reeve communicate with the School Inspector and Reeve of Miniota Municipality to arrange a meeting to readjust Ethel and Lavinia School Districts as soon as possible."⁴

"June 7, 1887: Moved by Councillor Brethour, seconded by Councillor Milne, That sections 1, 12, 13, and 24 of township 13, range 24w be struck off Scotia School District for the purpose of forming a new school district to be known as Eden."⁵

"June 7, 1887: Moved by Councillor Milne, seconded by Councillor Brethour, That sections 4, 5, 6, 7, 8, 9, 16, 17, 18, 19, 20, and 21 of township 13, range 23w be struck off Kerr School District for the purpose of forming a new school district to be known as Eden."⁶

"June 7, 1887: Moved by Councillor Brethour, seconded by Councillor Milne, That the petition of Mr. Alex. Miller and others for the formation of a school district be granted--- the boundaries however to be altered to comprise the following sections, viz., 7, 8, 9, 16, 17, 18, 19, 20, 21 of township 13, range 23w and sections 1, 12, 13, and 24 of township 13 range 24w. The site of said school to be on the southeast corner of section 18 of township 13, range 23. The name of the said school to be Eden."⁷

1 Ibid p. 45.

2. Ibid p. 52.

3 Ibid p. 52.

4 Ibid p. 59.

5 Ibid p. 100.

6 Ibid p. 100.

7 Ibid p. 101.

"February 12, 1892: Moved by Councillor Decker, seconded by Councillor Pearson, That the petition of George Elliott and others asking for the formation of a school district at Hamiota be laid over to next meeting and that the clerk be and is hereby instructed to notify the trustees of Kerr and Chumah School Districts in accordance with the Public School Act."¹

"April 1, 1892: Moved by Councillor Arnson, seconded by Councillor Decker, That the following lands be included in a new school district to be known as Hamiota: sections 1, 12, 13, and 24 in township 14, range 24 from Chumah School District and sections 6, 7, 16, 17, and 18 and west $\frac{1}{2}$ of 5 in township 14, range 23 of Kerr School District and sections 19, 20, 21 in township 14, range 23 and that a By-law be drafted confirming the same."²

"April 1, 1892: Moved by Councillor Whyte, seconded by Councillor Pearson, That by-law No. 121 be now read a first, second, and third time and passed."³

"By-law No. 121 re formation of Hamiota School District, was then read a first, second, and third time and passed."⁴

"August 3, 1892: Communication from Wm. Haney and others re formation of Union School District of Arrowton was read."⁵

"August 3, 1892: Moved by Councillor Arnson, seconded by Councillor Whyte, That the petition of Wm. Haney and others re formation of Union School District to be known as Arrowton be laid over to next meeting of this council."⁶

"August 3, 1892: Moved by Councillor Gray, seconded by Councillor McConnell, That the school by-law from Hamiota School District be submitted to the electors of said district for the purpose of taking the vote and that a by-law be drafted, a Returning Officer be appointed, also place and date for taking said vote."⁷

1 Ibid p. 101.

2 Ibid p. 230

3 Ibid p. 233.

4 Ibid p. 233.

5 Ibid p. 247.

6 Ibid p. 247.

7 Ibid p. 248.

"September 27, 1892: Moved by Councillor Decker, seconded by Councillor McConnell, That the petition re alteration of the Ethel and Union School Districts be entertained and that the following lands be included: sections 18, 19, 30, 31, 32, 29, 17, 21, 28, 33, in township 15, range 24 and that school site be located on the southeast quarter of section 30, township 15, range 24."¹

"September 27, 1892: Moved by Councillor Arnson, seconded by Councillor Gray, That by-law No. 132 be now read a first, second, and third time and passed."²

"By-law No. 132 was then read a first, second and third time, signed and the seal attached."³

"September 27, 1892: Moved by Councillor Decker, seconded by by Councillor Whyte, That James Clarridge be and is hereby appointed as arbitrator in compliance with the Public School Act to act in behalf of this municipality in the settlement of alterations of the Ethel and Union School Districts."⁴

"Moved by Councillor Gray, seconded by Councillor Decker, That by-law No. 135 be now read a first, second and third time and passed."⁵

"March 2, 1893: Moved by Councillor Decker, seconded by Councillor Arnson, That this council lend the trustees of Lavinia School District the sum of seventy-five dollars for nine months at 8% interest."⁶

"Moved by Councillor Whyte, seconded by Councillor Gray, That this council lend the trustees of Eden School District the sum of sixty-five dollars payable December 1, 1893, with interest at 8%."⁷

"March 2, 1893: Moved by Councillor Gray, seconded by Councillor Arnson, That the petition of G. W. Hazelwood and others asking that by-law No. 28 (re Chumah School District) be amended by striking out sections 25, 26, 33, 34, 35, 36, northeast $\frac{1}{2}$ of 29 and 30 and that location of said school house be at or about the southeast corner of section 16 in said school district."⁸

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- 1 Ibid p. 254
 - 2 Ibid p. 254.
 - 3 Ibid p. 254.
 - 4 Ibid p. 255.
 - 5 Ibid p. 255.
 - 6 Ibid p. 256.
 - 7 Ibid p. 266.
 - 8 Ibid p. 267.

"January 2, 1895: Moved by Councillor Decker, seconded by Councillor Pearson, That the following sections of land as enumerated compose a school district to be known as Maple Shade, viz., 19, 20, 21, 22, 23, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, in township 13, range 24 and that the proposed site be the southeast quarter of section 28."¹

"Moved by Councillor Brethour, seconded by Councillor McConnell, That the following sections of land be and are hereby included in a school district to be known as Scotia, viz., 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 14, 15, 16, 17, 18 in township 13, range 24 and that the proposed site be section 9."²

"Moved by Councillor Whyte, seconded by Councillor Brethour, That the northeast quarter of section 14 in township 14, range 23 be struck off from Kerr School District and be added to Viola Dale School District."³

"January 17, 1895: Moved by Councillor Whyte, seconded by Councillor Decker, That by-law No. 134 be amended by adding section 7 and southeast $\frac{1}{4}$ of section 8 in township 15, range 24 to Arrowton School District No. 728."⁴

"February 20, 1906: Moved by Councillor Decker, seconded by Councillor Stevens, That the communication from Miniota Municipality re formation of Isabella School District and affecting Arrowton, Ethel, and Union School Districts be entertained and that this council appoint James Robinson of Crandall as their arbitrator."⁵

"July 3, 1909: Moved by Councillor Stevens, seconded by Councillor Decker, That the petition of P. Murdock and others be received and entertained re forming a new school district with school site at Pope station and that said petitioners be asked to form a map showing the district to be organized and present same at the next meeting of this council."⁶

"July 31, 1909: Moved by Councillor Stevens, seconded by Councillor Decker, That the petition of James Angus and others re forming a new school district composed of sections 6, 7, 8, 17, 18, 19, 20, 21, 29, 30, 31 and 32 in township 13, range 24 be received and entertained and that the Secretary-Treasurer notify all parties interested in said proposed district and districts affected."⁷

1 Ibid p. 321.

2 Ibid p. 321.

3 Ibid Book 2, p. 5.

4 Ibid p. 5.

5 Ibid p. 5.

6 Ibid p. 104.

7 Ibid p. 107

"May 28 1910: Moved by Councillor Stevens, seconded by Councillor Pollock, That the petition sent in by the Secretary-Treasurer of Strathclair Municipality re formation of a school district which would affect Holy Lea and Union School Districts, be received and that Jesse Dennis be appointed as arbitrator from this municipality."¹

"February 25, 1911: E. W. Alexander and others presented a petition re formation of new school district to comprise lands in townships 14 and 15, range 24. A counter petition was presented by James Duncan and others. Mr. A. D. McConnell presented a petition re forming a new school district adjacent to McConnell Station. A. J. Dixon presented a petition for a school district east of Hamiota to comprise parts of townships 13 and 14. Representatives were present and showed reasons why their petitions should be considered."²

"Moved by Councillor Van Norman, seconded by Councillor Beamish, That the several petitions presented re new school districts be laid over for further consideration."³

"Moved by Councillor Strachan, seconded by Councillor Beamish, That this council appoint Charles Penny as the arbitrator re the proposed school site at McConnell and that the Secretary-Treasurer notify the Inspector of same."⁴

"Moved by Councillor Stewart, seconded by Councillor Cochran, That this council appoint R. W. Brethour to act as arbitrator re the proposed school site at Milne's Lake and that the Secretary-Treasurer notify the Inspector of same."⁵

"June 3, 1911: Moved by Councillor Stewart, seconded by Councillor Cochran, That the award of the arbitrators re the McConnell School District be received and the accounts for same be paid....."⁶

"The award of the arbitrators of the proposed Union School District at McConnell was received and to the effect that the petition of A. D. McConnell be not granted."⁷

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- 1 Ibid p. 130.
 - 2 Ibid p. 151.
 - 3 Ibid p. 151.
 - 4 Ibid p. 157.
 - 5 Ibid p. 157.
 - 6 Ibid p. 161.
 - 7 Ibid p. 161.

"Moved by Councillor Van Norman, seconded by Councillor Decker, That By-law No. 308, being a by-law to submit to the electors entitled to vote thereon, By-law No. 20 of the School District of Lavinia to raise by the issue of debentures the sum of sixteen hundred dollars for the erection of a schoolhouse be now read a first, second, and third time and passed."¹

"July 8, 1911(special meeting): Moved by Councillor Stewart, seconded by Councillor Beamish, That the petition of E. W. Alexander and others asking that a new school district be formed to comprise the following lands be received and that a by-law be passed confirming same, viz., sections 27, 28, 29, 32, 33 and 34 in township 14, range 24 and sections 2,3, 4, 5, 9, 10, east $\frac{1}{2}$ and southwest $\frac{1}{4}$ of section 8, and south $\frac{1}{2}$ of 11 in township 15, range 24."²

"Moved by Councillor Decker, seconded by Councillor Stewart, That By-law No. 309, being a by-law to form a new school district as per petition of E. W. Alexander and others be now read a first, second, and third time and passed."³

"August 5, 1911: A petition was presented by Councillor Cochran and others asking that certain lands be taken from Ethel School District and added to Lavinia School District."⁴

"Moved by Councillor Stewart, seconded by Councillor Van Norman, That the petition of R. W. Cochran and others re the taking of certain lands from Ethel School District and adding same to the Lavinia School District be laid over for further consideration."⁵

"November 4, 1911: By-law No. 1 of the Lakeville School District was presented to the council by the trustees asking that the same be submitted to the electors of said district."⁶

"Moved by Councillor Van Norman, seconded by Councillor Strachan, That By-law No. 311, being a by-law to submit to the duly qualified electors By-law No. 1 of the Lakeville School District for the purpose of raising the sum of two thousand dollars by the issue and sale of debentures be now read a first, second, and third time and passed."⁷

"The trustees of Lavinia School District asked that By-law No. 23 of said district be submitted to the electors of said district, the purpose being to raise the sum of two thousand dollars by the issue and sale of debentures."⁸

1 Ibid p. 161.

2 Ibid p. 165.

3 Ibid p. 165.

4 Ibid p. 165.

5 Ibid p. 167.

6 Ibid p. 171.

7 Ibid p. 171

8 Ibid p. 178.

"March 1, 1912: Moved by Councillor Cochran, seconded by Councillor Van Norman, That By-law No. 312, being a by-law to submit By-law No. 23 of the Lavinia School District be now read a first, second and third time and passed."¹

"A petition was presented from William Iverach and others of the Municipality of Miniota in Isabella School District asking for certain lands in Arrowton and Ethel School Districts."²

"Moved by Councillor Decker, seconded by Councillor Cochran, That the petition of William Iverach and others of Isabella School District asking for lands from the Union School Districts of Arrowton and Ethel be received and that R. W. Brethour be appointed as arbitrator re same on behalf of this municipality."³

"March 30, 1912: Petitions were received from A. D. McConnell and others asking for consolidated schools with school site at McConnell, from Frank Park and others for a school site at Decker, from R. W. Cochran and others for a school site at Lavinia."⁴

"Moved by Councillor Stewart, seconded by Councillor Cochran, That the petition of A. D. McConnell and others re a consolidated school be received and that this council do appoint Wm. Andrew as arbitrator to represent this municipality."⁵

"Moved by Councillor Van Norman, seconded by Councillor Strachan, That the petition of F. H. Park and others asking for a consolidated school site at Decker townsite and as in said petition are lands now included in the Union School Districts of Arrowton and Ethel, and in order to give effect to said petition it would be necessary that this council do appoint an arbitrator, be it resolved that the petition be received and that R. W. Brethour be appointed as arbitrator to represent this municipality."⁶

"Moved by Councillor Cochran, seconded by Councillor Stewart, That the petition of R. W. Cochran and others re uniting portions of Ellenville, Lakeville, and Watson School Districts with Lavinia District and also the addition of certain lands in the Municipality of Shoal Lake, be it therefore resolved that the prayer of said petitioners be granted and that R. W. Brethour be appointed arbitrator to represent this municipality."⁷

1 Ibid p. 178.

2 Ibid p. 178.

3 Ibid p. 178.

4 Ibid p. 179.

5 Ibid p. 179.

6 Ibid p. 180.

7 Ibid p. 180.

"April 27, 1912: Petitions were received from Claringville... School District asking for certain lands from Arrowton School District."¹

"Moved by Councillor Stewart, seconded by Councillor Cochran, That this council do appoint Wm. Andrew to act as arbitrator re transfer of lands from the Arrowton School District to the Claringville School District."²

"A petition was received from George Angus and others asking that section 31 and the northwest quarter of section 30, township 13, range 24, and section 6, township 14, range 24 be transferred from Maple Shade School District to Chumah School District."³

"Moved by Councillor Stewart, seconded by Councillor Decker, That the petition of George Angus and others asking that certain lands be transferred from Maple Shade School District and added to Chumah School District be not entertained."⁴

"June 8, 1912: A Petition was received from A. T. Sutherland and others re consolidation of Kerr and Chumah Districts with the Hamiota School District."⁵

"Moved by Councillor Van Norman, seconded by Councillor Strachan, That the petition of A. T. Sutherland and others re consolidation of Kerr and Chumah School Districts with the School District of Hamiota be received and R. W. Brethour be appointed arbitrator on behalf of said districts."⁶

"June 29, 1912: Moved by Councillor Decker, seconded by Councillor Strachan, That the award of the arbitrators re the consolidation of the School District of Hamiota and portions of Kerr, Chumah, Viola Dale, and Watson School Districts be received and filed."⁷

"Moved by Councillor Beamish, seconded by Councillor Strachan, That the communications from the Department of Education re the approval of the awards of the arbitrators in connection with the McConnell, Lavinia, and Decker School Districts be received and filed."⁸

1 Ibid p. 182.

2 Ibid p. 182.

3 Ibid p. 183.

4 Ibid p. 183.

5 Ibid p. 189.

6 Ibid p. 189.

7 Ibid p. 192.

8 Ibid p. 192.

"November 23, 1912: Moved by Councillor Strachan, seconded by Van Norman, That By-law No. 317, being a by-law to submit to the duly qualified electors By-law No. 2 of the McConnell Consolidated School District No. 326 for the purpose of raising the sum of seven thousand dollars by the issue and sale of debentures for the purpose of erecting a school house, etc. be now read a first, second, and third time and passed."¹

"January 7, 1913: Moved by Councillor Stewart, seconded by Councillor Beamish, That the petition of W. W. Lewis asking that the southwest quarter of section 5 and north $\frac{1}{2}$ of section 6 in township 14, range 24 be allowed to be annexed to Crandall School District be granted."²

"Moved by Councillor Van Norman, seconded by Councillor Beamish, That sections 24 and 25 in township 13, range 23, formerly in the old Kerr School District, also the south $\frac{1}{2}$ and northwest $\frac{1}{4}$ of section 5, south $\frac{1}{2}$ section 6, all section 7, west $\frac{1}{2}$ section 8, southeast $\frac{1}{4}$ section 8, and all of section 18, township 14, range 24 be added to the Hamiota Consolidated School District."³

"February 1, 1913: Moved by Councillor Strachan, seconded by Councillor Beamish, That By-law No. 318, being a by-law to submit by-law No. 1 of the Consolidated School District of Lavinia No. 436 to the legally qualified electors of said district be now read a first, second, and third time and passed."⁴

"Moved by Councillor Van Norman, seconded by Councillor Cochran, That By-law No. 319, being a by-law to submit By-law No. 1 of the Consolidated School District of Decker No. 320 to the legally qualified electors of said district be now read a first, second, and third time and passed."⁵

"By-laws 318 and 319 were then read a first, second, and third time, signed and seal attached."⁶

"April 30, 1913: Moved by Councillor Cochran, seconded by Councillor Stewart, That the petition of F. H. Park and others of the Decker Consolidated School District No. 320 asking that sections 4, 5, 6, 7, 8, and 9 in township 16, range 24 be struck off from said district be received and that Wm. Juergens be appointed to act as arbitrator on behalf of this municipality."⁷

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1 Ibid p. 202.

2 Ibid p. 206.

3 Ibid p. 207.

4 Ibid p. 209.

5 Ibid p. 210.

6 Ibid p. 210.

7 Ibid p. 215.

"Moved by Councillor Stewart, seconded by Councillor Strachan, That the motion in the minutes of meeting held on January 7, 1913, annexing the lands of W. W. Lewis, southwest $\frac{1}{4}$ of section 5 and north $\frac{1}{2}$ of section 6 in township 14, range 24 to Crandall Consolidated School District be rescinded."¹

"August 6, 1913: A petition was presented by John Grieve and others of the Lavinia Consolidated School District asking for an arbitration as a repeal vote had carried to dissolve the district."²

"Moved by Councillor Cochran, seconded by Councillor Beamish, That the petition of John Grieve and others be received and that this council do appoint Joseph H. Bedford as arbitrator re the Lavinia Consolidated School District."³

"October 8, 1913: Moved by Councillor Strachan, seconded by Councillor Van Norman, That the west $\frac{1}{2}$ of section 26, township 14, range 24 be placed in Lakeville School District No. 1586."⁴

"Moved by Councillor Van Norman, seconded by Councillor Strachan, That the equalization of the estimates of the Hamiota Consolidated School District as apportioned by the official equalizer between the Rural and Village Municipalities appears to be unfairly equalized, and as the time is now too short for further delay in the matter, that this Council ask J. Boyd Morrison, Inspector of Public Schools, and T. A. Neelin, Principal of Hamiota Public School with the Secretaries of the School District and Municipality to adjust same as early as possible."⁵

"November 8, 1913: R. W. Cochran presented a petition from M. O. Tremaine and others re organization of the old Lavinia School District."⁶

"Decker--Van Norman, That this council desires to express its sympathy with the petition of M. O. Tremaine and other re formation of the old Lavinia School District and will grant same as soon as vote is taken on the dissolution of the McConnell Consolidated School District."⁷

"Stewart--Van Norman, That By-law No. 325, being a by-law to dissolve the Lavinia Consolidated School District be read a first, second, and third time and passed."⁸

1 Ibid p. 215

2 Ibid p. 224

3 Ibid p. 224

4 Ibid p. 224

5 Ibid p. 225

6, 7, 8, p. 227

"January 6, 1914: A petition was presented asking that steps be taken for the final dissolution of the McConnell Consolidated School District."¹

"Stewart--Cochran, That this council appoint R. W. Brethour as arbitrator re final dissolution of the McConnell Consolidated School District and to deal with the formation of Viola Dale, Holy Lea, and the proposed McConnell School Districts at such meeting of the arbitrators."²

"January 17, 1914: The arbitrators re dissolution of McConnell Consolidated School District and the formation of a Union School District to be known as McConnell submitted their award."³

"Strachan--Beamish, That this council accept the award of the arbitrators re dissolution of the McConnell Consolidated School District and the formation of a Union School District to be known as McConnell and that the northeast $\frac{1}{4}$ of section 9, township 15, range 23 be added thereto."⁴

"Strachan--Beamish, That the following lands comprise a school district to be known as Lavinia: Sections 12, 13, 14, 15, 22, 23, 24, 25, 26, 27, 34, 35, 36, west $\frac{1}{2}$ of section 1, north $\frac{1}{2}$ of section 11, all in township 15, range 23 and a by-law be drafted confirming same."⁵

"Decker--Strachan, That By-law No. 326 re the formation of the old Lavinia School District be now read a first, second, and third time and passed."⁶

"By-law No. 326 was then read a first, second, and third time, signed, and seal attached."⁷

"Beamish--Strachan, That the following lands comprise a school district to be known as Ellenville: northeast $\frac{1}{4}$ section 9, northwest $\frac{1}{4}$ section 8, north $\frac{1}{2}$ section 18, northwest $\frac{1}{4}$ section 15, all 16, 17, 19, 20, 21, 22, 27, 28, 29, 30, 31, 32, 33, 34 and west $\frac{1}{2}$ section 35, all in township 15, range 23 and that a by-law be drafted confirming same."⁸

"Van Norman--Decker, That the following lands comprise a school district to be known as Watson: northeast $\frac{1}{4}$ section 28, west $\frac{1}{2}$ section 33, all sections 31 and 32 in township 14, range 23, west $\frac{1}{2}$ section 26, all 35 and 36 in township 14, range 24, west $\frac{1}{2}$ section 3, all of sections 4, 5, 6, south $\frac{1}{2}$ and northwest $\frac{1}{4}$ section 7, south $\frac{1}{2}$ and northwest $\frac{1}{4}$ section 8, south $\frac{1}{2}$ section 9

1, 2, Ibid p. 232.

3, 4, Ibid p. 235.

6 Ibid p. 235.

7, 8, Ibid p. 236.

and southeast $\frac{1}{2}$ section 18 in township 15, range 23, and the west $\frac{1}{2}$ section 1 in township 15, range 24, and that a by-law be drafted confirming same."¹

"Van Norman--Cochran, That By-law No 327 re the formation of Ellenville School District be now read a first, second, and third time and passed."²

"By-law No. 327 was then read a first, second, and third time, signed and seal attached."³

"Stewart--Strachan, That By-law No. 328 re the formation of Watson School District be now read a first, second, and third time and passed."⁴

"By-law No. 328 was then read a first, second, and third time, signed and seal attached."⁵

"February 2, 1914: Decker--Van Norman, That By-law No. 330, being a by-law authorizing the submitting of by-law No. 1 of the School District of McConnell No. 1711 to raise by the issue and sale of debentures the sum of twenty-five hundred dollars for the erection and furnishing of a school house be now read a first, second, and third time and passed."⁶

"By-law No. 330 was then read a first, second, and third time, signed and seal attached."⁷

"March 23, 1914: Decker--Cochran, That By-law No. 331, being a by-law to submit to the duly qualified electors of Lavinia School District By-law No. 1 of the trustees of said district to raise by the issue and sale of debentures the sum of two thousand five hundred dollars for the erection of a school house and furnishing same be now read a first, second, and third time and passed."⁸

"Stewart-Strachan, That the petition of Ed. Little and others re striking off west $\frac{1}{2}$ section 31, township 14, range 24 from Lakeville School District and adding it to Decker Consolidated School District be entertained and that Wm. Andrew be appointed as arbitrator in the matter."⁹

1 Ibid p. 236.

2 Ibid p. 236.

3 Ibid p. 236.

4 Ibid p. 236.

5 Ibid p. 237.

6 Ibid p. 238.

7 Ibid p. 239.

8 Ibid p. 242.

9 Ibid p. 242.

"A petition from E. A. White and others asking that all lands formerly in the Chumah School District be struck off from the Hamiota Consolidated School District and be formed into a new school district was presented. Also a petition from R. F. Middleton asking that certain lands now in the Consolidated District of Hamiota be placed in Viola Dale School District."¹

"Cochran--Strachan, That the petitions of E. A. White and others re formation of Chumah School District and R. F. Middleton and others be accepted and that A. D. McConnell be appointed as an arbitrator for same."²

"Stewart--Strachan, That the Secretary-Treasurer of the Municipality of Hamiota notify the Secretary-Treasurer of Lakeville School District to be present at the next meeting of this council on April 29, re adjustment of west $\frac{1}{2}$ section 31, township 14, range 24, from Lakeville School District to the Consolidated School District of Decker No. 320."³

"A petition was presented from John Clack and others asking that the southwest $\frac{1}{4}$ of section 34, township 15, range 24, be added to Decker Consolidated School District."⁴

"Strachan--Beamish, That the petition of John Clack and others re transfer of southwest $\frac{1}{4}$ of section 34, township 15, range 24 from Lavinia School District to the Consolidated School District of Decker be not entertained."⁵

"April 29, 1914: Stewart--Van Norman, That the west $\frac{1}{2}$ of section 31, township 14, range 24, be struck off from the Lakeville School District and be annexed to the Consolidated School District of Decker."⁶

"Strachan--Beamish, That the petition of James Park and others asking that sections 22, 23, 24, 25, 26, 27, 28, 29, 32, 33, 34, 35, and 36 in township 13 and sections 1, 2, and 3 in township 14, all in township 51, all in range 23, be struck off from the Consolidated School District of Hamiota and with sections 13, 14, and 15 in township 13, range 23 to form a new district be received and that A. D. McConnell be appointed arbitrator for the same."⁷

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- 1 Ibid p. 244.
 - 2 Ibid p. 244.
 - 3 Ibid p. 244.
 - 4 Ibid p. 244.
 - 5 Ibid p. 245.
 - 6 Ibid p. 250.
 - 7 Ibid p. 250.

"Van Norman--Strachan, That the arbitrator's award re the petition of E. A. White and others, also of R. F. Middleton asking that lands be struck off from Hamiota Consolidated School District be confirmed and that this council pay A. D. McConnell and J. B. Morrison their accounts for same."¹

"Strachan--Decker, That By-law No. 332 re formation of Chumah School District be now read a first, second, and third time and passed."²

"Strachan--Cochran, That By-law No. 334, being a by-law to submit By-law No. 3 of the Consolidated School District of Decker for the purpose of raising the sum of three thousand dollars by the issue and sale of debentures to the duly qualified electors of said district be now read a first, second, and third time and passed."³

"By-laws Nos. 332 and 334 were both read a first, second, and third time, signed and the seal attached."⁴

"Decker--Beamish, That the petition of A. Brock and others re formation of a school district to comprise the following lands: sections 31, 32, and 33 in township 16, range 24, now in the Consolidated School District of Decker and sections 3, 10, 11, 14, 15, 16, 17, and 18 in township 16, range 24 be entertained and that this council do appoint A. D. McConnell to act as an arbitrator re same."⁵

"Van Norman--Smith, That the petition of Wm. Eyer and others re the formation of a new Union School District be received and that R. W. Brethour be appointed as an arbitrator re the same."⁶

"Smith--Beamish, That R. W. Brethour be appointed as arbitrator re petition of James Reid and others instead of Wm. Andrew who has moved from this municipality."⁷

"March 2, 1918: Beamish--Van Norman, That the petition of Wm. Eyer and others asking that certain lands in the Chumah and Lakeville School Districts be added to Hazelbank School District be received and that the following lands be added to said Hazelbank District: northeast $\frac{1}{4}$ section 7, northwest $\frac{1}{4}$ section 17, northeast $\frac{1}{4}$ section 20, and northwest $\frac{1}{4}$ section 21 in township 14, range 24 in the Chumah School District and the southeast $\frac{1}{4}$ section 29 and southwest $\frac{1}{4}$ section 31 in township 14, range 24, in Lakeville School District and a by-law be drafted and passed confirming same."⁸

1, 2, 3, 4, Ibid p. 251.

5 Ibid p. 254

6, 7, Ibid p. 300.

8 Ibid p. 350.

"June 1, 1918: Van Norman--Riddell, That the petitions of F. W. Amy, John Hazelwood, and F. T. Venables re consolidation of Mapleshade School District, Chumah School District and Hazelbank School District with the Consolidated School District of Crandall be received and that Wm. Juergens be appointed as arbitrator re same."¹

"July 16, 1918: Petitions were received from John Strachan, John Riddell and others re adding certain lands of Hamiota Consolidated School District, Mapleshade School District and Scotia School District to Oakner School District to form a Consolidated School District."²

"Smith--Park, That the petition of John Strachan and others be received and that the Secretary-Treasurer be instructed to notify all parties concerned."³

"Beamish--Van Norman, That the petition of John Riddell and others be accepted and that the Secretary-Treasurer be instructed to notify all persons affected by same."⁴

"Stewart--Smith, That the award of the arbitrators to deal with the petitions of W. J. Hazelwood, F. W. Amy, Wm. Eyer and others re annexing certain lands in the School Districts of Mapleshade, Chumah, and Hazelbank to Crandall Consolidated School District be received and adopted and that their recommendation that the following lands be added to the different districts as set forth be also adopted and a by-law be drafted and passed confirming the same. To the Hamiota Consolidated School District, north $\frac{1}{2}$ and southeast $\frac{1}{4}$ of section 3, northeast $\frac{1}{4}$ section 8, north $\frac{1}{2}$ and southeast $\frac{1}{4}$ section 9, section 10, west $\frac{1}{2}$ section 15, section 16, east $\frac{1}{2}$ section 17, east $\frac{1}{2}$ section 20, section 21, west $\frac{1}{2}$ and northeast $\frac{1}{4}$ section 22, in township 14, range 24, and north $\frac{1}{2}$ and southeast $\frac{1}{4}$ of section 35, all section 36 in township 13, range 24. To Decker Consolidated School District, northwest $\frac{1}{4}$ section 29, southeast $\frac{1}{4}$ section 31 in township 14, range 24. To Lakeville School District the south $\frac{1}{2}$ section 29 in township 14, range 24."⁵

"July 27, 1918: Park--Beamish, That By-law No. 349, being a by-law to annex certain lands formerly of Chumah, Mapleshade, and Hazelbank School Districts to Hamiota, Decker, and Lakeville School Districts be now read a first, second, and third time and passed."⁶

"By-law No. 349 was then read a first, second, and third time, signed and seal attached."⁷

1 Ibid p. 358

2 Ibid p. 359

3 Ibid p. 360

4, 5, 6, 7, Ibid p. 363.

"August 10, 1918: Stewart--Riddell, That the petition of E. W. Alexander and others asking for certain lands of Decker Consolidated School District to be struck off and added to Lakeville School District be received and that Chas. Penny be appointed as arbitrator re same."¹

"Stewart--Smith, That By-law No. 351 re Oakner School District be now read a first, second, and third time and passed."²

"November 9, 1918: Mr. John Smith interviewed the council asking for the transfer of the northwest $\frac{1}{4}$ of section 18, township 13, range 24 to the Crandall Consolidated School District."³

"Park--Van Norman, That the matter of transferring northwest $\frac{1}{4}$ section 18, township 13, range 24 to Crandall Consolidated School District be laid over until the next meeting of the council."⁴

"January 18, 1919: Smith--Riddell, That the Secretary/Treasurer be authorized to call the first meeting of the Consolidated School District of Oakner No. 560, the same to be held at the Grand Trunk Railway Station, Oakner, on Tuesday, January 28, 1919."⁵

"April 19, 1919: Van Norman--Beamish, That the petition of Harry Knight and others re striking off certain lands from Hamiota Consolidated School District and adding same to the Oakner Consolidated School District No. 290 be received and that Wm. Juergens be appointed as arbitrator in connection therewith."⁶

"Stewart--Riddell, That By-law No. 352 being a by-law to submit by-law No. 1 of the Consolidated School District of Oakner to the duly qualified electors of said district entitled to vote thereon be now read a first, second, and third time and passed."⁷

"By-law No. 352 was then read a first, second, and third time, signed and seal attached."⁸

1 Ibid p. 365

2 Ibid p. 366

3, 4, Ibid p. 367

5 Ibid p. 375

6 Ibid p. 375

7 Ibid p. 375

8 Ibid p. 375

"July 26, 1919: Riddell--Smith, That the petition of E. J. Turner and others asking that certain lands of Anworth School District in the Municipality of Woodnorth be added to the Oakner Consolidated School District in the Municipality of Hamiota be received and that Wm. Ferguson be appointed as an arbitrator in connection with same."¹

"Riddell--Smith, That the communication of E. Jarrett and of the Consolidated School District of Crandall re adding certain lands formerly of Scotia School District to the said Crandall School District be received and that the Secretary-Treasurer be instructed to notify all persons affected thereby that the council will at its next meeting pass a by-law adding the said lands to the said district: west $\frac{1}{2}$ sections 5, 8, and 17, all of sections 6, 7, and 17 in township 13, range 24, and if any objections to the passing of said by-law complaint must be made before or at the next meeting of this council."²

"September 2, 1919: Stewart--Beamish, That the petition of James Duncan and others re annexing lands of Lakeville School District to Decker Consolidated School District be received and that this council appoint G. J. Rankin as arbitrator."³

"Stewart--Van Norman: That By-law No. 354, being a by-law to annex certain lands to Crandall Consolidated School District, namely, west $\frac{1}{2}$ section 5; 17, and 7, and southeast $\frac{1}{2}$ and north $\frac{1}{2}$ section 6, all of sections 7 and 18 in township 13, range 24 be now read a first, second, and third time and passed."⁴

"By-law No. 354 was then read a first, second, and third time, signed and the seal attached."⁵

"October 11, 1919: Van Norman--Stewart, That the report of the arbitrators re Anworth and Oakner School Districts be received and cost of said arbitration be charged to the Oakner Consolidated School District."⁶

"December 6, 1919: Beamish--Cochran, That this council recommend that the Oakner Consolidated School District receive the Municipal School grant for sections 1, 2, 3, 10, 11, 12, 13, 14, and 15, township 13, range 23 as though said lands formed a school district."⁷

"Smith--Stewart, That the report of the arbitrators re Lakeville School District be received and that cost of same be charged to said district."⁸

1 Ibid p. 388.

2 Ibid p. 389.

3, 4, 5, Ibid p. 392.

6 Ibid p. 394.

7 Ibid p. 396.

8 Ibid p. 396.

"January 6, 1920: Reid--Cochran, That the petition of H. F. Pollock and others re a Consolidated School District at McConnell be received and that G. J. Rankin be appointed as arbitrator in connection with same."¹

"January 13, 1920: Pearson-Riddell, That whereas the Lakeville District No. 1586 has been dissolved and a large portion of said district added to the Decker Consolidated School District be it resolved that the remaining lands of said Lakeville District be added to other districts as follows: To the Hamiota Consolidated School District, sections 28 and 29, township 14, range 24; to Crandall Consolidated School District, south $\frac{1}{2}$ of section 29, township 14, range 24; to Lavinia School District, section 34, township 14, range 24, and section 2 and south $\frac{1}{2}$ of section 11, township 15, range 24, and a by-law be passed confirming the same."²

"March 6, 1920: Beamish--Pearson, That the petition of John Foxton and others re adding certain lands of Ellenville and Lakeville School Districts to Lavinia School District so as to form a district to be known as the Lavinia Consolidated School District be received and a by-law be passed confirming the same."³

"Pearson--Cochran, That By-law No. 356 re adding certain lands formerly of Lakeville School District to Hamiota, Crandall and Lavinia School Districts be now read a first, second, and third time and passed."⁴

"Cochran--Reid: That the report of the arbitrators re McConnell School arbitration be received and approved and that the account rendered re same be paid and the amount charged to the McConnell School District."⁵

"Reid--Beamish, That By-law No 357, re Lavinia Consolidated School District be now read a first, second and third time and passed."⁶

"Reid--Cochran, That the Secretary-Treasurer be instructed to call the first meeting of the Lavinia Consolidated School District for the election of trustees and an auditor."⁷

1 Ibid p. 400.

2 Ibid p. 403.

3 Ibid p. 409.

4 Ibid p. 409.

5 Ibid p. 409.

6 Ibid p. 409.

7 Ibid p. 411.

"March 27, 1920: Pearson--Riddell, That the request of W. W. Kirk to have his lands, being east $\frac{1}{2}$ of section 36, township 14, range 24, struck off from Watson School District and added to Hamiota Consolidated School District be dealt with at the next meeting of this council."¹

"May 22, 1920: Beamish--Smith, That the request of the rate-payers of Watson School District that the said district be dissolved and the lands added to the Consolidated School District of Hamiota No. 692, the Lavinia Consolidated School District No. 436, and the McConnell Consolidated School District be entertained and that a by-law be drafted and passed at the next meeting of this council confirming same."²

"June 19, 1920: Riddell--Cochran, That the request of Mr. Jewell and others regarding the placing of the east $\frac{1}{2}$ and southwest $\frac{1}{4}$ of section 6, township 15, range 23, in the Hamiota Consolidated School District be not entertained."³

"Reid--Beamish, That the west $\frac{1}{2}$ of section 14, township 15, range 23, be placed in the McConnell Consolidated School District instead of the Hamiota Consolidated School District."⁴

"November 6, 1920: Riddell--Reid, That a by-law No. 1 of the Consolidated School District of Lavinia for the purpose of raising the sum of two thousand dollars by the issue and sale of debentures be now read a first, second, and third time and passed."⁵

"June 1, 1921: Riddell--Bastard, That the petition of R. F. Middleton and others re transferring north $\frac{1}{2}$ and southeast $\frac{1}{4}$ of section 25 township 15, range 23 from Holy Lea Union School District to McConnell Consolidated School District be entertained and that this council appoint Wm. Juergens as an arbitrator in connection with same."⁶

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- 1 Ibid p. 413.
 - 2 Ibid p. 418.
 - 3 Ibid p. 420.
 - 4 Ibid p. 420.
 - 5 Ibid p. 430.
 - 6 Ibid p. 454.

APPENDIX "B"

Shoal Lake, Manitoba,
September 20, 1940.

Principal,
----- Consolidated School,
-----, Manitoba.

Dear Principal:

I am conducting a survey of education in the Municipality of Hamiota and as it is necessary for me to obtain data concerning the preparation, qualifications, and experience of the teachers I am enclosing several questionnaire forms.

Would you be kind enough to distribute these forms among the teachers of your staff and explain the purpose of the questionnaire? You might explain to them also that the data will be treated confidentially and no names will be published in the report I am making.

I would appreciate having the returns as soon as possible. A stamped, self-addressed envelope is enclosed for your convenience.

Very truly yours,

J. M. Brown,

Principal,

Shoal Lake Collegiate Institute.

PREPARATION, QUALIFICATIONS, AND EXPERIENCE
OF
TEACHERS IN THE MUNICIPALITY OF HAMIOTA

Name _____ Age _____
Date _____ Year _____ Month _____ Day _____
Name of School _____
Grades now teaching _____
Number of years in present school _____

1. ACADEMIC PREPARATION --- ELEMENTARY AND HIGH SCHOOLS

Schools Attended	Years	Address	Grades	Diplomas

2. ACADEMIC PREPARATION --- UNIVERSITY OR COLLEGE

University or College Attended	Years	Majors	Minors	Degree	Years

3. PROFESSIONAL PREPARATION

Training School Attended	Year	Length of term in months	Certificate or degree received

4. SUMMER SCHOOL OR CORRESPONDENCE COURSES

Courses	How and where taken	Year	For what diploma	Diploma received

5. TEACHING EXPERIENCE

School	Address	Years	Grades	Salary

6. List three professional books you have read during the past year:

- (1) _____
- (2) _____
- (3) _____

7. List three books (not professional) that you have read during the past year:

- (1) _____
- (2) _____
- (3) _____

8. Have you ever contributed articles to teachers' magazines? Please give particulars. _____

9. Are you a member of a book club? _____

10. Do you take an active part in teachers' meetings? _____

11. Have you ever attended the M. E. A. Convention? _____

12. Have you ever carried on experimental work of an educational nature in the classroom ? _____
Give particulars _____

13. Are you carrying on experimental work at the present time? Give particulars _____

14. Number the following subjects according to your teaching preference: Mathematics() English() History ()
Science() Foreign Language() Art() Music ()
Physical Education() Shorthand() Others--please list below.
15. What grades do you prefer to teach? _____
16. Have you ever had training in clinical work of an educational nature? Give particulars _____
17. Are you trained to give educational tests? _____
18. Are you trained to give mental tests? _____
19. To what extent have you enriched your teaching ability by travel during the past five years? _____
20. Can you sing? _____
21. Are you capable of directing musical activities in a school? _____
22. List the musical instruments you can play: (1) _____
_____ (2) _____ (3) _____
23. Are you capable of directing dramatics? _____
24. Are you capable of directing athletics? _____
25. Are you a member of the M. T. F.? _____
26. List any teaching abilities you possess that have not been included in this questionnaire.

APPENDIX "C"

Shoal Lake, Manitoba,
October 21, 1940.

Principal,
----- Consolidated School,
-----, Manitoba.

Dear Principal:

I am conducting a survey of education in the Municipality of Hamiota and as it is necessary for me to obtain some data concerning the administration of your school I am enclosing a questionnaire form.

Would you be kind enough to fill out the enclosed form at your earliest convenience. I realize that the Principal of a school receives a great many similar questionnaires but I hope you will not find it too great an inconvenience to favour me with a reply.

I am very anxious to obtain accurate data and your co-operation in this matter is respectfully solicited.

The stamped, self-addressed envelope is enclosed for your convenience.

Thanking you in advance, I am,

Very truly yours,

J. M. Brown,

Principal,

Shoal Lake Collegiate Institute.

QUESTIONNAIRE TO PRINCIPALS

Underline the correct response where possible:

1. Is the ----- school (1) brick (2) stone (3) frame?

2. In what year was the ----- school built?

3. How many rooms in the ----- school?

4. Size of rooms to the nearest foot:

(a) L _____ W _____ H _____

(b) L _____ W _____ H _____

(c) L _____ W _____ H _____

(d) L _____ W _____ H _____

(e) L _____ W _____ H _____

(f) L _____ W _____ H _____

5. Number of windows in each room to nearest inch:

(a) Number () W _____ H _____

(b) " () W _____ H _____

(c) " () W _____ H _____

(d) " () W _____ H _____

(e) " () W _____ H _____

(f) " () W _____ H _____

6. Sides of rooms on which windows are located:

(a) North () East () West () South ()

(b) North (M) East () West () South ()

(c) North () East () West () South ()

(d) North () East () West () South ()

(e) North () East () West () South ()

(f) North () East () West () South ()

7. Kind of heating system:

(a) Steam

(b) Hot air

(c) Hot water

(d) Stove

8. Is there a fire escape in the ----- school? ()

9. How often do you have fire drill? ()

10. What is the area of the playground ? _____
11. How many large maps are there in the school ? _____
12. Is there a globe in the school ? _____
13. Is there a piano in the school ? _____
14. Is there a phonograph in the school ? _____
15. Is there a radio in the school ? _____
16. Is there visual education equipment in the school ? _____
17. What is the approximate area of blackboard space ? _____
18. Library:
 - (a) Total number of books _____
 - (b) Fiction _____
 - (c) Science _____
 - (d) History _____
 - (e) Geography _____
 - (f) Biography _____
 - (g) Literature _____
 - (h) Health and physiology _____
 - (i) Supplementary reading _____
 - (j) Miscellaneous _____
19. Are the books classified () catalogued () ?
20. Do the pupils use the books (1) frequently
(2) spasmodically (3) infrequently ?
21. Have you (1) student librarian (2) teacher librarian ?
22. Have you definite supplementary reading periods ? _____
23. Is there adequate equipment for (1) Physics ()
(2) Chemistry () (3) Biology () (4) General
Science () ?
24. Have you a special laboratory room ? _____
25. List playground equipment:
 - (a) _____ (b) _____
 - (c) _____ (d) _____

26. How many students have you in the following grades?

1. Boys _____	Girls _____	7. Boys _____	Girls _____
2. Boys _____	Girls _____	8. Boys _____	Girls _____
3. Boys _____	Girls _____	9. Boys _____	Girls _____
4. Boys _____	Girls _____	10. Boys _____	Girls _____
5. Boys _____	Girls _____	11. Boys _____	Girls _____
6. Boys _____	Girls _____	12. Boys _____	Girls _____

27. Please state number of pupils according to ages:

Age	Boys	Girls	Age	Boys	Girls
5	_____	_____	14	_____	_____
6	_____	_____	15	_____	_____
7	_____	_____	16	_____	_____
8	_____	_____	17	_____	_____
9	_____	_____	18	_____	_____
10	_____	_____	19	_____	_____
11	_____	_____	20 & over	_____	_____
12	_____	_____			
13	_____	_____	Total	_____	_____

28. How often do you give examinations in your school? _____

29. What system of marking do you use ?

(a) Letters, e.g. A B C D E F ()

(b) Percentages ()

30. Do you make extensive use of short answer tests ? _____

31. Have you any students with extreme physical handicaps?

32. Have you any students with extreme speech defects ?

33. Have you had a medical or dental clinic in your school during the past five years ? _____

34. What extra-classroom activities are carried on in your school ?

35. Do you supervise the work of the other teachers by classroom visits? _____
36. Do you use standard educational tests for purposes of supervision and the improvement of instruction? _____
37. Do you hold regular meetings with your staff? _____
38. Do you make suggestions to your teachers concerning the improvement of instructional methods? _____
39. Do you keep cumulative record cards? _____
40. Are your teachers following the new Programme of Studies? _____
41. Do you hold a Parent's Day in your school? _____

APPENDIX "D"

Shoal Lake, Manitoba,
September 20, 1940.

Secretary-Treasurer,
----- Consolidated School District,
-----, Manitoba.

Dear Sir:

I am making a survey of education in the Municipality of Hamiota and it is necessary for me to obtain some information concerning the -----
--- Consolidated School District.

Would you be kind enough to fill out the enclosed questionnaire forms at your earliest convenience? Any additional information that you are able to give will be greatly appreciated.

I am anxious to obtain accurate information and your co-operation in this matter will be of great assistance.

Thanking you in advance, I am,

Very truly yours,

J. M. Brown,

Principal,

Shoal Lake Collegiate Institute.

QUESTIONNAIRE TO SECRETARY-TREASURERS

1. What is the number of your school district? _____
2. In what year was the school built? _____
3. Is the school (1) brick (2) frame (3) stone ? _____
4. What kind of heating system is used ? _____
5. What kind of toilet is used ? _____
6. What kind of drinking system is used ? _____
7. What year was the school consolidated ? _____
8. How many vans are operating ? _____
9. How many children are there in each van ?
 (a) _____ (b) _____ (c) _____ (d) _____
 (e) _____ (f) _____ (g) _____ (h) _____
10. What is the approximate length of each van route?
 (a) _____ (b) _____ (c) _____ (d) _____
 (e) _____ (f) _____ (g) _____ (h) _____
11. Would you kindly write a few sentences below describing
 the early organization and development of the -----
 Consolidated School District.

12. What is the area of the present school district?

13. If your school operates according to the calendar year give the following information for December 31, 1940.
If the end of your school year is June 30, give the following information for June 30, 1940.

<u>Receipts:</u>		<u>Expenditures:</u>	
Balance	\$ _____	Salaries (a) Teachers	\$ _____
Grants(a) Teachers	_____	(b) Secretary	_____
(b) Transport.	_____	Buildings(new)	_____
General Munic. Levy	_____	Equipment	_____
Special District Tax	_____	Repairs	_____
Proceeds from sale of debentures	_____	Caretaking	_____
Promissory notes discounted	_____	Fuel, light, water	_____
Fees from pupils	_____	Library	_____
Present overdraft	_____	Stationery and supplies	_____
From other sources	_____	Transportation	_____
		Debentures: Principal	_____
		Interest	_____
		Promissory notes paid	_____
		Overdraft, last year	_____
		Other expenses	_____

		Total expenditures	_____
		Balance	_____
Total	_____	Total	_____

Secretary-Treasurer

School District of