

THE UNIVERSITY OF MANITOBA

A STUDY OF FACTORS AFFECTING THE EFFICIENCY  
OF TEACHERS IN THE ONE-ROOM RURAL SCHOOLS  
OF THE PROVINCE OF MANITOBA

BEING A THESIS SUBMITTED TO THE COMMITTEE  
ON POSTGRADUATE STUDIES IN PARTIAL FUL-  
FILLMENT OF THE REQUIREMENTS FOR THE  
DEGREE OF MASTER OF ARTS

BY

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## CHAPTER I

### INTRODUCTION

The one-room rural schools of Manitoba enrol approximately one-third of the total school population, and consequently form an important part of the provincial school system. It is universally admitted that the teacher makes the school, and that the strength of the teaching body is the important factor in a system of public education. No part of the school system has greater need for a well trained body of permanent teachers than the extensive rural areas of Manitoba, where sparseness of settlement creates educational problems unknown to urban centres. Factors affecting the efficiency of the teaching body, or materially reducing teaching power, produce waste and false economy, and are worthy of intensive study.

Factors frequently considered as reducing the efficiency of the teacher in rural areas may be listed as follows: (a) qualifications and training of teachers, (b) experience of teachers, (c) relations with trustees and ratepayers, (d) social and cultural opportunities afforded by the rural community, (e) salaries, (f) weaknesses

inherent in the district system of administration, (g) tenure of position. It is the purpose of this thesis to investigate the influence of these factors upon the efficiency of the teachers in the one-room rural schools of Manitoba.

Sources and Collection of Data.- During the school year 1931-1932, the Research Committee of the Manitoba Teachers' Federation distributed a questionnaire to the rural schools of the Province. After 1088 of these completed forms had been received they were placed at the disposal of the writer. A copy of the questionnaire is included as Appendix A.

Records of the Manitoba Department of Education provided additional data for the period 1900-1932. Particulars of teacher qualification and tenure were secured from the "Half Yearly Reports" ledger, and salaries were found in the "Annual Receipts and Disbursements" record.

Use was also made of the following: American and Canadian surveys and reports, particularly those dealing with Manitoba; the Manitoba Teacher, organ of the Manitoba Teachers' Federation; and publications of the Dominion Bureau of Statistics, particularly the Annual Surveys of Education. Few books on rural education in Canada have been published, but several volumes on rural education in the United States were studied.



Organization and Treatment of Data.- Direct quotation is extensively used in reporting data. Statistics are tabulated and included. Graphic illustrations are used in the interpretation of statistical material.

Chapter II is devoted to a study of the Canadian background of education in Manitoba, more especially with reference to the district system of school administration. Chapters III to IX inclusive deal with the influence of qualifications, experience, relations with trustees and ratepayers, social and cultural factors, salaries, weaknesses inherent in the district system of administration and tenure. The final chapter presents a summary of the findings and conclusions of this study.

## CHAPTER II

### ONTARIO AS A BACKGROUND

Educational developments in the province of Ontario have provided the pattern to such a large extent for what has followed in the Province of Manitoba, that one can with profit review several of the more important Ontario enactments and point to their defects. Pioneer educational leaders in Ontario have passed opinion upon several of the elements of weakness in the Ontario set up. As immigrants from that Province transplanted the educational framework of Ontario with its points of strength and of weakness in Manitoba, the findings of such men as Egerton Ryerson are pertinent to this study.

The Local School District.- The following quotation gives the beginning of the district type of school in pioneer areas of New England:

"The local school district is not of Canadian origin. It originated in New England whence it spread wherever English men penetrated the wilderness. It was purely a community enterprise, each group of families organizing and supporting its own schools as best it could." <sup>1</sup>

It was not long before leading American educational-

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<sup>1</sup>  
Foght, H. W. A Survey of Education in the Province of Saskatchewan. Regina, Sask.: King's Printer, 1918, p.26.

ists began to question the wisdom of continuing it beyond the period of pioneer conditions. In this connection Foght quotes Horace Mann as follows:

"The Massachusettes Act of 1789, setting up the district unit, was the most unfortunate law on the subject of common schools ever enacted by the State." 2

Ryerson readily acknowledged Upper Canada's debt to New York:

"The present Common School Law of Upper Canada is, to a great extent, a transcript of the Common Law of the State of New York." 3

That he had particularly in mind the district system of organization, is made clear by his statement of 1846:

"The subject of remedying this unwise multiplication of school sections by the establishing of larger units is submitted to the grave consideration of the District Councils, whenever the exercise of this part of their powers may be required." 4

Evidently Ryerson soon tried to effect a change since in 1851 he wrote as follows:

"Although a Bill of 1831 for county districts did not pass, the principle has not been lost sight of, but was subsequently discussed, and since then there has been a movement in various parts of the country in favor of the Township Board of Schools in preference to that of the present isolated, expensive and disjointed system of school sections." 5

2  
Foght, H. W. The American Rural School. New York: The Macmillan Company, 1926, p. 19.

3  
Hodgins, J. G. Historical Educational Documents and Papers of Ontario. Toronto: King's Printer, 1911, Vol. 3, p. 184.

4  
Hodgins, J. G. Documentary History of Education in Upper Canada. Toronto: Warwick Brothers and Rutter, 1899, Vol. 6, p. 262.

5  
Hodgins, J. G. Op.cit. Vol. 3, p. 18.

Owing to the provision requiring every section of a township to favor the County Board before its institution, very little progress was made with larger units till the Amendment of 1871 which changed the system of counting the votes.

"Should the vote of a majority of the rate payers in a township favor a change, the Municipal Council of such township is authorized to frame the township into one school Municipality under a Board of Trustees, thus doing away with the inconvenience of the single school district and rates and giving parents the right to send their children to the school most convenient to them." 6

After 1871, therefore, machinery was available for the formation of larger administrative units, and the extent to which recourse was made to it depended upon the will of the people.

Teacher Training.- As early as 1799 steps had been taken towards instituting a system of examinations for teachers. In that year the Canada Gazette stated that no person would, in future, be granted a license to teach unless certified as competent by an examining Board. Many inefficient teachers were eliminated by the new regulation.

Bannister writes of those years: "This was the first step towards the solution of the problem of better qualification of teachers and of greater permanence of their tenure, a problem with which we have since grappled for a century and a quarter; and which we have not yet satisfactorily solved." 7

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6

Hodgins, J. G. Op.cit. Vol. 4, p. 19.

7

Bannister, J. A. The Early Educational History of Norfolk County. Toronto: University of Toronto Press, 1926, p. 47.

The following quotation shows the condition of teacher training in Upper Canada during 1847:

"Your Memorialists do not hope to provide qualified teachers by any other means than by securing as heretofore the services of those whose personal disabilities render this mode of obtaining a livelihood the only one suited to their decaying energies; or by employing such of the newly arrived immigrants as are qualified for common school teachers as they come among us." 8

In 1844 Ryerson sent Dr. Hodgins to Ireland so that he might fully acquaint himself with the progressive educational policy there being pursued. Ryerson's plans for opening a Normal School were then being developed and, after much opposition, they were carried out in 1852, when the Old Government buildings were made into Upper Canada's first institution for teacher training.

Several difficulties were experienced almost at once. One was the securing of competent teachers. Another had to do with getting satisfactory students. Both of these problems were finally solved and Dr. Sangster, the Principal, was able to carry out his curriculum which included academic instruction, principles of education and methods of teaching.

From the beginning standing was awarded:

"Partly by Model School Report, partly by the success and energy with which each student conducts the class recitation in the presence of the Normal School Masters, and partly by the general character for ability and energy he has earned during the term." 9

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8

Hodgins, J. G. Op.cit. Vol. I, p. 123.

9

Hodgins, J. G. Op.cit. Vol. 2, p. 46.

Within a few years after the opening of the first Normal School, Ryerson recommended raising the standard of teacher certification:

"You will observe that the standard of qualifications prescribed for teachers is lower than in Ireland, and lower than it will be in Upper Canada in three or four years.

"The standard here laid down for first class teachers will probably soon be applied to second class teachers; and that of second applied to third class teachers." 10

In addition to careful scholastic tests the prospective teacher was required to pass a searching examination of morals. So successful did his efforts, in this connection, prove, that Ryerson was soon able to make this encouraging statement:

"During the last few years Upper Canada has advanced beyond the State of New York in the proportional number of teachers trained in the Normal School." 11

The next great step in the evolution of teacher training came in 1868 when standards were still further raised:

"I propose that, in the Regulations, the First Class Certificate shall be provincial certificates and that second and third shall be those issued by County Boards of Examiners. This will virtually abolish the present Third Class Certificate issued by County Boards, will put an end to this inferior and wretched class of Teachers, and secure teachers of a higher order of qualifications." 12

The final step in standardizing the professional examination of teachers took place in July 1870. In that year a convention of County Board delegates met at Smith

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10

Ibid. Vol. 2, p. 239.

11

Ibid. p. 254.

12

Ibid. p. 136.

Falls and recommended that, in future:

"The examination of teachers should be held by all Boards on the same day; and that all questions for the examinations should be the same. Also, with a view to determining in a more precise and uniform way the standing of each candidate in the subjects examined upon, that the system of marks instituted by the Board of Perth be adopted." 13

Concluding this brief survey of teacher training in early Upper Canada the following quotation shows the level reached in 1870:

"No new candidate can receive higher than a Third Class certificate at his first examination, or before the expiration of three years from that time, unless on the special recommendation of the Inspector for his attainments, ability and skill in teaching. Three years of successful experience must be secured before a second class examination can be taken." 14

Teachers, Trustees and Ratepayers.- In one of his messages to trustees Dr. Ryerson describes the result which may be achieved in a rural school district through co-operation among trustees, ratepayers and teacher:

"That school is likely to be most efficient in every respect where trustees, parents and teacher act as partners - each keeping his own place and performing his own share of the work, all mutually sympathizing with each other, and all alike interested in the common subject of educating the youth." 15

Ryerson goes on to advise trustees of their responsibilities towards satisfactory teachers, stating that these

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13

Hodgins, J. G. Op.cit. Vol. 4, p. 183.

14

Ibid. Vol. 6, p. 182.

15

Ibid. Vol. 3, p. 201.

should be retained and rewarded by increases of salary. He warns particularly against the frequent practice of allowing a few disgruntled rate payers to influence trustees in their relations with the teacher. Rather, parents and other rate-payers in the district should be encouraged to co-operate in every possible way, so that the work of the schools may be successful.

In an effort to facilitate amicable settlement of the numerous disputes arising in rural schools, Ryerson made provision for arbitration, but the machinery which he set up was so slow and expensive that it had to be discarded. In its place he instituted County Division Courts as tribunals for the settling of such troubles. This second plan was an improvement on the first one.

Social and Cultural Factors.- An extract from Ryerson's Report of 1842 shows the social conditions surrounding rural teachers in Upper Canada at that time:

"The fact cannot be denied that the position occupied by teachers has, in the great majority of cases, been the most unpropitious. Boarding for a few days at a time with the several families by whom they are employed, and changing from house to house, their minds have become dissipated, and private study has generally been altogether neglected. But even where this has not been the case, their income generally has been such as to oblige them to live in the lowest taverns, and consequently to associate with the lowest and most dissipated characters in the neighborhood. Thus they often are rendered unfit for conducting the education of youth. But they have no alternative. Their income neither enabled them to live in respectable lodgings, nor to associate with respectable society. Whatever is adverse to the comfort and respectability of teachers stands directly opposed to the education of youth." 16



Tenure in Relation to Salary and Certificate.- Ryerson's

quotation from an American report of his own day provides a suitable introduction to this part of the subject:

"One teacher at a salary of from \$ 500. to \$ 800. is often cheaper than one at half that salary. Yet many trustees are so deluded by a narrow-minded selfishness, that they sell the priceless time and habits of children, not to say their principles, and the social interest of the neighborhood, for the sake of a few dollars in the salary of a teacher." 17

He goes on to show that there was at that time very little relation between certificate and salary, remuneration being almost always low, so that a professional dancer might earn in one night as much as the average woman teacher received in twenty years.

"The best teachers are by far the cheapest as well as most profitable for all parties, and all the interests of education and knowledge. Do away with the lowest class of teachers and prescribe a minimum salary which will secure the employment and continuance of competent teachers in the profession. It cannot be supposed that good salaries will be paid to poor teachers. The demand for better teachers is growing. Good teachers and good salaries will become inseparable." 18

Ryerson quoted from European experience while insisting upon more satisfactory conditions of tenure, showing that, when teachers were well trained and protected from local interference, length of tenure resulted with a corresponding improvement in the relation between higher certificates and higher salaries.

Ryerson favored changing inefficient teachers as soon

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17

Ibid. Vol. 5, p. 3.

18

Ibid. Vol. 2, p. 273.

as possible, but recognized fully the retarding influence upon pupil progress when teachers changed schools so often as in Upper Canada. Much of this educational loss arose from the time spent by pupils in changing systems of instruction to suit successive teachers.

Experience of Teachers.- Definite figures for experience among rural teachers are not available for the earlier years in Upper Canada. From what has been said, a conclusion may be deduced. Length of experience, sufficient to be profitable, was likely to be found only among those unsuited physically or intellectually to other lines of work. The most able teachers left the profession as soon as possible, moving into work where economic and social conditions were more favorable.

Ryerson summed up the situation well when he wrote:

"To find a body of teachers who intend to make teaching their business for several years excites surprise." 19

Tenure, Salary, Certification and Experience.- During the pioneer era, in Upper Canada, it is apparent that conditions governing the tenure of rural teachers were so far from being satisfactory as to have lead educationalists to express serious concern. The system of paying salaries was very little better, as there was a noticeable inclination to provide the cheapest form of instruction without much consideration as to its quality. The system of teacher certifi-

cation was also very unsatisfactory. By 1870 some improvement had taken place, and Ontario had begun to produce a highly trained body of teachers for her rural schools. The length of experience among rural teachers was affected by the fact that competent men and women soon tired of the uncongenial task and retired from the profession. Many of the teachers with the longest teaching service were inefficient.

Conclusion.- Great difficulty was experienced by Upper Canada in attempting to adapt the district type of school organization to the educational needs of the Province.

Teachers in the rural schools worked under three main handicaps. 1. There was opposition, on the part of many, to efforts directed towards raising teaching to the level of a profession, with suitable standards of certification and a more settled tenure. 2. Very unsatisfactory social conditions existed, especially in relation to boarding houses for rural teachers, and the degree of co-operation given by trustees and ratepayers. 3. Teacher training and certification were unsatisfactory, and very little financial encouragement was given to teachers who had secured higher qualifications.

General conditions governing the work of rural teachers began to improve after 1870.

## CHAPTER III

### QUALIFICATIONS OF RURAL TEACHERS IN MANITOBA

Evolution of Teacher Training in Manitoba.- The development of teacher training in Manitoba was similar to its growth in Ontario.

When Normal Training was first instituted, teachers attended two sessions. The first was of eleven weeks, requiring Grade X entrance qualification, and earning a Third Class certificate valid for three years. After teaching successfully, the student returned to Normal for twenty weeks. Grade XI standing was required as a prerequisite, and a permanent second class certificate was awarded graduates after two years of successful teaching.

In 1924 the Murray Commission made the following recommendations for raising the standard of teacher training: (1) the abolition of the old Third Class certificate; (2) the institution of Grade XI as the minimum entrance to Normal standing, and (3) the giving of one Normal school session of forty continuous weeks, the graduates to receive an interim Second Class Certificate, to be made permanent after the satisfactory completion of two year's teaching,

and a reading course.

The Commission also recommended additional Normal Training to be given in the form of short courses at the Summer School.

Trends in the United States.- In 1931 a sub-committee of the Manitoba Teachers' Federation brought in an Interim Report upon the trend towards lengthening Normal training in the United States.

They begin their statement as follows:

"It is regrettable that no material worth while is available concerning teacher-training in other Provinces of Canada, except, perhaps, in British Columbia." 1

Later in their report is this significant statement:

"The survey thus far has but increased the sub-committee's appreciation and pride in the relative worth of the Manitoba system of teacher-training. The Committee is persuaded, however, that the time has come when there should be further advance in that progressive forward movement in education for which Manitoba has been noted." 2

Table I summarizes the investigation dealing with the opinions of 336 leaders in American education.

It is seen that 321 of those replying, 95.1 per cent, are favorable to lengthening the period of training.

However, there is also a strong sentiment in favor of substituting summer school courses for the second year at Normal.

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1  
Interim Report of the Manitoba Teachers' Federation sub-Committee on Research. Manitoba Teacher, May 1931, p.14.

2  
Ibid. p. 15.

TABLE I

A TABLE SHOWING THE TENDENCY IN THE  
UNITED STATES TOWARDS A TWO YEAR TRAINING COURSE FOR  
TEACHERS IN THE UNITED STATES

	Teacher College Presidents	City Supts.	Deans of Ed.	State Supt.	Total
Desirable	147	81	54	39	321
Undesirable	3	5	0	0	8
No Answer	2	2	0	3	7

"It would be unfair for the State to require the higher certification standards proposed, and not to offer the means by which these qualifications could be attained without temporarily abandoning the teaching field." <sup>3</sup>

"The surest way to obtain a good teaching staff is to eliminate the incompetent, scale up teaching requirements, and add dignity and satisfaction to teaching by increasing its compensation to the level of modern living. Normal schools should establish a well-supported extension service to reach all teachers who cannot do the study under the requirements of residence." <sup>4</sup>

Trends in British Columbia and Ontario.- A similar position is taken by the Principal of Vancouver Normal School:

<sup>3</sup>  
The Educational System of South Dakota. Bulletin No. 31, Department of Interior, Bureau of Education, Washington, D.C.: p. 239.

<sup>4</sup>  
Ibid. p. 220.

"We believe that the period of teacher training should be extended. We emphatically do not approve of extending the course to two consecutive years of training.

"Could not some extension of training be instituted? We would suggest that present training continue as now organized, but that on completing the two years of actual teaching on the interim certificate, the young teacher be required to return to the Normal School for an advanced course in order to obtain a permanent certificate. Six months should be ample to complete the advanced course." 5

"To offset the difficulty arising from a teacher's being compelled to leave her school for further training, I suggest that the second period of Normal training be taken during two or more summer terms." 6

In 1929, Ontario instituted the second year of Normal training leading to a permanent certificate. At the completion of the first year an interim certificate, valid for from two to four years, is issued. To secure permanent professional standing, another year at Normal is required. Attendance at the opening session was optional and below expectations, but with compulsory attendance the number increased the following year.

Summer School Completion Courses in Manitoba.- Commencing in 1933 Manitoba requires two summer school courses for completion of Second Class permanent standing, in addition to the year at Normal. An interesting feature of these new regulations is that Normal School Principals may exempt twenty-five per cent of each class from one of the

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5  
Annual Report of the Normal School, Vancouver.  
Report of the Department of Education. Victoria, B. C.:  
King's Printer, 1930-31, p. 24.

6  
Ibid. p. 46. (Inspector's Report).

completion courses. Particulars of the completion courses are included as Appendix B.

During recent years many teachers in Manitoba have shown a desire for higher qualifications. The following quotation refers to Manitoba but the movement for better standing is found in every Province:

"The trend toward higher planes of scholarship through the aid of the Summer School continues, and the efficiency of the staff increases accordingly." 7

It is shown, in Chapter VI, that teachers in the rural schools of Manitoba do not show as much interest in professional study as do those in the graded schools. The evidence shows that, during recent years, there has been a decided trend toward lengthening the period of teacher training. The relation between training and tenure is discussed in Chapter IX.

Practice Teaching as Part of Normal Course.- For many years after the opening of Normal School work in Manitoba, practice teaching was provided in the schools of Winnipeg. Later the schools of other Normal school towns were used for the purpose. It was later seen that the majority of teachers began teaching under entirely different conditions when, after leaving Normal, they took charge of rural schools. Manitoba was the first Province to send teachers-in-training to rural districts for a two-week's visit. Other provinces

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7  
Report of the Department of Education. Winnipeg:  
King's Printer, 1930, p. 99.



have since adopted the plan.

The following quotation gives an account of practice teaching in rural schools:

"The teacher-in-training is usually assigned as instructor to about one third of the classes in the daily programme of the rural school. These are so selected that they include some classes in each subject, and some in each grade taught in the school. The best methods are carefully discussed and put into operation. Games are not neglected. Visiting in farm homes, the teacher is brought into a more sympathetic understanding of country life and its problems. The young teacher gains in good teaching and school management, and in her ability to co-operate with rural people." 8

Two valuable gains from rural practice teaching are:

- (1) First hand knowledge of rural conditions is gained; and
- (2) a rich background is secured for future Normal School work.

Rural teachers have usually many calls upon their time and energy but the following quotations show that they cheerfully contribute what they can to the visiting students:

"We wish to thank the teachers of these small schools for their very hearty co-operation in this important branch of teacher training." 9

"I have received a few letters from rural teachers commenting on the benefits which they have derived from a visit by a teacher-in-training. It was not only an incentive to them, but it brought the Normal school and the rural school into closer touch with each other.

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8

Report of the Educational Commission. The Murray Commission, Winnipeg: King's Printer, Province of Manitoba, 1924, p. 140.

9

Op.cit. 1930, p. 19.

"The reports of the rural teachers on the work of the student-in-training correspond very closely with the reports of the city schools on the same persons." 10

The evidence shows that rural practice is looked upon with favor in the Provinces where it has been tried.

Costs of Normal Training in Manitoba.- Table II

gives a summary of the findings made by a Committee of the Manitoba Teachers' Federation in a study of expenses connected with Normal school training in Manitoba. This report shows that rural practice teaching does not add to the cost of training, as board and other expenses are lower in the country and offset the additional railway fare.

11 TABLE II

A SUMMARY OF NORMAL TRAINING COSTS FOR CLASSES  
IN FOUR MANITOBA NORMAL SCHOOLS

	Manitou	Dauphin	Brandon	Winnipeg	Average
Fee for Course	50.	50.	50.	50.	50.
Class Fees	4.22	3.46	3.59	3.49	3.51
Return Fare	19.68	18.58	19.28	21.88	18.81
Board	188.61	193.91	222.66	222.95	220.23
Books etc.	17.90	32.06	26.49	30.72	27.56
Clothing and Laundry	49.36	69.12	53.07	60.34	57.91
Car Fare and Incidentals	24.31	26.78	23.50	36.60	27.00
Totals	354.08	393.91	398.58	425.98	405.02

10

Report of the Department of Education. Regina, Sask.: King's Printer, 1930, p. 76.

11

Report of Research Committee of the Manitoba Teachers' Federation. Manitoba Teacher, September 1931, p. 15.

It will be seen that the costs increase as the towns become larger - Manitou being the lowest and Winnipeg the highest. The greatest single factor in this variation is in the price of board.

Curriculum and Methods of Teacher Training.- There is fairly close agreement in the literature with the following summary of Normal Training objectives:

"Normal school courses should be re-cast as follows: 1. Re-teach from the teacher's point of view, the fundamental subjects that the teacher will be required to teach later in the elementary school. 2. Teach certain academic subjects not offered in the high schools, but essential to mastery of the profession. 3. Require the method of teaching, mainly, in this new presentation of the academic subjects and while carrying out the practice teaching." 12

A possible relation between the length of the training course and the length of experience among rural teachers is given in the following quotation:

"The courses of Normal training have, in the past, been purposely short to induce young people to take professional training. Here probably lies the real cause of the shifting and drifting and early abandonment of the profession. The teacher, who invests much time and money in his training course, is less ready to leave the work for another occupation than if he contented himself with a brief course of a few short weeks." 13

The institution of a full year of training in most provinces, and of still further extension courses in several, seems to have met this objection fairly well.

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12

A Survey of Education in the Province of Saskatchewan.  
Regina, Sask.: King's Printer, 1918, p. 125.

13

Ibid. p. 12.

The following quotation is a statement of the factors considered in judging a teacher's fitness for the profession:

"While we do not wish to minimize in any way the value of practice teaching, we do feel that students come to our institution with erroneous ideas as to the importance of practice teaching.

"It is a factor in determining an individual's fitness to enter the teaching profession, but not by any means the only factor. In addition to making a good showing in practice teaching, he must apply himself to the daily routine, must show a grasp of teaching principles, and must exhibit a sense of responsibility and strength of character." 14

In addition, academic and cultural content should be included in the course, and there should be a proper value set upon the student's character and personality.

Training for Rural School Conditions.- Apart from the brief period of practice teaching in rural schools, Manitoba does little to prepare prospective teachers for actual conditions found in rural schools. As the Murray Commission Report states:

"While provision for practice teaching is reasonably abundant, there is no opportunity to exemplify methods that apply to the special conditions of the rural school with one teacher." 15

That this situation is not confined to Manitoba is shown by the following quotation from the Report of the Saskatchewan Survey:

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14  
Report of the Department of Education. Edmonton, Alta; King's Printer, 1930, p. 27.

15  
A Survey of Education in the Province of Saskatchewan. Regina, Sask.: King's Printer, 1918, p. 117.

"Prevailing courses do not give teachers the kind of preparation required in modern community schools for the open country." 16

"The Normal Schools must do a greater work than heretofore in preparing teachers for rural communities. In order to accomplish this task, the Normal Schools should provide specialized instruction for rural teachers." 17

The following quotation describes the type of teacher which the training course aims to develop:

"Now and again one would come across the happy whole-some teacher whom children love and have confidence in; the teacher who dramatizes much of her work; uses local materials, has games of all kinds, invites visitors, who is chiefly concerned in helping the pupils to help themselves. But too many boys and girls are suffering under daily formalism with the remedy close at hand." 18

There is some evidence which indicates the effects of improved training in the efficiency of teaching in the rural schools of Manitoba. The following data were derived from the Annual Reports of the Department of Education and from the records of the Winnipeg School Board Office. During the period 1923-1933, for all schools outside of the city of Winnipeg the number of Collegiate certificates increased from eighty-five to two hundred and ninety-six or by two hundred and forty-eight per cent; First Class Professional certificates from four hundred and sixty to seven

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16

Ibid. p. 118.

17

Report of the Educational Commission. The Murray Commission. Winnipeg: King's Printer, 1924, p. 70.

18

Report of the Saskatchewan Survey. Regina, Sask.: King's Printer, 1918, p. 85.

hundred and seventy-two or by sixty-eight per cent; Second Class Professional from fifteen hundred and forty-six to two thousand and eighty-one or by forty-eight per cent. It was not possible to decide how much these improved qualifications affected the one-room rural schools but it must have done so to a considerable extent. During the same period in the one-room rural schools of the Province, the following increases in enrolment occurred at the senior grade levels: Grade V, eighteen per cent; Grade VI, thirty-one per cent; Grade VII, forty-seven per cent; and Grade VIII thirty-nine per cent. Without doubt economic and other factors have had something to do with the increased degree of retention in the senior elementary grades, but it is probable that the improved training and standing of the teacher have contributed very materially. The writer feels justified in concluding that such was the case.

## CHAPTER IV

### EXPERIENCE OF TEACHERS IN THE ONE-ROOM RURAL SCHOOLS OF MANITOBA

#### Introduction

The purpose of this chapter is to study the experience of teachers in the one-room rural schools of Manitoba. For the group of 867 studied, the average was 4.2 years.

Since, in ordinary times, it is the rural areas which largely provide experience for beginning teachers, the following facts are of interest. In 1928 only five per cent of a group of teachers in Manitoba graded schools were beginners in the profession. In 1931, three years later, 2.3 per cent of 867 teachers in the rural schools were in their first positions. That is, for these two groups, the proportion of beginners in rural schools was less than half what it had been for graded schools in 1928. This would seem to indicate that with a surplus of teachers available, it is the more experienced who are being given the preference.

In Table III groups of rural teachers from British Columbia and Manitoba have been compared as to experience obtained in their respective provinces.

TABLE III

A COMPARISON BETWEEN 753 BRITISH COLUMBIA, AND 867 MANITOBA  
TEACHERS OF ONE ROOM RURAL SCHOOLS AS TO EXPERIENCE SECURED  
WITHIN THEIR OWN PROVINCE AT 1930

Years	British Columbia		Manitoba	
	No. of Teachers	% of Teachers	No. of Teachers	%
Under 1 Year	40	5.3	20	2.3
1 - 2 "	209	27.8	170	19.6
2 - 3 "	159	21.1	159	18.2
3 - 4 "	101	13.4	151	17.4
4 - 5 "	63	8.4	90	10.4
5 - 10 "	113	15.	211	24.4
10 - 15 "	46	6.1	46	5.3
15 - 20 "	10	1.3	11	1.1
20 - 25 "	7	1.	3	.4
Over 25 "	5	.6	6	.9
Totals	753	100.	867	100.



The British Columbia group is seen to have a higher proportion of teachers in each of the three lowest groups, including beginners. At the "5-10 years" level the situation is reversed. After the tenth year of teaching, there is no significant differences as between British Columbia and Manitoba in the length of experience gained in their respective provinces by the two groups of rural teachers.

Length of Experience Gained Outside of Manitoba.-

Table IV analyzes the experience gained outside of Manitoba by 108 teachers of one-room rural schools. It was not possible to secure data for comparison with a group from another province.

TABLE IV

A SUMMARY OF EXPERIENCE SECURED OUTSIDE MANITOBA  
BY 108 TEACHERS OF ONE-ROOM RURAL SCHOOLS

Length of Experience in Years	No. of Teachers	Percentage
1 Year	6	5.6
2 "	23	21.2
3 "	18	16.7
4 "	12	11.2
5 "	12	11.2
5 - 10 "	18	16.3
10 - 15 "	19	17.3
Totals	108	100.

It is seen that 17.8 per cent of the group have taught for more than ten years, and another 16.3 per cent for more than five years. Examination of the questionnaires from these teachers shows that many of the older ones had done considerable teaching in the East before moving to Manitoba. Others had been to the western provinces for a year or more, returning to Manitoba when the supply of teachers became equal to, or greater than, the need in those areas.

Total Experience.- In this section the length of experience is discussed irrespective of where it was obtained. Eight hundred and sixty-seven cases were studied for Manitoba while 4000 from twenty-two counties in five representative States comprised the American group.

TABLE V

TOTAL EXPERIENCE OF GROUPS OF REPRESENTATIVE MANITOBA  
AND AMERICAN RURAL SCHOOL TEACHERS COMPARED

Length of Experience	% U.S.Group	% Manitoba Group
1 - 16 Months	25	30
17 - 32 "	16.2	18
33 or more	36.6	53.4

For the groups studied, Manitoba is seen to be superior to the American group at each level, the difference being particularly noticeable at the "33 months or more" level, where Manitoba has 53.4 per cent as compared with 36.6 per cent.

Table VI gives a condensed summary of the experience for the 867 Manitoba teachers studied.

TABLE VI

A SUMMARY OF THE TEACHING EXPERIENCE FOR 867 RURAL  
TEACHERS OF ONE-ROOM SCHOOLS IN MANITOBA

Where Experience was Obtained	Total Reporting	Per Cent Less than 5 Years Experience	Per Cent with Less than 3 Yrs. Experience	Average Exper.
Manitoba and Elsewhere	867	68	40	4.2 Yrs.
Partly Outside Manitoba	108	60	44	4.2 "

TABLE VII

A COMPARISON BETWEEN THE TOTAL LENGTH OF TEACHING  
EXPERIENCE POSSESSED BY GROUPS OF RURAL TEACHERS FROM  
BRITISH COLUMBIA, MANITOBA AND ONTARIO (1931)

Years Experience	British Columbia		Manitoba		Ontario	
	No.	Per Cent	No.	Per Cent	No.	Percent
Less than 1 Year	24	3.2	10	1.3	976	13.9
1 - 2 Years	201	26.6	299	34.3	1059	15.7
2 - 3 "	135	17.8	130	15.5	1014	14.4
3 - 4 "	82	10.8	485	10.4	844	12.
4 - 5 "	63	8.4	65	7.8	646	9.1
5 - 6 "	32	4.2	54	6.6	541	7.6
6 - 7 "	34	4.5	40	4.8	369	5.2
7 - 8 "	22	2.9	32	3.9	241	3.4
8 - 9 "	23	3.5	21	2.6	225	3.2
9 - 10 "	4	.5	19	2.4	169	2.4
10 - 15 "	56	7.4	49	5.9	501	7.1
15 - 20 "	33	4.4	16	1.9	127	1.7
20 - 25 "	22	2.9	11	1.4	58	.7
Over 25 "	22	2.9	9	1.2	258	3.6
Totals	753	100.	840	100.	7028	100.

Since the depression has affected the three provinces differently, various factors enter into the situation and consequently the facts included in Table VII must be interpreted with certain limitations. Unfortunately, statistics are not available to show the change in length of experience over a period of years. Table VII shows that approximately one third of the teachers of rural schools in British Columbia, Manitoba and Ontario have less than two years experience. It also shows that 58.4, 61.5 and 56 per cent of the teachers in the one-room rural schools of British Columbia, Manitoba and Ontario, respectively, have less than four years experience. If information were available it would not be difficult to establish that the conditions pertaining to the length of teachers' experience in these schools are much improved over that of ten years ago. Without doubt this has been a factor affecting the holding power of the rural school.

## CHAPTER V

### FACTORS INHERENT IN THE DISTRICT SYSTEM OF SCHOOL ORGANIZATION AND AFFECTING THE RELATION OF TEACHERS, TRUSTEES AND RATE PAYERS

The purpose of this Chapter is to study the extent to which co-operation among teachers, trustees and rate payers is found in the rural school districts of Manitoba, and to show the relation between this and the district system.

The Difficulty of Securing Satisfactory Trustees.- There would appear to be a problem wherever the district system is the method of local school administration.

"One hindrance to the organization of schools is the securing and retaining of qualified trustees. Sometimes little or no interest in, or familiarity with, the School Act is shown, and finally the responsibility is gradually shifted from one person to another. Violations of regulations are sure to occur through ignorance or carelessness or both, thus causing needless trouble or disturbance, with, in some cases, a little expense as well." <sup>1</sup>

That this difficulty is found in other areas where the district type of school organization prevails, is shown by the following quotation from the South Dakota Survey; and a

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<sup>1</sup>  
Report of the Department of Education. Winnipeg:  
King's Printer, 1930, p. 130.

Report by the Superintendent of Education of Quebec:

"South Dakota has approximately 4500 school districts, each in charge of three trustees. This makes a small army of 13,500 men. This is inexcusable. Even if good men could be found there is no excuse for bringing such a large number into the management of the schools. Such School Boards frequently misdirect their efforts. We recommend the establishment of county districts in place of these small units of organization." 2

"Securing a school often depends upon the parents' influence rather than upon the applicant's qualifications. Many trustees sacrifice the pupils' interest for private advantage." 3

Interest in Education Shown by Rural Trustees.- Keen interest in his duties helps to make even an indifferently qualified trustee fairly successful. If, however, he has neither aptitude for, nor interest in, the discharge of his responsibilities there is small chance of his rendering good service.

Out of 842 Trustee Boards reported upon by the teachers for this study, 738 or 89 per cent of the trustees were considered "interested" in the work of the schools under their direction. Unfortunately, in many cases, this interest did not extend further than a determination to keep operating expenses as low as possible. The sharp reductions in teachers' salaries after 1929 were a direct result of this attitude.

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2  
The Educational System of South Dakota. Bulletin No. 31, Department of Interior, Bureau of Education, Washington, D.C.: p. 29.

3  
Report of the Superintendent of Education. Quebec: King's Printer, 1930-31, p. 177.

Disputes Between Teachers and Trustees.- Misunderstandings between teachers and trustees affect the efficiency of many rural schools. The British Columbia Surveyors found:

"After some experience the teacher feels that it would be better for her to move to another school. Often the trustees are of the same opinion."

The Tenure Committee of the Manitoba Teachers' Federation has been operating for eight years. Table VIII shows the number of disputes drawn to their attention from outside of Winnipeg. Doubtless many minor cases occurred without the knowledge of the Committee. It will be seen that the proportion of disputes has increased every year since the beginning of the depression in 1929.

4  
TABLE VIII

CASES HANDLED DURING THE YEARS 1925-1933 BY THE  
TENURE COMMITTEE OF THE MANITOBA TEACHERS' FEDERATION

Year	Teachers Employed Outside of Winnipeg	Number of Cases	Percentage Cases Were of Total Teachers Employed
1925	3068	249	8
1926	3122	371	12
1927	3133	264	8
1928	3196	322	10
1929	3252	296	9
1930	3335	382	11
1931	3361	595	18
1932	3404	728	21
Total		3207	

4  
Report of the Tenure Committee, Manitoba Teachers' Federation. Manitoba Teacher, May 1931, p. 7.



In Table IX are compiled data from the Report of the Tenure Committee for the year 1930-31, a selection having been made to show the wide variety of disputes between trustees and teachers in rural school districts.

TABLE IX  
SAMPLES OF DISPUTES BETWEEN TEACHERS AND TRUSTEES  
1930-31

Cause of Dispute	Number of Cases
Advertisements investigated	102
Salary schedules arranged	9
Teachers' salaries reduced	31
Salary reductions not carried out - 152 teachers	40
Teacher restored after dismissal	21
Tangled contracts	7
Back salary	12
Teacher dismissed	2
Cumulative sick pay	3
Violated agreement	3
Certificate inquiry	5
Dispute with the Secretary	5
Sick leave	5
Non re-appointment - terms misunderstood	5
Payment of substitute	2

The evidence presented later in the present chapter would seem to indicate that it is often difficult to secure suitable trustees under the district system of school organization.

The Evolution of the Board of Reference in Manitoba.-

Until recently very little could be done towards settling disputes arising between teachers and trustees. Frequently a teacher's wisest course under such circumstances has been to move to another school. For some years, however, in several provinces, leaders in education endeavored to secure a Provincial Board of Reference which might, with advantage to all, investigate disputes affecting teachers.

In this connection the British Columbia Surveyors in 1918 encountered a demand for such a Board, but they did not recommend its adoption.

"In rural communities the teacher's tenure is less permanent than in the cities. Seldom is there a salary schedule. Many rural boards have a fixed salary and offer no inducement to a teacher to remain a second year.

"The Surveyors do not look with favor upon the proposed Board of Reference appointed from teachers and trustees, with a neutral chairman. It would have too far to travel. It could not meet on short notice." 5

A different view prevailed in Manitoba as the following quotation shows:

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5  
Putnam, J. H. and Weir, G. M. Survey of the School System. Victoria, B. C.: Printed by Charles F. Banfield, Printer to the King's Majesty, 1925, pp. 315-317.

"There shall be constituted a Board to be known as 'The Board of Reference'; said Board shall consist of three members to be appointed by the Lieutenant Governor in Council, one representing the teachers of the province, one representing the trustees of the province, and the Chairman of the Board who shall be neither trustee nor teacher.

"The said Board of Reference shall have power to act as a board of arbitration at the request of either party to any dispute between the board of trustees and their teacher or teachers, and, when so acting, such Board shall exercise all the powers regarding the attendance of witnesses, and the production of documents as are vested in the Court of the King's Bench in civil cases." 6

This Board, being composed of men not intimately associated with the district, gives an opportunity for unbiased investigation. Also, having powers beyond those of any local inquiry, it gives confidence to teachers that their interests will be protected. During the period since its inception the Board has not been called upon frequently, but has probably exerted a steadying influence by its readiness to function on request.

Many teachers, replying to the questionnaire, have pointed out the frequency with which one dominant member of the small Board of rural trustees unduly influences the decision of the others. Such a situation affects the teachers so vitally that two quotations bearing upon it have been selected from the questionnaires.

"One trustee here leads, the other two invariably following him whether his views are right or wrong."

"The secretary treasurer insists on doing things his own way despite the wishes of the other trustees. For instance, some time ago, after he had informed me that my salary was to be reduced, and after one cheque had actually been issued at the lower figure, I learned that a majority of the Board had opposed the reduction, and had actually voted it down."

Evidently rural trustees in Manitoba are not always willing or competent to discharge their duties. The South Dakota Surveyors found very similar conditions and recommended the adoption of a larger unit of administration as a remedy.

School Caretaking a Rural Problem.- In many districts trustees expect the teacher to assist with the caretaking. Almost twenty per cent of the 1000 teachers replying to this part of the questionnaire have some of these duties in addition to the regular class room work. In some cases the trustees do not think to mention the matter when engaging the teacher, and later she feels unfairly used when no extra remuneration is allowed for the work.

Seven hundred teachers out of the thousand report caretaking as being well done. In cases where an outside janitor is not engaged, older pupils frequently share the work with the teacher. Of the one hundred and sixty-five teachers with caretaking duties, one hundred are expected to do the work without assistance, and, in most cases, without additional remuneration.

Disputes in the District.- In many districts studied conditions are made very unpleasant because of frequent dissension among the people. The British Columbia surveyors found this condition there, and recommended that the teacher should remain "strictly neutral". But neutrality in district disputes is difficult to observe.

Quite obviously it would be an excellent thing for all concerned if there could be co-operation between members of the same small community. As the Murray Commission stated in their report:

"There has been borne in on the minds of your Commission during the hearings, the need for a closer measure of co-operation between school and home. Both are vitally interested in the welfare of the child, and the assistance of the home should at every point reinforce the school in its difficult and important work. The forming of parent-teacher associations might be helpful and would probably result in greater interest in the school on the part of the community as a whole." 7

Eight hundred and eighty-eight teachers answered the question, "Is co-operation and good will characteristic of your district?" Seven hundred and thirty-eight, or eighty-four per cent say "Yes", and seventeen per cent or one hundred and four say "No".

Table X, taken from the same report as Table IX, gives a sampling of the causes for misunderstanding in the rural districts for the year 1930-31.

8

TABLE X

DISPUTES AMONG THE PEOPLE OF RURAL  
DISTRICTS 1930-31

Cause of Trouble	Number of Cases
Quarantine problem	4
Alleged slander	6
Bad boarding conditions	4
District quarrel involves teacher	5
Teacher charged with holding 3 positions	1
District quarrel over Christmas concert	4
Evident community campaign against teacher	12
Boys disturb school	3
False phone message loses teacher her position	1

8

Report of the Tenure Committee of the Manitoba Teachers' Federation. Manitoba Teacher, May 1931, p. 8.

The following extracts from questionnaires show how these community quarrels may affect teachers.

"Religious differences here make for sectionalism and greatly handicap the work of the school."

"Something more is needed to protect the rural teacher from the trouble makers, at whose mercy he too often finds himself."

"The people of this community do not speak English, and will not allow home work to be done in that language. The mother tongue must be used after school hours. There is instruction in German at their schools before and after school hours."

"Community activities here cannot amount to much owing to the dissensions in the district."

"Much harm arises here from gossip. I am trying to direct my lessons towards curbing this evil."

"The dances here are rowdy affairs, a good deal of drink being consumed, with many resultant fights. These features, combined with the fact that I am in no condition to work at 9 o'clock if up till 3 A.M., have lead me to absent myself from dances. As a result I am not popular, and the community will be glad when my contract expires."

"For some years community dissensions have occurred so frequently that teachers have refused to remain here more than one term."

The Larger Administrative Unit as a Possible Improvement.- From the foregoing evidence it would appear as if possibilities for friction and dissatisfaction are inherent in the small school districts of the Province.

Very little has been done in Manitoba towards establishing the larger unit which many leaders of education believe will correct some of the weaknesses inherent in the district type of school. Consolidation of rural schools

proceeded for a few years, but the number has now almost ceased to grow. Miniota has established the only municipal school district in the Province. Economic conditions, combined with the opposition of rural trustees, will probably prevent progress in this direction for some time to come. In view of the evidence presented in this study such a situation is unfortunate.



## CHAPTER VI

### SOCIAL AND CULTURAL FACTORS AFFECTING THE TEACHER SITUATION IN MANITOBA

#### A. The Social Situation

The Changed Position of the Rural Teacher.- Pioneer communities were largely isolated and self dependent. Under these circumstances rural teachers were expected to give much time to social leadership. That this was the situation within even recent years is shown by the following quotations:

"It has become a commonplace in educational theory that the school house should be a real social centre in every community, that the activities of teachers as public servants should not be confined to the school room and the school hours, and that the effort of every teacher should be to occupy a position of real leadership in the community. The more mature and experienced teachers do this very thing." 1

"Many people in this district are poor. An enthusiastic teacher has accomplished remarkable things in this community. Public sentiment has endorsed the expenditure of money for the purchase of equipment for exercise and amusement. Entertainments of various kinds are held in the school, and are attended by young and old. The whole moral tone of the community has been improved." 2

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1  
Report of the Manitoba Department of Education.  
Winnipeg: King's Printer, 1917, p. 22.

2  
Ibid. p. 163.

3

TABLE XI

THE EXTENT OF THE MOVEMENT TO AND FROM  
FARMS IN THE UNITED STATES

Year	Number Moving from Farms to Cities	Number from Towns to Farms	Net Movement to Towns
1922	2,000,000	880,000	1,120,000
1924	2,075,000	1,396,000	769,000
1925	1,900,000	1,066,000	834,000
1926	2,155,000	1,135,000	1,020,000
1927	1,978,000	1,374,000	604,000
1928	196,000	1,362,000	598,000

3

Foght, H. W. The Status of Rural Education. Thirtieth Yearbook, National Society for the Study of Education, Public School Publishing Company, Bloomington, Illinois: 1931, p. 147.

During recent years there has been a decided "back to the town" movement in the rural areas of America and this has been an important factor in changing rural social conditions. Figures are not available for Manitoba, but Table XI shows the situation for the rural areas of the United States.

It shows a net movement of 5,000,000 from rural to urban parts of the United States. The recent "Back to the Land" movement would seem to indicate that a similar shift in population had occurred in Manitoba. Social life in rural areas must have been affected by the loss in numbers.

With the large increase in automobiles between 1920-1926 came other changes in the rural community life. Figures furnished by the License Department of the Provincial Government show that the number of automobiles in the rural sections of the province in 1920 was 36,455. By 1926 there were 50,385, an increase of thirty-eight per cent.

The following quotations from questionnaires show how this affected those in charge of rural schools:

"This school is between two towns. Social and business activities centre in these villages rather than within the school district."

"There are now very few social activities here as these centre in the near-by town which is the natural

meeting place under modern conditions."

Under these circumstances greater numbers than previously participate in social activities, relieving teachers from many demands which once made heavy inroads upon their time and energy. This should result in greater efficiency.

The social life of the rural teacher is necessarily influenced by the type of settlement in which she works. Out of nine hundred and eighty-four districts reporting, eight hundred and thirty-nine had been organized for over ten years. Seventy-two per cent of the whole group were classed as "well settled", while about twenty-five per cent, or two hundred and fifty-six, presented meagre social opportunities because of sparse settlement. In twenty-two per cent of the districts the majority of the rate payers were in good circumstances, in sixty per cent fair, and in eighteen per cent, poor.

Distance from Towns and Railways.- Table XII contains data concerning the distance of schools from urban centres for seven hundred districts. Schools more than fifteen miles distant from a town are grouped. Two are one hundred, and one three hundred and twenty-seven miles from town.

TABLE XII

DISTANCE OF 700 RURAL SCHOOLS IN MANITOBA FROM  
TOWN AND RAILWAY

No. of Schools Less Than	From Town	From Railway
1 Mile	64	57
2 "	20	44
3 "	56	68
4 "	19	91
5 "	132	121
6 "	116	111
7 "	94	92
8 "	82	80
9 "	43	48
10 "	30	25
15 "	29	21
Over 15	22	35
Totals	707	693

Few schools are within four miles of a town or railway. This situation seems to be inherent in the district type of organization and very little can be done at present to improve it.

Rural Roads.- Since seventy-five per cent of the one thousand teachers board half a mile, or further, from school, the condition of the roads means much to them. Almost half of the group report roads good in their districts, forty per cent consider them fair, and ten per cent poor. Weather conditions greatly affect these per centages at different seasons.

Mail Service.- Mail service means more to rural than to urban communities because of the restricted social intercourse in the former. This is even more applicable to teachers than to the residents, since the latter, unlike the former, are not living at a distance from their homes.

Table XIII summarizes the mail facilities for nine hundred rural districts of Manitoba. Two hundred and fourteen teachers, or almost twenty per cent of the group, receive mail but once per week. Young people who have been used to better service are likely to find this unsatisfactory. Frequent references in the questionnaires show how much importance teachers attach to mail facilities.

TABLE XIII

THE FREQUENCY OF MAIL DELIVERIES IN 900 RURAL  
SCHOOL DISTRICTS OF MANITOBA

Deliveries per Week	Number of Districts
1	212
2	278
3	231
4	28
5	5
6	142
8	1
12	1
Fortnightly	1
Monthly	1
Total	900

Radios in Rural Districts.- Five hundred and seventy-five, or seventy per cent of the eight hundred and seventeen teachers reporting, are near enough to a radio to enjoy programmes occasionally. Two hundred and forty-two have no access to the radio.

The following Table summarizes the number of radios in one thousand rural school districts. It shows that, up to the present, rural sections of the province are not well equipped with radios.

4  
TABLE XIV

DISTRIBUTION OF RADIOS IN 1000 RURAL DISTRICTS  
FEBRUARY 1932

No. in District	Radio in Each	Total in District	Percent Having Radios
160	1	160	16.
151	2	302	15.1
137	3	411	13.7
100	4	400	10.
72	5	360	7.2
98	6	588	9.8
44	7	308	4.4
25	8	200	2.5
20	9	180	2.
30	10	300	3.
7	11	77	.07
19	12	228	1.9
3	13	39	.03
10	15	150	1.
1	16	16	.01
2	17	34	.02
1	18	18	.01
5	20	100	.05
1	21	21	.01
Total		3892	

Recreational Facilities.- Most of the rural teachers in Manitoba are interested in the facilities available for recreation. The following quotations show that many districts have very limited possibilities in this connection:

"This is a good district if the teacher could only have a little recreation such as dancing or other simple pleasures. Few here speak English so that visiting is out of the question. There are no young persons with whom to associate, and on account of the loneliness teachers do not remain long."

"There is no musical instrument within eight miles, not even a radio. I have not seen a young unmarried person during the past three months. Dancing, our only pleasure, is now impossible because a few ratepayers object to the use of the school for that purpose. Church is held three times a year, and school concerts twice a year. There is no other form of social gathering."

Things are better in some districts. This is particularly noticeable in the two hundred and forty-five cases where a Community Hall has been built, making social gatherings of various kinds possible.

Dancing is the chief recreation of rural teachers judging from the eight hundred and one reporting. Five hundred and ninety-seven have access to dances in or near their own districts, while five hundred and one may enjoy



concerts and entertainments.

Religious Services.- Three hundred and forty-seven teachers, or forty per cent of those reporting, have no religious services of any kind within convenient distance. Forty-two per cent of the group are able to attend Sunday School, which, in many cases, is held in the school.

Reading Done By 1000 Rural Teachers.- The Table presenting a summary of the reading done by 1000 rural teachers is taken from a report of the Research Committee of the Manitoba Teachers' Federation.

From this analysis it may be concluded that rural teachers in Manitoba schools are not doing much professional reading, since no recent book of that type is reported. This would appear to indicate a lack of ambition on the part of the teachers concerned, but is just as probably a result of the difficulties inherent in the conditions under which they work.

5  
TABLE XV

READING DONE BY 1000 RURAL TEACHERS

Newspapers	Number of Teachers	Educational Magazines	Number of Teachers
Free Press	626	Manitoba Teacher	286
Prairie Farmer	109	Western School Journal	167
Local Paper	104	Grade Teacher	121
Non English Papers	32	Geographic	84
Miscellaneous	40	Canadian Teacher	74
<u>Ladies' Magazines</u>		Normal Institute	72
McCall's	78	Primary Education	29
Ladies' Home Journal	58	The School	6
Chatelaine	40	<u>General Magazines</u>	
Pictorial Review	24	Agricultural Magazines	139
Good Housekeeping	22	Country Gentleman	65
Women's Home Companion	16	Farm Magazine	57
Delineator	15	Nor' West Farmer	54
Needlecraft	1	Scoop Shovel	3
		Western Producer	2
		Maclean's	239
		Family Herald	177
		Western Home Monthly	130
		Literary Digest	61
		Saturday Evening Post	38
		Pulpwood	33
		Other Magazines	254

Rural Teachers' Welfare (Women's Officers).- Three provinces, Saskatchewan, Nova Scotia and British Columbia maintain Rural Teachers' Welfare Officers whose duties are to assist women teaching in rural districts. These official visitors supplement the work of the public school Inspectors. Being closely associated with rural conditions the Welfare Officers are able to render assistance and advice to both teachers and trustees. Two hundred and fifty visits are made annually by each official. With ever increasing demands upon Inspectors in Manitoba, this province may be well advised to consider a similar service when economic conditions permit.

B.- Boarding Conditions.- In one hundred and seventy-seven cases, twenty-five per cent of those reporting, boarding conditions are serious enough to be classed as a "problem".

Table XVI brings together the data relating to this phase of the subject. Doubtless "good, fair and poor" are subjective terms, and the data here must be interpreted with this in mind. As one teacher states: "Judgment on this matter is likely to depend a good deal on what the teacher has been used to." Perhaps this is one reason why the "good" rate so high, eighty-eight per cent.

TABLE XVI  
RURAL BOARDING HOUSE CONDITIONS

Comfortable				Separate Room				Boarding Conditions					Conditions a Problem				
Yes	%	No	%	Yes	%	No	%	Good	%	Fair	%	Poor	%	Yes	%	No	%
716	95	34	5	683	92	69	8	765	88	75	8.9	29	3.1	177	25	530	75

The following quotations dealing with boarding conditions are from the questionnaires:

"At my boarding house I have no privacy - my room is everyone's, and I fear my presence is only tolerated as a necessary evil."

"In this district there are no suitable boarding places within four miles and a half, except where there are no children, and the people find it inconvenient to board the teacher."

"My only complaint is that I have not a bed room to myself. Three in a room is not very satisfactory."

"Yes, I have a separate room, if you can say that a blanket hung up as a partition forms a separate room."

"The boarding place is very unsatisfactory. I share a tiny unhealthy room. But I cannot move to another place as it is a community tradition that this family should board the teacher."

"There were three small noisy children and but four rooms in the house. The total furnishings consisted of two tables, two wobbly chairs, two beds and a stove. There was not even a wash stand in my room. They knew little about food, and I was compelled to take most of mine with me."

Distances from School of 750 Rural Boarding Places.-

Table XVIII shows distances teachers board from their schools. The average distance for the 729 cases is 1.15 miles. It is

seen that five hundred and twenty-nine teachers, or seventy-two per cent of those reporting, live more than a quarter of a mile from their schools. Eighty-five, or five per cent, live more than two miles from school. A few board at an inconvenient distance from their work in order to live with friends or relatives. But a very large percentage do it because it is impossible to secure satisfactory living conditions closer to school.

During the winter, nearly all the teachers at the longer distances drive to school, either with pupils, or in a provided conveyance. A few ride horseback, but many walk. One can appreciate how the distance a teacher boards from her work may affect her willingness to remain in a district after the expiration of her first contract.

TABLE XVII  
DISTANCE OF BOARDING HOUSE FROM SCHOOL IN 729  
RURAL DISTRICTS

Distance	Number	Percent
$\frac{1}{4}$ mile or less	180	24.70
" "	115	15.42
$\frac{1}{2}$ " to 1 mile	157	21.63
1 " " $1\frac{1}{2}$ "	125	17.23
$1\frac{1}{2}$ " " 2 "	67	9.20
2 " " $2\frac{1}{2}$ "	43	6.00
$2\frac{1}{2}$ " " 3 "	26	3.56
3 " " $3\frac{1}{2}$ "	7	1.
$3\frac{1}{2}$ " " 4 "	2	.28
4 " " $4\frac{1}{2}$ "	2	.28
$4\frac{1}{2}$ " " 5 "	2	.28
5 " " 6 "	1	.14
6 " " 8 "	1	.14
8 " " 12 "	1	.14
Totals	729	100.

Teacherages in Two Hundred Rural Districts of Manitoba.-

For the convenience of teachers in districts where a satisfactory boarding place is impossible, a number of teacherages have been built in various parts of the Province.

The permanence of the teachers' tenure has increased remarkably in recent years. In 1924 the average length of the teacher's experience was less than four years and now (1931) it is more than six. Several factors are responsible for the improvement, among them being the depressed economic conditions and the surplus of qualified teachers.

"One that has for many years received encouragement in Manitoba is the erection of residences for teachers as a part of the school plant, especially in rural districts where the people are preponderantly of foreign origin. About four hundred districts now own houses for the use of their teacher, and in this way offer an attraction to married men whose time in the profession is likely to be longer than that of any other class." <sup>6</sup>

That Manitoba is not alone in this kind of work is shown from the following quotation:

"Some forty Inspectors report the number of teacherages in their inspectorates. The total is nine hundred and

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6

Annual Survey of Education. Dominion Bureau of Statistics, Ottawa: 1930, p. 73.

ten. This is rather a large number and may be a matter of favorable comment or otherwise. If it means that in about one third of our rural districts there are no places suitable or willing to give homes to our teachers, then the large number would not be a matter of congratulation."

"On the other hand many of our teacherages are occupied by married men and their families. This is a desirable state of affairs, and it would be interesting to secure figures showing how many teacherages are thus occupied. In many instances the accommodation provided the married male teacher is very inadequate." 7

Among the thousand schools studied during this investigation are about one half of all in the province possessing teacherages. A few striking comments from teachers are quoted below:

"Use this to advocate more teacherages as a solution to the security of tenure question for married men."

"Some definite arrangement was necessary as most homes here lack the ordinary conveniences and cannot board the teacher. The value of the teacherage under these conditions can scarcely be over estimated."

"A teacherage here would be a good thing for the teacher. The interference and quarrels among the rate-payers make any other boarding arrangements unsatisfactory."

"Possibly the district does not expect it, but our teacherage has to be a public place in this district with an open door at any hour. The week-end evenings and Sundays it is a gathering place for the young people to play games and enjoy themselves as the teacher directs. The teacherage is invaluable to the children, to the young people and to the teacher in a non-English district."

"People come two evenings a week to learn songs. Just now it is preparations for Mother's Day."

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7

Report of the Department of Education. Regina, Sask.: King's Printer, June 1931, p. 61.

"I do what I can to help people in these difficult times. I find, by keeping a good supply of ointments etc., and getting the pupils interested in disease prevention, we have practically no sickness here."

These reports seem to support the following view on teacherages held by the Saskatchewan Department of Education.

"Without a permanent home in the school community at his disposal, it is difficult to conceive of a permanent rural teacher. The teacherage should be comfortable and attractive to house the best families. Some part of the grounds should be set apart for the teacher's garden. Such a home would hold a real inducement to strong married men teachers to take charge and organize real schools for an agricultural population." 8

TABLE XVIII

THE NUMBER OF ROOMS IN 203 TEACHERAGES

Number of Rooms	Number of Teacherages	Per Cent
One room	14	7
Two rooms	59	29
Three rooms	68	34
Four rooms	49	24
Five rooms	11	5
Six rooms	2	1
Totals	203	100

8

Foght, H. W. A Survey of Education in the Province of Saskatchewan. Regina: King's Printer, 1918, p. 61.



From the Table it is seen that ninety-three per cent have more than one room, and sixty-four per cent more than two. Several buildings are reported as having porches, verandahs, or attached sheds. These have not been counted as separate rooms in compiling Table XVIII.

TABLE XVIX  
OTHER FEATURES OF TEACHERAGES

Comfortable		Fuel Provided		Furnished		Rent Free	Rent Charged	Water Supply on Property	
Yes	No	Yes	No	Yes	No			Yes	No
165	31	166	33	114	56	185	10	125	78
84	16	83	17	67	33	95	5	62	38

Eighty-four per cent of the buildings are listed in the Table as "comfortable". Included are fifteen of which the "comfortable" report was qualified by "more or less so", or "fairly so". "Cold in winter" was the most frequently given reason for finding the teacherages uncomfortable.

Arrangements for providing fuel were fairly satisfactory, but ten teachers felt that the quantity or the quality was low. Since most districts with teacherages are well wooded there seems little reason for unsatisfactory fuel conditions. Two male teachers felt that they should not be expected to saw and split the wood provided.

Furnishings cause more complaints than does the fuel. Thirty-three per cent, or sixty-seven teachers out of two hundred and three, had to secure their own furniture. They feel that this expense is excessive when moving. It would seem to be a reasonable thing for school districts owning teacherages to provide at least the minimum necessities in the way of furnishings. Twenty teachers feel that the furniture provided by the district is below the amount and quality that might reasonably be expected.

Only ten of the two hundred and three teacherages are reported as being rented. Nearly all the teachers concerned think the rent charged is high when considered in connection with the reduced salaries, and the type of building provided. Three dollars per month is the minimum rate, and eight dollars the maximum, with five dollars the modal figure. One teacher, reporting after several experiences with rented teacherages, states that in his opinion, rent charged if any, should be very low, as the poorer types of building offered are almost worthless.

The water supply is a problem in most districts providing teacherages. In almost forty per cent of the reported cases there is no well on the property. Various expedients are resorted to in consequence. Three buildings have cisterns, but they leave much to be desired as a source of water supply. Nearly all the teachers in these

thirty-eight districts have either to carry water a considerable distance, or have it brought. In one district ice is put up in winter, while lake water is the only supply in another.

An interesting point in connection with the water supply is that several teachers prefer to have no well on the property as it is too difficult to keep the water good owing to the small amount used.

Many lady teachers live in residences at or near the school. Loneliness and nerves under these conditions often help shorten a teacher's stay in such a district. Under these circumstances some secure a friend or relative for company. Evidently teacherages are better adapted for use by male teachers, preferably by married men. Despite their obvious disadvantages Ira Stratton, who advised their erection, believed them to be a move in the right direction.

"Where residences have been established results are beneficial. It seems to me that a teacher's residence in pioneer settlements is almost as essential as a teacher's desk or chair." 9

Summary.- Rural teachers are not now expected to provide social leadership to the extent formerly expected. Many teachers find difficulty in securing satisfactory boarding places convenient to school. Teacherages have been built in four hundred districts of Manitoba as a

result. These are more satisfactory for married men than for women teachers owing to the loneliness.

Forty-two per cent of the teachers reporting have no access to religious services. Due to the nature of the settlements no great improvement can be expected under the district type of school organization.

Recreation and social facilities are very meagre in many rural districts. Despite the introduction of such modern conveniences as automobiles and radios many rural teachers find life very dull.

It has been shown that social and cultural factors affect the efficiency of rural teachers.

## CHAPTER VII

### SALARIES PAID TO THE TEACHERS OF RURAL SCHOOLS IN MANITOBA (1900-1932)

It seems reasonable to expect that time, work and money spent on professional improvement should bring a teacher increased remuneration. The purpose, in the first part of this Chapter, is to examine the evidence, to discover how far this principle has been recognized in setting the salaries for rural teachers in Manitoba over the period 1900-1932.

#### The Relation Between Grade of Certificate Held and the Salary Received

#### Canadian and American Literature on the Subject.-

The following quotations from Canadian and United States literature on the subject indicate that insufficient recognition is often given to qualifications when setting teachers salaries:

"The most serious hindrance met with in our efforts to encourage teachers to improve their standing was the little encouragement they received at the hands of the trustees after having acquired higher qualifications. A too great number of trustees are looking for teachers who will fit the meagre salary they are offering, instead of

paying the salaries to which persons better qualified are entitled." 1

"Salaries should be based on the kind of certificate held." 2

"For some reason the percentage of teachers with the lowest grade of certificate seem to increase - this in spite of the steadily increasing wage schedule. If the people generally recognized the value of experience and scholarship in the teacher, I believe that this matter might be largely corrected in Manitoba." 3

"I wish to make special mention in this report of the increasing number of normal students with superior diplomas who are devoting themselves to teaching in rural schools. If suitable salaries are offered trustees will have no difficulty in procuring the services of competent teachers." 4

Conditions relative to salaries and the grade of certificate seem to be even worse in the United States than in Canada, judging from the following quotations:

"We require for our teachers better qualification, and with it, of course, better salaries." 5

"Some very peculiar and interesting conditions affect the salaries of teachers in Oakland County, but educational qualifications and grade of certificate are not among them. It happens that the highest salary and the lowest received by women teaching in rural schools are received by beginning teachers who hold only third class certificates, and who are teaching their first school. The fates only seem to have decided the cases. The tendency for the more experienced teachers to be drawn into the towns is evident. If the

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2  
Foght, H. W. A Survey of Education in the Province of Saskatchewan. Regina: King's Printer, 1918, p. 112.

3  
Report of the Department of Education. Winnipeg: King's Printer, 1913, p. 83.

4  
Report of the Superintendent of Education. Quebec: King's Printer, 1930-31, p. 200.

5  
Foght, H. W. The Status of Rural Education. Thirtieth Yearbook, National Society for the Study of Education, Public School Publishing Company, Bloomington, Ill.: 1931, p. 171.

higher salaries were paid in the country would the rural schools then secure the teachers of experience?" 6

"There is excuse for inefficiency among the teachers. Teachers so poorly paid cannot afford to study or do anything else but 'keep school'. So the district pays for the time needed while they learn to teach - time wholly lost to the children. The reform when it comes, will require trained teachers, and larger wages will inevitably follow." 7

"If the earning capacity of teachers is greater than the salaries they get, the teachers of greater earning power will gradually shift to callings where the pay is commensurate with their earning capacity. This shifting will continue until it reaches an equilibrium in poor teachers and poor salaries. In this case is the nation's welfare endangered. In any event the only salvation lies in increased salaries." 8

The Situation in Manitoba.- In order to study the relation between qualifications and salaries in Manitoba, fifty-two one-room rural schools operating through the period 1900-1932 were chosen from various parts of the Province.

In Table XX data concerning these are compiled from records on file in the Department of Education.

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<sup>6</sup>  
Report of the Rural Survey of Oakland County, Michigan. Ypsilanti, Mich.: 1923, p. 27.

<sup>7</sup>  
Report Upon the Condition of the Schools in New London. Connecticut: 1890, p. 86.

<sup>8</sup>  
Foght, H. W. The Status of Rural Education. Thirtieth Yearbook, National Society for the Study of Education, Bloomington, Ill.: Public School Publishing Company, 1931, p. 171.

TABLE XX

TEACHERS EMPLOYED BY 52 RURAL SCHOOLS IN  
MANITOBA 1900-1932

Number	District	Third Class Professional	Second Class Prof.	Permit	First Class Prof.	Total
28	Kilmory	17	9	1	2	29
49	Victoria	10	19	0	2	31
112	West Prospect	10	11	0	3	24
114	Lonesboro	13	12	0	0	25
145	Lansdowne	12	9	0	3	24
214	Houston	9	4	7	1	21
226	Lilyfield	1	18	0	4	23
261	Ospray	10	13	0	3	26
275	Marney	2	7	0	3	12
355	Hecla	15	12	2	0	29
384	Riverbank	17	17	1	0	35
397	Floral	14	3	1	2	20
403	Opawaka	5	24	0	0	29
407	Hernfield	15	12	2	1	30
416	Castleavery	14	14	P	0	28
417	Royal	12	21	0	0	33
450	Truro	17	10	0	2	29
453	Lloyd George	13	13	0	0	26
461	Lily Bay	10	13	P	3	26
501	Belses	16	11	0	0	27
514	North Antler	13	17	0	0	30
554	Alfred	9	9	2		20
569	Bolton	20	12	0	4	36
570	Lockerby	18	13	0	0	31
577	Clover Dale	12	15	0	9	36
631	Markham	14	15	2	0	29
668	Alma	5	21	0	3	29
684	Elam	15	12	3	0	30
702	Pumpkin Plains	6	8	7	0	21
732	Hun's Valley	16	7	2	2	27
762	Bear Creek	5	8	0	4	17
772	Mount Calm	12	16	0	0	28
800	Desford	11	8	2	0	21
811	St. Daniel	22	5	2	0	29
820	Steinrich	12	8	6	0	26
852	Mylor	16	9	1	0	26
855	Hamilton	4	19	3	0	26
859	Balsom Bay	12	11	7	1	31
867	Eldon	9	18	2	2	31
872	Tenby	10	12	2	1	25
914	Oakleigh	12	12	0	0	24
921	Eunola	12	15	0	1	28
930	Blue Bell	18	14	3	4	39



TABLE XX  
(Continued)

Number	District	Third Class Professional	Second Class Prof.	Permit	First Class Prof.	Total
948	Huff	10	17	1	1	29
958	Lea Bank	9	12	5	2	28
1005	Levis	15	6	2	0	23
1040	Trembwola	16	7	6	5	34
1049	Tanner	12	11	0	2	25
1054	Arnes South	11	5	3	2	21
1081	Ruby	15	8	5	0	28
1083	Plankey Elains	16	8	P	1	25
1144	South Bay	10	13	5	1	29

Salaries of 480 Second and 480 Third Class Teachers.-

In Table XXI is given a frequency distribution showing salaries received by the two groups in thirty-two years. Intervals of \$ 50. are used.

For the Third Class group the average salary was \$ 716.87, and for the Second Class group \$ 662.81 - that is the teachers with the lower certificate have been better paid than those with higher standing.

TABLE XXI

FREQUENCY DISTRIBUTION FOR SALARIES OF 480 SECOND  
AND 480 THIRD CLASS TEACHERS IN RURAL SCHOOLS OF MANITOBA  
(1900-1932)

Salaries	Third Class	Second Class
\$ 1200. - 1250.	3	2
1150. - 1200.	4	1
1100. - 1150.	10	3
1050. - 1100.	11	16
1000. - 1050.	6	18
950. - 1000.	17	24
900. - 950.	13	14
850. - 900.	59	42
800. - 850.	53	28
750. - 800.	55	26
700. - 750.	38	29
650. - 700.	34	39
600. - 650.	40	32
550. - 600.	44	46
500. - 550.	23	32
450. - 500.	21	35
400. - 450.	14	19
350. - 400.	12	32
300. - 350.	13	17
250. - 300.	3	14
200. - 250.	7	11
Totals	480	480

Sixty-two First Class and 480 Second Class Salaries Compared.- Only sixty-two First Class teachers were engaged in the fifty-two schools studied during 1900-1932. Their average annual salary was \$ 718.55, compared with \$ 662.81 for the Second Class group. That is, for the groups studied, higher qualifications received higher salaries by about eight per cent.

Fifty-one Permit and 480 Third Class Salaries Compared.- Here again the numbers are rather small. The average salary

for Permit teachers was \$ 716.87, and for the Third Class group \$ 642.65. That is, the teachers with inferior qualifications received salaries ten per cent higher than the others.

Conclusion. In the two groups out of three, those holding the higher qualifications received slightly lower salaries, while the reverse was true in the other case. In view of the evidence it may be concluded that qualifications have not been an important factor in deciding the salaries of rural teachers in Manitoba during the period 1900-1932.

Salaries - In Manitoba Rural Schools 1923-32.- In view of the changes in educational thinking during the past decade, the relation between salary and grade of certificate for those years was studied separately. First Class and Permit teachers were omitted, as being too few to furnish valid results.

Salaries of 138 Second Class and 138 Third Class Manitoba Teachers (1923-1932).- Table XXII gives a frequency distribution for both groups, the salary intervals being \$ 50.

The average salary for the Third Class group was \$ 852.90, and for those with Second Class certificates \$ 867.75. The advantage was therefore slightly in favor of those with the higher certificates, but the difference is too small to show that qualifications have affected

salaries during this period.

TABLE XXII

COMBINED FREQUENCY DISTRIBUTION, 138 THIRD CLASS AND  
138 SECOND CLASS SALARIES

Salaries	Third Class	Second Class
\$ 1150. - 1200.	1	4
1100. - 1150.	2	5
1050. - 1100.	5	2
1000. - 1050.	4	7
950. - 1000.	20	13
900. - 950.	7	10
850. - 900.	31	35
800. - 850.	20	22
750. - 800.	22	24
700. - 750.	15	7
650. - 700.	9	4
600. - 650.	1	3
550. - 600.	1	2
Totals	138	138

A Comparison of Qualifications for a Group of British Columbia Rural Teachers and One from Manitoba.- In Table XXXIII, later in the present Chapter, it is shown that, at 1930, rural teachers in British Columbia were much better paid than those of Manitoba. It is of interest therefore to compare the qualifications held by the two groups. This is done in Table XXIII.

The Table shows that the British Columbia group are superior in qualifications; forty per cent holding First Class certificates compared with twenty-two per cent among the Manitoba teachers. This seems to bear out the opinion

expressed by the Director of the Manitoba Summer School, and the position reached by the present study, that the rural teachers in this Province have been less interested than graded school teachers in the movement for higher qualifications.

Other factors probably have a great deal to do with the more generous salaries paid in British Columbia, but it is significant that these are accompanied by a very creditable professional status.

TABLE XXIII

A COMPARISON OF THE QUALIFICATIONS HELD BY REPRESENTATIVE GROUPS OF RURAL TEACHERS IN BRITISH COLUMBIA AND MANITOBA, 1930

Province	First Class	Per Cent of the Group	Second Class	Per Cent of the Group	Total
British Columbia	281	40	426	60	707
Manitoba	190	22	687	78	877

A DECADE OF STABLE SALARIES ENDING IN A GENERAL  
DOWNWARD TREND 1923-1932

American and Canadian Rural Salaries - 1923-1932.- In rural Manitoba, as in some other places, salaries rose at the end of the war.

"Since 1917 salaries have risen. It would be extremely difficult to show that teachers' salaries have increased in greater proportion than the cost of living." 9

Whatever may have been the cause, higher salaries were paid, and continued at a relatively high level for almost a decade.

"The salaries remain about the same as last year, \$ 875. per year on the average, for rural schools." <sup>10</sup>

Table XXIV shows the stable tendency very clearly.

<sup>11</sup> TABLE XXIV

SALARIES OF 1433 RURAL TEACHERS IN MANITOBA 1928, 1929.

Salaries	1928	1929
Less than \$ 900. yearly	914	915
Between \$ 900. - 1000.	337	340
" 1000. - 1500.	155	164
" 1500. - 2000.	3	2
Unclassified	24	12
Totals	1433	1433

It is evident that little fluctuation in salary occurred between 1928 and 1929.

That similar conditions prevailed in the United States is shown by the following quotation:

<sup>10</sup>

Report of the Department of Education. Winnipeg: King's Printer, 1930, p. 29.

<sup>11</sup>

The Annual Survey of Education. Dominion Bureau of Statistics, Ottawa: King's Printer, 1928, 1929, p. 82.

"For the United States as a whole it will be noted that the median salary of teachers of one-room rural schools was \$ 771. in 1921, \$ 761. in 1925, and \$ 788. for 1930. Indications therefore are that the salary status of this group has not changed much in the past decade. There seems to be a slight upward tendency." 12

Manitoba Salaries Compared with Those of British Columbia and the United States.- In order to show the relative position of Manitoba salaries at 1931, Table XXV compares them with those being paid then in British Columbia and the United States. Data are presented for 1088, 683 and 76,498 teachers respectively

TABLE XXV

A COMPARISON OF MANITOBA RURAL SALARIES AT 1931 WITH  
THOSE OF BRITISH COLUMBIA AND UNITED STATES

Salaries	British Columbia		Manitoba		United States	
	Number	Percent	Number	Per Cent	Number	Percent
\$ 800. or less	0	0	197	18.2	32801	43
900.	18	2.7	520	47.7	18674	24.4
1000.	157	23.	242	22.3	13278	17.2
1100.	335	49.	87	8.	5522	7.2
1200.	92	13.5	19	1.7	2862	3.6
1300.	41	6.	16	1.4	1609	2.2
1400.	30	4.4	2	.2	986	1.4
1500.	4	.56	3	.3	433	.6
1600.	4	.56	2	.2	242	.3
1700.	1	.14	0	0	91	.1
1800.	1	.14	0	0	0	0
Totals	682	100.	1088	100.	76498	100.

12

Foght, H. W. Op.cit. p. 147.

Data for the Table are from the following sources:

"The Status of Teachers and Principals in the Rural Schools of the United States" (Gaumnitz); The Annual Report of the British Columbia Department of Education (1920); and questionnaires from 1088 teachers in rural sections of Manitoba.

For the groups studied, it appears that Manitoba teachers are paid lower salaries than those of British Columbia. On the other hand, United States teachers in the group studied receive lower salaries than those from Manitoba.

Average Salaries in Nine Provinces and States at 1930.- The position held by Manitoba is shown in Table XXVI which lists the average rural salaries for four Canadian provinces and five American States.

TABLE XXVI

AVERAGE RURAL SALARIES IN NINE PROVINCES AND STATES 1930

Area	Average Rural Salary
California	\$ 1408.
British Columbia	1125.
Alberta	1018.82
Colorado	950.
Manitoba	915.
Wisconsin	891.
Iowa	713.
Nova Scotia	545.
Kentucky	526.



It may be seen that Manitoba occupies the median place, four paying higher salaries, and four lower.

Reasons for Downward Revision in Manitoba at 1931.-

The following quotation, though not originally written about Manitoba applies here:

"There is a downward tendency in certain quarters. I refer especially to the salary of the country female teacher. The more that is required of her, the less are her valuable services appreciated. The situation is abnormal, dangerous but it exists." 13

Three years later, 1933, the Quebec Superintendent of Education refers again to the above quotation and, while referring to his own Province, shows unwittingly, conditions that have since developed in Manitoba:

"In my previous report," he says, "I drew attention to the first symptoms of an evil which alarmed me - the unjustifiable tendency of several municipalities to reduce beyond measure the salaries of the rural school mistresses. This conduct, in my opinion, was loaded with dangerous possibilities; a certain number of our best teachers would abandon the career; the zeal of those who accepted the unsatisfactory new conditions would be dampened; the closing of schools would be inevitable; in short, a deplorable retrogression in the school system was to be feared. Since then we have done everything possible, but the movement continues to become more grave." 14

The drop in salaries, of course, is a direct result of economic conditions which have prevailed for several years. It is a further illustration of a fact not always fully accepted, that there is a direct relation between rural prosperity and that of the whole province.

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13

Report of the Superintendent of Education. Quebec:  
1930-1931, p. 13.

14

Ibid. 1933.

"Happiness, contentment and prosperity in the farm homes mean that these things are also available in the cities of the Province. Grief, dissatisfaction and poverty in our rural areas spell disaster to the urban community dependent upon the fruits of successful farm husbandry." 15

In some municipalities trustees tried to organize mass action in reducing salaries. A typical case is described in the following quotation from a questionnaire:

"The trustees of this municipality held a meeting and set a salary of forty-five dollars per month for rural teachers. When nearly all the teachers declined to accede to such drastic action, they were given one month's notice."

Some well-to-do districts are known to have lowered salaries, not because they needed to, but because so many others had done so. In some cases a fifty per cent reduction was considered necessary.

It is encouraging to find from the questionnaires evidence of a finer spirit here and there, as shown by the following quotations:

"This is a poor district, with very poor buildings and equipment, and very little money. There are no pleasures, the district being out of touch with all conveniences. But the people are kind, and the teacher is happy, with children at school who are obedient and respectful."

"This school district is new. There are no trustees. The teacher is paid by the parents of the children who attend. The class room is in the section house where the teacher boards. There are no roads of any kind. All supplies come in by train."

"Since the stopping of the special grants to weak districts, this community is trying hard. They called a

meeting to plan ways and means of keeping the school open. At present (March 1932) expenses are being met by concerts, donations and the collection of tax arrears where possible."

The "week-about" plan originally proposed by Inspector D. S. Woods, receives favorable comment where it has been tried. Briefly, where two adjoining districts find themselves unable to pay two teachers, they combine to engage one between them. This teacher spends alternate weeks in each district. While teaching in a school she also assigns studies for the pupils' attention during the week when she will be absent.

Obviously this plan makes heavy demands on the teacher - the teaching, assigning, correcting, and traveling making her life more than ordinarily strenuous. This device may be resorted to by other weak districts if the depression lasts much longer.

The salary reductions have not prevented the teachers continuing to give their best service in the interests of their pupils. It is possible, however, that continuance of the drastic retrenchment being carried out by many Manitoba districts will adversely affect the pupils' interests as was the case forty years ago in Connecticut:

"The most important and serious feature is that the children are the ones upon whom all the change and saving falls. Less and less money is expended for their education, and they seem to be regarded as less and less valuable. On the other hand, there is evident in a few cases intelligent and ingenious activity and determined purpose to keep the schools to the highest standard of efficiency. This involves an annual struggle and constant vigilance.

"Many teachers there are who do their work zealously though seldom assisted or encouraged. Indeed it is quite remarkable that, with no encouragement, with small pay, and no incentive except plain duty, so many are exemplary in their treatment of children, and develop sterling qualifications for their work." 16

Statistical Treatment of Salary Changes at 1931.-

Most of the 1088 teachers reporting felt that some reduction in salary was justified, but many believed they had been treated more drastically than was either fair or necessary.

The 1088 teachers received \$ 932,106.00 in salaries during 1930-1931, with an average of \$ 897.98. One year later their earnings fell by \$ 141,372. to \$ 790,734., the average salary dropping fifteen per cent to \$ 726.77. The statistical treatment necessary for proper examination of these changes is given in the following sections. Table XXVII contains the frequency distribution upon which the calculations are based, 1088 salaries being reported for each year, at \$ 50. intervals.

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16

A Report Upon the Conditions of the Schools in  
New London County. Connecticut: 1890, p. 16.

TABLE XXVII  
FREQUENCY DISTRIBUTION NECESSARY FOR  
STATISTICAL TREATMENT

Class Interval	Number of Salaries 1930-1931	Number of Salaries 1931-1932
\$ 1500. - 1549.	2	1
1450. - 1499.	0	0
1400. - 1449.	3	2
1350. - 1399.	0	0
1300. - 1349.	2	2
1250. - 1299.	3	0
1200. - 1249.	13	2
1150. - 1199.	6	3
1100. - 1149.	13	3
1050. - 1099.	19	1
1000. - 1049.	68	13
950. - 999.	54	10
900. - 949.	188	51
850. - 899.	248	75
800. - 849.	272	146
750. - 799.	133	191
700. - 749.	39	185
650. - 699.	17	168
600. - 649.	6	154
550. - 599.	0	39
500. - 549.	1	28
450. - 499.	0	11
400. - 449.	0	2
350. - 399.	0	1
300. - 349.	1	0
Totals	1088	1088

Statistical Data on Salary Adjustments.-

	1930-31	1931-32
Aggregate	\$ 932,106.00	\$ 790,734.00
Mean	897.98	726.77
Median	865.12	738.11
1st Quartile	813.78	661.01
3rd "	926.33	812.67
Quartile Deviation	56.27	75.83
90th Percentile	1,016.83	886.13
10th "	751.15	700.18

The mean salary dropped \$ 71.22 from \$ 897.98 to \$ 726.77; the median fell from \$ 865.12 to \$ 738.11, a drop of \$ 127.01. Before 1931-32 the mean was twenty-seven per cent larger than the median; afterwards it was but 1.5 per cent larger. There is an interesting point here.

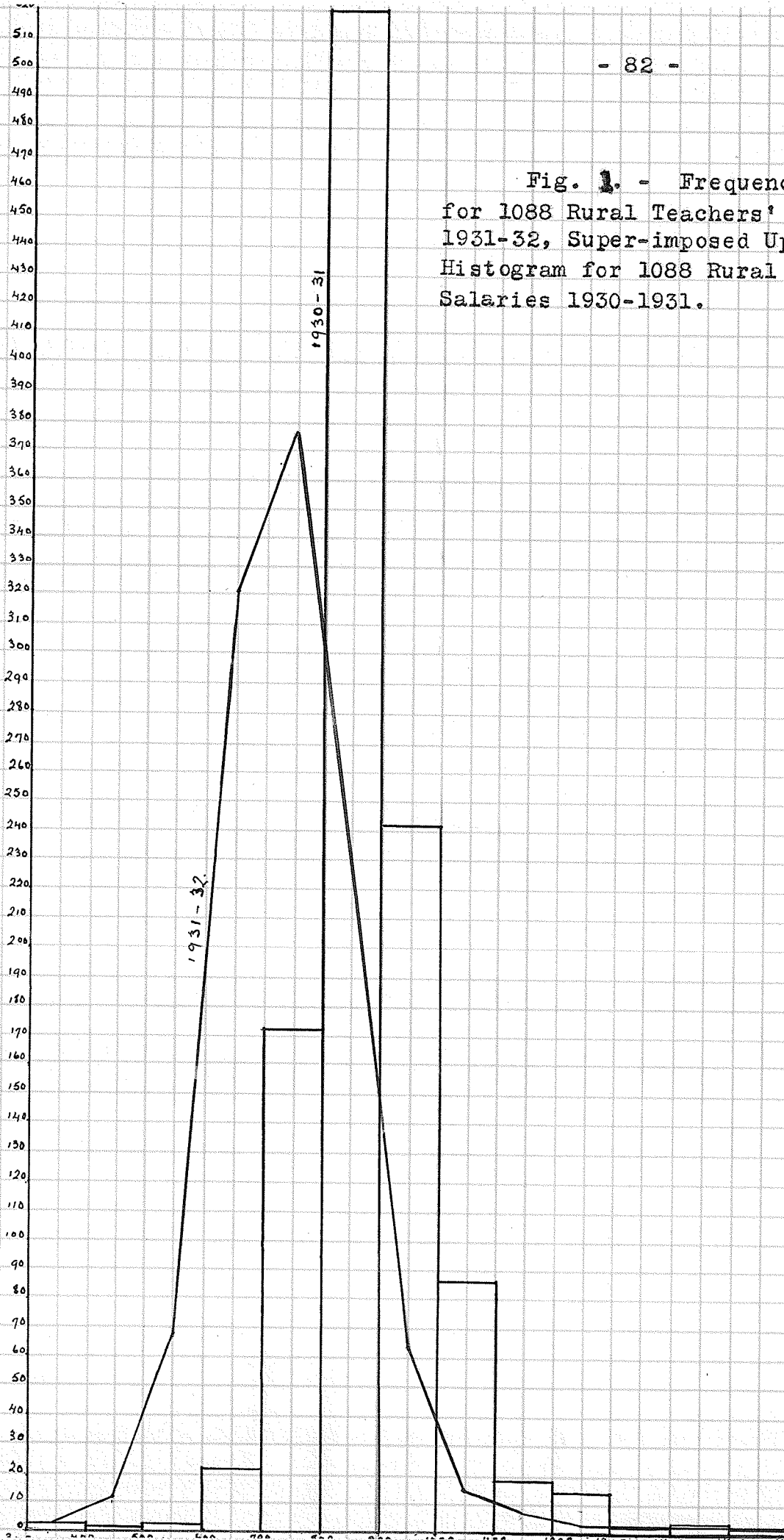
Since, in a normal distribution, the mean and the median have the same value, it follows that the nearer they approximate one another, the more "regular" or normal is the distribution. It may therefore be concluded that, in the process of adjustment, some irregular parts of the curve must have been smoothed out. In other words, salaries were more evenly distributed in 1931-32 than they were in 1930-31. This is very clearly shown in the histogram and frequency polygon shown on page 82.

In 1930-31 the first quartile was \$ 813.78 - that is twenty-five per cent of that year's salaries were below that figure. A year later the first quartile had dropped \$ 152.77 to a new low figure of \$ 661.00.

Since the respective third quartiles in the two years were \$ 926.33 and \$ 813.78, it follows that one half the 1930-31 salaries ranged between \$ 661.00 and \$ 812.67. So it becomes clear that the reductions were very considerable in extent.

With the 90th Percentile at \$ 1016.83 during 1930-

Fig. 1. - Frequency Polygon  
for 1088 Rural Teachers' Salaries  
1931-32, Super-imposed Upon the  
Histogram for 1088 Rural Teachers'  
Salaries 1930-1931.



1931, ten per cent of the group received salaries above that figure, while, in the following year, ten per cent received more than \$ 886.13 to which the 90th Percentile had fallen. By the adjustments, therefore, while one hundred and nine out of 1088 teachers were paid \$ 1016.83 in 1930-31, only eighteen received that salary after the reductions. The lowest ten per cent for the two years averaged \$ 751.15 and \$ 700.18 respectively.

Figure 2 gives the frequency polygon for the distribution of 1931-32, superimposed upon the histogram for 1930-31.

The following four points should be noted:

1. The greatest agreement is at the extremes, and the least around the medians.
2. In 1931-32 there were more teachers at each division up to \$ 800. per year.
3. In 1931-32 fewer teachers received salaries ranging from \$ 800. to \$ 1550.
4. The drop in the crude mode of 1930-31 is considerable, 272 at the \$ 850. level in that year giving place to 191 at the \$ 800. level in 1931-32.

Table XXVIII gives the distributions for the cumulative frequency curves shown in Figure 3. The latter makes clear the above findings on the salaries of 1930-1931 and 1931-1932.



TABLE XXVIII

CUMULATIVE FREQUENCY DISTRIBUTIONS FOR 1088 SALARIES  
FOR YEARS 1930-31, AND 1931-32

Class Interval	Frequency 1930-31	Frequency 1931-32
\$ 1500. - 1549.	1088	1088
1450. - 1499.	1086	1087
1400. - 1449.	1086	1087
1350. - 1399.	1083	1085
1300. - 1349.	1083	1085
1250. - 1299.	1081	1083
1200. - 1249.	1078	1083
1150. - 1199.	1065	1081
1100. - 1149.	1059	1078
1050. - 1099.	1046	1075
1000. - 1049.	1027	1074
950. - 999.	959	1061
900. - 949.	905	1051
850. - 899.	717	1000
800. - 849.	469	925
750. - 799.	197	779
700. - 749.	64	588
650. - 699.	25	403
600. - 649.	8	235
550. - 599.	2	81
500. - 549.	2	42
450. - 499.	1	14
400. - 449.	1	3
350. - 399.	1	1
300. - 349.	1	0
Totals	1088	1088

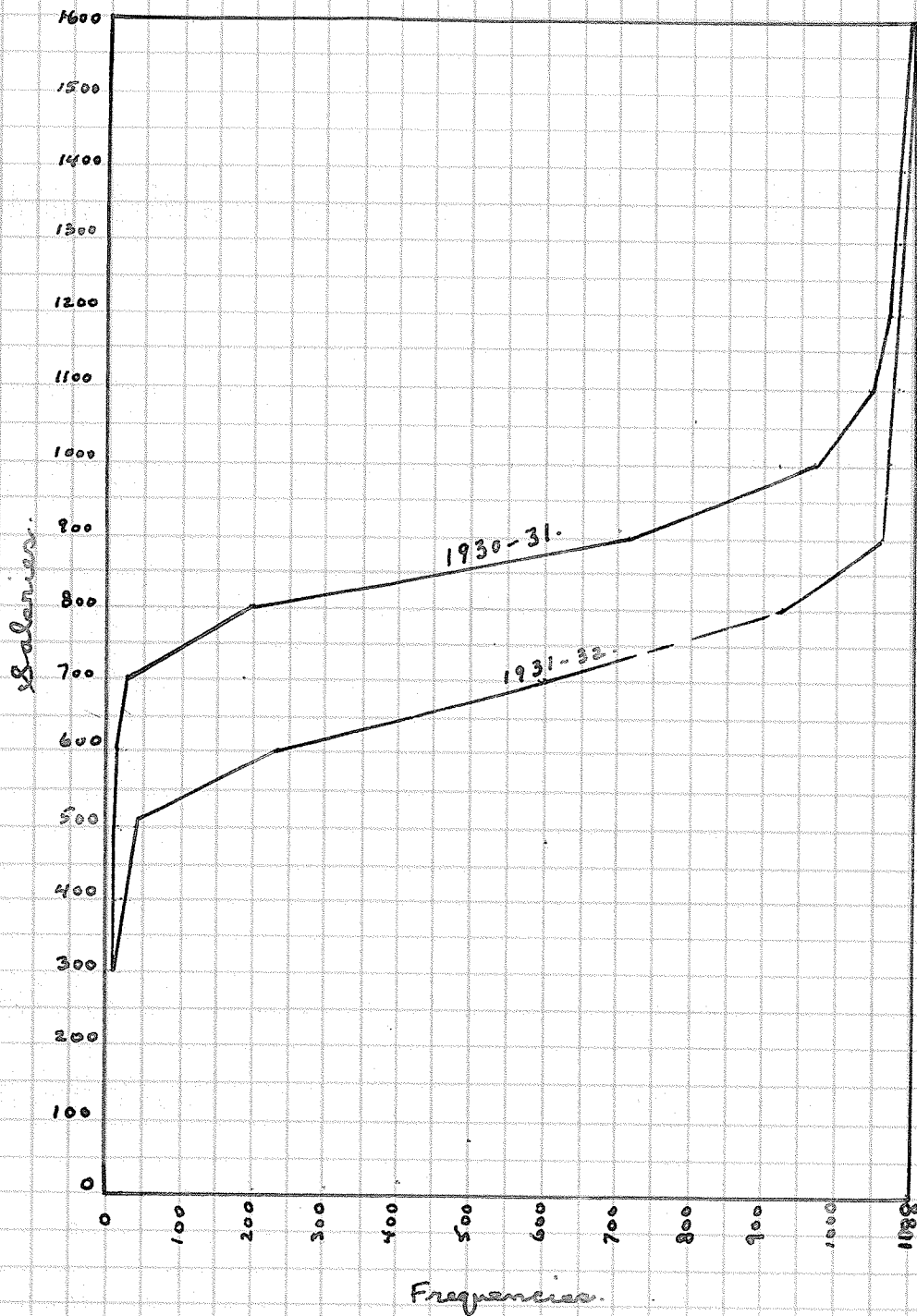


Fig. 2. - Cumulative Frequency Curves for 1088 Rural Teachers' Salaries for the Years 1930-31 and 1931-1932.

Price Paid for Board in Rural School Districts.-

Table XXIX shows the price paid for Board by 869 rural teachers in Manitoba in 1931-32. The average monthly reduction in board (\$ 2.50 per month) is not in proportion to the average reduction in salary. Frequently board is kept paid while salary arrears are accumulating. Few teachers complain, most saying that the people are very kind. Another point to be noted is the inequality of board charges, the price paid running from eighty dollars per year to five hundred and fifty in one case. Nineteen teachers average \$ 325. per year. These charges are too high.

17  
TABLE XXIX

BOARD PRICES IN 869 RURAL SCHOOLS FOR  
THE SCHOOL YEAR 1931-1932

24	teachers	pay	\$	10.	or less	per month	
211	"	"		11.	to \$	19.	" "
613	"	"		20.	to	29.	" "
19	"	"		30.	to	39.	" "
2	"	"		over	40.	"	"
Average monthly board paid 1930-31							\$ 23.06
" " " " 1931-32							20.56
" " decrease							2.50

17

Report of Research Committee. Manitoba Teacher, September, 1932, p. 15.

During the decade preceding 1931 rural salaries in Manitoba continued at the relatively high level to which they had risen just after the War. A downward trend was first distinctly noticeable at 1931.

Generally speaking, not sufficient financial recognition has been given to higher qualifications in Canada and the United States. The present study shows that Manitoba has not been an exception, since no significant difference was shown during 1900-1932, nor during 1923-1932, when it might have been expected to accompany other progressive steps in educational administration.

For the groups studied the salaries of Manitoba teachers ranked higher at 1931 than those of teachers in the United States, and lower than those of teachers in British Columbia.

A movement starting in several provinces with a view to securing subordination of School Boards to Municipal Councils as an economy measure met with very little success.

This chapter shows that the sharp downward trend of salaries in Manitoba during the year 1931-32 was one of the most rapid occurring in the history of the Province. The reduction in prices paid by teachers for board was not proportionate to the decrease in teachers' salaries.

## CHAPTER VIII

### FACTORS RELATING TO PUPIL PROGRESS AND INHERENT IN THE DISTRICT TYPE OF SCHOOL ORGANIZATION IN MANITOBA

Historical Note.- As pioneer conditions in Manitoba resembled those of early Ontario, and as there occurred a shift of population westward from that province, the district type of school organization was transplanted to Manitoba. So firmly has it become established that, as recently as the spring of 1932, the Manitoba Trustees' Convention refused to seriously consider setting it aside for a system of Municipal School units.

Canadian Surveys and Reports on the District System.- School surveys in both Canada and the United States point out the weaknesses of the district system.

After a careful inquiry the Saskatchewan Surveyors had this to say:

"It is vital in this study to determine the effect of this local district organization on the economy and efficiency of the schools. Is this small district the best unit of organization for a great agricultural Province?"

"In the United States people have begun to realize that the small district has outlived its period of usefulness, and that it ought to be supplanted by a more effective organization unit. Eighteen states have already adopted the county unit in one form or another. In all

the rest there is a strong movement under way to supplant the pioneer district with one or the other of the township or county unit, the latter generally being in the ascendency.

"The chief reason why the local district is the cause of discontent is that it has become an almost insurmountable obstacle to the type of school organization required by a modern rural population. As a tax area it causes untold injustice and inequality. Then local jealousy and close-fistedness and individual indifference often result in short terms and underpaid teachers; a meagre course of study, with the usual results - non enrolment of a large proportion of the school population, irregular attendance and early dropping out of school.

"Our study, coupled with the testimony of Inspectors who are in intimate touch with the trustees and the schools, and the convictions expressed by many trustees as well, leads to the conclusion that the small district unit does not meet modern community needs in Saskatchewan any more than it does in the United States." 1

Manitoba Reports.- The following quotations show that the district type of rural school organization has not been considered satisfactory in Manitoba:

"The realization of these high aims is scarcely possible in schools organized, administered and equipped as ours are. The wider unit of administration is possible and necessary." 2

"The small one-room school has outlived its day. Organized as a pioneer school it filled its place admirably. The great constructive work we must all urge is based on an education fitted to the needs of citizenship. As a whole, the poorest schools, many of which should be consolidated, and the poorest teachers are in the country." 3

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1  
Foght, H. W. A Survey of Education in the Province of Saskatchewan. Regina, Sask.: King's Printer, 1918, p. 27.

2  
Annual Report of the Department of Education. Winnipeg: King's Printer, 1916, p. 63.

3  
Ibid. p. 46.

"Causes of closed schools are: indifference, incapacity of trustees, factional disputes and lack of roads. Aid must be given. If inequality of opportunity is unjust, equally unjust is inequality of burden." 4

In 1930 a determined effort was made to popularize among the rural areas of Manitoba the idea of a larger administrative unit.

"The Minister begins with the premise that the present system of administration is obsolete. It is not performing its purpose. We are losing teachers because of the fact that there is no incentive in the small area where there are not the steps upward for the better teacher to higher things." 5

Finally there is the Committee's Report which was rejected by the Trustees' Association:

"It is hoped that the time is now at hand when a new scheme will be advanced which will wipe out the existing inequalities of both opportunity and burden, and bring to children of this province the privileges which are rightfully theirs." 6

This evidence shows conclusively that the district type of rural school organization has not been satisfactory in Manitoba.

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4  
Report of the Educational Commission. The Murray Commission, Winnipeg: King's Printer, 1924, p. 16.

5  
Wallace, R. C. Proceedings of the Twenty-third Annual Convention of the Manitoba Trustees' Association. Winnipeg: King's Printer, 1930, p. 8.

6  
Report on Administration and Financing of Schools, by a Committee of the Manitoba Trustees' Association. Winnipeg: King's Printer, 1930, p. 28.

United States Reports and Surveys on District Organization.- The district system does not appear to be any more acceptable to educational leaders in the United States than in Canada. The general opinion of rural school surveys, as shown by the following quotations, is strongly adverse to its continuance as the local unit of school administration.

"The County should continue to be the unit and its Board of five should have jurisdiction over the district trustees in charge of small rural schools. If the former cannot otherwise manage to get good service they should be able to cut off or withhold some of the funds regularly going out to the offending trustees. One half of the trustees engage teachers without consulting their superintendents. This is a bad plan and not fair to the teachers." 7

"Some times the teachers are appointed because they are unfortunate; some times because they can do nothing else; and cases are not infrequent where persons too weak in health for ordinary work are put in the schools. Some times they are chosen because they will board with a certain individual. More frequently they are chosen because they are relatives or friends of the trustees, and without primary regard to qualifications. Some times political and religious influences determine the appointment." 8

Dr. Foght in his study of Rural Education sums up the situation as follows:

"Upon the whole, the township unit is at any rate best for the East and Middle West. It is the most practical and satisfactory basis of organization, and should be encouraged by all who are interested in the

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7  
Report of the Texas Educational Survey. Austin, Texas: 1925, p. 62.

8  
Report Upon the Condition of the Schools of New London. Connecticut: 1890, p. 85.



best business basis in rural education." 9

Objective Evidence on Curriculum Progress.- Objective evidence on rural pupil progress has been sampled in the following quotations from representative American studies:

"It has been definitely established by a number of studies, and it is generally believed, that the educational opportunities provided by the average small one-room school are inferior to those provided in the larger schools." 10

"Computing averages for the number of days attended by urban and rural children it is found for the school year 1925-26, that the average rural child attended 121.7 days and the average city child attended 151.5 days. It is therefore clear that the rural child not only has a much shorter term made available to him, than has the city child, but he is comparatively less able to take advantage of the brief term provided. 92 per cent of the one-teacher schools in Delaware State failed to make a grade a year during the first eight years of their school life." 11

"Certain it is that the quality of education available to rural children is greatly inferior to that provided in the cities." 12

"School achievement of pupils in rural schools, as shown by standardized educational tests is less than that of city school-children."

"Pupils in ungraded rural schools are about one year behind those in graded schools according to the Rural Survey of New York State. This agrees with the opinion of the Dominion Statistician at Ottawa that pupils in Consolidated schools in Canada are about one year in advance of pupils in one-room rural schools." 13

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9

Foght, H. W. Op.cit. 1931, p. 17.

10

Gaumnitz, W. H. Availability of Public School Education in Rural Communities. United States Government Printing Office, Washington, D.C.: 1931, p. 7.

11

Ibid. p. 8.

12

Ibid. p. 43.

13

Ibid. p. 49.

"In mental ability as measured by the National Intelligence Tests, the pupils in the small rural schools are about a year behind the pupils in the large rural schools through the elementary grades; the latter are about a half-year behind the city school pupils." 14

A further proof of the foregoing statements given in Table XXX shows that the small rural school district is inferior to neighboring graded school districts in the quality of its work.

15 TABLE XXX

DIFFERENCES IN ACHIEVEMENT OF PUPILS OF ONE ROOM RURAL SCHOOLS AND THOSE OF GRADED SCHOOLS WHEN MATCHED ACCORDING TO CHRONOLOGICAL AGE, GRADE AND INTELLIGENCE

Test Score	Superiority of Graded School	
	Percent	Months
Courtis Arithmetic, Series B.	10.4	5
Stone Arithmetic	6.5	3.0
Whipple Reading	10.9	4.6
Thorndyke Word Knowledge	2.7	2.7
Briggs English Form	4.9	4.9
Stanford Achievement (Grade 7)	-	5.6
" " " 8	-	4.5
" " " 9	-	3.8

14  
Report of the Texas Educational Survey. Austin, Texas: 1925, p. 56.

15  
Foght, H. W. Op.cit. p. 49.

The Table shows the graded school superior in all but the Word Knowledge and Briggs English Form, and in these they are equal to the rural schools. The objective evidence shows that the district system of rural school organization is not satisfactory when judged on the basis of pupil progress.

### ORGANIZATION OF PUPIL POPULATION

#### Rural School Enrolment in Seven Canadian Provinces.-

Table XXXI shows the school enrolment of seven Canadian provinces and the proportion, in each, attending one-room rural schools. It may be seen that in every province there is a large percentage of such pupils. The average for the seven provinces is thirty-five per cent, showing the wide-spread influence of the district type of school organization in Canada.

16 TABLE XXXI

#### THE PROPORTION OF THE SCHOOL POPULATION OF SEVEN CANADIAN PROVINCES ENROLLED IN ONE-ROOM RURAL SCHOOLS

Province	Total School Population	Total Enrolled One Room Rural School	Percentage Total Enrolled
Prince Edward Is.	19676	10613	54
Nova Scotia	129206	60672	47
New Brunswick	95648	39114	49
Ontario	846801	234950	28
Manitoba	175060	39092	23
Saskatchewan	242391	128098	53
Alberta	179624	77665	44
Totals	1688406	590204	Average 35%

The Relation Between Grades I and II.- The following Table gives the enrolment by grades in the one-room rural schools of four Provinces.

TABLE XXXII  
ENROLMENT BY GRADES IN ONE ROOM RURAL SCHOOLS OF FOUR  
PROVINCES 1930

Province	Grades								
	1	2	3	4	5	6	7	8	9
Manitoba	10329	5359	5394	5417	4142	3483	2522	2040	359
Saskatch- ewan	27526	15505	17020	17242	14332	12027	11146	8180	3153
Ontario	51289	31896	18570	22801	28590	25701	25466	25026	3199
Prince Edward Island	2059	1221	1064	1051	1274	1215	1076	1035	462

The Table shows that the problem of retardation in one-room rural schools is serious. There are approximately fifty-nine per cent as many pupils enrolled in Grade II as in Grade I.

The Dominion Statistician gave the following explanation to Dr. F. W. Dyde when he was studying Canadian education:

"Children of five and six years of age begin to go to school as soon as winter is over, remaining, that is to say, for a period of two or three months. They learn very little before the summer holidays and most of them have retained nothing of what they did learn by the time school re-opens in the fall. Thus they re-enter Grade I along with a new group of beginners. With the return of winter these little

children will doubtless remain at home until spring when they re-appear in Grade I accompanied by a third beginning group." 17

This repeating group adds to the difficulty of the teaching situation, particularly when the total enrolment in the school is large.

Enrolment in Nine Hundred Rural Schools.- Variation in enrolment affects efficiency. Table XXXIII shows the situation in nine hundred one-room rural schools for the year 1931-32.

TABLE XXXIII  
NUMBER ENROLLED IN 900 ONE-ROOM RURAL SCHOOLS  
OF MANITOBA

Enrolment Less Than	Number of Schools	Percentage of All Schools
5	2	.2
10	32	3.5
15	129	14.4
20	154	17.1
25	163	18.1
30	122	13.5
35	80	8.9
40	80	8.9
45	58	6.5
50	39	4.3
Over 50	41	4.6
Totals	900	100.

17

Dyde, W. F. Secondary Education in Canada. Columbia: Teachers' College, Columbia University, 1925, p. 84.

The Table shows that one hundred and sixty-three schools, or eighteen per cent of the group, enrol fewer than fifteen pupils each. It is obviously difficult to develop a proper school spirit under these conditions. As there are often six or more grades represented the teacher in such a district is not likely to do her best work.

At the other end of the scale one hundred and thirty-eight schools, or fifteen per cent, average forty-five pupils or more. The teaching problem here is a serious one, and since it is not always recognized in a financial way by the trustees, teachers often leave for a school where there is less work.

If the administrative unit were larger such variations in enrolment could be avoided. For the present, however, it is true in Manitoba, as in Texas:

"Teachers may be well qualified, but be so handicapped by the number of pupils whom they are expected to handle that they are unable to get satisfactory results." 18

In Table XXXIV the problem of small enrolments is illustrated by groups of one-room rural schools from Ontario and Manitoba respectively.

TABLE XXXIV

A COMPARISON BETWEEN ENROLMENTS IN A MANITOBA GROUP  
OF RURAL SCHOOLS AND AN ONTARIO GROUP AT 1931

Manitoba			Ontario	
Enrolment	No. of Schools	Percent of Group	No. of Schools	Percent of Group
Fewer than 5	2	.70	130	4.00
" " 10	32	10.10	596	18.00
" " 15	129	40.60	977	29.00
" " 20	154	48.60	1618	49.00
Totals	317	100	3321	100

The Table shows that the problem of small enrolments in rural schools is about as common in Ontario as in Manitoba.

The following quotation concludes this phase of the problem:

"Then we have the small school with five or six attending. It seems impossible for the best teacher to arouse a good spirit in such cases, and a good spirit is all important." 19

The Larger Unit in Manitoba.- It is the purpose of this section to examine briefly the extent to which a larger unit of school organization improves the rural situation in Manitoba.

The following quotations are from a survey of the Miniota Municipal School District, the only area of its kind in Manitoba:

"The inequalities in the teachers' salaries usually apparent elsewhere were not found in the Municipal district

of Miniota, but merit and qualification were recognized, and the inefficient were not retained. Under the Municipal School Board there was less changing of teachers. In the period 1919-1924, twenty-eight teachers remained two years or more in the same school, and of these, five remained for four years or more."

"In every school visited the teachers praised the plan adopted by the present Board for supplying equipment, in many cases saying it was superior to anything they had ever seen."

"Teachers were a unit in saying that the supervision helped them more than any thing else they had ever known."

"One of the members of the Committee is an Inspector of public schools and has spent years in examining classes in different parts of the Province. He examined the classes in all the schools visited and his estimate is as follows:

"My general impression is that, because of the better equipment that is provided by the Municipal School Board, and more especially because of the supervision which is provided, the schools would show a very great improvement in the course of the term of five years." 20

The following quotation from an editorial of the Winnipeg Free Press in January, 1934, shows in how far this prophecy has proven true.

"Some inquiry has lately been directed as to how the Miniota Municipal School Board has been weathering the last few years. According to the records it is going strong. The percentage of attendance stands up well to that of the cities, being 88.7 for last year, a figure slightly below that of the previous years when it was ninety and ninety-two. Altogether the Miniota Municipal School Board not only continues to give a good account of itself as regards the satisfaction which it continues to give the ratepayers, but its academic record places it in the front ranks of the school systems of the Province, whether rural or urban."



It may be concluded that the larger unit of administration effects an improvement over conditions found under the district type of school organization.

Summary.- Conditions of settlement brought the district type of organization into the rural areas of Manitoba. It appears as if it will remain for some time to come owing to the opposition of trustees and ratepayers to an alteration in the size of the local unit of administration.

American and Canadian reports and surveys reveal the weaknesses of the district type of organization and recommend larger units. Objective evidence shows that pupil progress and the handling of pupil population in rural school areas are unsatisfactory. Conditions under the district organization are detrimental to efficient teaching.

## CHAPTER IX

### TENURE OF TEACHERS IN THE ONE-ROOM RURAL SCHOOLS OF MANITOBA

The purpose of this Chapter is to determine the length of tenure among the teachers of one room rural schools in Manitoba. The following quotations show the general situation:

"The Inspectors were also asked to state what, in their opinion, were the principal causes of poor work in rural schools. Most frequent given was the following, 'Too frequent changes of teachers'." 1

"The most potent cause of inefficiency in the rural school is the frequent change of teachers. Teachers do not stay long enough in one district to become acquainted with their pupils, and many of them can make no progress in understanding the needs of their pupils." 2

"So far as permanency in the teaching profession is concerned there is little improvement. In the rural municipality of Gilbert Plains fifteen out of twenty schools changed teachers during the year. In Dauphin twenty out of twenty-seven changed." 3

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1  
Report on Administration and Financing of Schools,  
by a Committee of the Manitoba Trustees' Association.  
Winnipeg: King's Printer, 1930, p. 4.

2  
The Report of the Department of Education. Winnipeg:  
King's Printer, 1916, p. 47.

3  
Ibid. p. 191.

"Lack of boarding facilities and of social intercourse have much to do with the frequent changes among rural teachers." 4

Tenure of United States Rural Teachers.- A few typical quotations from American literature will serve to illustrate conditions of teacher tenure in the one-room rural schools of the United States:

"The tenure of rural teachers must become longer. When a district gets a good teacher it must pay that teacher living wages, and it should, if possible, enter upon a contract for two or more years' duration." 5

"Thirty-one per cent of rural teachers are in their first school, less than ten per cent have taught four schools. Few teachers have taught more than one or two years in a school.

"Long service in a single school community is good evidence of tact and ability. Moreover nothing is so detrimental to school progress than constant change of teachers. The State should make provision for grants to encourage teachers to remain some time in the same school." 6

"Of the one-teacher schools, the type attended by forty-five per cent of the entire group of children included in the study, approximately two-thirds have had the same teacher for but a single term. The one-room school suffers most from this change of teachers.

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4

Ibid. p. 191.

5

Foght, H. W. The Status of Rural Education. Thirtieth Yearbook. National Society for the Study of Education, Bloomington, Ill.: Public School Publishing Company, 1931, p. 114.

6

The Educational System of South Dakota. Bulletin No. 31 Department of Interior, Bureau of Education, Washington, D. C.: 1918, p. 220.

"The salaries paid, the training standards, the teaching tenure and the stability of the rural teaching staff are all interdependent and together these factors in a large degree determine the quality of education available to rural children." 7

"Such factors as the short school year, relatively low salaries, frequent lack of suitable living conditions and the absence of opportunity for social and professional contacts make it difficult to interest teachers in rural school service." 8

"The length of permanence of tenure is one of the best indications of efficiency and happiness in a body of free laborers. If there is a constantly changing force of workers some thing is wrong. If the employees are very stable, and there is a low percentage of 'turnover', that is prima facie evidence that conditions are favorable to labor, and that management is wise. These principles apply to a teaching staff of a county or a community with as much truthfulness as they do to the employees of a farm, a factory, a railroad system or a government." 9

From this evidence it appears that the tenure situation among American rural teachers is very similar to that found in Manitoba. This condition seems to be inherent in the district type of school organization.

Objective Evidence of Length of Service in the Same School.- Table XXXV shows how the length of tenure among nine hundred rural teachers in Manitoba compares with that of seven hundred and fifty-three teachers in the rural schools of British Columbia.

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7  
Gaumnitz, W. H. Availability of Public School Education in Rural Communities. Washington, D. C.: United States Printing Office, 1931, p. 38.

8  
Report of the Texas Educational Survey. Austin, Texas: 1925, p. 248.

9  
A Rural Survey of Oakland County, Michigan. Ypsilanti, Mich.: 1923, p. 38.

TABLE XXV

A COMPARISON BETWEEN LENGTH OF TENURE IN THE SAME SCHOOL FOR 900 MANITOBA TEACHERS AND 753 BRITISH COLUMBIA TEACHERS

Teacher Remains Less Than:	British Columbia		Manitoba	
	No.	Percent	No.	Percent
1 Year	113	15	81	9.00
2 "	438	54	360	40.11
3 "	153	20.3	260	29.22
4 "	33	4.4	125	13.45
5 "	6	.8	35	3.89
6 "	6	.8	21	2.33
7 "	2	.3	6	.67
8 "	1	.2	7	.78
9 "	0	.0	2	.22
10 "	0	.0	2	.22
11 "	1	.2	1	.11
Totals	753	100.	900	100.

Somewhat higher proportions of the British Columbia group change schools during the first and second years. For the first three-year interval the figures are, British Columbia ninety-three per cent, and Manitoba seventy-eight per cent. Differences at other time intervals are negligible, so it may be concluded that, for the groups studied, tenure is longer in the Manitoba rural schools.

Table XXXVI shows the number of teachers employed in eight hundred and fifty rural schools of Manitoba during the five-year period 1926-1931. The teachers reporting

secured data from the attendance registers, which, by the regulations, must be left in the school.

The average number of teachers per district over the five-year period was 3.4. Fifty-one districts, or seven per cent, employed six or more teachers in the five years. The largest group, two hundred and eighty-eight or thirty-three point eighty-five per cent, employed three teachers in the same period. Five hundred and thirty-five one-room rural school districts out of eight hundred and fifty, or 74.7 per cent, employed from three to eleven teachers during the five-year period 1926-1931. Such frequent changes must have considerably impaired the efficiency of the schools.

The evidence seems to show that there is no permanent teaching body in the rural schools of Manitoba.

TABLE XXXVI

TEACHERS EMPLOYED IN 850 RURAL SCHOOLS OF MANITOBA  
DURING THE FIVE YEAR PERIOD 1926-1931

No. of Districts	No. of Teachers Employed per District	Percentage of Group Studied	Total No. of Teachers Emp.
39	1	4.6	39
176	2	20.70	352
288	3	33.85	864
198	4	23.30	792
98	5	11.51	490
34	6	4.00	204
9	7	1.08	63
6	8	.72	48
1	9	.12	9
0	10	.00	0
1	11	.12	11
850		100	2872

In his study of American rural schools Gaumnitz found that ninety per cent of the rural teachers in twenty-two counties of five representative states left before completing three years in the same school. For the 1400 Manitoba rural teachers studied the figure was eighty-four per cent, and for a large group of Catholic teachers in Quebec eighty-six per cent.

Tenure in the Same School in Relation to the Grade of Certificate Held.- From records on file in the Department of Education data were collected dealing with tenure among the following groups of Manitoba rural teachers: seven hundred second class, seven hundred third class, sixty-eight first class and ninety-two permit teachers. Table XXXVII gives their tenure in the same school in half years.

TABLE XXXVII

FREQUENCY DISTRIBUTION FOR FOUR GROUPS OF MANITOBA RURAL TEACHERS SHOWING LENGTH OF TENURE IN THE SAME SCHOOLS CALCULATED IN HALF YEARS

Intervals in Half Years	700 Third Class Professionals	700 Second Class Professional	68 First Class Professional	92 Permits
10-11	1	2	1	0
9-10	0	3	0	0
8-9	1	2	1	0
7-8	0	3	0	0
6-7	1	2	2	0
5-6	3	7	2	1
4-5	5	17	3	4
3-4	25	56	2	11
2-3	33	62	6	3
1-2	285	255	17	14
0-1	346	291	34	59
Totals	700	700	68	92

Expressed in half years the average length of tenure in the same school for the four groups was: First Class teachers 1.78, Second Class, 1.57, Third Class 1.19, and permit teachers 1.31. First Class teachers remained longer than second class, and second class longer than third class. Special circumstances may have been responsible for the fact that permit teachers averaged longer tenure in the same school than those with Third Class standing, since qualified teachers often could not be secured for isolated districts.

Another significant feature of Table XXXVII is the drop after the first year of teaching in a school. Among the third class teachers six hundred and thirty-two or ninety per cent left during or at the end of the first year, while only five hundred and forty-six or seventy-eight per cent of the second class group changed. This may be due to the fact that the latter would have had previous teaching experience.

A similar study to the above was made of the fifty-two selected schools for the period 1923-1932. The few first class and permit teachers were omitted. Table



XXXVIII gives a frequency distribution for one hundred and fourteen second class and one hundred and fourteen third class teachers with their tenure in the same school stated in half years.

TABLE XXXVIII

A FREQUENCY DISTRIBUTION SHOWING IN HALF YEARS  
TENURE IN THE SAME SCHOOL FOR 114 SECOND CLASS  
AND 114 THIRD CLASS TEACHERS OVER THE PERIOD 1923-32

Tenure in Half Years	Second Class Professional	Third Class Professional
11	1	1
10	1	1
9	1	0
8	1	0
7	3	0
6	2	3
5	7	3
4	9	9
3	21	20
2	27	37
1	41	41
Totals	114	114

In half years the average tenure in the same school for the second class group is 3.14, and for the third class teachers 2.79. During this period, as for the thirty-two years since 1900, the higher qualified teachers have remained longer in the same school.

Summary.- In Manitoba, as in Canada and the United States, length of tenure in the same rural school is

unsatisfactory. For the groups studied, the situation is slightly better in Manitoba than in the United States, British Columbia and Quebec.

For the years 1900-1932, in Manitoba, First Class teachers remained longer in the same school than Second Class, and Second Class longer than Third Class. The same was true of the decade 1923-1932.

We may conclude that there is a definite relation between the class of certificate held by a teacher and the length of time she remains in the same rural school.

## CHAPTER X

### SUMMARY AND CONCLUSIONS

The purpose of this chapter is to bring together the most important findings concerning conditions which affect the efficiency of teachers in rural schools.

The district type of school organization originated in New England where Horace Mann soon observed its numerous defects. Upper Canada borrowed the system as being well suited to pioneer conditions. Ryerson tried for many years to correct obvious weaknesses, especially those affecting rural teachers.

In turn the new province of Manitoba borrowed the district school plan from Ontario for much the same reason that the latter had imported it from the United States. The transplanting of the small school to the prairie was made easy because many Ontario men had become educational leaders and naturally favored the system to which they had become accustomed. Unfortunately many problems previously found in the East developed in Manitoba and

became acute with the gradual passing of pioneer conditions to which the district school was adapted.

Qualifications of Teachers.- During recent years there has been a decided trend in Canada and the United States toward lengthening the period of teacher training, both by means of lengthening the period of normal school attendance and through provision for summer courses. In Manitoba the Normal School term was increased to one year in 1916 and in 1933 teachers were required to take additional summer school courses. Practice teaching has been made to include observation and teaching in the one-room rural school. A large increase in the enrolment of the senior grades of one-room rural schools may be attributed, in part at least, to the improvement in teacher training and qualifications.

Experience of Teachers.- In Manitoba, at 1931, eleven hundred rural teachers averaged 4.2 years of teaching experience. Fewer beginners and fewer old teachers were found in the Manitoba group than in those studied from the United States, Ontario or British Columbia. Evidence is not available to show the change in teacher experience over a period of years but it is a well known fact that it has increased very greatly during recent years and without doubt has been a factor in the improved enrolment of the senior elementary school grades.

Relations Among Teachers, Trustees and Ratepayers.-

The data contained in Chapter V indicate that one of the great problems is to secure a board of trustees sufficiently interested and properly qualified to manage the affairs of a rural school district. Interest, too frequently, is directed toward the reduction of school taxes rather than to the improvement of school conditions. This attitude contributes to frequent changes of teachers and the inefficiency which follows. After many experiences with rural trustees the Principal of a Quebec Normal School recently made the following statement:

"It is my custom to advise Normal School students to look to God for the true reward due their efforts, since many rural boards of trustees seem unwilling even to pay them a living wage."

During the year ending March 31, 1933, seven hundred and twenty-eight disputes were reported from the school districts of the entire Province. To such proportions have these grown in the one-room rural schools that six hundred and nine, or eighty-four per cent of the total, occurred in such districts.

Duties such as care-taking imposed without additional remuneration may be considered as contributing to dissatisfaction.

Community dissensions hinder the work of the rural schools since the teacher often becomes involved and

loses support, no matter which faction wins. On this account some teachers have become so discouraged as to leave the profession.

Social and Cultural Factors.- A few years ago rural schools were community centres in which much of the leadership was provided by the teacher. Improvements such as the automobile and good roads have changed the situation. Social life in many rural communities now centres in neighboring towns, releasing teachers from duties which had become onerous when accompanied by a heavy teaching load.

Dancing was almost the only recreation available in a large portion of rural Manitoba until the radio helped enrich the teacher's social and cultural opportunities. Although rural teachers have considerable leisure the thousand reporting carried on very little professional study.

Teacherages help to remedy conditions where unsatisfactory boarding provision exists. They are, however, more suitable for men teachers than for women.

Despite improvements contributing to the comfort and happiness of the teacher, living and social conditions in farm homes, distance from town, poor roads, infrequent mail service, lack of recreational facilities, reading matter and religious services, and above all, unsatisfactory boarding conditions help to render the teaching situation

uninviting, produce greater change of position and affect the efficiency of the school.

As compared with British Columbia where the municipality is the unit for school administration, the salaries of rural teachers in Manitoba show a much greater decrease at 1931. For British Columbia 25.7 per cent received less than \$ 1000. while 88.2 per cent received, for Manitoba, less than \$ 1000. An examination of the provincial grants paid to school districts and toward teachers' salaries at 1933 indicates very clearly that the drop in the salaries of rural teachers in Manitoba far exceeds that for British Columbia. An examination of the methods of administration and provision by way of government grants in the province of British Columbia and Manitoba would show that these are large determining factors in the matter of teachers' salaries.

Salaries Paid to Teachers.- It has been shown already that the qualifications and training of teachers engaged in the rural schools of Manitoba have improved significantly during recent years. It has also been shown that this, in all probability, has been a factor in the improved enrolment of the senior elementary grades. Despite these facts, the data compiled in Chapter VII indicate very clearly that in the amount of salary paid to teachers slight distinction

has been made for qualifications or superior training. The rural schools of Manitoba offer but little inducement for one to expend either money or effort to secure superior training for the position.

Tenure.- Length of tenure among rural teachers in Manitoba is far from satisfactory. Some of the reasons for this appear throughout the present study.

During 1900-1932 there was a decided tendency for First Class teachers to remain longer in a school than Second Class, and for Second Class teachers to remain longer than Third Class. It may be inferred that a definite relation exists between higher qualifications and the length of time a teacher remains in a rural school.

Pupil Progress and the District School.- Pupil progress and organization in Manitoba resemble that in other areas of Canada and the United States where the district system of school organization is found. It has been shown that, under this type of administration, the curriculum lacks variety, attendance is lower, the percentage of failures and repeaters is higher, and teachers have inferior qualifications, experience and ability.

Wide variation in the numbers enrolled in the rural schools of Manitoba affects their efficiency. Thirty four per cent of the schools studied have average



enrolments below twenty, while thirty per cent have an average of over thirty-five pupils. Under either condition a teacher finds it difficult to do good work.

It has been shown on page 91 of this study that pupils in the Consolidated schools of Canada are about one year in advance of pupils in one-room rural schools. Studies made throughout the United States in recent years show that similar conditions exist in that country.

The objective evidence and judgments of educational leaders submitted in this thesis would appear to justify the conclusion that there are weaknesses inherent in the organization and management of the district school system of Manitoba which seriously affect the progress of pupils in the one-room rural schools.

During recent years educational leaders on this continent have consistently maintained that enlarging the unit of school administration would correct many of these weaknesses. Twenty-three states of the Union have adopted the larger unit in some form either entirely or in part. To date, Miniota is the only rural Municipality in Manitoba organized under a Municipal School Board. The report of 1921 on this system, and that of the Free Press quoted on page 97 of this thesis, would appear to justify the belief that the enlarged unit of school administration

is applicable to the conditions prevailing in rural Manitoba and would materially improve the efficiency of the one-room rural school.

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MANITOBA TEACHERS' FEDERATION  
Research Committee

1. Name of District. \_\_\_\_\_ Number. \_\_\_\_\_  
Name of Secretary-Treasurer. \_\_\_\_\_  
His address \_\_\_\_\_  
Number of trustees on School Board \_\_\_\_\_
2. Name of Teacher (Feb. 1932) \_\_\_\_\_  
School address. \_\_\_\_\_ Home address. \_\_\_\_\_  
Certificate held. \_\_\_\_\_  
Total experience to June, 1932: (a) In Manitoba \_\_\_\_\_ (b) Elsewhere \_\_\_\_\_  
(c) In present school \_\_\_\_\_  
Name of teacher last school year \_\_\_\_\_  
Name of teacher last term (fall of 1931) \_\_\_\_\_  
Number of different Teachers employed during last five years. \_\_\_\_\_
3. Salary for present school year, per month, up to New Year. \_\_\_\_\_  
Salary paid in this school last year. \_\_\_\_\_  
Is salary paid regularly? \_\_\_\_\_ How often? \_\_\_\_\_  
Is rent of cottage included? \_\_\_\_\_  
Is fuel? \_\_\_\_\_  
Has there been any change in salary during current school year? \_\_\_\_\_  
If so please state. \_\_\_\_\_
4. Number of pupils in each Grade:-  
I....., II....., III....., IV....., V....., VI....., VII....., VIII....., above VIII. Total.....  
How many boys? \_\_\_\_\_ Girls? \_\_\_\_\_  
What nationalities are represented? \_\_\_\_\_  
Is the home training of the children on the whole good, fair, poor? \_\_\_\_\_
5. Is there an organ in the school? \_\_\_\_\_ Piano? \_\_\_\_\_ Gramophone? \_\_\_\_\_  
Is there a radio in (a) the school? \_\_\_\_\_ (b) Boarding house \_\_\_\_\_  
or home? \_\_\_\_\_  
Do you hear the School Broadcasts? \_\_\_\_\_ What station? \_\_\_\_\_  
How many radio sets in the district? \_\_\_\_\_  
Do your pupils hear the School Broadcasts? \_\_\_\_\_  
What is your estimate of their value? \_\_\_\_\_  
Is the school-house log, frame, brick, stone? \_\_\_\_\_  
State of school house. \_\_\_\_\_  
State of out-buildings. \_\_\_\_\_  
State of equipment. \_\_\_\_\_  
State of playground. \_\_\_\_\_  
Size of playground. \_\_\_\_\_  
How is care-taking looked after - fires, sweeping, cleaning? \_\_\_\_\_  
Is it satisfactory? \_\_\_\_\_  
Has the teacher any "chores"? \_\_\_\_\_ If so, is she paid for doing them? \_\_\_\_\_  
How many books, approximately, in the library? \_\_\_\_\_  
Is it in good condition? \_\_\_\_\_ Is there a gramophone? \_\_\_\_\_

6. Is there a teacherage?  
 Size (outer dimensions). No. of rooms.  
 Is it comfortable?  
 Is fuel provided?  
 Is it well furnished?  
 What state of repair?  
 Is rent charged? What?  
 If it is free, what do you consider its fair monthly value?  
 Is there good water for the school and residence?
7. What is your nearest station?  
 How far?  
 How can you get to and from station?  
 Where is your nearest telephone?  
 What arrangements for mail?  
 What is your nearest town or village?  
 How far?  
 How far from a doctor or nursing station?
8. Do you board with a private family?  
 What does board cost per month? Satisfactory?  
 What was the rate last year?  
 Nationality of people?  
 Cultured or otherwise?  
 Is the accommodation good, fair, poor?  
 Distance from school: From railway.  
 If far from school, how do you get there?  
 Is the head of the house a school official?  
 Is the boarding place chosen for all teachers from year to year?  
 Are there any other possible boarding places?  
 Have you a separate room?  
 Is it comfortable?  
 Is the boarding house a district problem?
9. Is the district old or new?  
 Is it sparsely or well settled?  
 Are the people in good, fair, poor circumstances?  
 What is the nature of the country? - Bush, scrub, marsh, prairie?  
 Are the roads good, fair, poor?  
 How far is the school from the main motor highway?  
 Number of families in district?  
 Churches in district? Denominations?  
 Is there a Sunday School?  
 Cultural advantages to offer?  
 Access to good homes?  
 To radio programmes?  
 To dances?  
 To concerts and entertainments?  
 Is there an orchestra in the district?  
 Choir or choral society? Literary circle?  
 Is there a public hall?  
 Is co-operation and good will characteristic of the district towards its teacher?

10. What is the nationality of the Chairman and other members of the school board?  
If non-Anglo-Saxon, is knowledge of English good, fair, poor?  
Is the Secretary business-like?  
Are the trustees really interested in the welfare of the children?  
Are they mostly concerned about keeping down expenses?
11. Does the district expect its teacher to take a lead in community activities?  
To what extent?  
Is any service expected in regard to Sunday School, Young Peoples' Society?  
What papers do you read?  
What magazines?
12. Add here any other information you think of value:-



APPENDIX B.

DEPARTMENT OF EDUCATION  
COMPLETION COURSES FOR  
TEACHER TRAINING

OUTLINES OF COURSES

GROUP I. Methods, Largely for Teachers of the Elementary Grades.

1. Art, Grades I. to III. (Including Handwork).
2. Music Methods, Grades I. to IX.
3. Music Appreciation, Grades I. to IX.
4. Reading and Oral Expression, Grades I. to III.
5. Reading, Grades IV. to VI.
6. Geography and History, Grades I. to VI.
7. Nature Study.
8. Voice Culture and Story Telling.
9. Arithmetic, Grades I. to III.
10. Arithmetic, Grades IV. to VI.
11. Health and Physical Exercise, Grades I. to IX.

GROUP II. Methods, Largely for Teachers of Junior High School Grades.

12. Art, Grades IV. to IX.
13. Art Appreciation.
14. Music—Sight Reading and Ear Training.
15. History of Music and Repertoire.
16. Mathematics, Grades VII. to IX.
17. Teaching Junior French, Grades VII. to IX.
18. Teaching Junior Latin, Grades VII. to IX.
19. Teaching Junior High School Science, Biology.
20. Teaching Junior High School Science, Physics.
21. Teaching Composition and Grammar, Grades VII. to IX.
22. Geography, Grades VII. to IX.
23. Geography, General Course.
24. History and Civics, Grades VII. to IX.

GROUP III. Academic Courses.

25. English, Grade XII.
26. One of English II., History II., Mathematics II., Botany II., Zoology II., or French II.
27. One Third Year University subject as prescribed by the Advisory Board for Grade "A" standing.

GROUP IV. General Courses.

28. Child Psychology.
29. The Psychology of Adolescence.
30. Pupil Study Habits.
31. The Psychology of Exceptional Children.
32. Tests and Measurements.
33. Modern Theories of Education.
34. The Modern World.
35. School Organization and Management.
36. Extra-curricular Activities.
37. Special Course—Literature for Children.

## REGULATIONS

### SECOND CLASS

1. Teachers who completed satisfactorily the Second Class Course at the Provincial Normal Schools may obtain a permanent Second Class Professional Certificate by completing two summers' work at the Manitoba Summer School (or its equivalent) and also the work prescribed for Grade XII. English. They will be expected to select their courses as follows:

Two courses from Group I.

An additional course from Group I. or a course from Group II. Courses 28 and 30, and one other course from Group IV.

### FIRST CLASS

2. Teachers who completed satisfactorily the First Class Course at the Provincial Normal Schools may obtain a permanent First Class Professional Certificate by completing two summers' work at the Manitoba Summer School (or its equivalent) and any one course from English II., History II., Mathematics II., Botany II. or French II., as shown in the current calendar of the University of Manitoba. They will be expected to select their courses as follows:

One course from Group I.

Two additional courses from Group I. or Group II.

Courses 29 and 30 and any other course from Group IV.

### GENERAL

3. Regulations one and two above apply to all teachers who graduated from First or Second Class sessions of the Provincial Normal Schools after May 1st, 1932.

4. All teachers covered by regulations one and two will be required to take a supplementary course of two weeks' duration on the General Administration of Schools in Manitoba; this additional to the regular courses as indicated above.

5. Teachers who took Second Class training and have since completed their Grade XII. standing may obtain a First Class Professional Certificate by completing the following courses:

Courses 29, 32, 33.

Two of courses 28, 30, 31.

Three of courses 2, 3, 12, 14, 17, 18, 19, 20, 21, 22, 24.

Any one course from English II., History II., Mathematics II., Botany II. or French II., as shown in the current calendar of the University of Manitoba.

6. Teachers who have standing in part of the First Class Professional work under the old system of courses should consult the Registrar, Department of Education, concerning the new courses required of them to complete First Class Professional standing.

7. Only a limited number of courses will be offered at the Summer School each year. Teachers should consult the Western School Journal for particulars regarding these courses.

8. Courses will be of four weeks' duration, one hour per day, unless otherwise specified in the Summer School Calendar. Three courses constitute one summer's work. The requirements in the higher academic studies are additional to the six in education and may be taken in the regular way at any time before a Permanent Certificate is granted.

9. Advance reading and exercises will be required in each course in education. Students before attending the Summer School will be required to review the subject matter related to each course in methods and will be tested on their knowledge of this work at the commencement of the Session.

10. Exemptions and adjustments in students' courses:

(a) On the recommendation of the Principal of each Normal School up to twenty-five per cent of those students registered in the Grade XI. Normal course during each year may be exempted from the equivalent of work for one Summer Session.

(b) On the recommendation of the Principal of the Normal School up to twenty-five per cent of those students registered in the Grade XII. Normal course may be exempted from the equivalent of work for one Summer Session.

(c) Where students have shown weakness in particular subjects the Principals of Normal Schools may within the courses as outlined for teachers seeking Second and First Class Professional Certificates, indicate certain subjects which these teachers shall be required to take.

(d) *Any Teacher Training Course taken prior to the completion of Grade XII. cannot be counted toward First Class Professional standing.*

11. Teachers will not be permitted to continue teaching beyond the fourth year unless and until they shall have completed the requirements for a Permanent Certificate.

12. If a sufficient number of teachers make application for completion courses leading to a Permanent First Class Professional Certificate, courses may be conducted through Saturday Morning or Evening Classes to be held during the Spring Term at the Winnipeg or Brandon Normal Schools. Such classes shall be organized as at present under the direction of the Manitoba Summer School. Students wishing to enrol shall make application to the Secretary of the Advisory Committee of the Summer School not later than September First of each year and shall complete the advance exercises and reading requirements before the opening of the classes in the January following.