

THE UNIVERSITY OF MANITOBA

STUDY OF A WINNIPEG CITY ELEMENTARY
SCHOOL (PINKHAM)

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

BY

ARCHIBALD CAMERON McMURCHY

WINNIPEG, MANITOBA

MAY, 1952



ACKNOWLEDGMENTS

The writer wishes to express his appreciation to all those who through their kindness have helped make this study possible. He is especially indebted and grateful to Dr. D. S. Woods, former Dean of Education of the University of Manitoba, for his direction, assistance and enthusiastic interest in the development of the study. It is also the wish of the writer to make public recognition of the help given by each of the following:

Dr. H. McIntosh, Superintendent of Winnipeg Schools;

Mr. F. A. Allden, Secretary-Treasurer, Winnipeg Schools;

Miss G. L. Dolmage, Co-ordinator of Guidance Services, Winnipeg Guidance Clinic;

Miss E. Parker, Director of West-centre Nursing Division, Winnipeg;

Dr. W. C. Lorimer, Research Officer, Winnipeg Schools;

Mr. W. Courage, Director of Emergency Housing, City Hall, Winnipeg;

Mr. G. L. Gardner, City Clerk, Winnipeg.

TABLE OF CONTENTS

	Page
LIST OF TABLES	v
LIST OF FIGURES	viii
 Chapter	
I. INTRODUCTION	1
Purpose and General Procedure	
Location in City of Winnipeg	
Residential and Industrial Areas	
Legal Authorization for a Winnipeg School	
II. SCHOOL HISTORY	7
Original Building	
New Building	
Principals	
Teachers	
III. POPULATION AND ECONOMIC FACTORS	22
Owners, Tenants and Occupations	
Occupations and Incomes	
Nationalities	
IV. THE PUPIL POPULATION	30
Enrolment, Attendance and Class Size	
Intelligence	
Progress Through the Grades	
V. TOWARD IMPROVEMENT IN THE SUPERVISION AND ADMINISTRATION OF PUPIL POPULATION.	54
General Comment	
Modification of Class Size	
Special Experiments	
Introduction of Intelligence Testing	
Special and Ungraded Classes	
Promotion and Classification in Graded Classes	
Adjustment Classes	
Special Aids	
Library Books	
Left-Handedness	
Speech Correction and Lip Reading Classes	
Visiting Teacher	
Nursing and Medical Services	

Chapter	Page
VI. SUCCESS OF PINKHAM GRADUATES	81
VII. CONCLUSION	87
BIBLIOGRAPHY	89
APPENDIX	
A. SOME SCHOOL COSTS	90
B. STAFF, 1883 to 1951	97
C. DISTRIBUTION BY OCCUPATIONS OF PINKHAM DISTRICT ELECTORS	102
D. DISTRIBUTION OF EMPLOYMENTS AND SALARIES, August, 1951	109
E. SOCIAL ADJUSTMENT AND SCHOOL PROGRESS OF RETARDED AND ACCELERATED PUPILS, September, 1950	110
F. AGE-GRADE DISTRIBUTION OF PUPILS FROM KINDERGARTEN TO GRADE VI	113
G. ADJUSTMENT, SPEECH AND HEARING RECORDS	114
H. CHILD GUIDANCE SERVICES - PREVENTATIVE, DIAGNOSTIC AND REMEDIAL	124

LIST OF TABLES

Table	Page
I. Professional Certificates, Pinkham Teachers, 1904-1951	20
II. Degrees and Certificates Held by Pinkham Teachers	20
III. Teacher Tenure in Pinkham School, 1904-1951.. . . .	21
IV. Relation between Occupational Data and Home Ownership	22
V. Distribution of Householders in Main Occupations	23
VI. Distribution of Owners and Tenants	24
VII. Owners for Whom No Occupation or Outside Address is Available	25
VIII. Employment of Parents of One Hundred Pupils in Grades IV, V and VI, June, 1951	26
IX. Distribution of Nationalities, 1943 to 1947	28
X. Enrolment, Attendance, Class Size, 1885-1903	30
XI. Enrolment, Attendance, Class Size, 1904-1951	31
XII. Enrolment by Grades, 1911-1915	33
XIII. Enrolment by Grades, 1921-1925	33
XIV. Enrolment by Grades, 1931-1935	34
XV. Enrolment by Grades, 1941-1945	34
XVI. Class Enrolment and Attendance, 1919-1920	36
XVII. Class Enrolment and Attendance, 1929-1930	36
XVIII. Class Enrolment and Attendance, 1939-1940	37
XIX. Class Enrolment and Attendance, 1949-1950	37

Table	Page
XX. Summary, Tables XVI, XVII, XVIII, XIX	39
XXI. Summary of Data	39
XXII. Intelligence Quotients, September, 1950	41
XXIII. Distribution of Retarded, Normal and Accelerated Pupils, September, 1950	43
XXIV. Assessment of School Progress, 1950-1951	44
XXV. Assessment of Social Adjustment, 1950-1951	45
XXVI. Distribution of Pupils Rated Below Average in School Progress	45
XXVII. Intelligence Quotients for Pupils Below Average in School Progress, 1950-1951	46
XXVIII. Distribution of Intelligence Quotients of Retarded Pupils, June, 1951	47
XXIX. Distribution of Retarded Pupils, June, 1951	47
XXX. Promotions, Grades II to VI, 1944 to 1947	48
XXXI. Summary, Grade VI Promotions, 1939-1 to 1949-50	50
XXXII. Promotions, June, 1951	51
XXXIII. Twenty-Five Pupils Promoted to Grade VI in June, 1951	52
XXXIV. Age-Grade Distribution, June, 1951	53
XXXV. Intelligence Quotients of Ungraded Pupils	58
XXXVI. Proportion of Ungraded Pupils to Total School Population	59
XXXVII. Distribution of Special or Ungraded Classes	60
XXXVIII. Individual Pupil Reference Card	65

Table	Page
XXXIX. Class Reference Card	66
XL. Proportion of Pupils Receiving Special Assistance in Adjustment Classes	67
XLI. Film Equipment	68
XLII. Radios	70
XLIII. Amounts Paid for Library Books, 1945 to 1950	71
XLIV. Left-Handed Pupils by Grades, November, 1947 and 1950	72
XLV. Drop-Outs by Grades of Pupils Recommended to Industrial Classes . .	82
XLVI. Drop-Outs by Grades of Pupils Recommended to Opportunity Classes . .	82
XLVII. Drop-Outs by Grades of Pupils Recommended to Regular Classes	83
XLVIII. Distribution of Drop-Outs (Summary of Tables XLV, XLVI, XLVII) .	84
XLIX. Enrolment, City of Winnipeg, Grades VI to XII, 1943 to 1947	84
L. Enrolment, Province of Manitoba, Grades VI to XII, 1943 to 1947	85
LI. Comparative Reductions by Percentages, 1943 to 1947.	85

LIST OF FIGURES

Figure	Page
1. Location of Pinkham School in City of Winnipeg	3
11. Industrial and Residential Areas in The Pinkham School District . . .	4
111. Frequency Distribution of Intelligence Quotients, September, 1950	42

CHAPTER I
INTRODUCTION

Purpose and General Procedure

It is the purpose of this thesis to present the history of the Pinkham elementary school, Winnipeg, during the period 1883 to 1951, inclusive, and to examine progress and factors affecting the progress of this school more especially during the past twenty-five years. The study involves a consideration of some major aspects of school progress outlined in the Table of Contents, including such matters as building and equipment, economic and population changes, the progress of pupil population through the grades and the influence of supervision upon school progress. It also includes discussion of social and economic conditions of the community.

The school is specially chosen because the social and economic circumstances which obtain in the area seem to have had a marked influence on the school story and this thesis investigates this assumption.

The study is based upon a detailed examination of all records on file in the Department of Superintendence and such as are to be had in the school pertaining to enrolment, attendance, classification and promotion, elimination of pupils, teaching staff and principals. It should be pointed out that the study must be limited to factual information because of the difficulty of assessing in detail many factors for success such as the sincerity, sympathy and intelligence with which teachers have applied themselves to their task. Some supplementary material and background information were

supplied by persons who have been familiar with the school over a period of years. All in all the writer was able to piece together a reliable general history of the sequence of events and to secure sufficient factual data to be able to estimate progress for at least a quarter of a century.

Location in City of Winnipeg

In Figure 1 is shown the location of the Pinkham school in the City of Winnipeg, having reference to the Red and Assiniboine rivers and some of the more important streets and avenues.

Residential and Industrial Areas

In Figure 2 the residential and industrial areas in the district are indicated. The school district is bounded on the north by the Canadian Pacific Railroad, on the east by Sherbrook Street, on the south by Ross Avenue and on the west by McPhillips Street. Numerous industrial properties occupy a substantial part of the district. In many cases homes are over-shadowed by, or face into, large industrial plants. Since 1950, when the City of Winnipeg Engineering Department finally occupied its property bounded by Tecumseh, Pacific, Arlington and Alexander, no ground has been available in the district for open-field play. Until 1950, the City of Winnipeg Parks Board had provided and operated skating ice on that property; in 1950-1, the only skating ice in the area was a small piece suitable for children up to ten years of age, placed on the west part of the school grounds -- grounds which are only one-fifth of the minimum size recom-

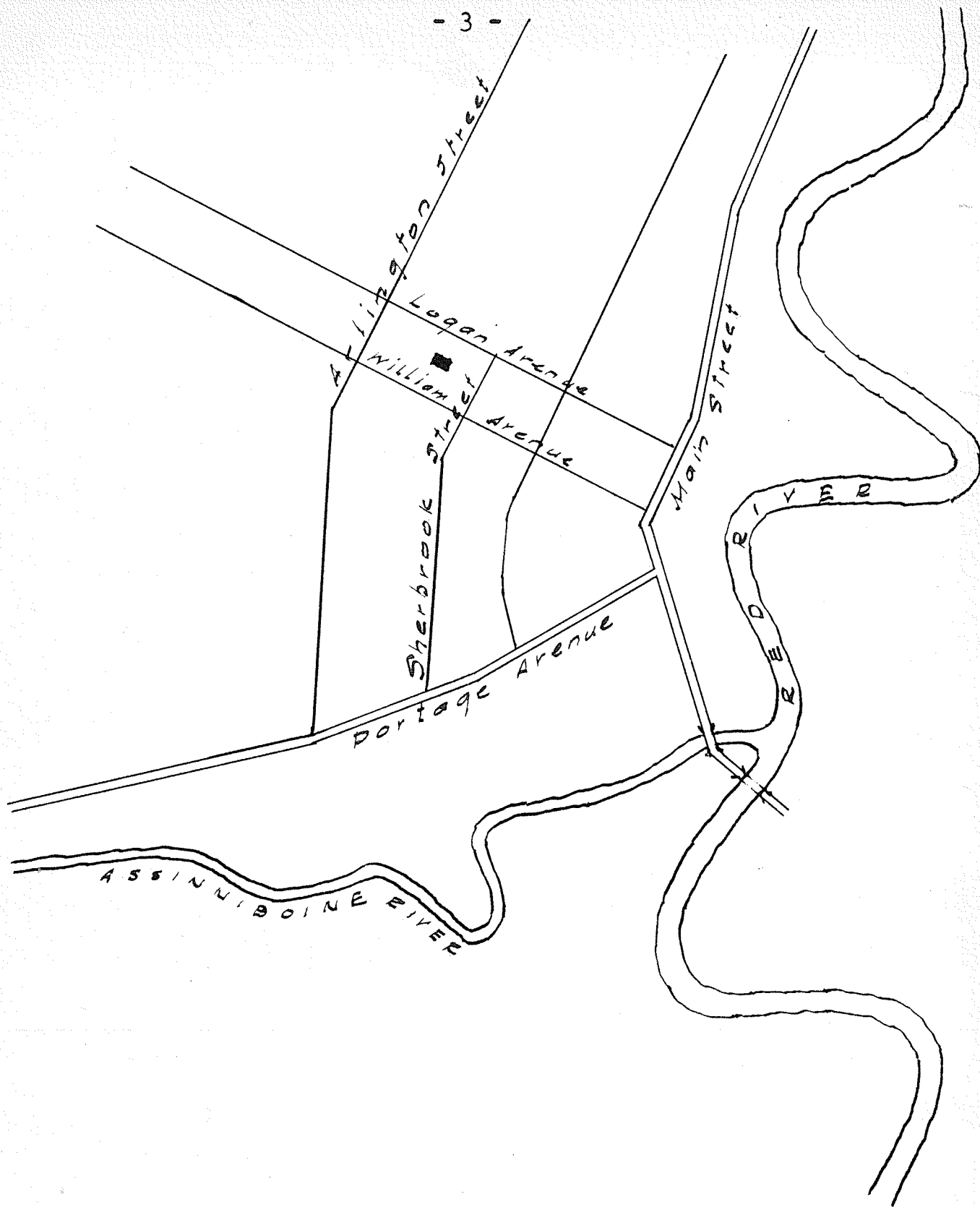


Figure 1. Location of Dinkham School
in the City of Winnipeg.

■ School

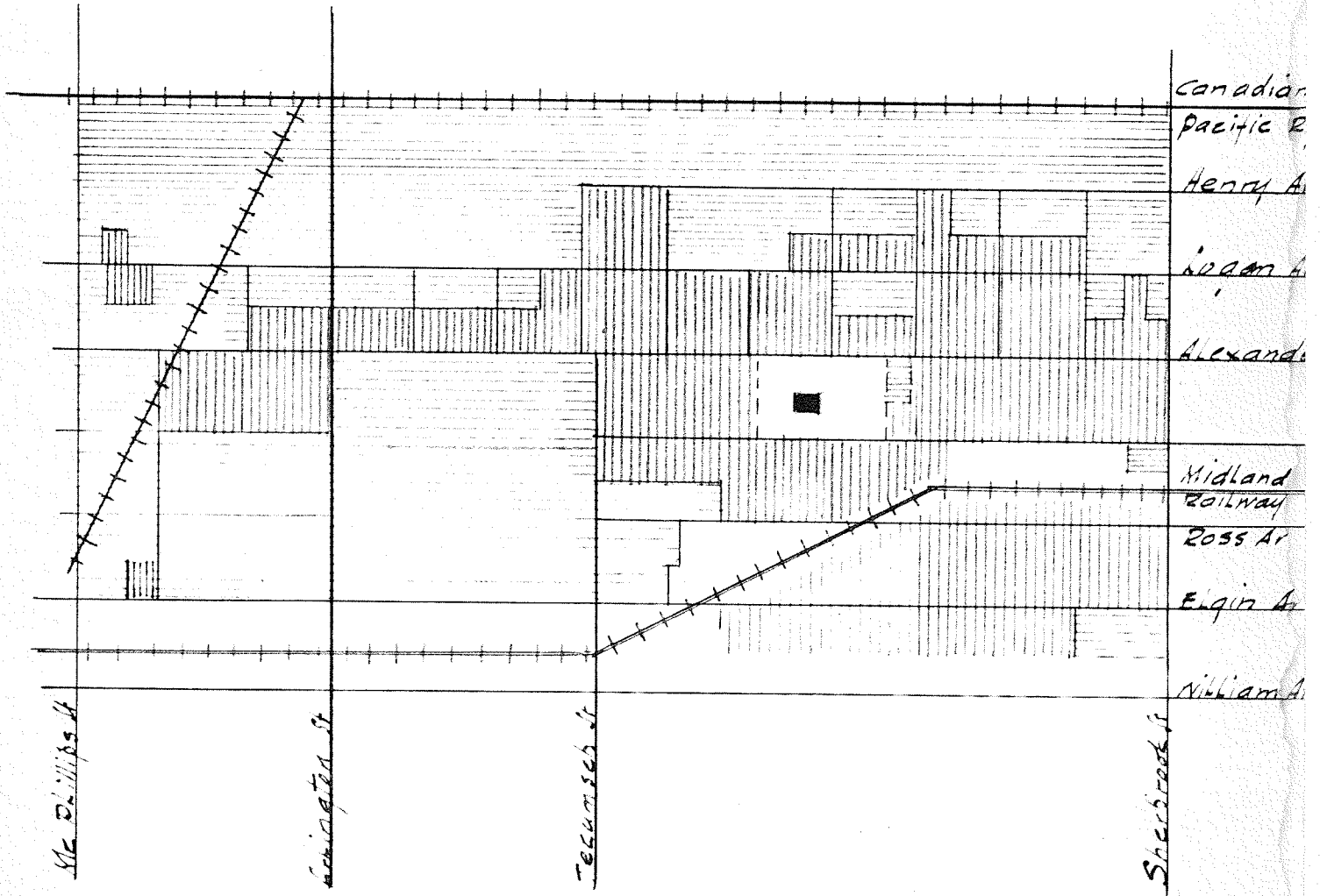
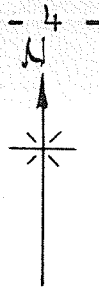

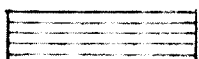



Figure 2.

Key

- Residential Area 
- Industrial Area 
- Pinkham School 

mended for elementary schools in the Reavis Report.¹ During the past five years when home-building in other parts of the city and Canada has been conducted with energy and enthusiasm, only a few very small houses have been built in the area; industrial expansion and construction have proceeded rapidly. There are a few vacant lots but the proximity of industrial plants, low incomes and high prices of materials obviously discourage the erection of homes in the district.

Legal Authorization for a Winnipeg School.

On May 3, 1871, at the first session of the first Legislature of Manitoba, assent was given to a bill which became the School Act, Chapter XII of the Statutes of Manitoba. Under this Act, in Winnipeg, the Protestant School Board was organized on July 3, 1871. From 1871 until 1876, the Reverend W. Cyprian Pinkham² inspected the schools of Winnipeg as Protestant superintendent for the provincial Board of Education. In the latter year, the Reverend George Bryce was appointed as superintendent of Winnipeg Schools by the Winnipeg School Board.

Winnipeg, prior to 1875, was District No. 10 of the Protestant section but in that year the provincial districts were reorganized and Winnipeg became School District No. 1.

The Pinkham school, built in 1883, was conducted for

¹Report of the Directed Self Survey, Winnipeg Public Schools, p. 74.

²See Chapter II, p. 7.

seven years under the jurisdiction of the Winnipeg Protestant School Board. After 1890, when the Provincial Government passed the Public Schools Act¹ providing for a single public school system, the Pinkham school operated under the Winnipeg Public School Board. The following reference to the change is found in the minutes of the Board:

"On the first of May the schools which had up to that date been in operation under the Manitoba School Act came quietly under the provisions of the Public Schools Act passed at the last meeting of the Legislature."²

The foregoing states briefly the circumstances under which any school in Winnipeg, in this case the Pinkham school, could have legal authorization.

In the succeeding chapters of this paper the detailed story of Pinkham school is told.

¹An Act Respecting Public Schools, being Chapter 127 of Revised Statutes of Manitoba, 1892, Vol. II, up to and including those of 1891.

²School Board Minutes, Winnipeg School Board Offices, Dec. 20, 1890.

CHAPTER II
SCHOOL HISTORY

Original Building

The original Pinkham school was a two-roomed, one-storey structure erected on the present site in 1883 and used until 1903 when the currently-used, three-storey building was constructed. The first mention in Winnipeg School Board records, of a new school later to be named the "Pinkham Schoolhouse", was made on June 12, 1883. On that date the Board authorized the Chairman of the Building Committee "to advertise for tenders for a school site not less than 100 feet square between Logan Street and McWilliam Street and from three to six blocks west from Dufferin Park, and to report to the Board at its next meeting."¹ In the margin, the secretary wrote the words, "Another School Site in View Pinkham likely." In the Board minutes, dated September 11, 1883, appears this motion, "that the new schoolhouse about to be erected in ward No. 5 be called the 'Pinkham Schoolhouse'".² The motion was carried but no explanation for the choice of name was recorded in the minutes: however, in a newspaper clipping, dated October 23, 1922, there appears this reference: "On the corner of Pacific, Alexander and Rietta streets stands the Pinkham school, which was erected in 1883 and named for the Right Rev. Cyprian Pinkham, Lord Bishop of Saskatchewan and Calgary. From 1871 to 1882 he held

¹Minute Book, 1881-1890, Protestant Board of School Trustees, Winnipeg School District, No. 1, p. 124.

²Ibid, p. 156.

the position of superintendent of education for Protestant schools in Manitoba."¹

At the time of the next Board meeting, July 10, 1883, no action had been taken concerning advertisements for tenders for the proposed school site and one of the Board members, a Mr. Monkman, "urged the immediate necessity for increased school accommodation in that (Pinkham) district."² Immediate steps were taken to secure a site, and prepare plans and specifications for the building. It is interesting to note that the plans called for "a new schoolhouse of two rooms and such that is might in future be added to."³ The school, which was constructed, remained until demolished in 1903 without any additions although in January, 1894, as many as 173 pupils were enrolled in its two rooms.

By August 21, 1883, the present site had been fixed upon and the Chairman of the Building Committee, Mr. Paterson, was authorized to advertise for tenders for the erection of the new school building in ward number five. On August 31, 1883, the following motion was carried: "...that the building com~~ee~~ be and are hereby authorized to ask for tenders for the erection of a solid brick school building in Ward No. 5 according to the Barber plans and to enter into a contract without further reference to this Board either with the

¹Newspaper Cuts of Winnipeg Public Schools, p. 53.

²Minute Book, 1881-1890, Protestant Board of School Trustees, p. 127.

³Ibid, p. 127.

tenderers for the solid brick building or those already received for a brick veneer building, as in their judgment may seem best the whole cost in either case not to exceed the sum of five thousand five hundred dollars."¹ The repetition of authorization was occasioned by acceptance of one tender which, on careful examination, was found to be quite unsuitable. The Building Committee proceeded according to instructions and the contract for a two-roomed, solid brick building was let to a Mr. H. A. Crotty for the sum of \$5500.00. Construction of the new building was begun immediately.

But all was not smooth sailing for the contractor. On October 2, 1883, "A deputation of workmen employed by a subcontractor named Barber in the erection of the 'Pinkham' schoolhouse addressed the Board in regard to non-payment of wages by their employer."² The Board notified Mr. Crotty that further payments on the building would be withheld till the workmen were paid. Evidently this did not end the Board's difficulties in the erection of the new school. On November 13, the Chairman of the Building Committee reported to the Board that his committee had instructed the architect and himself to hire labor and purchase the necessary material for the completion of the building. In the margin, the secretary wrote, "H. A. Crotty having assigned the Pinkham School was completed by day labor."³ It would appear, too, that some

¹Ibid, p. 153.

²Ibid, p. 161.

³Ibid, p. 175.

of the work was not too well done, for five years later this entry is recorded, " ... the leaky roofs of ... Pinkham, ... were repaired":¹ nor was the school really completed in 1883, because dated July 6, 1894, we find the Building Committee recommending, "That ceilings be placed in two rooms in the Pinkham School, estimated cost \$90.00."² Apparently no fence had been built about the school in the first few years; in 1896, at a cost of \$178.00, one was erected, and, at a cost of \$59.00, it was painted. Heating of the school was provided directly from a syndicate stove in each classroom.

So much for the facts concerning the original building. An interesting comment on the school and its area was reported in the press in 1922.³

¹Annual Reports, 1882-98, School District of Winnipeg, Annual Report of Building Committee, 1888, p. 25.

²Minute Book, 1890-1896, p. 421.

³Newspaper Cuts of Winnipeg Schools, School Board Office, October 23, 1922, p. 53.

"Concerning this original school and the vicinity surrounding it the first principal F. H. Schofield says:

When the Pinkham school was opened in the early part of 1884, the district it served had no sewers or paved streets, and the few narrow sidewalks were often suggestive of the dotted lines which indicated proposed railways on our maps. The resemblance to railways went further, for both sidewalks and railways were often under several feet of snow after a winter blizzard and under several inches of water after a spring thaw. Over the larger part of the district the houses were small and scattered, but just opposite the new school was a block on which stood some twenty odd cottages, all built on the same plan and all vacant except one. The anticipated wealth of the speculator who built them had vanished with the passing of Winnipeg's first "boom" in 1883.

Most of the men who lived in the district were employed in the shops or on the trains of the Canadian Pacific railway,

New Building

At the Board meeting, November 8, 1898, because of the numbers of pupils in attendance at the school and in anticipation of need for greater playground space in the near future, the decision was made to add to the west side of the schoolgrounds by the purchase of lots 33 to 36 and 61 to 64 inclusive D.G.S. 10 St. John. This addition increased

3(Cont'd.)

but there were two or three grocers, a butcher, one or two contractors, and several dairymen. These people were mostly British born, with a few from the Green Isle, a good percentage from Ontario and the Maritime Provinces and some natives of Iceland. None had brought any wealth here, but practically all were richly endowed with good health and those qualities of mind and character which made them the best of citizens for the new prairie town that was ambitious to be the metropolis of Western Canada.

Some of the family names to be found on the early registers of the school were Bathie, McCloy, Wortman, Perkins, Mathieson, McMillan, Connel, Currie, Dougall, Robinson, Simpson and Fogg. Most of these were railway people and many of the boys when grown entered the service of the Canadian Pacific railway, while a number of their sisters married railway men. Rhoda and Annie Perkins married men filling important positions in the Canadian Pacific railway service, and wee Daisy Fogg, daughter of the doyen of Canadian Pacific railway conductors, is now the wife of S. Todd, one of the best known conductors on the run to Fort William, himself an old Pinkham school boy.

Among the contractors children were two sons of the late J__ Donald, the elder being now publicity commissioner for the provincial government, and the younger treasurer of the Great West Life Assurance company, and two daughters of the late Frank Connel, one of whom became a teacher in the city schools, while the other has written verse of more than ordinary merit. The leading grocer of the district was A. A. McArthur, subsequently one of the city controllers, whose son was one of the first pupils of the school and is now a well known barrister, F. J. G. McArthur. From one of the dairymen's families came young Frank Stevenson, a lad of surprising ability in mathematics, whose promising young life was cut short by an accident soon after he entered the high school. The present staff of the Pinkham school numbers 12, the teachers being Mr. H. H. McIntosh, principal; E. H. Allen, M. Cassidy, H. Hollinger, M. A. Jacobson, M. C. Kerr, J. E. McCrea, E. McDonald, E. T. Nelson, G. Shea, G. Van Alstyne, I. R. Warters."

the size of the grounds from 231' x 156' to 363' x 156'.

On April 9, 1903, the Building Committee recommended to the Board that it "be authorized to have plans prepared for a proposed new building in the western part of the City, in order that tenders may be called upon same as soon as debenture by-law has been passed."¹ On May 9, 1903, the School Management Committee Report requested, "That the building for which the Board at last regular meeting authorized the preparation of plans and specifications be placed on the Pinkham School Site."² On May 26, 1903, the Building Committee reported "That the plans and specification herewith submitted for new building on the Pinkham site be approved, and the Committee be authorized to call for tenders upon same."³ The decision to award the contracts⁴ was made June 8, the same year, and one week later, June 15, construction of the new school was begun. An interesting comment by the Secretary of the Board was

¹Minute Book No. 5, School District of Winnipeg No. 1, p. 210.

²Ibid, p. 215.

³Ibid, p. 220.

⁴Ibid, p. 224. "That the contracts for the erection of the Pinkham School be awarded to the following contractors, their tenders being the lowest:

Smith & Sharpe,	Exc.mason,brick & plastering	\$17,750.00
John McLeod,	Carpenter work,	11,875.00
Douglas Bros.,	Tin and Gal. iron work,	2,199.00
J. A. Payne,	Painting and Glazing,	1,900.00
Cotter Bros.,	Plumbing,	675.00
Winnipeg Electric Co.,	Electric Wiring, etc.,	236.00
Rutley W. and V. Co.,	Heating apparatus,	2,563.00
		<u>\$37,198.00</u>

recorded in the Annual Report of that year.¹

The new school was a three-storey building of solid brick construction with stone facings. There were four rooms with a centre hall on each floor. Lighting in each room was ample, and from left and rear according to standard requirements. Heating was provided from eight furnaces -- four wood burners, two for each side of the building; one coal burner for the halls; two stack heaters to start the circulation; one jacket heater for hot water; hot air was sent up by way of brick flues. Toilet facilities consisted of box toilets with single, bucket flushing at regular intervals.

During the years which followed the main construction period of 1903-4 only small additions or improvements were made: in 1904, a granolithic walk was laid in front of the building and out to the streets on each side; slat walks were laid at each side and at the rear of the building. The estimated cost of the former was \$280.00; of the latter, \$200.00. In 1905, 200 chairs were purchased at an estimated

¹Annual Report, Building Committee's Report, Winnipeg, December 29, 1903, p. 40. "The new Pinkham was begun on June 15th, but the walls were not ready for the corner stone to be laid until September 2nd, at which date D. A. Ross, Esq., Chairman of the Board, officiated. While the contract calls for the completion of the building on or before the 15th of January, it is evident it will not be ready for occupation before February, 1904. In the building, as in the Carlton, each of the offices, front and rear, are warmed directly from the furnaces through flues in brick partition walls, instead of from class-rooms as in former buildings. The school buildings erected in 1903 fully sustain the reputation enjoyed by the city with respect to its schools. They are fitted up with an electric program clock placed in the Principal's room, which will control a secondary clock and also an electric bell in each classroom."

cost of \$120.00; in the same year, iron gates were placed at the east entrance at a cost of \$50.00 and in 1907 the Northern Iron Works installed an iron, spiral, fire-escape chute on each of the north and south sides of the building at an approximate cost of \$768.00. Little further of importance concerning the school building is recorded until August, 1945, when fire broke out in the school. The damage done led, in that year, to extensive decorating and the installation of fire resistive stairways with iron railings from the first to the third floors, and in 1946 to complete revamping of the basement. A modern boiler, with stoker, now provides the building with heat from two sources, steam and hot air: modern washroom and toilet facilities replaced the obsolete ones of 1903; terrazzo floors and stair steps were put in: on the girls' side of the basement a physical training room of sorts was provided but on the boys' side no such provision was made.

It should be noted here that in 1944, the year before the fire, the Winnipeg School Board considered that the Pinkham school building owed the citizens of Winnipeg nothing. Since the building was erected in 1903 at an approximate cost of \$40,000.00, and a depreciation of \$1000.00 per year had been allowed, by 1944 there was no charge against the structure.

Concerning the fire the following was recorded:

" Unfortunately fire broke out in the Pinkham School the last week in August doing considerable damage. Repairs and alterations were carried out and modern installations made where possible. During the period required for repairs and alterations the children were housed in the Dufferin School under the platoon

system. Repairs were completed and the pupils again assembled in their own school on December 17th."¹ The same procedure was followed a year later when the basement renovations were being made. The complete bill to the Board for repairs and modernization resulting from the fire amounted to \$54,381.13 of which \$14,563.01 was covered by insurance.

Only one other piece of construction work deserves mention here: in December 1946, an Adjustment Room, the use of which is explained elsewhere² in this paper, was installed in the west end of the auditorium at a cost of \$362.69. Cupboards, tables and chairs provide accommodation for pupils in small groups, ranging from four to twelve.

Finally, while it is generally conceded that the teacher is the pivot-point of the whole educational machine the opinion expressed and recommendation made by Dr. W. C. Reavis concerning, among others, the Pinkham school building is worth noting. Dr. Reavis was shown through the school in order that he might see for himself what could be done in "modernizing" an old building. Regardless of what he saw, the following entry was made in the report forwarded to the Winnipeg School Board: "The recommendation is made that it is not good public policy for a modern city to house its children in outmoded school buildings. The effect of the school environment provided by obsolete and substandard buildings on the physical,

¹Annual Report, 1945, Annual Report of Building Committee, p. 72.

²Page 62.

mental, and aesthetic development of children housed therein during the formative period of their lives is unfavorable and is a definite obstacle to good education. Accordingly, the survey recommends that fourteen old three-storey buildings, long ago fully depreciated, and now considered a liability to good education, should be razed and rebuilt or relocated on new sites and new buildings erected as soon as possible."¹

The Pinkham school was one of the fourteen to which the survey referred. If the building is judged on the basis of the findings of the survey team then it would appear that the citizens of Winnipeg have, in effect, repurchased at an approximate cost of \$40,000. (the original value) a structure that is obsolete.

In Appendix A figures are listed concerning values, insurance and expenditures relating to the Pinkham school. Table I indicates values set upon the property at various times from 1886 to 1904. It will be noted that the Board's estimated value of site and building did not vary greatly from 1886 to 1902, the lowest combined value being \$5000. and the highest, \$8000. With the completion of the new building in 1904, the estimated value was set at \$46,000.

In Table II are listed amounts of insurance carried by the Board on the buildings and contents from 1887 to 1947. The insurance on the original school is shown as \$4500. in 1887: as low as \$2000. in 1902, the year before its demolition.

¹Report of the Directed Self Survey Winnipeg Public Schools, Committee on Field Services, Department of Education, University of Chicago, September, 1948, p. 285.

Insurance on contents was low. The interesting and significant fact concerning the insurance carried on the present building and contents is the substantial increase between 1944, the year before the fire, and 1947, the year after all renovations were completed. The 1947 figure of \$110,950.00, combined insurance for building and contents, is obviously a replacement value.

Table III is a statement of operating expenditures for the school in several years around the turn of the century. The totals do not vary greatly: the total of \$1,565.82 for 1902 is the highest shown and, in terms of present day standards, is almost unbelievable.

Tables IVa, IVb, IVc, list costs of instructional services and supplies, operation of the school plant, and repairs and replacements to the school plant, respectively, for the years 1920-42 inclusive. These figures indicate little change in yearly totals except for a definite drop through 1932 to a low of \$14,472.98 in 1933, and a gradual increase through the next three years to approximately the former level. Whereas in 1902 the approximate cost per class room was \$780.00, from 1920 to 1942 it was \$2,200.00.

Table V sets down the average salary paid teachers in each year ending in zero from 1890 to 1950, inclusive, and indicates the per cent increase in each year over the preceding year for which salary is listed. The big increases in dollars paid were in the decades preceding 1910, 1920 and 1950. In 1910 the average salary was 47 per cent higher than in 1900; in 1920 it was 60 per cent higher than in 1910; in 1950,

63.5 per cent higher than in 1940. The changes preceding 1900, 1930 and 1940 were so small as to be almost negligible.

In Table VI are listed the individual salaries for the same years as those for which averages were given in Table V.

Principals

Concerning the period 1883-1903, records are incomplete and only in some cases is one of the two teachers designated as "principal". Where the letter "P" occurs after a name in Appendix B, Table I, the person referred to had been named as principal by the School Board.

Table II lists the principals from the opening of the new school, March, 1904, until June, 1951, and indicates the certificate (and degree in some cases) held by each. During the period of 47.25 years, seven principals served the public in the Pinkham school area. The average tenure was 6.75 years: the shortest, 1.20 years; the longest, 19 years. The late Mr. C. C. Stewart held the position for 12 years; Miss M. E. Monteith, for 19 years. Three of the seven held a University degree in Arts; five had first class professional standing; one, second class; one, collegiate.

Of the seven incumbents, the writer feels that it is necessary to speak especially of only the two named in the preceding paragraph. Mr. Stewart, retired in September, 1938, after 31.9 years of service on the Winnipeg School Staff, was a gentleman of fine mind and high principle who made a distinct contribution to education and community life in Winnipeg.

Miss Margaret E. Monteith, retired in September, 1946, after

39.9 years of service in Winnipeg schools, has the distinction of having had much the longest tenure as principal of the Pinkham school. She had served on the Pinkham staff as a teacher from 1907 to 1911, inclusive, under the principalship of Mr. Stewart and then returned in September, 1927, to commence her direction of staff and pupils through the difficult depression and Second World War years. Throughout that period she devoted herself tirelessly to the mental, physical and social needs of the pupils in her care. In addition to the zeal with which she attacked the educational problems in the school and the enthusiasm with which she carried out her duties, she emphasized particularly pupil cleanliness, politeness and honesty. The City of Winnipeg is the better for her service here as teacher and principal.

Teachers

Having reference to Appendix B, Table I, and making allowance for the missing names, we find that during the years 1883-1903, when the staff was limited to two members, 18 teachers taught an average of 1.65 years. Of these 18, three held first class professional certificates and 15 held second class certificates.

In Appendix B, Table III, are listed teachers serving on the Pinkham school staff from 1904 to 1951. In this period 152 teachers served an average of 3.58 years. Of these 152 teachers, 14 had university degrees (two of the 14 had a second degree); 6 held Collegiate certificates; 5, Interim Collegiate; 8, First Class; 15, First A; 32 First B; 84, Second

Class; 2, Third Class. In Table I this information is presented in clearer form.

TABLE I
PROFESSIONAL CERTIFICATES, PINKHAM TEACHERS, 1904-1951

Certificates	Third Class	Second Class	First Class	First B	First A	Interim Coll.	Coll.	Total
Teachers	2	84	8	32	15	5	6	152

Until the late 1920's the second class certificate was the standard requirement: from then on, the trend in professional qualifications was upward. In Table II are indicated the numbers on the staff in four single years at ten-year intervals holding various degrees and certificates.

TABLE II
DEGREES AND CERTIFICATES HELD BY PINKHAM TEACHERS

Year	Second	First	First B	First A	Interim Coll.	Coll. B.	A. B.	Ed.
1920-1	11	1					1	
1930-1	3		7	2		1	1	
1940-1	3		4	4		1	1	
1950-1	1		6	1	3	1	4	2

Some mention has already been made of the average length of teaching service in the Pinkham school. In Table III are shown the number and per cent of teachers serving varying

lengths of time.

TABLE III

TEACHER TENURE IN PINKHAM SCHOOL, 1904-1951

Service	Number	Percent
Less than 1 year	17	11
One or less than 2 years	44	29
Two or less than 3 years	21	14
Three or less than 4 years	16	10.5
Four or less than 5 years	10	6.5
Five or less than 6 years	12	8
Six or less than 7 years	10	6.5
Seven or less than 8 years	6	4
Eight or less than 9 years	7	4.5
Nine or less than 10 years	3	2
Ten or more years	6	4
Total	152	100

CHAPTER III

POPULATION AND ECONOMIC FACTORS

Owners, Tenants and Occupations

Elsewhere¹ in this paper it has been said that most of the men who lived in the Pinkham school district in 1884 were employed in the shops or on the trains of the Canadian Pacific railway and that their origin was largely British, with some from Ireland, Ontario, the Maritimes and Iceland. In the years which followed, the type of employment and the origin of the people inhabiting the area changed greatly.

In 1910, 1930 and 1950, as indicated in Table IV, there were large numbers of occupations represented among the householders of the area and, of these, very few were railway

TABLE IV

RELATION BETWEEN OCCUPATIONAL DATA AND HOME OWNERSHIP

Year	1910		1930		1950	
	Owners	Tenants	Owners	Tenants	Owners	Tenants
Number of Occupations	39	67	52	108	89	150
Number of Workers	112	197	132	416	293	792

employees as may be seen from a study of Appendix C². In 1910 there were 112 owners engaged in 39 occupations and 197 tenants in 67 kinds of work; in 1930, there were 132 owners employed in

¹Pages 10,11.

²Summarized from "Lists of Electors", City of Winnipeg, 1910-1930, 1950, City Hall, Winnipeg.

52 occupations and 416 tenants in 108 different jobs; in 1950, there were 293 owners working in 89 trades or businesses and 792 tenants in 150 employments.

In Appendix C, Tables 1a to 3b, inclusive, appear alphabetical lists of occupations followed by owners and tenants, together with the numbers engaged in each. Table V lists the occupations occurring most frequently in Appendix C.

TABLE V
DISTRIBUTION OF HOUSEHOLDERS IN MAIN OCCUPATIONS

Occupations	1910		1930		1950	
	Owners	Tenants	Owners	Tenants	Owners	Tenants
Agent	8					
Carpenter	9	10	10	29	20	29
Caretaker						10
Civic Employee						23
Clerk				16		50
Driver				21	9	64
Engineer			9			10
Fireman						14
Foreman		9		9	10	11
Helper						34
Laborer	18	21	25	64	45	93
Machinist		17	13	19		12
Mechanic				15	8	13
Merchant	13				11	
Operator						50
Packer						14
Painter				12		18
Salesman				10		15
Shipper					8	18
Teamster		8		14		
Warehouseman						15

The relative stability of the occupations represented in the district is suggested by a comparison of those listed in Appendix C, Tables 1a, 3a and 3b. Of the 39 means of livelihood represented among the owners of 1910, 27 still appear among those

listed in the owners' occupations of 1950. Of the 12 missing, 9 are to be found in the list of tenants' occupations of 1950 so that only three of the owner group of 1910, namely, the cattle buyer, implement dealer and photographer, had disappeared from the district by that year.

There was not, however, the same stability with respect to the householder, owner or tenant. Table VI gives the distribution of owners and tenants living in the Pinkham school area in 1910, 1930 and 1950. In 1910 there were 334 owners and 204 tenants; in 1930, 361 owners and 607 tenants; in 1950, 574 owners and 1441 tenants. In other

TABLE VI
DISTRIBUTION OF OWNERS AND TENANTS

<u>Year</u>	<u>Owners</u>	<u>Tenants</u>	<u>Totals</u>
<u>1910</u>	<u>334</u>	<u>204</u>	<u>538</u>
<u>1930</u>	<u>361</u>	<u>607</u>	<u>968</u>
<u>1950</u>	<u>574</u>	<u>1441</u>	<u>2012</u>

words, in 1910 there were 64 per cent more owners than tenants; in 1930, 68 per cent more tenants than owners; in 1950, 152 per cent more tenants than owners. Again, while the number of owners increased from 334 in 1910 to 574 in 1950, an increase of 240 or 72 per cent, the number of tenants increased from 204 to 1441, an increase of 1237 or 606 per cent. It is apparent that between 1910 and 1950 there

was a pronounced shift from home ownership to tenancy.

In passing, attention should be directed for a moment to Table VII which is self-explanatory.

TABLE VII
OWNERS FOR WHOM NO OCCUPATION OR
OUTSIDE ADDRESS IS AVAILABLE

Year	1910	1930	1950
Owners	222	361	281

Occupations and Incomes

In Appendix D, Table I, is given a random sampling of 88 persons in 45 different occupations, together with the monthly salaries or wages paid them. In August, 1951, the combined salaries for the 88 persons amounted to \$18075.00; the average monthly salary was \$205.39. Reduced to the 1939 equivalent on the basis of the Dominion Bureau of Statistics Cost of Living Index equals 100, this average monthly wage would be \$108.10. If we disregard the occupations in this list which do not appear anywhere in Appendix C, we find that 65 persons, engaged in 32 occupations, received \$14021, or an average monthly pay of \$215.70, which, reduced to the 1939 equivalent, amounts to \$113.52 or \$5.42 more than the average for the total group. In either case the income provides only for a subsistence level of living. This is the sort of income families in the Pinkham area receive.¹

¹Data obtained through courtesy of Mr. W. Courage, Director of Emergency Housing, City Hall, Winnipeg, August, 1951.

In giving thought to population and incomes, comment should be made, too, on family size. In June, 1951, 100 pupils in grades 4, 5 and 6 in the Pinkham school had 288 brothers and sisters. In other words, including 200 parents, 100 pupils, 288 siblings, there would be 588, or an average of 5.88 in the 100 families. It is not easy for 6 persons to live on \$215. a month today.

Further to the study as suggested in the foregoing pages and in Appendices C and D, table VIII adds some interesting data. This Table gives a break-down of the occupations of most of the parents of one hundred pupils from grades 4, 5 and 6 in the Pinkham school, June 1951. The following

TABLE VIII

EMPLOYMENT OF PARENTS OF ONE HUNDRED PUPILS
IN GRADES IV, V and VI, June, 1951

Fathers	Mothers	Fathers	Mothers
Absentee	8	Absentee	3
Battery Maker	1	Bagger	1
Barber	1	Mechanic	2
Builder	1	Operator	2
Cabinet Maker	1	Packer	2
Caretaker	1	Painter	1
Carman	1	Plumber	1
Carpenter	9	Policeman	1
Checker	2	Restaurateur	1
Cleaner	2	Retired	1
Coal Clerk	1	Salesman	1
Crater	1	Sewer	1
Deceased	8	Shipper	4
Electrician	1	Shoe Clerk	1
Farmer	1	Switchman	2
Foreman	2	Taxi Driver	1
Laborer	27	Unemployed	2
Machinist	1	Union Worker	1
Marble Cutter	1	Weigher	1
Nurse	1	Waitress	4
		Welder	1
		Window Cleaner	1
		Total	100
			100

observations concerning the figures listed seem appropriate:

- (1) Of 100 couples, 8 men and 4 women are deceased.
- (2) Of 100 couples, 8 men and 3 women have absented themselves from their homes by divorce or separation.
- (3) Of 84 men, 27 are day laborers.
- (4) Of 84 men, only 2 are unemployed.
- (5) Of 82 men, only 2, a farmer and a restaurateur, operate their own businesses: all of the others, except for one man retired, are in the wage-earner class.
- (6) Of 93 mothers, 69 are full-time housewives while 24 are working part time outside their homes. At a time when (i) the cost of living is high, (ii) the trend is towards a greater number of married women seeking outside employment, and (iii) incomes in the district are relatively low, it is interesting to note that 69 of the 93 or 74 per cent of the mothers devote full-time to home duties.

Nationalities

In Table IX are noted the nineteen nationalities, and their frequency, of the fathers of 130 pupils taken at random from those graduating from Pinkham school in the years 1943 to 1947, inclusive. It will be seen by addition of the numbers of English, Scottish, Irish and Welsh, that 59 of the 130, or a little less than half of the pupils, have parents of British stock. Those from German stock are second only to the English.

TABLE IX

DISTRIBUTION OF NATIONALITIES, 1943 to 1947

<u>Nationality</u>		<u>Nationality</u>	
<u>American</u>	<u>1</u>	<u>Irish</u>	<u>15</u>
<u>Canadian</u>	<u>8</u>	<u>Norwegian</u>	<u>4</u>
<u>Czechoslovakian</u>	<u>1</u>	<u>Polish</u>	<u>3</u>
<u>Dutch</u>	<u>3</u>	<u>Rumanian</u>	<u>2</u>
<u>East Indian</u>	<u>1</u>	<u>Russian</u>	<u>6</u>
<u>English</u>	<u>24</u>	<u>Scottish</u>	<u>18</u>
<u>French</u>	<u>2</u>	<u>Swedish</u>	<u>5</u>
<u>German</u>	<u>23</u>	<u>Ukrainian</u>	<u>8</u>
<u>Hungarian</u>	<u>3</u>	<u>Welsh</u>	<u>2</u>
<u>Icelandic</u>	<u>1</u>	<u>Total</u>	<u>130</u>
		<u>Nationalities</u>	<u>19</u>

From the data presented in this chapter it would seem reasonable to draw the following general conclusions:

(1) Between 1910 and 1950, the area under consideration became less desirable as a residential district for owners and consequently became largely a rental area.

(2) With few exceptions, the area has been inhabited by tradesmen and laborers, people in the wage-earning class.

(3) The type of occupation has been relatively stable over a long period.

(4) The great majority of the people in the area are steady workers, in the low-wage group.

(5) The population of the district has a mixed racial background.

CHAPTER IV
THE PUPIL POPULATION

Enrolment, Attendance and Class Size

From 1883 until 1903 there were just two classes in the Pinkham school: from 1904 on, following the building of the new school, the number of classes was increased and varied considerably. The data in Table X show the number of pupils enrolled and the average number in attendance at various times from 1885 to 1903, inclusive. Three observations are significant:

TABLE X
ENROLMENT, ATTENDANCE, CLASS SIZE, 1885-1903¹

Year	Classes	School Enrolment	School Average Attendance	Average Class Size
Sept., 1885	2	109	88	54.50
Sept., 1886	2	106	89	53.00
Sept., 1887	2	108	94	54.00
April, 1890	2	124	92	62.00
June, 1894	2	173	124	86.50
Sept., 1898	2	105	90	52.50
June, 1903	2	117	103	58.50

- (i) enrolment for two classes was high, ranging from 106 to 173;
- (ii) average class size was consequently high, ranging from 52.50 to 62.00 and even 86.50;
- (iii) average attendance was relatively low; e.g., in April, 1890,

¹Annual Reports, on file in the Winnipeg School Board Office, Winnipeg.

the attendance was 74.18 per cent of the enrolment and in no case was it as high as 90 per cent.

It should be noted that the irregularity in years and months as shown in Table X is due to the method of sampling rather than to unavailability of data. Those were taken which were most representative even if the intervals varied as to length of time.

There are no attendance records for the period September, 1903, to September, 1904, inclusive, because during that period the old building was being demolished and the new erected. At the beginning of March, 1904, school opened again, with seven classrooms in operation. The data in Table XI show the number

TABLE XI
ENROLMENT, ATTENDANCE, CLASS SIZE, 1904-1951¹

Year	Classes	School Enrolment	School Average Attendance	Average Class Size
March, 1904	7	424	315	60.59
March, 1906	10	531	401	53.10
March, 1909	11	556	477	50.54
June, 1917	11	532	398	48.36
June, 1928	12	556	456	46.33
June, 1933	11	408	387	37.09
June, 1938	13	449	403	34.53
June, 1943	12	399	338	33.25
June, 1948	10	312	271	31.20
June, 1951	10	303	274	30.30

¹School Registers, 1904-1951.

of classes, the number of pupils enrolled, the average attendance, and the average class size for the new school at various times from March, 1904, to June, 1951.

It will be seen from the table that:

- (i) enrolment was heavy from 1904 to 1928, dropped by approximately 20 per cent to 1943 and by another 25 per cent since that date;
- (ii) average class size was large from 1904 to 1928 and then moved down steadily to a low of 30.30 in 1951.
- (iii) average attendance in relation to enrolment was relatively low until 1933 and relatively high since that date.

In Table XI, the figures for March, 1904, have reference to the first month in the new building or at the reopening of school in the district. The figures for March, 1906 and 1909, were the most representative of enrolment for the early years; those for June are used for the years following.

In Tables XII, XIII, XIV and XV, enrolment by grades is given for four five-year periods. The number of classes varies little, from 10 to 12, but there is a definite drop in enrolment -- from approximately 500 to less than 400. The average class size gradually reduced from 49.58 to 31.58 or to approximately two-thirds of the former.

TABLE XII
ENROLMENT BY GRADES, 1911-15¹

Year	I	II	III	IV	V	VI	VII	VIII	Number of Classes	Total Enrolment	Average Class Size
1911	171	73	106	63	65	54	21	42	11	595	54.09
1912	127	56	68	59	44	22	23	12	12	411	34.25
1913	118	102	78	52	59	23	13	21	12	466	38.83
1914	131	87	87	54	49	42	22	12	11	484	44.00
1915	132	58	96	60	66	28	42	16	11	498	45.27

TABLE XIII
ENROLMENT BY GRADES, 1921-25²

Year	I	II	III	IV	V	VI	Number of Classes	Total Enrolment	Average Class Size
1920-1	199	102	56	102	50		12	509	42.41
1921-2	176	87	150	47	91		12	541	45.08
1922-3	119	164	97	101	59	39	12	579	48.25
1923-4	110	108	90	115	69		12	492	41.00
1924-5	117	60	106	92	83	43	12	501	41.75

¹Annual Reports, 1911-15, Reports of the School Management Committee, School Board Office, Winnipeg.

²School Registers, 1921-25.

TABLE XIV
ENROLMENT BY GRADES, 1931-35¹

Year	I	II	III	IV	V	VI	Number of Classes	Total Enrolment	Average Class Size
1930-1	96	76	105	47	94	65	12	483	40.25
1931-2	84	71	76	84	49	80	11	444	40.36
1932-3	84	62	76	60	70	56	11	408	37.09
1933-4	84	52	59	54	74	63	11	386	35.09
1934-5	88	56	74	48	44	39	10	349	34.90

TABLE XV
ENROLMENT BY GRADES, 1941-45²

Year	I	II	III	IV	V	VI	Number of Classes	Total Enrolment	Average Class Size
1940-1	93	71	65	73	63	56	12	421	35.08
1941-2	81	78	62	58	66	59	12	404	33.66
1942-3	77	69	75	64	55	59	12	399	33.25
1943-4	72	64	67	73	52	44	11	372	33.81
1944-5	82	59	69	56	67	46	12	379	31.58

¹School Registers, 1931-35.

²School Registers, 1941-45.

The figures in these tables suggest a high rate of elimination in the first two decades of the century. In 1911 there were 171 in grade one; four years later there were 66 in grade five. Some of this difference might be accounted for by pupils moving away and part by retardation but it is unlikely that these conditions could account for such reduction.

The figures in Table XIII are similar to those in Table XII: in 1920-1, there were 199 in grade one; four years later there were 83 in grade five. Again, if retardation accounted for any appreciable number of pupils, these would be indicated in the figures for grades three and four. However, the numbers for grades three and four do not suggest this; they are a little higher than might normally be expected but are still far short of the grade one figures. This apparent situation, according to Table XIV, has, by 1931-5, been considerably modified; the difference is reduced markedly. By 1941-5, as Table XV indicates, the former marked spread has largely disappeared. Tightened controls, raised school-leaving age, supervision of attendance, public recognition of the advantages of regular attendance have doubtless contributed to this improvement.

In Tables XVI, XVII, XVIII and XIX are listed class enrolments and average class attendance for the school years ending in 1920, 1930, 1940 and 1950. The main purpose of these tables is to show again decreasing class size and improving attendance.

TABLE XVI

CLASS ENROLMENT AND ATTENDANCE, 1919-20

Class	Grade	Class Enrolment	Average Class Attendance
1	1	89	34.49
2	1	59	36.94
3	1,2	64	43.42
4	2	57	39.26
5	2	52	40.56
6	2,3	48	35.77
7	3	45	36.21
8	3,4	55	38.45
9	4,5	56	38.80
10	5	48	35.67
11	5	31	19.87
12	1,2,3 Junior Special	18	11.70

TABLE XVII

CLASS ENROLMENT AND ATTENDANCE, 1929-30

Class	Grade	Class Enrolment	Average Class Attendance
1	1	45	35.89
2	1	27	14.10
3	1,2	47	38.86
4	2	48	39.39
5	1,2,3	30	25.08
6	3,4	49	43.08
7	3,4	46	38.28
8	4	51	45.58
9	4,5,6	34	28.67
10	5	45	37.24
11	6	29	26.46
12	Junior Special 1,2,3	19	15.49
13	Inter. Special 2,3,4,5	18	13.86

TABLE XVIII

CLASS ENROLMENT AND ATTENDANCE, 1939-40

Class	Grade	Class Enrolment	Average Class Attendance
1	1	33	23.19
2	1	36	32.18
3	2	38	33.82
4	3	39	36.10
5	3,4	38	34.50
6	4	44	41.21
7	4,5	44	40.68
8	6	46	42.02
9	Junior Special 1,2	23	18.56
10	Senior Special 4,5,6 Boys	20	17.21
11	Senior Special 7 Boys&Girls	27	21.53
12	Senior Special 7 Girls	28	24.69

TABLE XIX

CLASS ENROLMENT AND ATTENDANCE, 1949-50

Class	Grade	Class Enrolment	Average Class Attendance
1	1	36	30.90
2	1,2	25	22.63
3	2	28	24.50
4	3	39	36.63
5	4	41	37.70
6	5	29	26.14
7	5,6	26	23.45
8	6	29	27.82
9	Kgn.	38	33.86
10	Junior Ungraded 1,2,3	14	11.64

Omitting classes 1, 11 and 12, Table XVI, which are obviously out of line, it will be seen that nine normal classes range in enrolment from 45 to 64. By 1929-30, Table XVII, this situation had improved considerably but there were still seven classes with enrolments ranging from 45 to 51. In 1929-30, Table XVIII, omitting the figures for special classes, the range for eight classes is from 33 to 46. In 1949-50, Table XIX, omitting kindergarten and the ungraded class, the range for eight classes is from 25 to 41. The trend as indicated by the aforementioned tables was steadily downward. It should be noted here that in 1925 the average class size was set at 35 by local authorities.¹

The data of Table XVI indicate a significant spread between enrolment and attendance; this difference decreases as shown in Tables XVII, XVIII and XIX. In 1939-40 and 1949-50, attendance in relation to enrolment was relatively satisfactory. In Table XX are summarized the data of Tables XVI, XVII, XVIII and XIX: this needs no further explanation. This is also true of the data of Table XXI.

¹Winnipeg School Board.

TABLE XX
SUMMARY, TABLES XVI, XVII, XVIII, XIX

Year	Number of Classes	School Enrolment	School Average Attendance	Average Class Size
1919-1920	12	622	411.14	51.83
1929-1930	13	468	401.98	36.00
1939-1940	12	416	365.69	34.66
1949-1950	10	305	275.27	30.50

TABLE XXI
SUMMARY OF DATA

Year	Number of Classes	School Enrolment	School Average Attendance	Average Class Size
June, 1933	11	408	387.04	37.09
June, 1938	13	449	403.54	37.41
June, 1943	12	399	338.79	33.25
June, 1948	10	312	271.99	31.20
June, 1951	10	303	274.00	30.30

Intelligence

Elsewhere in this paper it has been pointed out that the first standardized mental ability tests were administered in the Pinkham school in 1929-30. From then until 1943-4, the Stanford-Binet test was used almost exclusively and was applied only to those pupils whom staff members considered to be candidates for the special classes.

In 1943-4, the use of standardized tests was extended to all Grade I pupils in the school. This practice was followed until 1946 when a new policy of mental testing for all pupils was initiated. Since then a survey has been made of the school each September and all newcomers tested; twice more during each year the practice was applied to an accumulation of newcomers. In some cases where, in the opinion of teacher and principal, there was doubt as to the accuracy of the group test results, the Stanford-Binet test was applied.

It should be noted that in making the general coverage of the pupils in the school, the California Mental Maturity Test (Primary and/or Elementary) was used. In addition to this, and the Stanford-Binet for suspected "special" cases, there were several other mental ability tests applied to certain grades and reading tests at various levels. From 1942 until 1949, the Detroit Beginners' Test was used but was discontinued; it being generally conceded that its ratings were unsatisfactorily high. From 1949-50, the Dominion Mental Ability Test has been administered at the Grades II and IV levels. During the same period, the Iowa Silent Reading, the Gates Advanced Primary Reading and the Stanford Reading Tests

have been used at various times and at different levels.

Results of all tests were used as a "guide" to teachers, as a help in placement within the grade and in making promotions.

Table XXII contains a distribution of I. Q.'s. for 134 pupils or, disregarding the kindergarten, approximately one-half the school population in September, 1950.

TABLE XXII
INTELLIGENCE QUOTIENTS, SEPTEMBER, 1950¹

I. Q.	Grade I	Grade II	Grade IV	Total
0	2			2
41-50	1			1
51-60	7		1	8
61-70	9		2	11
71-80	9	3	6	18
81-90	11	7	10	28
91-100	13	13	13	39
101-110	2	9	2	13
111-120	2	2	3	7
121-130	2	1	3	6
131-140			1	1
Cases	58	35	41	134

Sixty-eight, or barely over half the sample, are rated

¹California Mental Maturity Tests, September, 1950.



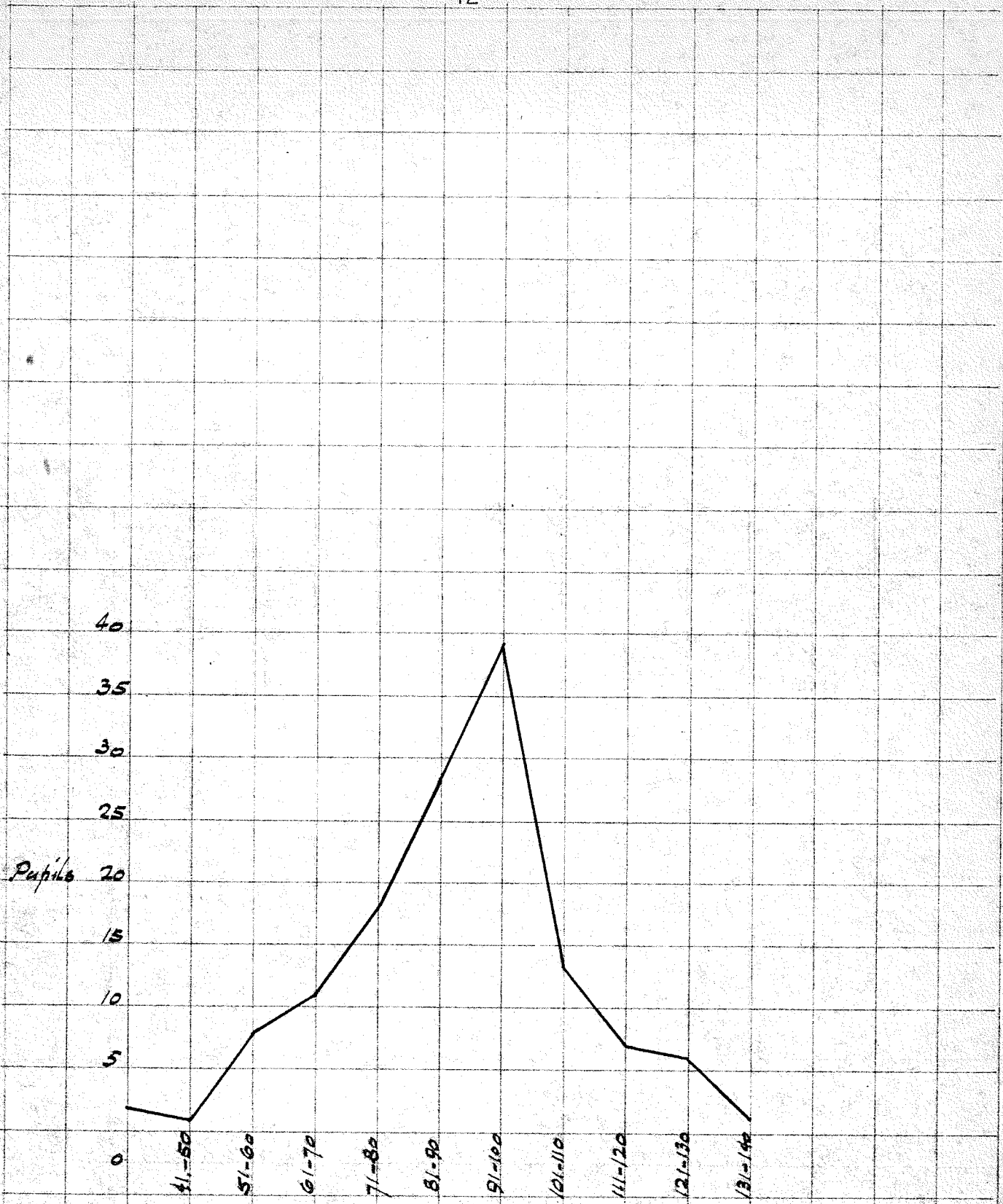


Figure 3

Frequency Distribution Intelligence Quotients
September 1950

90 or less; 107, or about 80 per cent, are rated 100 or less; 27, or 20 per cent, are rated 101 or higher; 14, or a little over 10 per cent, are above normal. Whereas 10 per cent are above normal, 50 per cent are below normal, indicating that there exists a problem related to intelligence.

In Table XXIII there is a distribution of retarded, normal and accelerated pupils in the Pinkham school in September, 1950. The figures, indicating the retarded and accelerated

TABLE XXIII

DISTRIBUTION OF RETARDED, NORMAL AND ACCELERATED PUPILS, September, 1950

Grade	Retarded		Normal	Accelerated	
	1 year	2 years		1 year	2 years
Kgn.			36		
1	11	4	46		
2	9	5	27		
3	6	9	18		
4	11	8	18	5	
5	4	9	25		
6	10	5	16		
Total	51	40	186	5	

pupils, are summarized from Appendix E.¹ It will be seen from

¹Appendix E, Page 110.

the table that only 5, or less than 2 per cent of the enrolment, are accelerated: 51 pupils, or 18 per cent are retarded one year; 40, or 14 per cent, are retarded two years; 186 or 66 per cent, are in the normal group. Approximately one-third of the pupils in the school are retarded one or two years; almost two-thirds are in the normal group; a negligible few are accelerated.

In Table XXIV is a teacher assessment of school progress of the 91 pupils retarded and in Table XXV, a teacher assessment of social adjustment for the same group. Adjustment

TABLE XXIV
ASSESSMENT OF SCHOOL PROGRESS, 1950-1

Grade	A Excellent	B Good	C Average	D Fair	E Unsatisfactory
Kgn.					
1			10	4	1
2		3	9	1	1
3	1	3	5	1	5
4		2	11	4	2
5		4	7	1	1
6	1		7	4	3
Total	2	12	49	15	13

within the school, as per teacher estimate, is reasonably satisfactory as only 13 of the 91, or one-seventh of the whole, are rated as poorer than average.

TABLE XXV

ASSESSMENT OF SOCIAL ADJUSTMENT, 1950-1

Grade	A Excellent	B Good	C Average	D Fair	E Unsatisfactory
1			15		
2	3	1	9	1	
3		2	7	5	1
4		6	9	3	1
5		9	4		
6		3	10	2	
Total	3	21	54	11	2

However, the rating is not as satisfactory with respect to school progress. In Table XXIV there are 28, or slightly more than two-sevenths of the pupils, rated as poorer than average. Thirteen, or one-seventh of the whole, are considered as doing unsatisfactory work.

On further reference to Appendix E, it is found that of the 25 pupils for whom intelligence quotients are given, 6 are rated in the low normal group, 19 below normal. Table XXVI shows a distribution of the twenty-five.

TABLE XXVI

DISTRIBUTION OF PUPILS RATED BELOW AVERAGE
IN SCHOOL PROGRESS

I.Q.'s	Fair	Unsatisfactory
71-80	8	6
81-90	2	3
91-100	4	2

There is a reasonably close correlation between intelligence and progress as reported for this group. However, there are four of the normal-intelligence group who are rated as "Fair" and two, as "Unsatisfactory". These, considered in the light of their ability, apparently require some special attention since it is obvious that they are not working up to their mental capacity.

In Table XXVII are compiled the individual ratings of the 25 pupils under discussion. In not a single instance is there an I. Q. of 100 or higher. Seven of the 25 cases are rated in the low normal group; the other eighteen are rated below normal.

TABLE XXVII

INTELLIGENCE QUOTIENTS FOR PUPILS RATED
BELOW AVERAGE IN SCHOOL PROGRESS, 1950-1

Grade	Fair	Unsatisfactory
1	82	
	97	
	76	
2	76	78
3	93	92
		77
		89
		83
		79
4	98	81
	95	75
	79	
	71	
5	80	
6	90	80
	86	77
	82	91
	83	

In Tables XXVIII and XXIX are shown distributions of intelligence quotients of retarded pupils in June, 1951. Of 83 pupils retarded, 49, or 59 per cent, were below normal; 31, or 37 per cent, were in the normal group and 3, or 4 per cent, were above normal.

TABLE XXVIII

DISTRIBUTION OF INTELLIGENCE QUOTIENTS
OF RETARDED PUPILS, June, 1951

I. Q.	Retarded Pupils
61-70	2
71-80	20
81-90	27
91-100	27
101-110	4
111-120	3
121-130	
Total	83

TABLE XXIX

DISTRIBUTION OF RETARDED PUPILS, June, 1951

Intelligence	Retarded Pupils	
	Number	Per Cent
Below normal	49	59
Normal	31	37
Above normal	3	4
Total	83	100

Progress Through the Grades

In the following pages tables are given indicating the numbers promoted or not promoted from various grades at various times. While it is true that promotions alone do not tell the whole story of progress through the grades, yet in the absence of evidence of the effect of intangible factors, they do focus our thoughts for consideration of this important part of the study.

In Table XXX, the promotions and non-promotions from grades two to six, inclusive, 1944 to 1947, are given. The grade one figures are not included because some of the lists had been destroyed. It will be seen from the table that the

TABLE XXX

PROMOTIONS, GRADES II to VI, 1944 to 1947¹

Grade	1943-4		1944-5		1945-6		1946-7	
	P	NP	P	NP	P	NP	P	NP
2	38	6	36	--	35	1	39	6
3	36	5	30	14	38	2	31	1
4	34	6	25	11	29	1	38	2
5	28	6	30	10	38	--	32	5
6	22	19	21	10	34	--	24	5
Totals	158	42	142	45	174	4	164	19
Per Cent	79	21	76	24	98	2	90	10

P = Promoted NP = Not promoted

¹School Promotion Records, School Board Office, Winnipeg.

percentages of promotions vary considerably -- June, 1944, 1945, 1946 and 1947, 79.00, 76, 98, 90, respectively. The evidence shows that there was a relatively big hold-over in grade six, June, 1944; a moderately large one in grades three to six, inclusive, the following year, and a negligible few in 1946. Teachers in the school during those years report that there was an accumulation of retarded pupils in grade six by 1944 and a lesser one in grades three to six the following year.

If we examine Table XXXI, a summary of grade six promotions, 1931 to 1950, inclusive, we find that in the twenty-year period, 70 per cent were regularly promoted, 17 per cent went to industrial classes, 2 per cent to opportunity, 1 per cent to ungraded, and 10 per cent of pupils were not promoted. In other words, about three out of every ten pupils were not given regular promotion; one out of ten was required to repeat, two out of ten were sent to special classes of some sort.

TABLE XXXI

SUMMARY, GRADE VI PROMOTIONS, 1930-1 to 1949-50¹

Year	Promoted	Indus- trial	Oppor- tunity	Ungraded	Not Promoted	Total
1930-1	41	14			8	63
1931-2	64				11	75
1932-3	30			6	8	44
1933-4	39					39
1934-5	27	1				28
1935-6	19	30			9	58
1936-7	22	11			3	36
1937-8	22	8			9	39
1938-9	26	4	1		2	33
1939-1940	31	10			3	44
1940-1	31	13	4			48
1941-2	32	17		1	7	57
1942-3	29	3			5	37
1943-4	22	10	7	2		41
1944-5	21		1	1	8	31
1945-6	34					34
1946-7	16	8			5	29
1947-8	18	3			2	23
1948-9	33	4				37
1949-1950	32	8			1	41
Totals	589	144	13	10	81	837
Per Cent	70	17	2	1	10	100

¹Promotion Lists, Winnipeg School Board Office, 1930-1 to 1949-50.

Table XXXII shows the number promoted, number detained, and the percentages of pupils not promoted for all grades in June, 1951. The numbers not promoted from grades five and six include those sent to industrial and household arts classes. About one out of five was not promoted.

TABLE XXXII
PROMOTIONS, June 1951

<u>Grade</u>	<u>Promoted</u>	<u>Not Promoted</u>
<u>Kgn.</u>	30	--
<u>1</u>	44	15
<u>2</u>	27	11
<u>3</u>	26	5
<u>4</u>	38	2
<u>5</u>	28	5
<u>6</u>	23	6
<u>Total</u>	186	44
<u>Per Cent</u>	81	19

Table XXXIII gives pertinent information concerning twenty five pupils promoted to grade six in June, 1951. The first four columns are for information and reference only but from the rest of the Table it is seen that these pupils had found it necessary to continue for a total of thirteen and one-half years in the grades beyond the normal one hundred and twenty-five pupil years. On this basis there was a 10.8 per cent retardation, over half of which was in Grade I.

TABLE XXXIII

TWENTY FIVE PUPILS PROMOTED TO GRADE SIX IN June, 1951.

Birth Date	Age	C.M.M.	S.B.	Years in Grades 1 to 5					Years over regular
				1	2	3	4	5	
28.1.40	11.5	90		1	1	1	1	1	0
13.6.39	12.1		94	1	1	1	1	1	0
1.3.41	10.4	114		1	1	1	1	1	0
9.9.40	10.10	101		1	1	1	1	1	0
31.12.37	13.6	63	80	2 $\frac{1}{2}$	2	1	1	1	2 $\frac{1}{2}$
21.8.38	12.10	109	109	1	1	1	1	1	0
3.4.40	11.3	92	93	1	1	1	1	1	0
30.12.38	12.6	87	88	1	1	1	1	1	0
17.6.40	11.0	98		1 $\frac{1}{2}$	1	1	1	1	$\frac{1}{2}$
20.10.39	11.8	105		1	1	1	1	1	0
22.3.40	11.3	101		2	1	1	1	1	1
7.10.39	11.9	101		1	1	1	1	2	1
31.3.38	13.3	105		2	1	2	1	1	2
13.11.40	10.8	102		1	1	1	1	1	0
14.3.40	11.4	100		1	1	1	1	1	0
29.7.38	12.11	89		1 $\frac{1}{2}$	2	1	1	1	1 $\frac{1}{2}$
9.11.38	12.8	87		2	1	1	1	1	1
1.6.39	12.1	92		1	1	1	1	1	0
27.11.38	12.7	86		1 $\frac{1}{2}$	1	1	1	1	$\frac{1}{2}$
16.10.40	10.8	114		1 $\frac{1}{2}$	1	1	1	1	$\frac{1}{2}$
9.12.37	13.7	85	85	2 $\frac{1}{2}$	1	1 $\frac{1}{2}$	1	2	3
18.7.40	10.11		117	1	1	1	1	1	0
1.5.40	11.2	93		1	1	1	1	1	0
3.12.40	10.7	102		1	1	1	1	1	0
24.6.39	12.0	88	89	1	1	1	1	1	0
Totals				33	27	26 $\frac{1}{2}$	25	27	13 $\frac{1}{2}$

Table XXXIV indicates that 11, or 5 per cent, of all the pupils in the school, disregarding the kindergarten, were retarded two or more years; 87, or 37 per cent, are retarded one year but less than two; 135, or 58 per cent are in the normal group.

It would appear that the normal group is in about the correct proportion, but to make a normal distribution, the retarded group should be reduced by one-half.

TABLE XXXIV

AGE-GRADE DISTRIBUTION, June, 1951

Grade	Retarded		Normal	Accelerated	
	2 years	1 year		1 year	2 years
1	2	20	37	--	--
2	1	9	31	--	--
3	1	13	17	--	--
4	2	19	19	--	--
5	3	12	18	--	--
6	2	14	13	--	--
Total	11	87	135	--	--

On examination of Appendix F¹, from which the foregoing table is taken, it is obvious that the age-range in each grade is substantial. The range for each, from kindergarten to grade six, inclusive, is $1\frac{1}{2}$, $3\frac{1}{2}$, 3, 5, 5, $5\frac{1}{2}$, $3\frac{1}{2}$ years. The age-spread is greatest in grades three, four and five.

¹Appendix F, Page 113.

CHAPTER V

TOWARD IMPROVEMENT IN THE SUPERVISION AND ADMINISTRATION OF PUPIL POPULATION

General Comment

The relation of the Department of Superintendence and general supervisory organization to any particular school within the system is of importance in that it determines not only over-all policy but also special attention to be given special problems pertaining to a particular school. The location and nature of the locality under discussion, coupled with the economic and social standing of the population of the Pinkham school, warrant an examination of any special consideration given the problems peculiar to this school area such as class size, classification and promotion, special and ungraded classes, specialized instruction and what-not. In several instances improvement was the product of progressive staff thinking approved by the Department of Superintendence. The real contribution by the Department of Superintendence came about through the selection and appointment of teachers, either specially trained or sufficiently interested to seek training related to the special problems of the school. This is confirmed in the data and discussion of the present chapter. The Department of Superintendence was fully aware of the necessity for change of policy in internal school management as shown by some attempt at experimental procedures commencing in 1923 and continued as a phase of educational policy in the years following.

Modification of Class Size

From 1883 to 1903, the average class size was usually in

the fifties, though sometimes higher: by 1951 it was down to 30.30, or less than 60 per cent of the average sixty years earlier. How may such a decrease be explained? It is true that changing conditions have meant smaller numbers of pupils eligible for enrolment. Had the Administration's policy remained fixed, the number of classrooms would have been reduced by four or five to adjust to the decreasing enrolment in order to effect economy in salaries and fuel. However, this was not the case. The number of classrooms has been reduced by two but the appointment of an Adjustment Teacher, who commenced work in 1946-7, has meant a net reduction of only one teacher. This does not account for the difference between 50 and 30, or even 40 and 30 pupils per class. The change has been due partly to the general trend towards smaller classes but more particularly in the past ten years to the Administration's recognition of the scholastic aptitudes of the pupils, and the socio-economic problems of the area. It is considered that pupils, who on the average are of lower intelligence, require more individual attention and should, therefore, enjoy the advantages of smaller numbers per class.

In June, 1928, the average class size was 46.33; prior to that it had been higher. Obviously the policy of the School Board with respect to class size called for large classes. Since 1928 the policy of the Board has resulted in a gradual reduction of class size to the present level. In 1925 the Provincial Department of Education grant was based,

for elementary schools, on a class of 35 and this, generally speaking, became the objective at which schools in Winnipeg aimed. However, the assistant-superintendent of schools responsible for elementary schools from 1921 to 1944 did not agree with the policy and it was not until 1933-4 that the average class size in the Pinkham school sank to the basic figure.

Special Experiments

Until 1928, "mass" teaching of subject matter was accepted as standard in dealing with large classes. Pupils "passed" or "failed" on that basis and those who failed repeated the year. However, in the 1920's, trends in the United States were towards greater consideration of individuals and increased interest in their problems. The changing attitude of educationists elsewhere made itself felt in Canada. In 1923, the first "special" class -- a class for older boys -- appeared in the Pinkham school but disappeared two years later. It had been set up as evidence of a need and an attempt to meet it: it failed because

- (i) there were too many behaviour problems concentrated in one class room,
- (ii) there was no suitable program,
- (iii) there was no properly trained or qualified teacher available for the work required,
- (iv) there was a "stigma" attached to the special class.

The 1923-5 experiment failed but it must be recognized as a pioneer attempt to meet a situation that demanded attention. The situation would not be denied and in 1928-9 a junior special class, of pupils at the grades 1 to 4 levels,

was organized with Miss G. L. Dolmage, the present coordinator of services in the Winnipeg Child Guidance Clinic, in charge. This time the class was formed of pupils who knew nothing of the stigma associated with the class of 1923-5. They were not expected or required to do a year's academic work in one year; they were encouraged and expected to do as much as they were capable of doing; they enjoyed a varied program including handwork -- woodwork and sewing of the most elementary kind. On occasion they were given the privilege of showing it to other classes in the school. In other words, they were given an opportunity to achieve some measure of success and to derive satisfaction from it.

Introduction of Intelligence Testing

The following year, 1929-30, the first intelligence testing was done in the school. The Stanford-Binet Test was administered to all pupils in the special class with the results as indicated in Table XXXV. Disregarding the values of such testing and the advantages, or otherwise, of the special class, it should be noted that here was the real beginning of a change in attitude towards pupil adjustment in school. The introduction of standardized ability testing and special placement of retarded pupils helped to create a new awareness of pupil differences and the need for special study of them. That study led to greater understanding of pupils and their difficulties with consequently better social adjustment. Improved social adjustment meant greater effort and achievement. In other words, special teacher study of pupil abilities and problems led eventually to greater pupil success.

TABLE XXXV

INTELLIGENCE QUOTIENTS OF
UNGRADED PUPILS

1929-30	1950-51
45	
56	51
57	52
59	54
63	60
68	61
72	65
74	65
75	67
76	68
77	70
77	71
78	72
79	78
79	
80	
83	

Special and Ungraded Classes

The use of special classes has persisted to the present though in varying degrees. In 1929-30, there were two special classes; in 1939-40, there were four; in 1949-50, one. From 1930 to 1946, the emphasis was placed on segregation of slow-learning pupils. During that period, Miss G. L. Dolmage, Miss M. Nix, present Director of Health and Welfare Education for the Province of Manitoba, Miss M. McKinnon, now principal of Sir John Franklin school, Winnipeg, Mrs. M. Cranston, retired, Miss A. E. Hinds, Supervisor of elementary classes, Mrs. M. McIvor, (nee M. F. Moore), Miss F. A. M. Evans, Mrs. A. Schlos, (nee S. Goodman), Mrs. T. Kirk (nee P. Zarozinsky) did excellent work with junior, intermediate and senior special classes. The senior classes

were divided into boys' and girls' groups, the former being taught wood-work two afternoons a week, the latter, home economics -- sewing, cooking, laundering -- on a program adapted from the Junior High School program. Cooking classes were conducted in the Aberdeen school; sewing, in the William Whyte. Flexibility of program was practised by the teachers and encouraged by the principal.

A comparison of the figures in Table XXXVI suggest that in 1950-1 the pupils of the "ungraded" class were, on the whole, of a little lower intelligence than were the pupils of the "special" class in 1929-30. The figures and percentages in Table XXXVI indicate a sharp increase from 1930 to 1943 in

TABLE XXXVI
PROPORTION OF UNGRADED PUPILS
TO TOTAL SCHOOL POPULATION

Year	School Enrolment	Pupils Ungraded	Per Cent Enrolment Ungraded
1930	468	17	3.63
1938	556	72	12.94
1943	399	87	21.80
1948	312	45	14.42
1951	303	13	4.29

the part of school population placed in special classes and from 1943 to 1951 almost an equal decrease.

In Table XXXVII is shown a distribution of ungraded pupils by classes and groups from 1929-30 to 1950-1. It will be seen from the data that the real reduction of numbers of pupils

assigned to special classes began in the year 1946-7 and was carried on through 1947-8 until, in 1951, one class only remained. By the early 1940's there were as many as four special classes in a single year. In September, 1946, these

TABLE XXXVII
DISTRIBUTION OF PUPILS IN SPECIAL
OR UNGRADED CLASSES

Year	Classes	Group	Pupils	Year	Classes	Group	Pupils
1930	1	Jr.	17	1938	3	Jr.	22
1931	1	"	17			Sr.	23
1932	1	"	21			Sr.	27
1933	1	"	21	1939	3	Jr.	22
1934	1	"	22			Sr.	26
1935	3	Jr.	21			Sr.	26
		Sr.	26	1940	4	Jr.	23
		Sr.	30			Sr.	20
1936	3	Jr.	31			"	27
		Sr.	30			"	28
		Sr.	28	1941	4	Jr.	23
1937	3	Jr.	31			"	18
		Sr.	26			Sr.	27
		Sr.	29			"	20
1942	4	Jr.	21	1945		Sr.	17
		"	23			"	22
		Sr.	21	1946	4	Jr.	21
		"	17			"	23
1943	4	Jr.	25			Sr.	23
		"	20			"	17
		Sr.	23	1947	3	Jr.	12
		"	19			Int.	23
1944	4	Jr.	22			Sr.	21
		"	20	1948	2	Jr.	22
		Sr.	21			Sr.	23
		"	18	1949	1	Jr.	14
1945	4	Jr.	19	1950	1	Jr.	14
		"	24	1951	1	Jr.	13

were reduced to one junior, one intermediate and one senior; in September, 1947, to one junior and one senior; in September, 1948, to one junior class of 18 pupils. In 1950-1, the Superintendent of Schools directed that the upper limit for

all elementary ungraded classes be fifteen.

It will be obvious to the reader that the special classes for many years have drawn off from regular classes a substantial number of pupils who would have otherwise presented a real problem to the teachers of those classes. The segregation of the slow-learning pupils has meant more efficient instruction to both special and regular classes.

Regardless, however, of the advantages obtaining from the aforementioned practice, it should be noted that to many pupils there is a stigma attached to the special class. In 1948-9, a classroom which for years had housed a special class was converted to regular class use. Immediately pupils of the new class expressed dissatisfaction at being placed in that particular classroom. First the class teacher and later the principal explained to them that they were in exactly the same sort of class as were the pupils across the hall. It was not until the end of the school year when promotions were made to the Junior High School that the doubts in their minds were completely dispelled.

The one ungraded class remaining in June, 1951, consisted of fourteen pupils having I. Q's. ranging from 51 to 78. These pupils had been gathered together from four different school areas. No other suitable placement could be found for them.

Promotion and Classification in Graded Classes

During the past twenty-five years regular classes have been set up largely on the basis of achievement in the fundamentals but more recently, the past ten years particularly,

age and size have been taken into consideration to a greater extent than formerly. In cases where the principal and teachers concerned were of the opinion that it was in the best interests of the pupils whose I. Q's. were, for example, in the low 80's, and who by reason of age and size should associate with children of their own age and social group, promotion was made even though the pupils had not completed satisfactorily the work required. In such cases the receiving teacher had at hand the necessary information which indicated the pupils' weaknesses and gave special assistance in those areas. This means, simply, that the practice in making promotions has not been strictly one of rigid "yes" or "no" on the basis of subject matter absorbed.

By means of grouping in primary grades particularly, pupils who have not completed a year's work during the school year can be given an extra two or more months in a grade and then proceed with the next one. A move within a classroom, or from one classroom to the next, may be made when the group is ready for it.

It should be noted, too, that individual pupils have been promoted on occasion during the year. This practice has not been a common occurrence but is mentioned along with mention of other procedures to indicate that the policy and practice of the school, together with the approval of the Administration, have not called for the "lock-step" practice of the early 1900's.

The Administration has approved of the aforementioned policy. The present Superintendent of schools has taken the

position that pupils need not be detained in elementary schools, grades V and VI, after they are fourteen years of age, and more recently he has favoured lowering the age to thirteen. Principals of elementary schools are not required to promote automatically at the ages mentioned but the way is open for promotion where, in their judgment, the promotion should take place. If the promotion cannot be made to a regular grade VII in Junior High School, it may be to a class which is called grade VII but which is in effect an ungraded class where pupils may work at the level of which they are capable.

The foregoing paragraphs indicate that the policy followed in classification and promotion has been almost completely in accordance with that suggested in the Self-Survey¹ of 1946-7.

"Recommendations:

The school should recognize to a greater extent the differences in the rate and breadth of growth of pupils, and promotion should always be in terms of the best interests of the children.

1. All the following factors should form the basis for promotion:
 1. Mental age.
 2. Chronological age.
 3. Consideration of pupil achievement through the grade.
 4. Final examination mark.
 5. Personal relationship between teacher and pupil."

The principle stated in the fifth item was not a part of the policy of promotion in the Pinkham school during the

¹Report of the Directed Self Survey, Winnipeg Public Schools, Reports of Core Committees, Volume II - Part II, Chapter IX, page 44.

years 1946-1951 and apparently, from information available, was not the policy prior to that period.

Adjustment Classes

Since 1946 when adjustment classes were first set up in the Pinkham school, pupils from grades four to six who needed assistance in one or more of the basic subjects were given special aid by the Adjustment Teacher. The practice was extended in 1947 to similar pupils in grades two and three. By means of adjustment classes many pupils carry on with regular class work in the majority of subjects but receive special instruction in one or more of arithmetic, spelling, reading, at a level which they can handle and from which they can make progress. Adjustment classes are small, usually from four to ten, preferably from four to eight. They are time-tabled so that pupils from a given class go to the adjustment teacher for arithmetic at the same time that their classmates are having arithmetic in the home room; similarly for spelling or reading. By this means, both groups are free to proceed with their work unhampered by the other.

Adjustment classes are not merely remedial classes. It is the policy in the school system in organizing adjustment classes to provide a satisfactory learning situation for pupils who are normal pupils but who by reason of illness, irregular attendance, frequent moving of the family and other similar reasons, have fallen behind in their work. It was not the purpose of the adjustment teacher to teach slow-learners but rather to do, as the name implies, adjust pupils

to their proper level. The "treatment", as with any other "ailment", varies in length; some pupils require two months, others much longer.

A pupil, on entering an adjustment class, is given diagnostic tests to discover his weaknesses and his working level in the subject. With that information gained, the teacher has a starting point from which she proceeds to correct the difficulties and raise the level.

In Tables XXXVIII and XXXIX are given samples of the kinds of records kept by Mrs. P. Kirk, the adjustment teacher in the Pinkham school, for the past five years. In Table XXXVIII is a sample of the individual pupil reference card and in Table XXXIX, a sample class record card. It will be

TABLE XXXVIII

INDIVIDUAL PUPIL REFERENCE CARD

Shirley
22:8:38

		<u>I.Q.</u>				
<u>Grade</u>	<u>Days in</u>	<u>C. A. C.M.M.</u>	<u>S.B. Arith.</u>	<u>Spell.</u>	<u>Rdg. Remarks</u>	
I	36.5					
II	8					
III	135					
IV	193.5		84	/77	Returned	
V	169		95		No. adj.	
VI	189.5	12.10		62	/61	Re-entered
						Promoted to
Withdrawn to Calif.						Grade 7.
" " " "						Broken home
Stanford Rdg.	4.1					
Iowa Rdg.	4.4					

obvious to the reader that records of the aforementioned kinds are of considerable value to principal, class teacher and adjustment teacher in conferences.

TABLE XXXIX
CLASS REFERENCE CARD

<u>Grade 5 Room 11 1950-51</u>				<u>Tues. & Thurs.</u>		<u>Miss McLaughlin</u>
<u>Name</u>	<u>Age</u>	<u>I. Q.</u>	<u>S. B.</u>	<u>Rdg.</u>	<u>Arith.</u>	<u>Remarks</u>
			<u>C.M.M.</u>			
				<u>2.45-3.00, 3.00-3.30</u>		
Sylvia	3:12:40		102:47	E16:1		
Alfrey	27:11:36	76:47			E15:11	
Verlie	14: 3:40		100:47	E16:1		
Lily	9:11:38	97:50		E5:10	E10:10	R.Arith 15:11
Sayoka	7:10:39		101:46	E7:9		R.Rdg. 16:1
Richard	13: 6:39	94:49		E7:9	E7:9	
Billy	26: 1:40	105:47	110:46	E16:1		
Eddie	31:12:37	80:48	63	E7:9	E7:9	
Robert	39: 9:40		98:47		E7:9	
Jim	4: 7:38	91:49		E7:9		T2:11:50

In Appendix G, Table I, is a sample of the adjustment teacher's time-table for January, 1951, together with the attendance of the pupils for the month. It will be seen that most of the groups consist of four or five pupils; the largest is nine; in two cases a single pupil attended for a short period. Thirty two pupils received special assistance in one or more of arithmetic, spelling and reading; twenty four in arithmetic, five in spelling and seventeen in reading.

In Appendix G, Table II, is a brief record of pupils in

Adjustment Classes, January 15, 1947. From Table XL it will be seen that the number of pupils in the school receiving special help in adjustment classes during the past five years

TABLE XL

PROPORTION OF PUPILS RECEIVING SPECIAL ASSISTANCE IN ADJUSTMENT CLASSES

Date	Approximate School Enrolment	Number Pupils in Adjustment Classes	Approximate Percentage
June, 1947	300	41	13
" 1948	300	42	13
" 1949	300	48	16
" 1950	300	26	9
" 1951	300	32	11

ranges from 9 to 16 per cent of the school population.

On examination of the recommendations concerning the adjustment teacher program made during the Self-Survey¹ in 1946-7, it is found that the Pinkham school adjustment program is in substantial agreement with the recommendations offered. There are, however, two exceptions. In Pinkham school "enrichment" has been the responsibility of the classroom teacher and not that of the adjustment teacher. Furthermore, adjustment work in the school by the adjustment teacher has not applied to pupils in grade one. The adjustment teacher's

¹Report of the Directed Self-Survey, Winnipeg Public Schools, Reports of Core Committees, Volume II - Part II, Chapter IX, pages 33-4.

program was sufficiently heavy without adding "enrichment" and grade I problems to the load.

Special Aids

In June, 1951, the Pinkham school was fairly well equipped with film machines, radios and class libraries. The film machines and radios were purchased on the initiative of the school but with the assistance, in some cases, of the School Board. The library books, of which there were 2054 in June, 1951, have been bought by the School Board under a policy of building up school libraries to a satisfactory working level.

Film Equipment

The school's film equipment consists of those listed in Table XLI. These machines and screen were paid for by the

TABLE XLI
FILM EQUIPMENT

<u>Equipment</u>	<u>Make</u>	<u>Date of Purchase</u>	<u>Cost</u>
<u>Film Strip Projector</u>	<u>--</u>	<u>--</u>	<u>\$ --</u>
<u>Silent Film Projector</u>	<u>Keystone</u>	<u>May, 1941</u>	<u>92.50</u>
<u>Screen</u>	<u>--</u>	<u>Nov., 1944</u>	<u>15.95</u>
<u>Sound Film Projector</u>	<u>Victor</u>	<u>May, 1949</u>	<u>540.00</u>

school with the exception of the Victor sound machine, in which case the School Board paid \$250. towards the purchase of the machine.

There is no classroom used solely for the showing of

pictures as recommended by the Reavis Report¹ but the auditorium on the upper floor, three classrooms on the second floor and two on the main floor are fitted with dark blinds so that in any of them films may be shown satisfactorily. In the opinion of the writer, the school is reasonably well equipped for the showing of film-strips and moving pictures although it would be very convenient to have a "theatre" room with projection booth adjoining.

In the use of films for instructional purposes, emphasis has been laid on previews by the teachers, preparatory instruction, film-showing, follow-up discussion and exercises.

Since the use of moving pictures in schools is a comparatively recent innovation, the supply of suitable films has been satisfactory only within the past two or three years. Prior to 1947-8, films, whether silent, sound, or strips, were of a general character and were used at irregular intervals in the nature of entertainment: after that, because of the availability of improved films for classroom instruction, it was possible to use the film machines to advantage on a fixed time-table. Beginning in September, 1947, at the commencement of each school year, lists of the various films desired by teachers were compiled so that the film requirements of the school for the ensuing year could be submitted to the Department of Education Film Library with some hope of getting films in the week for which they had been time-tabled. The purpose of this arrangement was to have films each week

¹Ibid, page 39, (e)

which were appropriate to the work at hand.

Radios

Radios have been provided by the School Board as indicated in Table XLII. Classes have been time-tabled for the use of these so that teachers and pupils might benefit

TABLE XLII

RADIOS

<u>Equipment</u>	<u>Make</u>	<u>Date of Purchase</u>	<u>Cost</u>
<u>Radio, Mantel</u>	<u>General Electric</u>	<u>Jan., 1947</u>	<u>\$61.70</u>
<u>Radio, Combination</u>	<u>Northern Electric</u>	<u>Nov., 1948</u>	<u>47.25</u>

to the greatest degree possible. The Manitoba Department of Education radio programs were used from Monday to Friday, inclusive, by various classes.

Library Books

During the past six years the School Board has followed a progressive policy of providing reading material for all pupils. The Board has bought, on the recommendation of the schools, books on Social Studies, English, Science, Nature Study, as well as many others. It has been the hope and intention of the Board to establish in each school a library sufficiently large and varied to provide adequately for the needs of the school. The amount allotted to each school has been based on the number of pupils. However, in any case where a school for some reason (as in the case of the Pinkham school after the 1945 fire) was under-supplied, special con-

sideration was given. In Table XLIII are indicated the amounts¹ paid by the Winnipeg School Board for library books at the Pinkham school, 1945 to 1950, inclusive. It should be noted that the second amount paid in 1946, namely \$246.00, was to replace library books destroyed by the fire in August, 1945.

TABLE XLIII

AMOUNTS PAID FOR LIBRARY BOOKS, 1945 to 1950

Year	Amount	Year	Amount
1945	\$ 32.00	1948	\$210.00
1946	113.00	1949	180.00
1946	* 279.00	1950	156.00
1947	178.00		

* Replacing fire loss.

Library books at Pinkham are in classroom libraries where a maximum use may be made of them. Senior classes, that is grades 3 to 6, inclusive, are time-tabled for two half-hour special reading periods per week. Exchanges of books between classes occur whenever occasion demands it.

Left-Handedness

The percentage of left-handed pupils in the Pinkham school, according to two recent surveys which are the only ones on record, is reasonably close to the normal 7 to 9 per

¹Supply Department, Winnipeg School Board.

cent as found by investigators¹. Table XLIV shows a distribution by grades of the left-handed pupils in November, 1947 and November, 1950.

TABLE XLIV
LEFT-HANDED PUPILS BY GRADES, November, 1947 and 1950.

Date	Kgn.	Ungraded	1	2	3	4	5	6	Total	School Total	Per Cent
November, 1947	3	2	3	5	2	4	3	3	25	304	8.22
" 1950	4	2	5	4	4	2	1	2	24	280	8.57

No attempt was made to force the left-handed pupils to use the right hand in writing. The only reference to the fact of left-handedness in some of the pupils was to be found in the requirement that the relative positions of the exercise book and the left arm must be the same as the relative positions of the exercise book and the right arm.

In July, 1951, four desks in each of the grades 3 to 6 classrooms were provided with left side ink wells.

Speech Correction and Lip Reading Classes

It is only in the past four years that the Speech Department of the Child Guidance Clinic has operated with a regular and continuing program. From 1942 to 1944 Miss Isabel French, now Mrs. M. Richard, of the Guidance Clinic, conducted speech classes in the Pinkham school but no record of them is available.

¹Handedness: Right and Left, Ira S. Wile, M. S., M. D., Lothrop, Lee and Shepard Company, Boston, 1934, p. 66, 67.

In the school year, 1946-7, a survey of the school was made for pupils having speech defects and five classes were held. The finding of the survey and comment by the speech therapist, Miss L. B. Ellis, are shown in Appendix G, Table III. In May, 1947, there were 27 pupils, or less than 10 per cent of the school population, who had some need for therapeutic treatment. Three of the 27 required lip reading attention. In Appendix G, Table IV, is the October, 1947, report showing progress made by pupils after having received help each week. It should be noted that there were 37, or about 12 per cent of the school enrolment, listed. This number represents a more accurate count of those with defects as, by that time staff members had become more "speech conscious" and referrals to the therapist were more complete. The report for October, 1950-June, 1951, is recorded in Appendix G, Table V. Only 18, or 6 per cent, are listed this time; of these 18, four are reported as having corrected their defects and five are included because of hearing loss.

Audiometer tests have been administered in the school at approximately two-year intervals since 1944. Those pupils who were found to have hearing loss are listed in Appendix G, Table VI. All pupils of grades 4, 5 and 6, together with referrals by teachers of other grades, were tested. Anyone having a hearing score of 6 or higher in both ears or more than 6 in either ear was considered defective in hearing. After each testing, the principal was provided with a copy of the results for all pupils and a summary of cases requiring special attention. Each teacher was advised of pupils in her

room who had defects and was directed as to seating and means of conveying to the best advantage instructions to the child. In some cases referral to the school nurse and hence to the school doctor was made.

From the foregoing comments and from examination of Appendix G, Tables III to VI, inclusive, it is obvious that the services of the Speech Correction and Lip Reading Department of the Guidance Clinic have been useful. Pupils' speech habits have been improved, and defects corrected. The speech therapist, trained in her work, suggested medical checks of throat conditions and seat placement due to hearing loss: the audiometer surveys assisted in discovering those afflicted with defective hearing.

It should be noted that at all times during the existence of these services there has been the closest co-operation among principal, teachers, school nurse and speech therapist.

The policy of the Central Office relating to speech and hearing service is set forth in Appendix H.

Visiting Teacher

The visiting teacher has replaced to a large extent in Winnipeg schools the former attendance or truant officer. As the title implies she is a liaison between home and school; besides checking on pupil attendance, which was the chief function of the attendance officer, the visiting teacher through her training, sympathy and understanding endeavours to improve the attitude of the pupils and parents towards the school. In this endeavour she makes direct contact with the social agencies of Winnipeg to secure, when necessary,

assistance for broken homes, ailing parents, destitute or near-destitute families and others troubled in varying degrees. By means of her visits, she frequently secures information which adds to the school staff's understanding of the problems in the homes and consequently greater understanding of pupils from those homes. She works in close co-operation with the school, the home, the medical and social services; her work in no way overlaps with that of any other person in the school organization -- it supports and strengthens it.

The present visiting teacher for the Pinkham school, Mrs. M. D. McAskill, has worked in the district for the past eighteen years, from 1933 to 1944 as attendance officer and from 1944 to 1951 as visiting teacher. In 1944 to further fit herself for the work which the new name implied and called for, she commenced a series of studies at McMaster, Wayne, Toronto, Columbia and Ottawa Universities; these studies included Vocational Guidance, Tests and Measurements, Occupational Information, Child Guidance and Visiting Teachers' Services. In 1949 she received a diploma from Ottawa University recognizing her as a trained social worker.

The substance of the foregoing paragraph suggests the variety of experience and training which the present visiting teacher for the Pinkham school has. It should be added that no other person, in the acquaintance of the principal of the past five years, has nearly as great a knowledge of the community's problems. By reason of her experience and training, her firmness, kindness and perseverance, Mrs. McAskill has made a distinct contribution to the more efficient operation

of the school and through it to the Pinkham community.

Nursing and Medical Services

The school nurse has been, since 1909, an important part of the Winnipeg Public School System and the Pinkham area has, since that time, received special attention.

In 1907 a special committee of the Winnipeg School Board was appointed to study the problems of providing adequate health supervision for Winnipeg school pupils. In that year Dr. Mary E. Crawford examined 4546 pupils and reported to the committee that conditions in Winnipeg corresponded very closely to the conditions found to exist where similar examinations had been made and medical inspection established. On the basis of Dr. Crawford's report the committee recommended to the Board that a system of medical inspection and school nursing in the public schools be organized. The Board decided to act upon the recommendation and in 1909 appointed Dr. Mary E. Crawford, D. A. W. Allum, and two nurses, Miss Kate Cotter and Miss A. V. Johnson (Mrs. Fletcher Argue) to the original staff. The following was accepted as a statement of policy:

"In this organization, the nurses were to be the efficient agency by which

1. The significance of conditions revealed by the doctors, was impressed upon the parents so that suitable action might be taken.

2. The children affected by communicable diseases should be promptly excluded from school, subject to the regulations of the Provincial Board of Health and the Health Departments of Winnipeg.

3. The school conditions should be influenced to be in accord with the laws of sound Hygiene.

4. The children should be examined periodically for skin disease, cleanliness, care of teeth, etc.

5. The homes of pupils should be visited for illness on the recommendations of the teachers.

6. All children should have yearly eye tests so that all defective visions might be treated early in life.

7. Records should be kept (so) that information could be available at any time for the purpose of any particular case and also as data for future development or modification of the system."¹

Pinkham school, among the most needy, was one of the first visited in 1911 when routine work in the schools was really begun. In that year a set of scales was placed in every school so that the undernourished pupils could be sought out. By 1919 the regulations required that every child be weighed each January.

Together with increased school population came expansion of nursing staff. In 1910 Miss Lola Bell and in 1913 Miss Florence Robertson were appointed; in 1915 Miss Emily Parker, the present District Nursing Supervisor for the west-centre of Winnipeg, which includes the Pinkham school, entered the service.

Commencing in 1913, nurses were required to prepare pupils for examination by the doctors. The school nurse examined the pupils for cleanliness, and skin diseases; she tested their eyes and weighed and measured them. The doctor examined more fully those found defective by the nurse.

In 1917 four Dental Clinics took care of school children sent to them. By 1919 two oculists were receiving pupils recommended by the school nurse for attention. After 1920

¹Nursing Service of the Winnipeg Board Of Education, 1909 to 1924, page 1, Public Health Nursing in Manitoba, 1844-1924, Library of Province of Manitoba Department of Health and Public Welfare.

yearly vaccinations were given to school pupils. Each school was supplied with a First Aid Kit. In 1923 a survey was made of all school children to discover those with one-third, or less than one-third, of normal vision. Any pupils suffering from such loss of sight were to be specially instructed in sight-saving classes.

"At the same time, the Women's Teachers' Club, . . ., supplied milk and biscuits to forty under-nourished children in the Pinkham School -- these children to be weighed and measured once a month, and looked after by the school nurse."¹

The Schick Test and Diphtheria Immunization were first given in the Winnipeg schools in 1923. Circulars were sent out to parents to advise them of it and cards of consent requested.

Beginning in 1924, each year a list of children who were tuberculous, or were contacts with tubercular patients, has been sent to the nursing division so that nurses could make the necessary checks. In the same year the school nurses were required to make referrals of underprivileged children to Fresh Air Camps and to investigate families' circumstances with a view to sending Christmas Hampers to those in need. These policies have been followed to the present.

The foregoing is the story briefly of the early years of the nursing and medical service as applied to the Pinkham school and carried on until 1941. In that year the school health services, which had been under the direction of Dr.

¹Ibid, page 4.

Crawford, were placed under the care of Dr. M. Lougheed, City Health Officer. This transfer of direction and control changed to a degree the amount and the effectiveness of school health services rather than the general policy initiated in 1909 and followed through the years to 1941. Before the amalgamation in 1941 the school nurse worked for one day a week in the Pinkham school; since then, approximately three half-days a week. Until 1941 the doctor who visited the school came about once in two to two and a half years and at that time made an examination of all pupils; since 1941, he has come once a month and checks only those referred to him by the school nurse.

Today the nurse makes complete class inspections at least twice a year for cleanliness of hair, teeth, face and hands, examines all referrals by teachers on the days of her visits to the school, recommends to parents treatment that should be given for minor ailments and refers to the doctor or hospital cases of a more serious character, refers to the school dentists, or others, cases where teeth need immediate attention, follows up the recommendations made by the school dental survey, keeps records on the school medical cards, makes home calls concerning pupils' health and confers with the principal, teachers and parents in all cases requiring discussion and sometimes joint action.

The nursing service particularly and the medical inspection by the doctors with the subsequent follow-up by the nurse have improved the health of the pupils so that they are better able to do the work expected of them.

The foregoing has presented a picture of those activities in Pinkham school that have contributed significantly to the ability of the school to serve the city. Undoubtedly, in the years that lie ahead, further progress will be made by building on the program that has been developed in the past.

CHAPTER VI

SUCCESS OF PINKHAM GRADUATES

It is the purpose of this chapter to indicate the extent to which Grade VI graduates from the Pinkham school, 1943 to 1947, inclusive, carried on their schooling in junior and/or senior high school. Data available show that a large percentage discontinued school while they were between Grades VI and XII; as might be expected, this was especially so among those pupils who were recommended to go to industrial and opportunity classes in high school. In order to indicate satisfactorily the extent of pupils' studies subsequent to Grade VI graduation the data are presented for pupils promoted to industrial, opportunity and regular classes separately and finally for the three combined. While the data are mainly self-explanatory, it should be noted that withdrawals shown in a specific grade include those who withdrew during the year as well as those who failed to complete their year successfully and did not return.

In Table XLV the data indicate that only one pupil of 43 recommended for industrial classes completed Grade XI, only one other reached high school but withdrew in Grade X. One pupil completed Grade IX and discontinued school then. Approximately one in five failed to enter junior high school; one in three withdrew in Grade VII; one in five quit in Grade VIII and about the same in Grade IX. Forty, or 93 per cent of the total, failed to complete Grade IX.

TABLE XLV

DROP-OUTS BY GRADES OF PUPILS RECOMMENDED
TO INDUSTRIAL CLASSES

Class	Total	End of Gr. VI	In Gr. VII	W I T H D R A W N			In Gr. X	In Gr. XI	End of Gr. XI
				In Gr. VIII	In Gr. IX	End of Gr. IX			
1942-3	8	3	--	2	2	1	--	--	--
1943-4	13	3	4	2	2	--	1	--	1
1944-5	--	--	--	--	--	--	--	--	--
1945-6	14	--	10	4	--	--	--	--	--
1946-7	8	2	1	1	4	--	--	--	--
Totals	43	8	15	9	8	1	1	--	1
Per Cents	100	19	35	21	19	2%	2%	--	2%

It is interesting to note, when we observe the figures in Table XLVI, that one of eight pupils recommended for opportunity

TABLE XLVI

DROP-OUTS BY GRADES OF PUPILS RECOMMENDED
TO OPPORTUNITY CLASSES

Class	Total	W I T H D R A W N		
		End of Gr. VI	In Gr. X	End of Gr. XI
1943-4	7	5	1	1
1944-5	1	1	--	--
Totals	8	6	1	1
Per Cents	100	75	12.5	12.5

class reached Grade X and one completed Grade XI.

It is seen from the data in Table XLVII that one less than half of the pupils who went to regular classes reached senior high school. One in 7 or 8 completed Grade XI; one in 6 quit in Grade XI; about the same in Grade X. Of the pupils who were promoted from Grade VI, 6 per cent completed Grade IX and dropped out before entering Grade X.

TABLE XLVII

DROP-OUTS BY GRADES OF PUPILS RECOMMENDED
TO REGULAR CLASSES

Class	Total	End of Gr. VI	In Gr.VII	W I T H D R A W N			In Gr.X	In Gr.XI	End of Gr.XI
				In Gr.VIII	In Gr.IX	End of Gr.IX			
1942-3	37	8	3	2	4	5	5	4	6
1943-4	26	3	--	1	2	--	10	7	3
1944-5	31	8	3	7	2	2	3	5	1
1945-6	33	4	3	4	4	2	5	8	3
1946-7	25	3	2	3	2	--	5	3	7
Totals	152	26	11	17	14	9	28	27	20
Per Cents	100	17	7	11	9	6	19	18	13

Note: One graduate of 1943 went to University and one of 1944 completed Grade XII. In five years these two were the only Pinkham Grade VI graduates to go beyond Grade XI.

In Table XLVIII is a summary of the preceding three tables. Approximately one fifth of the pupils discontinued school at the end of Grade VI; about two fifths ended their schooling in junior high school; close to two fifths went on to senior high school but a little less than eleven per cent of the

total completed grade eleven.

TABLE XLVIII
DISTRIBUTION OF DROP-OUTS
(SUMMARY OF TABLES XLV, XLVI, XLVII)

Group	Total	End of Gr. VI	W I T H D R A W N					In Gr. X	In Gr. XI	End of Gr. XI
			In Gr. VII	In Gr. VIII	In Gr. IX	End of Gr. IX	In Gr. X			
Indus- trial	43	8	15	9	8	1	1	--	1	
Oppor- tunity	8	6	--	--	--	--	1	--	1	
Regu- lar	152	26	11	17	14	9	28	27	20	
Totals	203	40	26	26	22	10	30	27	22	
Per Cents	100	19	13	13	11	5	15	13	11	

In Tables XLIX and L are reported the grade VI to XII en-rolments for the City of Winnipeg and the Province of Manitoba,

TABLE XLIX
ENROLMENT, CITY OF WINNIPEG, GRADES VI to XII, 1943 to 1947¹

Year	VI	VII	VIII	IX	X	XI	XII
1943	3134	3014	2861	2676	2341	1952	343
1944	2897	3179	2671	2510	2295	1644	498
1945	2811	2750	2775	2302	2040	1663	538
1946	2578	2846	2722	2604	2150	1680	445
1947	2395	2530	2605	2524	2491	1682	536
Total	13815	14319	13634	12616	11317	8621	2360
Reduc- tion	-504	181	1018	1299	2696	6261	2360
Per Cent Reduction	-4	1	7	10	20	45	17

¹Annual Reports, School Board Office, Winnipeg.

1943 to 1947. They also indicate reductions in numbers and by percentages from grade to grade throughout junior and senior high school.

TABLE L
ENROLMENT, PROVINCE OF MANITOBA,¹
GRADES VI to XII, 1943 to 1947¹

Year	VI	VII	VIII	IX	X	XI	XII
1943	12,034	11,477	9517	7735	5945	4614	1407
1944	11,720	10,797	9350	7767	5572	4171	1321
1945	11,215	10,917	9239	7864	5924	4400	1362
1946	10,955	10,702	9303	8285	6308	4682	1629
1947	11,020	10,300	9047	8144	6381	5160	1860
Total	56,944	54,193	46,456	39,795	30,130	23,027	7579
Reduction	2,751	7,737	6,661	9,665	7,103	15,448	7579
PerCent Reduction	5	14	12	17	12	27	13

In Table LI is a comparative summary of reductions as expressed by percentages for the Pinkham school, the City of Winnipeg and Province of Manitoba. The figures for Pinkham,

TABLE LI
COMPARATIVE REDUCTIONS BY PERCENTAGES, 1943 to 1947

	VI	VII	VIII	IX	X	XI	XII
Pinkham	19	13	13	16	15	23	1
Winnipeg	-4	1	7	10	20	45	17
Manitoba	5	14	12	17	12	27	13

¹Report of the Department of Education, Province of Manitoba, for the Year Ending June 30th, 1951, p. 157.

grades IX and XI, include those pupils who were shown in Table XLVIII as having completed those grades. It is evident from examination of Table XLVIII that, except at the grades VI and XII levels, there is a close similarity between the figures for the Pinkham school and the Province of Manitoba. At the grades VI and XII levels the figures are, roughly, reversed. Whereas 19 per cent of the pupils from Pinkham, in the five-year period considered, discontinued school between grade VI and VII, 17 per cent for the City of Winnipeg and 13 per cent for the Province were enrolled in grade XII. There is no similarity between the figures for Pinkham district and for Winnipeg as a whole. Approximately two fifths of the pupils from the former enter senior high school; four fifths of the latter.

It is evident from the foregoing discussion that the school success of the Pinkham school grade six graduates does not compare favourably with that of pupils of all Winnipeg and Manitoba.

CHAPTER VII

CONCLUSION

The writer set out to tell, insofar as available records and information would reveal it, the story of the Pinkham school from 1883 to 1951. The study has presented a microcosm of the educational development of the City of Winnipeg. It has selected one school and examined in detail the factors that have contributed to the growth and development of that school.

In the study there is a record of the past and present. The building itself is, by present day standards, obsolete, but renovated. Equipment is reasonably satisfactory. Staff members, if measured by educational qualifications and training, tend to keep pace with the times. The community which the school serves has a mixed racial background and consists largely of tradesmen and day laborers. Enrolment and class size in the early days were high and attendance low as compared with those of today. Endeavours by the Administration and the school to give special assistance and individual attention to pupils have developed and grown through the past quarter of a century particularly. Special classes, ungraded classes, adjustment classes are some of the evidence of the changing attitude of administrators and the community. Despite the special attention rendered, a high rate of drop-outs at the end of the elementary school program and throughout the junior and senior high school classes persists.

From the evidence given in this thesis it seems reasonable to draw the following conclusions:

1. The intelligence factor and economic need of families have led and continue to lead to early withdrawal of Pinkham graduates from school.

2. The relatively low intelligence of the pupils in the area appears to be closely correlated with people of low income.
3. The relative stability of the economic status in the area appears to indicate a stability of intelligence level so that children of laborers and artisans tend to become laborers and artisans and remain in the same community.
4. The direct efforts of the administration and staff to overcome the difficulties attendant on low intelligence and poverty have resulted in a social adjustment among the pupils of the school which is more satisfactory than the school attainment.

It is clear, therefore, that the community, as reflected in the school, is to a large extent a governing factor in the progress of the pupils.

BIBLIOGRAPHY

- An Act Respecting Public Schools, being Chapter 127 of Revised Statutes of Manitoba, 1892, Vol. II, up to and including those of 1891.
- School Board Minutes, Winnipeg School Board Offices, December 30, 1890.
- Lists of Electors, City of Winnipeg, 1910, 1930, 1950, City Hall, Winnipeg.
- Emergency Housing Records, City Hall, Winnipeg.
- Minute Book, 1881-1890, Protestant Board of School Trustees, Winnipeg School District, No. 1.
- Newspaper Cuts of Winnipeg Public Schools, Winnipeg School Board.
- Minute Book No. 5, School District of Winnipeg, No. 1.
- Report of the Directed Self Survey Winnipeg Public Schools, Committee on Field Services, Department of Education, University of Chicago, September, 1948.
- Annual Reports, 1886-1951, Winnipeg Public School Board.
- Pay Roll, School Board, Winnipeg, 1889-91, 1904-1951.
- Teacher's Register, Winnipeg School Board, 1892-1894, 1895-1897, 1898-1900, 1901-1903.
- School Registers, 1904-1951, Pinkham School.
- School Promotion Records, School Board Office, Winnipeg.
- Supply Department Records, Winnipeg Public School Board.
- Nursing Service of the Winnipeg Board of Education, 1909 to 1924, Public Health Nursing in Manitoba, 1844-1924, Department of Health and Public Welfare, Province of Manitoba.
- Report of the Department of Education, Province of Manitoba, for the Year Ending June 30th, 1951.

APPENDIX A

TABLE I

SOME SCHOOL COSTS

VALUE OF PINKHAM SCHOOL AND SITE¹

School	Year	Value		
		Site	Building	Combined
Original	1886	\$5000.00	\$2000.00	\$7000.00
	1888			6500.00
	1893			8000.00
	1895	1800.00	3200.00	5000.00
	1898			6000.00
	1901			6000.00
	1902	2800.00	3200.00	6000.00
Present	1903	5000.00	38000.00	43000.00
	1904	8000.00	38000.00	46000.00

TABLE II

INSURANCE ON PINKHAM SCHOOL AND CONTENTS²

School	Year	Insurance		
		Building	Contents	Combined
Original	1887	\$4500.00	\$200.00	\$4700.00
	1895	4500.00	200.00	4700.00
	1896	3500.00	200.00	3700.00
	1898	3000.00	100.00	3100.00
	1899	2000.00	200.00	2200.00
	1902	2000.00	200.00	2200.00
Present	1903	25,000.00	--	25,000.00
	1904	30,000.00	2000.00	32,000.00
	1911	28,000.00	2000.00	30,000.00
	1919	38,000.00	2000.00	40,000.00
	1929	36,000.00	2000.00	38,000.00
	1932	35,000.00	3900.00	38,900.00
	1935	33,000.00	3500.00	36,500.00
	1938	30,000.00	3600.00	33,600.00
	1941	27,500.00	3650.00	31,150.00
	1944	24,550.00	3650.00	28,200.00
	1946	29,460.00	4380.00	33,840.00
	1947	100,800.00	10,150.00	110,950.00

¹Annual Reports, 1886-1904, Annual Reports of the Building Committee, Winnipeg Public School Board.

²Annual Reports, 1887-1947, Annual Reports of the Finance Committee.

TABLE III
OPERATING EXPENDITURES CONCERNING PINKHAM SCHOOL¹

	1895	1899	1900	1901	1902	1903*
Teachers' salaries	\$1047.50	\$1112.25	\$1160.00	\$1185.00	\$1200.00	\$ 712.00
Substitutes' salaries	12.00	27.00	6.00	21.00	29.00	19.00
Caretaker's salary	192.00	192.00	192.00	192.00	208.00	200.00
Fuel	47.45	103.34	105.30	95.98	88.40	112.95
Stationery		16.30	22.00	20.31	21.62	18.33
Cleaning supplies		3.55	6.15	5.29	16.15	9.15
Sundries			5.10	30.10	2.65	14.45
Total for the year	\$1,298.95	1,454.44	1,496.55	1,549.68	1,565.82	1,085.83

* School open for six months only.

¹Annual Reports, 1895-1903, Annual Reports of the Finance Committee.

TABLE IVa

INSTRUCTIONAL SERVICE AND
INSTRUCTIONAL SERVICE SUPPLIES

Year	Instructional Service		Inst. Service Supplies	
	Regular Teaching	Substitute Teaching	Stationery	Special
1920	15654.10	491.75	311.66	--
1921	17236.00	348.25	460.83	--
1922	18145.25	239.00	343.71	18.86
1924	20200.75	259.25	358.68	2.93
1925	18450.50	212.00	310.12	145.59
1926	17018.63	266.00	349.73	173.23
1927	17498.50	203.00	304.32	340.06
1928	16647.75	314.75	353.26	160.54
1929	16355.68	353.00	365.21	213.46
1930	17511.75	289.50	497.36	439.59
1931	15941.00	377.00	360.01	374.38
1932	13933.15	366.00	333.86	235.91
1933	10797.43	120.00	254.68	84.14
1934	12689.79	242.00	232.30	38.10
1935	13274.66	174.00	256.45	46.80
1936	14743.28	174.00	324.01	248.01
1937	16134.85	212.00	370.84	236.60
1938	17019.70	143.50	283.86	110.08
1939	16689.61	106.00	406.39	36.15
1940	16925.24	393.00	341.72	12.17
1941	19516.06	164.75	361.51	11.75
1942	18792.77	566.00	337.57	



TABLE IVb

OPERATION OF SCHOOL PLANT

Year	Janitor's Salary	Heating and Ventilation	Water and Light	Janitor's Supplies	Generals	Other Expenses
1920	1648.95	1449.13	16.59	63.92	133.85	123.90
1921	1548.60	1819.00	31.26	80.78	60.80	118.92
1922	1593.70	1408.56	48.79	79.28	62.58	120.55
1924	1616.10	1098.45	55.54	79.24	18.08	53.23
1925	1536.74	1080.38	67.34	65.39	99.97	85.23
1926	1570.86	1185.56	81.29	60.59	14.00	49.16
1927	1578.80	1323.33	133.62	85.92	3.45	111.88
1928	1632.69	1135.96	149.50	86.40	9.10	61.87
1929	1593.89	1188.41	204.86	48.17	24.80	86.64
1930	1774.59	1091.80	334.36	56.35	82.35	129.91
1931	2112.64	938.82	441.99	72.09	12.16	95.59
1932	1593.62	973.08	395.87	62.70	21.00	70.68
1933	1426.93	714.49	447.06	33.06	35.97	58.66
1934	1451.46	712.98	351.45	33.48	93.53	52.23
1935	1472.03	752.53	341.74	30.49	17.62	38.25
1936	1511.46	766.37	408.98	37.09	40.55	115.58
1937	1496.78	988.40	492.14	40.08	19.00	82.14
1938	1465.15	1026.44	558.80	113.72	5.74	164.92
1939	1499.95	938.87	677.49	81.26	3.50	167.21
1940	1662.63	953.86	685.09	123.23	1.90	213.16
1941	1700.69	1209.30	647.82	108.23	20.11	224.61
1942	1769.57	807.13	576.14	104.66	9.24	238.77

TABLE IVc

REPAIRS AND REPLACEMENTS TO PLANT

Year	Build-ings	Heating, Lighting, Plumbing	Furni- ture & Furni- shings	Equip- ment Special Subjects	Other Equip- ment	Alter- ations & Better- ment	Total
1920	827.30	128.75			55.60		\$20929.00
1921	1298.35	232.85	94.80		112.26		23442.79
1922	243.98	99.25	71.89		254.24		22729.64
1924	697.89	136.29	26.29		112.10		24714.82
1925	273.46	214.63	44.67		74.45	342.04	23002.51
1926	2440.24	54.82	30.63	47.40	58.66	132.26	23533.10
1927	514.79	80.48	31.76	11.44	116.82	39.31	22377.48
1928	1049.62	47.46	7.56	53.29	52.31	90.93	21852.99
1929	643.81	149.49	186.42	143.95	86.36	12.37	21656.72
1930	1637.61	178.85	103.10	34.35	173.92	845.98	25181.37
1931	2736.25	439.20	36.08	38.28	49.21	147.45	24172.15
1932	248.04	47.45	31.89	39.11	52.56		18404.92
1933	255.72	122.20	2.42	58.51	61.71		14472.98
1934	128.86	45.97	41.77		73.89		16187.81
1935	509.78	64.97	4.25		100.45		17084.02
1936	512.01	278.63	27.09	101.43	90.38	22.87	19401.74
1937	969.95	82.33	8.07	44.16	62.80	75.46	21315.60
1938	421.98	132.45	52.80	.56	25.02	39.32	21564.04
1939	1561.20	764.30	262.97	2.04	74.09	810.04	24081.07
1940	580.79	141.86	48.97		30.40	71.91	22185.93
1941	221.63	100.36	54.67	2.98	35.02		24379.43
1942	608.39	102.28	20.65		148.40	29.80	24125.87

TABLE V

AVERAGE SALARIES OF TEACHERS AND PER CENT
INCREASES AT TEN YEAR INTERVALS

<u>Year</u>	<u>Average Salary</u>	<u>Per Cent Increase</u>	<u>Year</u>	<u>Average Salary</u>	<u>Per Cent Increase</u>
1890	\$525.00		1930	\$1330.00	4.72
1900	540.00	2.85	1940	1359.00	2.18
1910	793.00	46.85	1950	2222.00	63.50
1920	1270.00	60.15			

TABLE VI
SALARIES AT TEN-YEAR INTERVALS

Year	Case	Amount	Year	Case	Amount
1890	1	\$525.	1930	4	\$1050.
	2	525.		5	1000.
1900	1	545.		6	1600.
	2	535.		7	1100.
1910	1	1800.		8	1050.
	2	600.		9	1000.
	3	575.		10	1275.
	4	725.		11	1850.
	5	650.		12	1100.
	6	650.	1940	1	2399.
	7	775.		2	1562.
	8	850.		3	996.
	9	650.		4	1090.
	10	650.		5	996.
	11	800.		6	1562.
1920	1	2800.		7	1503.
	2	1050.		8	1288.
	3	1050.		9	1010.
	4	1350.		10	1174.
	5	1150.		11	1098.
	6	1050.		12	1630.
	7	1050.	1950	1	4460.
	8	1050.		2	1600.
	9	1050.		3	1880.
	10	1050.		4	1600.
	11	1100.		5	1780.
	12	1500.		6	1850.
1930	1	2600.		7	2760.
	2	1250.		8	2240.
	3	1095.		9	1960.
				10	1660.
				11	2665.

APPENDIX B

STAFF, 1883-1951

TABLE I

STAFF, 1883-1903^{1,2}

Teachers	Certificates	Degrees	Pinkham Service
Andrews, S.	Second B		1889-1890
Burke, M. J. (P)	First	B.A.	1901
Cull, L.	Second		1897-1898, 1900
Donahue, H. O. (P)	Second B		1891
Hall, E. M.	First		1898-1903
Holcroft, H. F.	Second B		1891-1894
Lunn, M. E.	Second		1889-1890
McShane, M.	Second B		1895-1896
Pouton, L. K.	First	B.A.	1897
Raleigh, M. E. (P)	Second		1902-1903
Rodgers, B.	Second		1884-1885, 1887
Richardson, S. (P)	Second B		1893-1894
Talbot, A.	First		1885-1887
Walker, M.	Second B		1890
Wallace, M.	Second		1886
Young, M.	Second B		1891-1892, 1897-1899

TABLE II

PRINCIPALS, 1904-1951³

Principals	Certificates	Degrees	Pinkham Service
McCarthy, J. H.	First		1904-1905
Watson, H. W.	First	B.A.	1905-1906
Stewart, C. C.	First		1906-1918
McIntosh, H. H.	First	B.A.	1918-1925
Fultz, C. L.	First		1925-1927
Monteith, M.E. (Miss)	Second		1927-1946
McMurchy, A. C.	Collegiate	B.A., B.Ed.	1946-1951

¹Pay Roll, School Board Office, Winnipeg, 1889-1891.

²Teacher's Register, Winnipeg School Board, 1892-1894, 1895-1897, 1898-1900, 1901-1903.

³Pay Rolls, Winnipeg School Board, 1904-1951.

TABLE III
STAFF, 1904-1951

Teachers	Certificates	Degrees	Pinkham Service
Allen, E. H.	Second		1918-1924
Anderson, O. E.	First B		1927-1933
Babb, J. L.	Collegiate	B.A.	1943-1946
Baldwin, M.	First A		1944-1949
Belton, A. M.	Collegiate	B.A.	1935-1936
Bergson, L. G.	First B		1937-1941
Biornson, G. E.	Collegiate	B.A.	1947-
Bousfield, I. P.	First B		1943-1945
Boyd, C. O.	Second		1921-1925
Brundrit, I. M.	Second		1904-1911
Buchanan, N.	Second		1905
Burke, I. A.	Second		1917-1918
Cameron, J.	Second		1923
Cameron, F. S.	Second		1917-1920
Campbell, A. G.	Second		1909-1910
Campbell, K.	First B		1928-1930
Carpenter, E. J.	First B		1928-1930
Cassidy, M.	Second		1921-1923
Craig, C.	Second		1919
Craig, C. C.	Second		1924-1926
Dagg, K. J.	Second		1930-1943
Dagg, M.	Second		1934-1936
Davidson, I. M.	Second		1914-1918
Davison, G.	Second		1914
Dolmage, G. L.	First B		1928-1935
Duff, V. I.	Second		1911-1914
Egan, C. J.	Second		1911
Elliott, C. G.	First A		1936-1943
Evans, F. M.	First B		1941-1946
Ewen, R. E.	First A		1923-1928
Ferguson, B. S.	Second		1919-1920
Fraser, A. C.	Second		1916-1917
Fraser, D. M.	First B		1943-1946
Fraser, J. McP.	Second		1914-1921
French, M.	Second		1917-1920
Frith, A. M.	Second		1918-1921
Fultz, C. L. (P)	First		1925-1927
Galbraith, E. S.	Second		1918-1921
Gallenger, A. I.	First B		1949-1950
Goodman, S. (Schlos, S.)	Second		1936-1950
Graham, A. S.	Second		1904
Greenway, C.	First		1907
Grierson, I. M.	Interim Coll.	B.A., B.Ed.	1950-
Griffiths, C. M.	Collegiate	B.A.	1941
Grover, A. B.	Collegiate	B.A.	1930
Halpenny, N.	Second		1908

TABLE III, continued

STAFF, 1904-1951

Teachers	Certificates	Degrees	Pinkham Service
Henry, G. E. M.	First	B.A.	1904-1905
Hermann, K.	First		1904-1908
Hinds, A. E.	Collegiate	B.A.	1935-1941
Hockley, W. G.	First B		1928-1944
Hodgson, M. H.	First B		1905
Hollinger, M. M.	Second		1922-1925
Hoole, M. A.	Second		1925
Houston, A. M.	Second		1906-1911
Howlett, K.	First A		1929-1930
Hubble, J. G.	Interim Coll.	B.A.	1944-1945
Jackson, M. A.	Second		1920-1934
Jacobs, M. G.	Second		1915
Jefferies, I. K.	First A		1930-1933
Johnstone, M. C.	Second		1927-1928
Keith, M. G.	Second		1905-1909, 1912-1914
Kerr, M. C.	Second		1918-1925
Kindread, C. M.	First B		1941-1943
Kirkup, J. I.	First B		1929-1938
Kuleba, G.	First A		1949-1950
Kyle, P.	Second		1909-1918
Law, G. M.	Second		1925-1933
Leech, E. H. P.	First B		1942-1943
Levant, M.	Second		1928-1929
Leveque, B. F.	First B		1946-
Long, F. M.	Second		1926-1928
Lye, N. E.	First A		1939-1941
MacAulay, E.	Second		1914-1918
MacFee, V.	Second		1946-1950
MacGregor, J. E.	Second		1906-1908
MacKenzie, E.	Second		1916
MacLeod, C.	Second		1905-1913
MacLeod, T.	Second		1906
Martin, M.	Second		1942-1943
McCaig, M.	Second		1916
McCarthy, J. H. (P)	First		1904-1905
McConnell, V. D.	First B		1941-1942
McCrea, J. E.	Second		1918-1923
McDonald, E.	Third		1921-1927
McGregor, M.	Second		1908-1910
McGougan, M. N.	Second		1911-1914
McIntosh, H.H. (P)	First	B.A.	1918-1925
McKinnon, M. K.	First B		1930-1939
McKnight, A. E.	Second		1945-1949
McLaughlin, M. E.	First B		1941-1951
McLean, M. J.	Interim Coll.	B.A.	1950-
McManus, E.	Second		1916-1918

TABLE III, continued

STAFF, 1904-1951

Teachers	Certificates	Degrees	Pinkham Service
McMurchy, A.C.(P)	Collegiate	B.A.,B.Ed.	1946-1951
McShane, J.	Second		1905-1906
McTavish, A. C.	Second		1911-1918
Metzak, A. O.	First A		1938-1939
Miller, L.	Second		1918
Moffat, C.	Second		1911-1912
Molison, M. L.	Interim Coll.	B.A.	1937-1938
Monteith, M.E.(P)	Second		1907-1911, 1927-1946
Moore, M. F.	Second		1935-1941
Moore, M. A.	First B		1939-1942
Morland, E. B.	Second		1950-1951
Murdoch, J. A.	Second		1929-1930
Nelson, D. E.	First B		1933-1940
Nelson, E. T.	Second		1919-1928
Neil, M. M.	First B		1946-1947
Norman, F. O.	First A		1945-1947
Norman, M. A.	Second		1921, 1927-1930
Nix, M. E.	First A		1930-1935
Nixon, M. H.	First B		1930-1931
O'Neil, E. L.	Second		1911-1916
Overy, E. M.	Second		1916-1917
Pearson, F.	First B		1939
Pennefather, H.M.	Second		1927-1928
Perfect, M. B.	First B		1939
Pitkowsky, M.	Second		1923-1927
Price, M. A.	First B		1950-
Rabinovitch, S.	Second		1914-1916
Riddell, I. M.	First A		1939-1943
Reinhardt, A. M.	Second		1923-1925
Roberts, A. E.	Second		1912-1914
Sanders, J.	Second		1911-1916
Shaw, E. M.	First A		1943-1949
Shea, G.	Second		1922-1930
Sifton, E. M.	Second		1921-1922
Smith, M.	Second		1949
Smith, N. M.	First B		1950-1951
Somerville, G.	First B		1943-1945
Staples, G. E.	First A		1942-1943
Steen, A. F.	First B		1933-1934
Stewart, C.C.(P)	First		1906-1918
Stratychuk, L. M.	First B		1947-
Sullivan, A.	Second		1909-1911
Sullivan, L. C.	Second		1933-1935
Swain, M. M.	Second		1936-1939
Thom, M. M.	Second		1914-1920
Thomson, A.	Third		1909-1911

TABLE III, continued

STAFF, 1904-1951

Teachers	Certificates	Degrees	Pinkham Service
Tyson, M.	Second		1916
VanAlstine, G. J.	Second		1920-1923
Vandecar, H. A.	First B		1939-1941
Wach, A.	First A		1950
Waters, I. R.	Second		1918-1927
Watson, H. W. (P)	First	B.A.	1905-1906
Wilson, A.	Second		1911-1918
Wood, C. H.	Second		1926-1929
Wortman, G.	Second		1906-1911
Zarozinsky, P. (Kirk, P.)	First A		1943-1951

TABLE IV

CARETAKERS, 1890-1951

Caretakers	Pinkham Service
I. Borgford	1890-1894
H. Ward	1894
H. S. Bardal	1894-1900
F. Kellert	1900-1901
R. A. Simpson	1902-1904
W. W. Lawrence	1904-1906
W. Eddles	1907-1911
W. Wadding	1912-1923
W. Dean	1924
A. Bradley	1924-1925
J. Parker	1925-1929
H. Steele	1929-1930
R. F. Hoskin	1930-1931
J. Carpenter	1931-1932
A. Butcher	1932-1937
R. E. McLeod	1938-1943
J. D. Adamson	1943-1945
G. Jones	1945-1946
A. Town	1946-

APPENDIX C¹

DISTRIBUTION BY OCCUPATIONS OF
PINKHAM DISTRICT ELECTORS

TABLE Ia
OWNERS, 1910

Accountant	1	Implement Dealer	1
Agent	8	Inspector	3
Barrister	2	Laborer	18
Blacksmith	3	Lather	2
Boilermaker	3	Machinist	6
Bricklayer	2	Manufacturer	1
Builder	2	Mechanic	2
Butcher	5	Merchant	13
Carpenter	9	Moulder	1
Cattle Buyer	1	Operator	1
Clerk	2	Photographer	1
Contractor	2	Plasterer	1
Cooper	1	Restaurateur	1
Driver	1	Steamfitter	1
Engineer	2	Superintendent	1
Farmer	1	Switchman	1
Fireman	1	Tailor	1
Fitter	3	Teamster	3
Foreman	2	Warehouseman	1
Hotelkeeper	2	Total	112
		Occupations	39

¹Summarized from "List of Electors, City of Winnipeg, 1910, 1930, 1950, City Hall, Winnipeg", Courtesy of Mr. G. L. Gardner, City Clerk, Winnipeg.

TABLE Ib
TENANTS, 1910

Agent	1	Inspector	4
Baker	1	Ironworker	1
Barber	2	Laborer	21
Barrister	1	Laundryman	2
Bartender	1	Machinist	17
Blacksmith	5	Manager	2
Boilermaker	1	Mason	1
Boilerwasher	2	Mechanic	3
Boxmaker	2	Medical Doctor	2
Brakeman	2	Merchant	6
Butcher	8	Messenger	1
Carpenter	10	Moulder	4
Cashier	1	Painter	8
Clerk	4	Plasterer	2
Conductor	2	Plumber	1
Confectioner	3	Policeman	1
Constable	1	Porter	1
Cook	1	Poundkeeper	1
Detective	1	Printer	2
Driver	1	Repairer	1
Druggist	1	Salesman	1
Drygoods Dealer	2	Sawyer	1
Engineer	4	Shipper	1
Feed Dealer	1	Shoemaker	1
Finisher	1	Switchman	4
Fireman	6	Teamster	8
Fitter	4	Tester	3
Foreman	9	Tinsmith	1
Glazier	1	Traveller	1
Grocer	2	Turnkey	1
Harnessmaker	2	Warehouseman	1
Helper	5	Wiper	1
Hostler	1	Wood Dealer	1
Hotelkeeper	2	Total	197
		Occupations	67

TABLE IIa
OWNERS, 1930

Accountant	1	Hotelkeeper	1
Agent	1	Inspector	1
Baker	1	Laborer	25
Barber	2	Machinist	13
Blacksmith	1	Mechanic	6
Boilermaker	1	Operator	2
Bookkeeper	1	Painter (house)	3
Bricklayer	1	Plumber	1
Broom Maker	1	Pianist	1
Butcher	3	Policeman	1
Caretaker	1	Polisher	1
Carpenter	10	Postman	1
Car Repairer	4	Printer	1
Chauffeur	1	Restaurateur	1
Clerk	6	Roadmaster	1
Confectioner	1	Shipper	1
Contractor	2	Stableman	1
Driver	2	Stripper	1
Engineer	9	Switchman	1
Farmer	2	Teacher	1
Fireman	1	Teamster	1
Foreman	4	Tester	1
Glazier	1	Trainman	1
Grocer	1	Welder	1
Helper	3	Yardman	1
Horse Dealer	1	Yardmaster	1
Occupations	52	Total	132

TABLE IIb

TENANTS, 1930

Accountant	1	Helper	10
Agent	2	Inspector	3
Auditor	1	Ironworker	1
Baker	2	Janitor	1
Baler	1	Laborer	64
Barber	5	Laundryman	1
Barrister	1	Lineman	8
Blacksmith	2	Machinist	19
Boilermaker	3	Manager	1
Bookkeeper	1	Mechanic	15
Brakeman	4	Messenger	1
Bricklayer	1	Millworker	1
Bridgeworker	1	Motorman	4
Builder	1	Moulder	2
Butcher	3	Oiler	1
Car Cleaner	1	Operator	3
Caretaker	3	Packer	2
Carpenter	29	Painter	12
Car Repairer	4	Pasteurizer	1
Chauffeur	4	Pedlar	1
Checker	2	Plasterer	2
Chef	1	Plumber	4
Civic Employee	3	Policeman	2
Cleaner	2	Porter	2
Clergyman	2	Pipefitter	1
Clerk	16	Poundkeeper	1
Conductor	5	Pressman	1
Confectioner	1	Printer	6
Constable	1	Proprietor	1
Contractor	3	Prospector	1
Cook	1	Railroader	1
Cooper	1	Receiver	1
Decorator	3	Repairer	1
Draughtsman	1	Rivetter	1
Drayman	1	Roadmaster	1
Driller	1	Saddler	1
Driver	21	Salesman	10
Editor	1	Sawyer	1
Electrician	1	Serviceman	1
Engineer	7	Shipper	5
Farmer	1	Splicer	1
Fireman	9	Stableman	4
Fitter	1	Storeman	1
Foreman	9	Superintendent	1
Frog Fitter	1	Supervisor	1
Fruit Dealer	1	Switchman	4
Furniture Mover	1	Tailor	2
Grocer	5	Tinsmith	2
Harnessmaker	2	Teamster	14

TABLE IIb, continued

TENANTS, 1930

Teller	1	Washer	1
Trainman	2	Watchman	4
Traveller	3	Welder	1
Waiter	2	Wireworker	1
Warehouseman	1	Yardmaster	1
Occupations	108	Total	416

TABLE IIIa

OWNERS, 1950

Accountant	1	Foreman	10
Agent	4	Gardener	1
Annealler	1	Gas Worker	1
Attendant	1	Glazier	1
Baker	4	Helper	5
Barber	6	Housekeeper	5
Barrister	1	Instructor	1
Blacksmith	2	Laborer	45
Brakeman	1	Lather	1
Broker	1	Laundryman	1
Butcher	8	Lithographer	1
Cabinet Maker	2	Machinist	3
Caretaker	2	Manager	7
Carman	1	Marker	1
Carpenter	20	Mattress Worker	1
Chauffeur	2	Mechanic	8
Checker	1	Merchant	11
Civic Employee	3	Miller	1
Cleaner	1	Miner	1
Clerk	3	Motorman	2
Conductor	1	Moulder	1
Contractor	6	Musician	1
Cook	1	Operator	7
Dealer	1	Packer	1
Dispatcher	1	Painter	4
Doorman	1	Paintmaker	1
Driver	9	Picklemaker	1
Druggist	1	Plasterer	1
Drycleaner	2	Plumber	1
Engineer	3	Policeman	1
Farmer	12	Porter	1
Fireman	7	Projectionist	1

TABLE IIIa, continued

OWNERS, 1950

Railway Employee	4	Theatre Employee	1
Restaurateur	1	Toolmaker	1
Salesman	2	Trainman	2
Sashmaker	1	Trapper	2
Serviceman	1	Trouble Man	1
Shipper	8	Trucker	5
Shoemaker	4	Upholsterer	2
Stableman	2	Warehouseman	5
Steelworker	1	Weighman	1
Student	4	Welder	2
Switchman	1	Woodcutter	1
Tailor	2	Yardmaster	1
Teamster	1	Total	293
		Occupations	89

TABLE IIIb

TENANTS, 1950

Accountant	2	Civil Servant	11
Agent	2	Cleaner	6
Appraiser	1	Clerk	50
Apprentice	4	Conductor	1
Artist	1	Contractor	3
Assistant	2	Cook	2
Athlete	1	Cooper	1
Attendant	1	Craneman	1
Auditor	1	Cutter	1
Baggageman	1	Dealer	4
Baker	1	Decorator	1
Barber	2	Dipper	1
Bartender	2	Doorman	1
Blacksmith	1	Draftsman	1
Boilermaker	3	Driver	64
Bookkeeper	4	Dyer	1
Bottler	1	Editor	1
Bricklayer	3	Electrician	4
Butcher	8	Engineer	10
Cabinet Maker	2	Evangelist	1
Candymaker	1	Expressman	2
Caretaker	10	Farmer	1
Carman	2	Filer	1
Cashier	4	Finisher	2
Casterman	1	Fireman	14
Checker	5	Fitter	1
Civic Employee	23	Floor Surfacers	1

TABLE IIIb, continued

TENANTS, 1950

Forelady	1	Railway Employee	2
Foreman	11	Receptionist	3
Furrier	1	Repairman	1
Gardener	3	Restaurateur	4
Glazier	1	Revisor	1
Grader	1	Saleslady	1
Grocer	4	Salesman	15
Helper	34	Sander	2
Housekeeper	2	Scaler	1
Inspector	2	Seamstress	1
Iron Worker	2	Secretary	4
Janitor	1	Sectionman	1
Janitoress	1	Serviceman	4
Journeyman	1	Shipper	18
Laborer	93	Shoemaker	1
Laundress	1	Signalman	1
Machinist	12	Soldier	2
Maid	2	Steam Fitter	1
Maintenance Man	2	Steel Worker	1
Manager	6	Stenographer	8
Manageress	1	Stockman	1
Manufacturer	1	Storageman	2
Masseur	1	Storesman	1
Mechanic	13	Stowman	1
Merchant	7	Sweeper	1
Metal Worker	3	Student	8
Millwright	1	Supervisor	3
Moulder	2	Switchman	4
Nurse	2	Tailor	2
Operator	50	Teletypist	1
Orderly	5	Tester	1
Packer	14	Tinsmith	2
Painter	18	Trainman	5
Pastor	1	Trimmer	1
Patternmaker	1	Trucker	10
Pipe Fitter	3	Typist	2
Planerman	1	Underwriter	1
Plasterer	2	Waiter	2
Plumber	3	Waitress	2
Polisher	2	Warehouseman	15
Porter	3	Watchmaker	1
Poundkeeper	1	Watchman	3
Presser	3	Weighman	2
Printer	7	Welder	7
Proof Reader	1	W.E.C. Employee	1
Proprietor	1	Wiper	3
		Writer	1
		Yardman	3
		Yardmaster	1
Occupations	150	Total	792

APPENDIX D

TABLE I

DISTRIBUTION OF EMPLOYMENTS AND SALARIES,
August, 1951.

Employment	Cases	Salaries				Average	
Accountant(Grain)	1	\$275.	\$	\$	\$	\$275.	
Army Lieutenant	1	273.				273.	
Army Private	2	131.	140.			135.	
Army Seargent	1	235.				235.	
Army Warrant Officer	1	261.				261.	
Attendant	2	173.	183.			178.	
Beer Waiter	2	162.	162.			162.	
Block Operator	1	260.				260.	
Brakeman	2	233.	305.			269.	
Butcher	1	232.				232.	
C.P.R. Constable	1	233.				233.	
Caretaker	1	151.				151.	
Carpenter	3	230.	317.	319.		288.	
Clerk (Coal Yard)	1	135.				135.	
Constable (Police)	3	180.	239.	231.		216.	
Construction Worker	1	210.				210.	
Corporal (Air Force)	3	171.	191.	220.		194.	
Driver (Milk)	1	245.				245.	
Fireman	2	224.	195.			209.	
Foreman	1	218.				218.	
Glass Cutter	1	253.				253.	
Helper (Blacksmith)	1	235.				235.	
Installer	1	205.				205.	
Laborer	5	178.	180.	206.	170.	171.	181.
Leading Aircraftsman	1	193.				193.	
Machinist	5	250.	195.	190.	218.	216.	213.
Mechanic	5	195.	195.	215.	180.	200.	197.
Mechanic (Radio)	1	254.				254.	
Painter	2	240.	255.			247.	
Parkkeeper	2	175.	175.			175.	
Pensioner (Army)	3	80.	76.	83.		79.	
Plumber	1	355.				355.	
Postman	1	175.				175.	
Printer (Pressman)	1	170.				170.	
Salesman	2	140.	256.			198.	
Sawyer	1	196.				196.	
Sheet Metal Worker	1	259.				259.	
Switchman	3	245.	200.	250.		231.	
Taxi Driver	4	130.	165.	167.	125.	146.	
Tradesman (Unskilled)	1	168.				168.	
Trainman	5	240.	306.	171.	200.	166.	216.
Truck Driver	4	166.	180.	233.	155.	183.	
Welder	4	341.	205.	185.	168.	224.	
Yardman	1	205.				205.	

APPENDIX E

SOCIAL ADJUSTMENT AND SCHOOL PROGRESS OF
RETARDED AND ACCELERATED PUPILS

TABLE I
RETARDED PUPILS

Case	Grade	I.Q.	Retarded		Assessment of Social Adjustment					Assessment of School Progress This Year				
			1yr.	2yr.	E	D	C	B	A	E	D	C	B	A
1	1	61	X				X					X		
2		87	X				X					X		
3		82	X				X				X			
4		98	X				X					X		
5		97	X				X				X			
6		70	X				X					X		
7		--	X				X				X			
8		76	X				X				X			
9		90	X				X					X		
10		90	X				X					X		
11		--	X				X			X				
12		84		X			X					X		
13		96		X			X					X		
14		92		X			X					X		
15		91		X			X					X		
16	2	85	X						X					X
17		99	X				X					X		
18		--	X					X				X		
19		94	X						X					X
20		90	X				X					X		
21		115	X				X					X		
22		96	X				X					X		
23		99	X				X					X		
24		113	X				X					X		
25	2	78		X		X				X				
26		78		X					X					X
27		87		X			X					X		
28		76		X			X			X				
29		89		X			X					X		
30	3	98	X				X					X		
31		91	X				X							X
32		92	X				X			X				
33		90	X				X					X		
34		--	X					X						X
35		93	X				X				X			
36	3	77		X		X				X				
37		81		X				X						X
38		89		X		X		X						
39		73		X		X						X		

TABLE I, continued

RETARDED PUPILS

Case	Grade	I.Q.	Retarded 1yr.	Assessment of Social Adjustment					Assessment of School Progress This Year					
				2yr.	E	D	C	B	A	E	D	C	B	A
40	3	83		X	X					X				
41		96		X	X							X		
42		--		X		X								X
43		79		X	X					X				
44		80		X		X						X		
45	4	99	X		X							X		
46		98	X		X					X				
47		93	X			X						X		
48		82	X				X					X		
49		95	X		X					X				
50		112	X				X					X		
51		79	X				X			X				
52		98	X			X						X		
53		89	X			X						X		
54		96	X				X							X
55		85	X			X						X		
56		81		X		X				X				
57		82		X			X					X		
58		79		X			X							X
59		71		X		X				X				
60		75		X		X				X				
61		75		X	X							X		
62		78		X		X						X		
63		77		X		X						X		
64	5	--	X				X					X		
65		105	X			X								X
66		92	X				X					X		
67		94	X			X						X		
68	5	80		X			X					X		
69		97		X			X					X		
70		76		X			X							X
71		89		X			X					X		
72		101		X			X							X
73		--		X		X				X				
74		87		X			X					X		
75		80		X		X				X				
76		109		X			X							X
77	6	97	X			X								X
78		86	X			X						X		
79		95	X				X					X		
80		87	X			X						X		
81		90	X			X				X				
82		103	X			X						X		
83		80	X			X				X				
84		98	X			X						X		

APPENDIX F

AGE - GRADE DISTRIBUTION OF PUPILS FROM
KINDERGARTEN TO GRADE VI, June 29, 1951.

Grade - Kindergarten to VI inclusive

School - Pinkham

Gr.	Sex	5½-6	6-6½	6½-7	7-7½	7½-8	8-8½	8½-9	9-9½	9½-10	10-10½	10½-11	11-11½	11½-12	12-12½	12½-13	13-13½	13½-14	14-14½	14½-15	15-15½	To-Grand	Total
Kgn.	B	10	9	1																		20	
	G	7	2	1																		10	30
I	B			8	13	4	1	1		1												28	
	G			10	10	7	3	1														31	59
II	B					2	5	6	2	1												16	
	G				10	9	5			1												25	41
III	B							1	7	3	1	1	3			1	1					18	
	G							6	3	1	2			1								13	31
IV	B									1	3	5	4			1	1	3				18	
	G								1	3	9	4	2	2		1						22	40
V	B									1	2	6			1	2		1	1	1		15	
	G										5	4	3	1	2		2				1	18	33
VI	B													2	3	3	2	1	3			14	
	G													2	3	4	2	2		2		15	29
Totals	B	10	9	9	13	6	6	8	9	6	5	8	13	2	4	7	4	5	4	1		129	
	G	7	2	11	10	17	12	12	4	4	12	9	6	8	4	7	4	2		2	1	134	
Grand																							
Total		17	11	20	23	23	18	20	13	10	17	17	19	10	8	14	8	7	4	3	1		263

APPENDIX G

ADJUSTMENT, SPEECH AND HEARING RECORDS

TABLE I

ADJUSTMENT TEACHER'S TIME-TABLE AND PUPIL ATTENDANCE, January, 1951.

Time	Name	3	4	5	8	9	10	11	12	15	16	17	18	19	22	23	24	25	26	29	30	31	
9.-9.10	Carolyn	E	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	
9.10-9.50	Richard	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	
	Eddie	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	
Arith.	Robert	o	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	
(4)	Alfrey	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	
9.50-10.30	Gordon	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	
	Ralph	o	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	
	Angus	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	
	Murray	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	
	Nancy	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	
	Audrey	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	
	Joan	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	
	Kenny	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	
(9)	David	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	
		<u>RECESS</u>																					
10.45-11.30	Joyce	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	
	Pearl	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	
	Ernest	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	
	Billy	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	
(5)	Shirley	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	
11.30-12.00	Marjorie	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	
	Arline	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	
	John	o	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	
	Roxine	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	
(5)	Edward	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	
1.30-1.55	Manferd	o	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	
	Gordon	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	
	Arthur	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	
Spell.	Ralph	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	
	George	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	
1.55-2.20	Arthur	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	
	Ralph	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	
	George	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	
	Angus	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	
	Murray	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	
(6)	Gordon	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	
2.20-2.30	Edward	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	

RECESS

TABLE I, continued

ADJUSTMENT TEACHER'S TIME-TABLE AND
PUPIL ATTENDANCE, January, 1951.

Time	Name	3	4	5	8	9	10	11	12	15	16	17	18	19	22	23	24	25	26	29	30	31	
2.45-3.10	Billy				E	1	1							1	1								
	Eddie	1	1			1	1							1	1								1
	Richard	1	1			1	1							1	1								1
	Sayoka	1	1	R																			
	Lily	1							1	1				1	1								1
	Verlie					E	1	1						1	1								0
(6)	Sylvia				E	1	1						1	1									1
3.10-3.30	Pearl		1			1	1						1	1									
	Jean		0			0	0						0	0									
	Ernie		1			1	1						1	1									
	Billy		1			1	1						1	1									
	(4)	Elvin		1			1	1					1	1									

Individuals 32
 Arithmetic 24
 Spelling 5
 Reading 17

TABLE II

RECORDS OF PUPILS IN ADJUSTMENT CLASSES

Grade VI	I. Q.	C. A.	M. A.	Receiving Adjustment in
Muriel	79	13 ⁴	10 ²	A
Doreen	82	13 ⁹	11 ²	A
Helen	97 (Gr.)	12 ⁶	12 ²	A
Maryann	88 (Gr.)	12 ¹	10 ⁸	A
Alphonse	94	11 ⁶	10 ⁸	S/R
Donald	92 (Gr.)	12 ⁴	11 ⁴	A
Eleanor	85 (Gr.)	12 ¹¹	11 ⁸	A
*Marjorie	89	12 ²	10 ⁸	A
Thelma	86	12 ⁶	10 ⁷	A
Hadi	92	13 ⁵	12 ³	A
Grade V				
*Elva	94 (Gr.)	10 ¹¹	10 ³	A
*Joyce	101 (Gr.)	10 ⁶	10 ⁶	A
Lorraine	79	13 ³	10 ⁴	A.S.
xRosemary	90	11 ¹¹	10 ⁷	A
xFlorence	96	12 ¹	11 ⁶	A
*Bernice	89	12 ¹	10 ⁷	A

TABLE II, continued

RECORDS OF PUPILS IN ADJUSTMENT CLASSES

Grade V (cont'd.)				
	I. Q.	C. A.	M. A.	Receiving Adjustment in
Joan	82	13 ⁴	10 ⁹	A
*Doreen	95 (Gr.)	11 ²	10 ⁶	A
Walter	86	12	10 ³	A
*Robert	91 (Gr.)	10 ¹¹	10 ⁸	A.S.
Bobby	98 (Gr.)	10 ⁸	10 ⁴	A.S.
Donald	101 (Gr.)	10 ¹¹	11	A.S.
Nick	89	12 ⁵	11	A
xMervin	104	12 ¹¹	13	S.

Grade IV				
Beverley	87	10 ⁷	9 ²	A
xDolly	83	12 ⁶	10 ³	A.S.R.
xEleanor	81	11 ⁹	9 ²	A.S.R.
*Nettie	73	13 ³	9 ⁶	A.S.R.
*Lorraine	70 (Gr.)	11 ²	8 ⁴	A.R.
*Garry	111 (Gr.)	11 ²	10 ⁴	A
Sonia	79 (Gr.)	10 ⁹	8 ⁶	A.S.R.
Frank	91	10 ²	9 ⁴	A
xMarlene	95	10 ¹⁰	10 ²	S
*Tom	99	10 ¹	9 ⁹	A
Shirley	74	11 ⁷	8 ⁵	A.S.R.
Fred	100	10 ²	10 ²	S.R.
xAllan	88 (Gr.)	10 ³	9	A.S.R.
*Ruth	91 (Gr.)	10 ²	9 ²	A
Paul	90	10 ¹¹	9 ⁸	S.R.
Betty	72 (Gr.)	11 ⁶	8 ³	A
xFay	93 (Gr.)	10 ²	9 ⁴	A
George	94 (Gr.)	9 ¹⁰	9 ³	A.S.R.

* = Health condition

x = Home problems

C.A. = Chronological Age

A = Arithmetic

R = Reading

S = Spelling

Gr. = Group

TABLE III

SPEECH CASES

<u>PINKHAM SCHOOL L. B. Ellis May 1947</u>			
<u>Room</u>	<u>Name</u>	<u>Age</u>	<u>Grade</u>
<u>Infantile Speech</u>			
1	Margaret	7	1
1	Marion	6	1
1	Victoria	6	1
4	Irene	7	Ung.
<u>Lingual Lisp Functional</u>			
1	Gloria	6	1
1	James	6	1
1	Betty	6	1
3	Eugene	7	1
3	Gordon	7	2
5	Brian	7	2
8	Jacqueline	8	3
11	William	10	5
7	Ronald	12	6
<u>Lingual Lisp Structural</u>			
8	James	9	3
<u>Lateral Lisp Structural</u>			
5	Edward	9	2
<u>Dialectal</u>			
1	Doreen	6	1
3	Norman	7	2
3	Doreen	8	2
10	George	10	4
<u>Sound Substitution</u>			
1	Leonard	6	1
3	Lawrence		2
<u>Stutter</u>			
3	Arlene	8	2
<u>To Be Rechecked</u>			
1	Donald	6	1
5	June	7	2
<u>Lip Reading for Hard of Hearing</u>			
8	Edna		3
7	Annie		6
10	Jacqueline		4

No report of progress in speech work is given for these cases as only five classes have been held. More work is recommended for September.

TABLE IV

SPEECH AND LIP READING CASES

October 1947

L. B. Ellis

Pinkham School

<u>Room</u>	<u>Name</u>	<u>Gr.</u>	<u>Age</u>	<u>Progress</u>
<u>Lingual Lisp Functional</u>				
1	Deanna	1	6	Much improved
1	Jimmy	1	6	Much improved
3	Eugene	1	7	Much improved
5	Ronald	2	7	Slight improvement
3	Gloria	1	7	Transferred
1	Larry	1	6	Much improved
8	Brian	2	8	Much improved
8	Richard	3	9	Much improved
10	Bobby	4	10	Much improved. Needs Reminding
11	Tommy	5	10	Much improved
7	William	5	10	Lisp clear
10	Harold			Lisp cleared, but returned. Needs reminding.
<u>Lingual Lisp Structure</u>				
10	James	4	10	Much improved
<u>Defective Sibilants</u>				
5	Edward	2	8	Improving
<u>Infantile</u>				
1	Dennis	1	6	Much improved
4	Margaret	1	7	
4	Irene Salter	Ung.	7	Slight improvement. Low I.Q.
1	Victoria	1	6	Improving
1	Fred	1	6	Improving
1	John	1	6	Transferred
3	Miriam	1	7	Improving
<u>Dialectal</u>				
3	Kenichi	1	6	Improving
5	Joyce	2	8	Improving
5	Doreen	2	8	Improving
10	George	4	10	Improving
6	Mike	5	12	Much improved
<u>Lip Reading</u>				
10	Edna			Transferred
<u>Stutter</u>				
8	Jackie	3	8	Mild case
5	Arlene	2	8	Mild case

TABLE IV, continued
SPEECH AND LIP READING CASES

Room	Name	Gr.	Age	Progress
<u>Recheck</u>				
1	Donald	1	6	Low I.Q.
1	Jimmie	1	6	
8	June	3	8	8 Lessons. Slight improvement.
<u>Medical Checks Requested</u>				
3	Doreen	1		Husky voice
5	Elvin	2		Eye blinks, nasal snort
8	Edythe	3		Husky voice
7	Douglas	6		Hoarse voice. Says he had cold all summer.
7	Elsie	6		Tonsils?

TABLE V
SPEECH CORRECTION AND LIP READING

<u>Pinkham School</u>				<u>Oct. 1950-June 1951</u>
Name	R.	Gr.	Age	A. Mellor I.Q. Progress
<u>Stutter- Clonic</u>				
Lily	11	V	12	Much improved--clear most of the time.
<u>Functional Lingual Lisp</u>				
Jeanette	10	V	9	Improved-Transferred
Billy	11	V	10	Corrected
<u>Dialectal</u>				
Victoria	10	IV	99	Much improved
Mary	8	III		Corrected
Richard	11	V	94	Much improved
Marcel	1	I	6	Improved--Transferred
Victor	1	I	6	Corrected
Verner	1	I	6	Corrected
<u>Lateral Lisp--(Structural)</u>				
Rivella	3	II	7	80 Only slight improvement
<u>Infantile Speech</u>				
Donnie	1	I	6	Slight improvement -- Established th & u, Follow up on c,l,r, s,sh,& h.
<u>Cluttered Speech</u>				
George	10	IV	14	Much improved

TABLE V, continued

SPEECH CORRECTION AND LIP READING

<u>Name</u>	<u>R.</u>	<u>Gr.</u>	<u>Age</u>	<u>I.Q.</u>	<u>Progress</u>
<u>Cleft Palate Speech</u>					
Joan	10	IV	10		Joan has very good speech for such a severe handicap. Attitude or mental outlook--good.
<u>Placement for Hearing Loss</u>					
Billy	Ung.		11		Right 3 Left 9
Barton	Ung.		7		" 9 " 3
Rosie	2		7		" 0 " 12
Doreen	6		12		" 6 " 9
Joan	4		9		" 15 " 15

TABLE VIa

HEARING TESTS

School Pinkham

Nurse Miss D. Dick

Date Jan. 1944

Hearing Tests

<u>Grade</u>	<u>Age</u>	<u>Pupil's Name</u>	<u>Room</u>	<u>First Test Re Test</u>				<u>Remarks</u>		
				<u>R</u>	<u>L</u>	<u>R</u>	<u>L</u>			
II	7	Joyce	5	18	12	21	9	21	18	O.K.
II	8	John	5	3	27	3	12	3	15	hearing
III	8	Patsy	8	6	6	9	-3	15	-3	18.0 hearing
III	10	Lila	9	6	6	12	24	0	21	hearing
IV	11	Patsy	9	6	3	9	15			O.K.
I		Shirley	4							
IV	10	George	10	6	18	9	12			O.K.
IV	10	Annie	10	21	15	15	12			hearing
VI	12	Kenneth	11	15	-3	15	-3	27	-3	(cold at O.K. last test)
VI	13	Eileen	11	6	-3	21	-3			O.K.
V	11	Victor	12	-3	15	-3	9	-3	12	deficiency?

TABLE VIa, continued

HEARING TESTS							Remarks	
Grade	Age	Pupil's Name	<u>Hearing Tests</u>					
			First Test		Re Test			
			R	L	R	L		
I	8	Edna	<u>Room</u> 1	?	?			R. L Individual test. No definite result obtained. Seen by Dr. Bird Jan. '43. immature hearing
		Robert						

TABLE VIb

FOR REFERRALS AND SPECIAL SEATING

School Pinkham

Nurse Miss Richards
Date February 1947

Grade Age

First Test Re Test
R L R L

Room 8

3 10 Edna Nil Nil 30 Nil
Hearing loss extremely bad. Child has to be unusually alert to keep in contact with school proceedings. Appears very weary and tense.

Room 10

4 11 Jacqueline 6 9 12 12
Should have another retest - she made no effort to hear when voice softened.

4 11 Doris 9 3 3 12
Should have another retest after being checked by physician for wax etc.

Room 9

4 11 Albert 9 3 Absent at retest

Room 11

5 11 Patricia 3 12 3 9

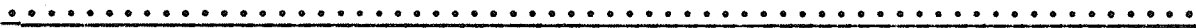
TABLE VIc

School Pinkham

Nurse Miss Caruso

Date April 6, 1950.

Grade	Age	Pupil's Name	Hearing Tests			
			First Test		Re Test	
			R	L	R	L
5	12	Robert	6	6	Absent	To be retested
5	11	Lois	-3	6	Absent	To be retested
5	13	Jim	0	9	-3	6 Earaches and running ear with tonsillitis Dec. 45



School Pinkham

Nurse _____

Date January 23, 1948

Grade	Age	Pupil's Name	First Test	
			R	L

Refer to Doctor - Special Seating

3	8	Albert	15	12	Following treatment he should be retested about March, 1948.
---	---	--------	----	----	--

Albert appears to have considerable difficulty in seeing. This pupil's hearing would possibly improve if home conditions were considerably improved and he had a good vitimized diet. Please record hearing test on school medical card.

Tested and Graded by M. A. Simpson.

TABLE VIa

School Pinkham

Nurse Miss Marshall

Date March 22, 1951

<u>Grade</u>	<u>Age</u>	<u>First Test</u>		<u>Re Test</u>		
		<u>R</u>	<u>L</u>	<u>R</u>	<u>L</u>	
Audiometer tests March/51						
Grades 4,5,6 and referrals						
tested 153 students tested						
5 found with possible hearing loss						
ungraded	11	Billy	3	9	Individual	Low I.Q.
"	7	Barton	9	3	Individual	Behaviour problem
			Doubtful if child really co-operated			
2	7	Rosie	0	12	Individual	
6	12	Doreen	6	6	6	9
4	9	Joan	15	15	15	15
						No history of ear trouble

APPENDIX H

"CHILD GUIDANCE SERVICES - Preventive,
Diagnostic and Remedial

1. Speech and Lip Reading

Speech correction and lip reading were introduced into the Winnipeg Public Schools in an effort to help free children from feelings of inferiority and inadequacy brought about by speech defects. Speech is defective when it deviates so far from the normal that it calls attention, interferes with communication or causes environmental maladjustment.

The speech department aims to find pupils who have defective speech before the speech habits become so fixed that the personality is affected and to improve the speech so that it will compare favourably with that of normal speakers. Through mental hygiene and formal speech lessons, an adjustment is established whereby children will be able to face society without fear and with no break-down in their ability to talk. Each pupil from Grade One, through junior high school is given a short speech test. Kindergarten and senior high school pupils are reported usually by the teachers or the medical department. Serious defects are cared for in the speech correction classes, and minor defects are listed and explained to teachers with recommendations as to what may be done in classroom routine for speech improvement. During the physical examination of pupils by the school doctors and nurses, recommendations are made to speech teachers concerning the advisability of working with certain types of cases showing physical abnormalities such as cleft palate, tongue, teeth, and throat conditions, etc.

After diagnostic tests have been administered in a school, the principal and the nurse receive complete lists of all speech requiring special help in the school. When the work is completed, a detailed report is filed with the principal showing the degrees of progress.

There is close co-operation between class teachers, speech correction teachers and primary supervisors during the re-training period and later for follow-up work.

In all stuttering cases and whenever necessary, parents are interviewed and their co-operation is enlisted.

Classes are organized in groups as homogenous as possible. Ten or more pupils can be cared for in classes for articulation disorders, but stutterers are treated on a more selective basis.

A case history is taken when a child is placed in a speech class and is carefully studied until he is released. This record includes the present speech situation, the speech

history, the family history in as much as it is pertinent to the speech difficulty, the cause of the speech disorder, personality, temperament, co-operation of parents and teachers, tests, and general progress.

Whenever a child shows personality maladjustment through a speech attitude or a speech defect suggesting the presence of an emotional basis, further services are requested. Here, through complete investigation, the best method of meeting the situation is considered and through working between the home and school, satisfactory adjustments can be established.

Lip Reading

When the results of the Hearing Survey for a school have been completed by the audiometrist, a detailed report is sent to the Speech Department.

A pupil in an elementary grade showing a bilateral hearing loss of nine decibels or above is considered to be a candidate for a lip reading class, and is also given special placement in the classroom."¹

¹Outline of Child Guidance Clinic, Winnipeg School Board Office, pages, 12, 13.