

REPORT  
OF  
THE SUPERINTENDENT  
OF  
PROTESTANT SCHOOLS  
IN THE  
PROVINCE OF MANITOBA.

1871.

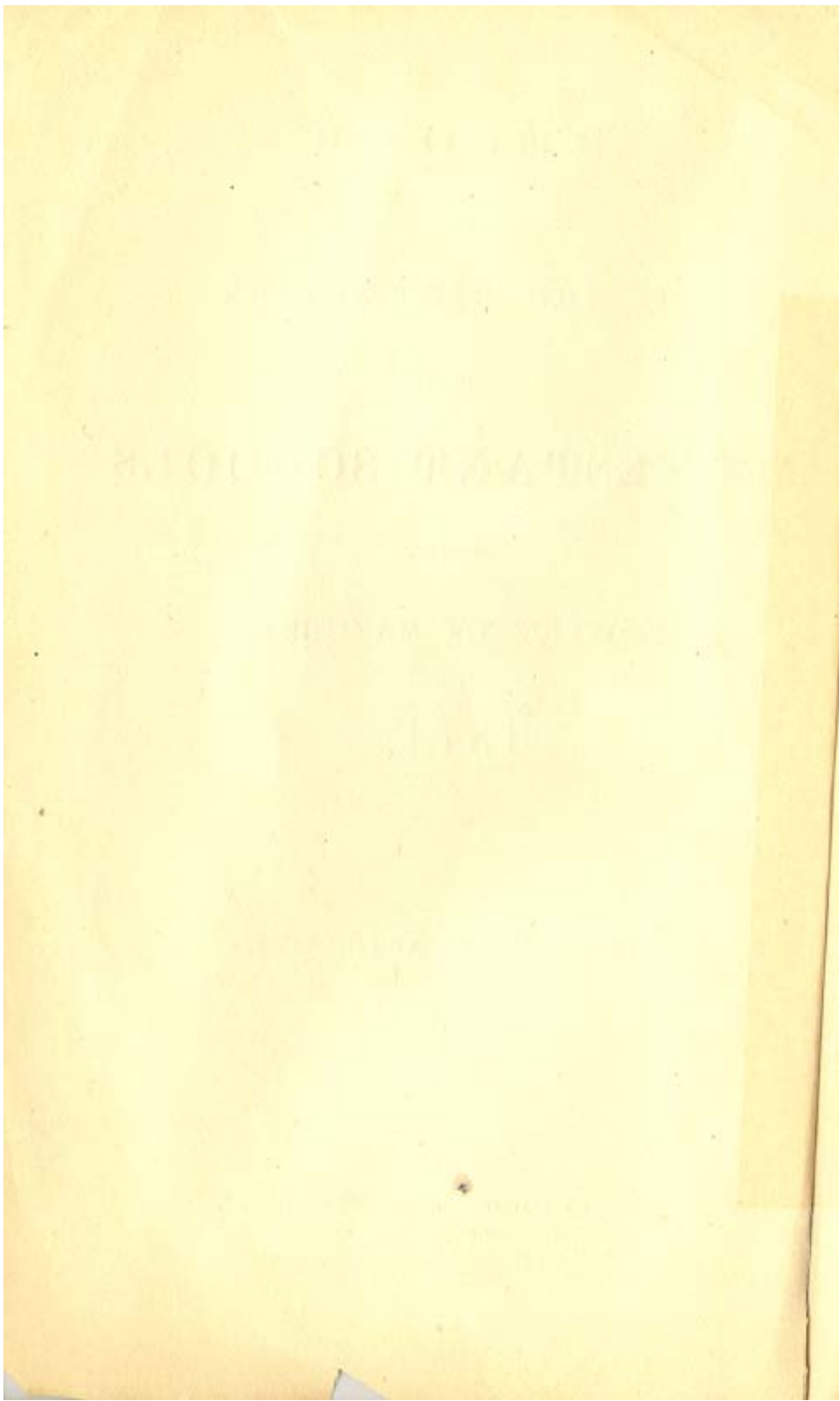
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WINNIPEG :  
PRINTED BY COLDWELL AND CUNNINGHAM,  
Printers to the Queen's Most Excellent Majesty.

ANNO DOMINI 1872.



ST. JAMES',  
5th February, 1872.

SIR,—I have the honor to transmit herewith, to be laid before His Excellency the Lieutenant-Governor, my report of the Protestant Common Schools in the Province of Manitoba, for the half-year ending January 31st, 1872.

I have the honor to be,

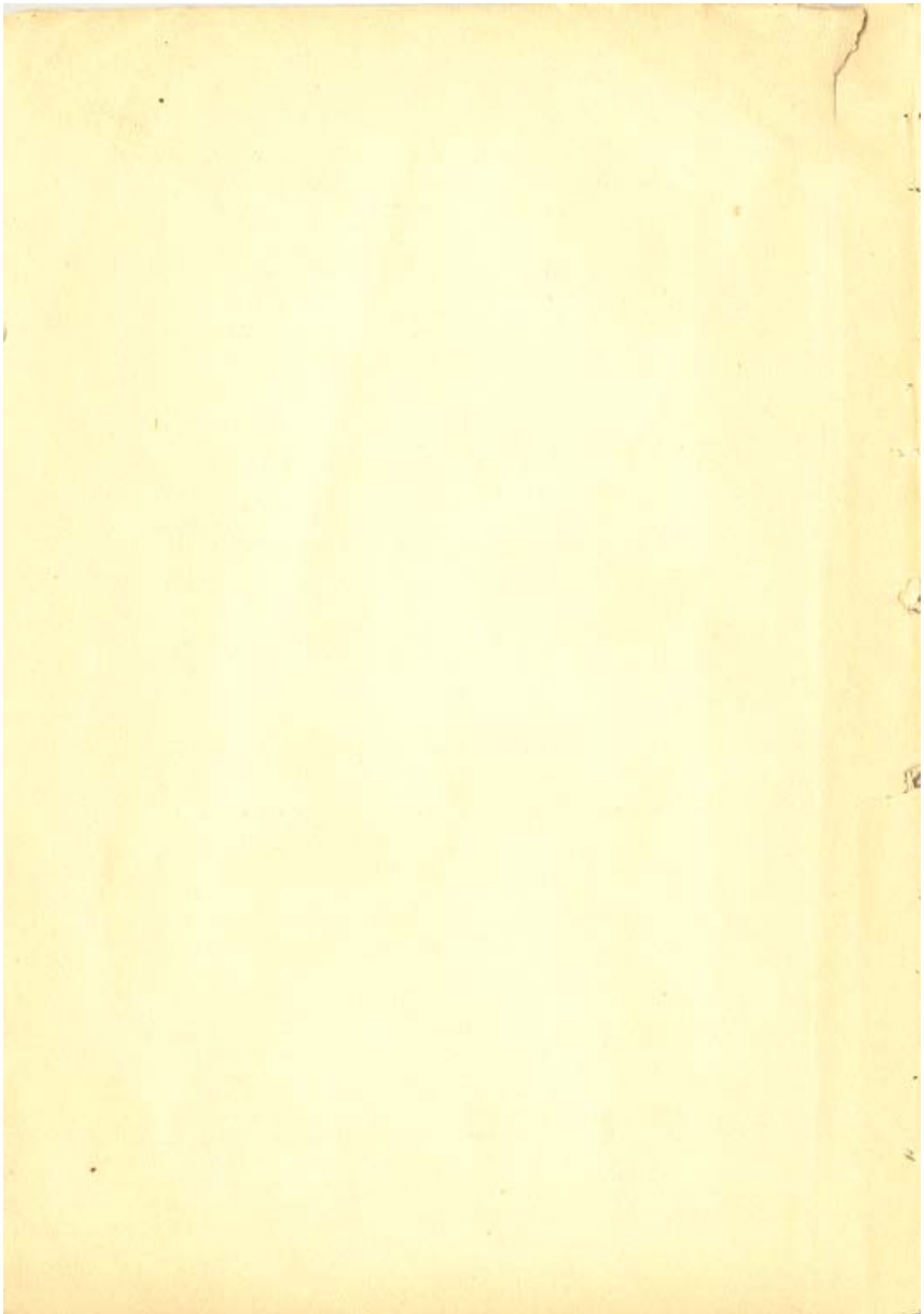
Sir,

Your obedient servant,

W. CYPRIAN PINKHAM,

Superintendent.

The Honorable Thomas Howard,  
Provincial Secretary.



*First Report*

REPORT  
OF  
THE SUPERINTENDENT  
OF  
PROTESTANT SCHOOLS  
IN  
THE PROVINCE OF MANITOBA  
FOR THE  
LATTER HALF OF THE YEAR 1871.

*The Honorable Adams George Archibald, Lieutenant-Governor of Manitoba,  
&c., &c.*

May it please your Excellency :

I have the honor to submit to Your Excellency my First Report on the state of the Protestant Common Schools, in this Province, for the latter half of the year 1871.

The Act upon which the present system of Common School Education is based was passed during the first session of the First Parliament of Manitoba, held in 1871.

Previous to the passing of this Act there were one or more schools in each of the English-speaking parishes. These schools were under the direct control of the Incumbent of the parish, and were all, with the exception of the school in the Scotch Settlement and a small school at Little Britain, Church of England Schools. Some of them were entirely supported by the Church Missionary Society. As to the rest of the Church of England Schools, the teachers' salaries, as well as all expenses incurred in the erection, furnishing and repairing of the school-houses, were defrayed by local collections and subscriptions, aided during the past few years, by a grant from the Diocesan Fund. In several of the parishes, *e.g.*, St. James, Headingly, &c., which are not connected with the Church Missionary Society, and which therefore received no assistance from that generous body, the schools have been carried on for the past

few years under great difficulties. In these localities the support of the school devolved almost entirely upon the people residing in them; and when it is borne in mind that these parishes, always small and by no means wealthy, suffered heavily from the ravages of the grasshoppers, the difficulties of providing a reasonable salary for the teachers and keeping up the school-houses will be easily understood and appreciated. Indeed some of our schools have been frequently closed, for the simple reason that the teacher's salary could not be raised; and in more than one case the clergyman of the parish has undertaken the school duties himself, and devoted, free of charge, a few hours each day to the important duty of instructing the youthful members of his flock in the different branches of a common school education.

One of the Canadian papers has asserted, if I remember rightly, that the Hudson's Bay Company used to give grants of money towards the support of our parish schools. So far as I have been able to learn, no assistance has ever been given by that honorable body, as such, to the elementary schools, though in the case of the higher schools of the country it has shown most commendable liberality.

I have thought it my duty to mention these facts for two reasons, first because they will account for the backwardness of some of our schools as compared with others in the Province which have all along been conducted under more favorable auspices; and secondly, because they determined to a great extent the appropriation of the Government grant for this year among the schools under the jurisdiction of the Protestant section of the Board of Education.

Each parish school as it had existed previous to the passing of the School Act was practically taken on by the Government when it enacted (School Act, clause 15), that "Each Electoral Division, with the lines as fixed by the Lieutenant-Governor in Council, should in the first instance be considered a School District."

But at the first meeting of the Board it was found desirable to make certain changes in the School Districts. This was done in the way which the Act authorizes, and the Protestant School Districts stand at present as follows:

*No. 1.—North St. Peter's School District.*

From the northern line of Morrison West's lot to the northern end of the Indian Settlement.

*No. 2.—South St. Peter's School District.*

From the northern line of Morrison West's lot to the northern line of Wm. Cochran's lot.

*No. 3.—Mapleton School District.*

From the northern line of Wm. Cochran's lot to the northern boundary of No. 22 Electoral Division.

*No. 4.—North St. Andrew's School District.*

From the northern boundary of No. 22 Electoral Division to the northern line of Thomas Firth's lot.

*No. 5.—Central St. Andrew's School District.*

From the northern line of Thomas Firth's lot to the northern line of Donald McDonald's lot.

*No. 6.—South St. Andrew's School District.*

From the northern line of Donald McDonald's lot to the northern line of Robert Sanderson's lot.

*No. 7.—St. Paul's School District.*

From the northern line of Robert Sanderson's lot to the northern boundary of No. 19 Electoral Division.

*No. 8.—Kildonan School District.*

On the western side of the Red River from the northern boundary of No. 19 Electoral Division to the northern line of John Inkster's lot; and on the eastern side of the Red River, from the northern boundary of No. 19 Electoral Division to the northern line of John McPhail's lot. (With two schools.)

*No. 9.—St. John's School District.*

On the western side of the Red River from the northern line of John Inkster's lot to the northern line of Neil McDonald's lot; and on the eastern side of the Red River from the northern line of John McPhail's lot to the southern line of No. 18 Electoral Division.

*No. 10.—Winnipeg School District.*

From the northern line of Neil McDonald's lot on the Red River, to the eastern line of Thomas Franklin's lot on the Assiniboine.

*No. 11.—St. James' School District.*

From the eastern line of Thomas Franklin's lot to the western boundary of No. 10 Electoral Division.

*No. 12.—Headingley School District.*

Identical with No. 8 Electoral Division.

*No. 13.—Poplar Point School District.*

Identical with No. 4 Electoral Division.

*No. 14.—High Bluff School District.*

Identical with No. 3 Electoral Division.

*No. 15.—Portage la Prairie School District.*

From the eastern boundary of No. 2 Electoral Division to the Hudson's Bay Company's old Fort.

*No. 16.—Westbourne School District.*

Such part of the Settlement on White Mud River as is in No. 2 Electoral Division.

After taking into consideration the facts relating to the schools which have been already mentioned, and with the view of giving all our schools an equal start, the Protestant section of the Board determined to give each school under its jurisdiction at the rate of £30 for the first year, *i.e.*, £15 for the latter part of the year 1871, thus setting aside for the present clause 18 of the School Act.

The section having appointed an Examination Committee, composed of Rev. John Black, Molyneux St. John, Esq., and Rev. W. Cyprian Pinkham, examinations were held, and 21 persons received licenses according to their respective attainments, the majority of whom were very soon engaged as teachers in the different Protestant schools.

A code of by-laws and regulations, for the government and discipline of our schools, was drawn up and published, and a copy of the same, together with a "Circular Letter" addressed to the trustee and teachers, was sent to each of these persons.

Our section of the Board, after most mature deliberation, determined to exclude all distinctive religious teachings from its schools, but has enjoined the reading of Holy Scripture and the prayers as published in the "By-laws and Regulations," at the opening and closing of the school.

I come now to the inspection of the schools.

*(1.)—St. Peter's (North) School.*

I visited this school November 28th, and found that it had only been opened on the previous Friday. The school-house is a large new building, not quite finished and very poorly furnished. The teacher is a pure Indian, I believe, as are almost if not quite all the children. There were 39 children present, 27 of whom were reading words of one syllable (in English). The rest were working away at the English alphabet.

*(2.)—St. Peter's (South) School.*

Inspected November 28th. Considering that the children attending this school are nearly all pure Indians, it is in a very satisfactory condition indeed. There were 48 children present out of 66 whose names are on the register. The present condition of the school is due unquestionably to the fostering care of the Church Missionary Society. The teacher, a very excellent and worthy man, is, if I do not mistake, a pure Indian.



(3.)—*Mapleton School.*

I inspected this school on the 29th of November. The school-house is inconveniently small. There were 30 children present. They all appeared to be bright, intelligent children, and are getting on nicely. A few were studying English grammar and geography, very few were writing, and none were far advanced in arithmetic.

(4.)—*North St. Andrew's School.*

The number of children present at this school when I inspected it was small—only 22 out of 48. The school is held in a small Presbyterian Church—an arrangement which, while it has many objections, has this special one, that desks cannot very well be fitted up in it. At the time of my visit there were none. The children appeared to me to be reading in books too advanced for their attainments. Questions in grammar and geography were fairly answered; arithmetic pretty good.

(5.)—*Central St. Andrew's School.*

I inspected this school on 30th November. Number of children present, 52; on the books, 72. The children are very intelligent. Reading, writing, dictation, arithmetic, geography and grammar, good. This school has been largely supported by the Church Missionary Society, and has enjoyed the privilege of having at different times some excellent men as teachers.

(6.)—*South St. Andrew's or Park's Creek School.*

When I visited this school on November 30th I found 34 children present out of 37 whose names were on the register. The reading, geography and grammar, good. This school is conducted on an excellent principle by the teacher who has had 20 years' experience in his profession and has taught, I understand, in England, in Canada and the United States. Early in January I again visited this school and examined it. The number of children present at my last visit was much larger than on the previous occasion, and a certain degree of progress was observable. On the last occasion quite a number of the parents and others were present, and after each class had been examined a few small prizes were distributed among the most deserving of the children.

(7.)—*St. Paul's School.*

Examined December 1st. Number present, 19; on the books, 32. The writing was very good and some of the children were well advanced in arithmetic. The geography and grammar questions were creditably answered.

(8.)—*Kildonan School (West).*

I examined this school on 4th December. It is in a most flourishing condition, and considerably ahead of all the other schools, with the exception of

*(9.)—Kildonan School (East).*

Which I examined on the same day. 42 children were present in the other school, 43 in this one. A large number of the children attending this school are quite young, but are all very bright. The writing at this school was excellent. The condition of these two schools is mainly due to, and reflects the greatest credit upon, the exertions of the Kildonan people, but it is partly due to the effective teaching of Mr. Whimster, a gentleman who has now returned to Canada to prosecute his studies for the ministry of his Church.

*(10.)—St. John's School.*

Inspected December 4th. There were only 15 children present who were, however, getting along nicely. The school has been closed since my visit on account of the small number attending it, and it is proposed to divide this district between the Kildonan and Winnipeg School Districts. The parsing was pretty good.

*(11.)—Winnipeg School.*

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

*(12.)—St. James' School.*

I examined this school on 19th of December. The number present was 29. Reading, writing and arithmetic fair. The attendance is not what it ought to be if all the people were alive to the importance of educating their children. Those children who attend regularly are getting on very nicely, and seem much attached to their kind teacher. After, the examination prizes to the value of £1 13s. 0d. were distributed among the children.

*(13.)—Headingley School.*

I visited this school December 21st, and was very much pleased with my examination of the children. I think that this school ranks next to the Kildonan schools, and reflects very great credit upon the ability and perseverance of the teacher. The grammar questions were very well answered, and the arithmetic was most creditable.

*(14.)—Poplar Point School.*

Inspected December 7th. This school at the time of my visit was very imperfectly furnished, and the teacher was laboring under great disadvantages; a very small number of children present. Notwithstanding all disadvantages this school is progressing. The parsing was good.

*(15.)—High Bluff School.*

I found a very large number of children attending this school. The schoolhouse is small and very scantily furnished, but the children are making rapid progress. The parsing was very good. A number of the parents and others were present at the examination.

*(16.)—Portage La Prairie School.*

I visited this school on December 11th. There were 47 children present, all of whom are getting along nicely, still the school was not so advanced as I had expected it would have been. Writing very good. Several persons were present at the examination.

*(17.)—Westbourne School.*

This school has, I understand, been open for some time, but inasmuch as it has not a regularly certificated teacher it has as yet received no Government grant, and is therefore not a Government school.

I understand that I am expected to make in this report any suggestions in regard to Common School Education which may have occurred to me in the discharge of my duty as Superintendent, but inasmuch as the Protestant section of the Board of Education has already laid before Your Excellency the amendments which in the opinion of its members should be introduced into the present School Act, very little is left for me to say here. However, it will scarcely be out of place for me to mention some of the most important amendments which have been proposed, making a few remarks on each.

It is proposed "That the sum appropriated by the Legislature for Common School purposes shall be divided between the Protestant and Roman Catholic sections of the Board, in proportion to the aggregate of the average attendance at all the schools under the jurisdiction of each section, during the preceding year."

It appears to me that this is the true way of distributing the Government money given toward the support of Common Schools. Many very serious objections can be brought against its distribution according to the returns of the last census, the principal of which is, that in a new country like this there may be in the course of one or two years a very large number of new settlers in the country belonging to the one section, and a very small number belonging to the other section, in which case the larger will have to be content with a sum of money which has no proportion to its wants until a new census, the taking of which may be postponed for five years, entitles it to its just share of the Government money. Besides, the distribution of the money in the manner proposed has this special advantage, that it will promote a better attendance at the schools under each section of the Board, an advantage which the Government of any country ought to take into consideration if it has, as it should have, the welfare of those whom it assists in educating at heart. The principle involved in this amendment has nothing of unfairness in it; it does not affect Roman Catholics any more than it does Protestants; it is a principle which common sense and common justice alike recommend. It is objected that it will be exceedingly difficult to distribute the Government grant in this manner, and the question is asked, How can we depend upon the accuracy of

the returns made by teachers to their respective Superintendents? But surely if we require a certificate of good moral character from each person who applies for a license to teach in our Common Schools, which certificate comes from some clergyman or other person holding a responsible position, we may trust our teachers to send in accurate reports of the state of their schools. Besides, each Section of the Board may require every teacher to furnish with his report, as is done in Ontario, a voucher something like the following, viz :

"I do hereby certify that the accompanying report is a correct statement of the attendance of pupils at this school, and of other information for the Quarter ending on the \_\_\_\_\_day of \_\_\_\_\_187  
\_\_\_\_\_Teacher."

The School Act, as it stands at present, provides that the Government grant shall be divided equally between each section of the Board of Education, *i. e.*, it provides that Roman Catholics and Protestants shall get an equal share of it. Now if this amendment be adopted there need be no alteration in the distribution of the Government money, provided it can be shown that the aggregate of the average attendance at all the schools under each section of the Board is equal, or nearly equal.

The next important amendment, in which all persons interested in the welfare of our Common Schools agree in advocating, is the incorporation of the School Trustees. They ought to be elected to serve as in Ontario; their duties should be clearly defined; and they themselves should be held responsible for the school monies entrusted to their safe-keeping. All the provisions relating to School Trustees which have been recommended by the Protestant section of the Board of Education might very properly be introduced into the School Act.

Though personally altogether in favor of educating all our children without respect to denomination, yet inasmuch as the majority of Protestants and Roman Catholics never do, and I suppose never will, agree to have their children educated together in the same school, I would, under certain circumstances, allow "separate schools." If people make it a matter of conscience it is quite unnecessary for Government to try to compel them to do anything so disagreeable as sending their children to a school which they think they ought not to send them to; but it would be necessary for the law to define clearly the circumstances under which such "separate schools" would be permitted to exist, and the conditions to which those who advocated or assisted in supporting them would be bound.

The next important amendment relates to the manner of raising money to supplement the Government grant. The difficulty experienced in the past of raising money by subscriptions and contributions has been great, and the pretty general adoption of assessment since the School Act came into operation, is not only an evidence of the good sense of our people in this respect, but it leads one to infer that this will soon be the general way of raising money for school purposes. It might perhaps be going too far to make assessment the only way for raising this money, but so confident am I of its being the true way that I should be glad if it were. It is right on many grounds that every man, whether he has children to send to the common school or not, should

contribute his share towards the general advancement of education in his neighborhood.// In helping to educate his neighbor's children he is promoting his country's welfare, and stopping up for many a one the avenues to vice and crime, down which the illiterate youth of both sexes so frequently rush to inevitable destruction.// But the assessment must be properly conducted; the assessors ought to be furnished with printed instructions, and ought to value every man's property as fairly as possible in accordance with those instructions. If one man's property is undervalued, every other ratepayer in the district suffers in a greater or less degree; and if any property be overvalued it is unjust to him to whom it belongs. But if assessment on all property, real and personal, of the School District be obligatory, then it seems to me that the State should compel the parents, under certain restrictions, to send their children to school that they may avail themselves of the education which all assist in providing. If, for example, I who have no children to send to the common school, and therefore cannot be directly benefitted by the instruction there given, am compelled to assist in the education of my neighbor's children, I ought to have some guarantee that those children are really sent to school. From what one reads about school matters in England it would appear that the English mind is fast giving up the idea that compulsory education is impracticable. People are apt to think that to compel them to send their children to school is to deprive them of some of their liberty as free men and women, but there is really no curtailing of a man's liberty in this matter, for all men ought to wish to have their children educated, and it is only those who are so utterly selfish that they do not even care for their children's welfare who would feel such a measure as compulsory education, and every enlightened man would wish that something far more oppressive should be laid on such. It would be necessary to define by law the mode of proceeding for one who has been assessed for more than he is entitled to pay. At present there is no legal means of redress, and severa- persons who think their property unfairly valued are unable to appeal. The appointing of County Courts, to any of which it might be lawful to bring such a matter, will furnish all that is required.

The last suggestion which I shall offer on the present occasion has reference to new School Districts or isolated settlements. The clause in the School Act which relates to this subject is as follows :

" 19. In an exceptional case, where the people of a School District shall, in the judgment of the section, be unable to contribute towards the support of a school, the section may declare the District a Poor School District, and give such aid as the circumstances may seem to justify."

"This is all very well if it stood alone, but clause 17 provides that 'no school shall derive from the Public Funds a sum more than three times what is contributed by the people of the District; nor unless the average attendance at the school shall be fifteen scholars.' Now I submit that circumstances may arise, and I think have already arisen, in which it would be highly desirable for each section of the Board to exercise greater power in the distribution of the money placed at their disposal than they can now do. There might in some cases be as many as eight or ten children in a new settlement old enough to attend school; and it might be possible to employ on a small salary one who would teach for two or three hours in the day. A plan of this kind would, I

think, be practicable, and would be sure to commend itself to the persons most interested in it. If the clause relating to average attendance were struck out and one to the following effect inserted, viz.: "In an exceptional case, where the people of a school district or of an isolated settlement shall in the judgment of members of the section be unable to contribute the required amount, the section may give such aid as the circumstances may justify," it would meet all that is required. I should be sorry to see the schools which are now in operation deprived of their legitimate share of government patronage, but if it is every one's interest to encourage immigration—and it is the opinion of all thoughtful men that it is—then we ought to be prepared to give new settlers all the assistance in our power.

In conclusion, I have to offer an apology for the "Return" appended to this Report. Our section of the Board has lately agreed on a blank form of "quarterly return" which is to be printed for the use of all our teachers. In the meantime almost all of them have sent in their returns in a different form, the result of which has been that I have had considerable difficulty in getting these returns into anything like order. I have reason to believe from information which has reached me unofficially that the attendance in almost all our schools has increased lately. According to the return the number of children attending the sixteen schools is 816; but I have little doubt that if we had returns from all the schools for the quarter just ended they would place the entire number at 850.

I have the honor to be

Your Excellency's most obedient servant,

W. CYPRIAN PINKHAM,  
Superintendent.

St. James,  
31st January, 1872.

The Protestant Common Schools in the Province of Manitoba.

Name of School.	Teacher's Name.	No. of Scholars in attendance.		No. of Days School was open.	Average Attendance.	1st or Lowest Class.	2nd or next Lowest Class.	3rd or Middle Class.	4th Class.	5th or Highest Class.	Arithmetic.	Grammar.	Geography.	History.	Writing.	Dictation and Composition.	Book-Keeping.	Other Studies.	Date of Return from which this Table is made out.
		Boys	Girls																
North St. Peter's.....	Henry Prince.....	94	22	45	30	30	16	11	1	1	12	12	12	1	37	12			January 12, 1872.
South St. Peter's.....	John Stuchair.....	41	41	41	41	17	7	8	5	7	19	10	19	10	37	34			January 10, 1872.
Mapleton.....	John Kipping.....	41	41	41	41	17	7	8	5	7	19	10	19	10	37	34			January 10, 1872.
North St. Andrew's.....	William Black.....	68	68	68	68	12	18	13	12	13	25	38	38	38	56	38			October 31, 1871.
Central St. Andrew's.....	Albert Hodgson.....	65	65	65	65	13	16	20	20	20	40	40	40	40	40	40			No date.
South St. Andrew's.....	F. Gilmore.....	32	32	32	32	10	10	6	6	6	40	40	40	40	40	40			January 10, 1872.
St. Paul's.....	T. Bann.....	57	57	57	57	12	15	8	14	10	22	14	12	5	14	17			December 12, 1871.
Kildonan (East).....	A. Sutherland.....	61	61	61	61	9	11	13	18	10	40	26	26	15	46	28			November 28, 1871.
Kildonan (West).....	G. Munroe.....	21	21	21	21	8	8	3	3	9	20	33	35	29	50	38			November 27, 1872.
St. John's.....	A. Garrick.....	30	30	30	30	17	6	7	7	9	14	5	5	2	20	5			October 31, 1871.
Winnipeg.....	W. F. Laxton.....	27	27	27	27	10	3	9	18	13	12	12	13	3	13	1			From Oct. 30 to Dec. 22, 1871.
St. James'.....	A. Stock.....	27	13	40	46	25	10	9	18	18	27	18	18	18	20	1			From Nov. 1 to Jan. 31, 1872.
Headingley.....	A. Clouston.....	60	58	58	58	31	17	15	13	13	41	14	16	13	45				December 11, 1871.
Poplar Point.....	G. Newcomb.....	40	49	49	49	26	9	7	24	27	9	9	9	9	16				December 22, 1871.
High Bluff.....	W. Gerrard.....	80	80	80	80	26	16	26	12	31	7	7	7	9	16				December 31, 1871.
Portage la Prairie.....	E. Malten.....	61	61	61	61	23	13	16	9	9	9	9	9	9	38	24			December 31, 1871.

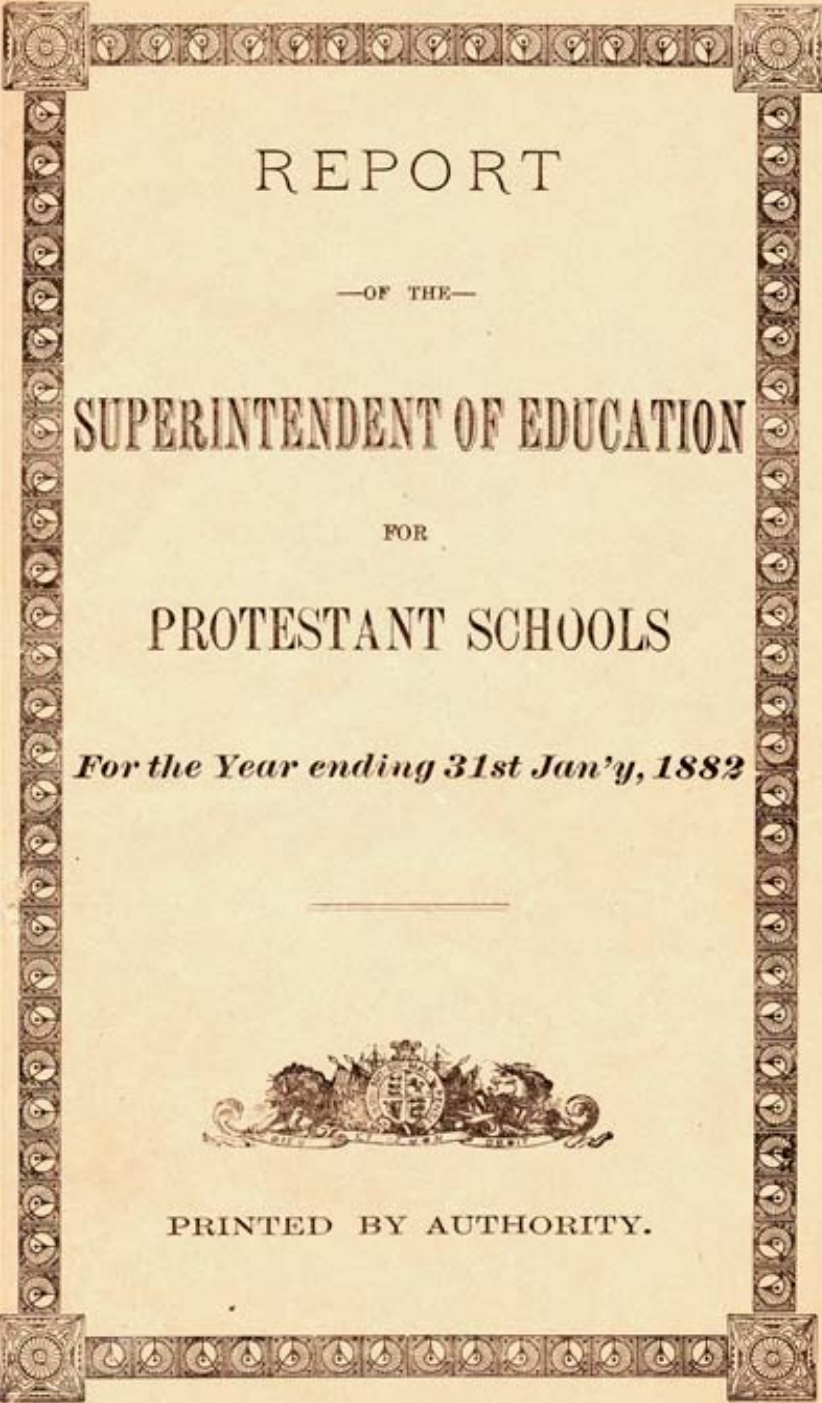
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RETURNS.

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—OF THE—

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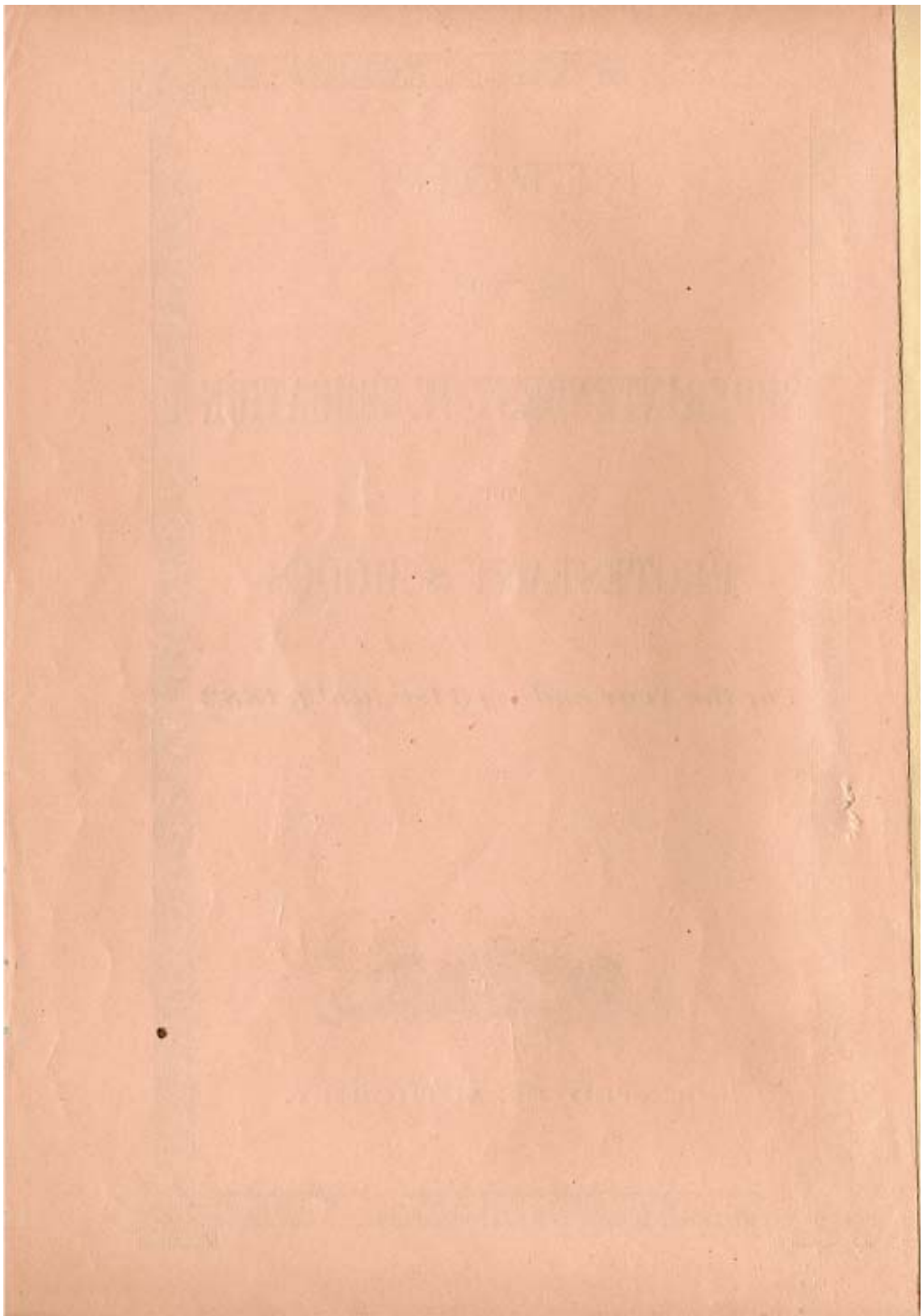
FOR

PROTESTANT SCHOOLS

*For the Year ending 31st Jan'y, 1882*



PRINTED BY AUTHORITY.



REPORT

—OF THE—

SUPERINTENDENT OF EDUCATION

FOR

PROTESTANT SCHOOLS

*For the Year ending 31st Jan'y, 1882*



—O—

PRINTED BY AUTHORITY.

REPORT

OF THE

COMMISSIONERS OF EDUCATION

AND

PROTESTANT SCHOOLS

FOR THE YEAR ENDING 31st MARCH 1982



PRINTED BY WOODHEAD

*To His Honor the Honorable Joseph Cauchon, Lieutenant Governor  
of Manitoba:*

SIR:

I have the honor to submit my report respecting the Protestant section of the Board of Education and the work done under its supervision for the year ending January 31st, 1882.

#### BOARD OF EDUCATION.

The Protestant section of the Board of Education consists of the following members, viz:

The Most Rev. Robert Machray, D.D., LL.D., Chairman,  
Rev. W. Cyprian Pinkham, B.D., Superintendent,  
Stewart Mulvey, Esq.  
Rev. James Robertson,  
Lieutenant-Colonel W. N. Kennedy,  
Rev. Professor Hart, M.A., B.D.  
Rev. Canon O'Meara, M.A.  
Rev. S. D. Rice, D.D.  
W. Hespeler, Esq.  
Rev. Alexander Matheson.  
W. J. James, Esq., B.A.  
W. B. Hall, Esq.

#### LEGISLATION.

The new school law of the past session, embracing all that was considered valuable in previous enactments, together with such new features as a ten year's experience, in a Province whose circumstances are constantly changing, suggested, is a most valuable compendium. It has been printed with the Debentures Act and the revised regulations of the Board of Education as a "Manual of School Law," and upwards of 2,000 copies of it have been circulated.

#### EXTENSION OF MANITOBA.

By the extension of the boundary of the Province the newly added territory became entitled to all the privileges and benefits of our public school system. Immediately after the issue of the proclamation several school districts were formed in the new territory, the fullest information having been given previously, by circular and otherwise.

At a meeting held on 17th October, it was resolved that the superintendent be hereby instructed to proceed as soon as possible to the eastern Provinces, for the purpose of visiting some of the principal Normal, Model and High schools of the Dominion, and on his return to report to the Board upon a system of training schools for teachers and of high schools, for the Province of Manitoba.

The following was the report of this visit :

*To the Protestant Section of the Board of Education :*

GENTLEMEN :—At our last meeting, held on the 17 of October, I was instructed by you "to proceed as soon as possible to the eastern provinces, for the purpose of visiting some of the principal Normal, Model and High schools of the Dominion, and, on my return, to report to you upon a system of High Schools and Training Schools, for the Province of Manitoba."

Before setting out on this mission I felt that it was my duty to submit the question of my going to the Provincial Secretary for the concurrence of His Honor the Lieut. Governor in Council, and I need hardly say that the answer I received was satisfactory. I was told "The Council has no objection to your absence, being sure that your mission will advance the cause of education in this Province." Accordingly I left home on the 24th of October, and returned on the 29th of last month, being absent a little over a month. I spent several days in Toronto, visiting the Department of Education, the Normal and Model schools, the Collegiate Institute, the public day and night schools, and other educational institutions; and I was present for a short time at a meeting of the Board of School Trustees for the city. I was three days in Ottawa, and saw the Ottawa Normal and Model Schools, and the Collegiate Institute. I spent nearly a week in Montreal, during which I had the opportunity of visiting the McGill University, the McGill Normal School, the Model Schools in connection with it, the High school for boys and girls, the primary High schools, and two or three of the Protestant public schools of the city, as well as the Mackay Institute for deaf-mutes. I spent an afternoon and evening at St. Catharines, and in company with my friend, Mr. J. B. Somerset, Inspector of Schools for the county of Lincoln, visited the public schools and Collegiate Institute of that city. I went to Boston, being told that there I should see the most flourishing educational institutions of the Great Republic, but unfortunately, just as I arrived, all the schools were closing for the rest of the week, to celebrate the national Thanksgiving, and I felt reluctantly obliged to limit my visit to a few hours, during which I made the acquaintance of the Secretary of the Board of School Supervisors, and obtained valuable official documents from him. On my way home, I spent the greater part of a day at Minneapolis, during which, besides visiting one of the primary schools, I was shown over the admirable High school of that city, and saw something of the work done there.

When I left Winnipeg, I intended to go to Nova Scotia and New Brunswick, but having only a limited time at my disposal, and feeling that the whole of it might have been spent with exceeding advantage either in Toronto or Montreal, I deferred my visit to those interesting portions of the Dominion to a later date.

I visited the Art institutions in Toronto, Ottawa, Montreal and Chicago.

The object of my visit implied the making myself and it known to leading educationists wherever I went, from all of whom I met with the utmost kindness and encouragement. I deem it no slight privilege to have had intercourse with Principal Dawson, Dr. Wilson, president of Toronto University, Canon Norman, D.C.L., the cultured and able chairman of the Montreal Protestant school commissioners, whom every pupil of the public schools seems to love, Mr. McMurchy, Principal of the Toronto Collegiate Institute, Inspector Hughes, who by his energy and ability has elevated the public schools of Toronto to a very high standard indeed, Dr. Robbins, superintendent of the Protestant public schools in Montreal, and those who fill positions in the Department of Education in Toronto, and in the different Normal, Model and High schools of the capital and two leading cities of the Dominion. At the request of some of my friends in Toronto, I delivered a lecture there on the "Educational Outlook in Manitoba," which was warmly received.

You will, I am sure, be pleased to hear, that even in Ontario, whose educational system received the highest encomiums at the Centennial Exhibition, and amongst such men as I have mentioned, Manitoba is credited with being in some of the leading features of her educational system, in advance of that most enlightened Province. In our University system; in such features of our school law as the Superintendents instead of a Minister of education; in the appointment of our inspectors by a Board such as this, rather than by the councils of the different municipalities; in the power now enjoyed by school trustees throughout the Province, to determine the amount of money to be raised in their respective districts, to supplement the Legislative grant; in the payment of a lump sum to each school rather than the system of payment by results; and in the proposed programme of studies for use in the cities and towns of Manitoba, with which the name of Mr. J. H. Stewart, inspector of city schools, must always be identified, some of the leading educationists of whom I have met with, do not hesitate to say that we have surpassed them. They think, too, that in exercising our judgment, as to the adaptation of what will suit Manitoba, whether from the older Provinces, the Mother country or the United States, we are not only within our right, but are exhibiting the true spirit of master-builders, who are, from the special circumstances in which we are placed, pre-eminently "the heirs of all the ages;" and, recognizing the wisdom and breadth of view exhibited by us in laying our educational foundation, they anticipate a superstructure that will eclipse all others. And if, while in Toronto, on which I found it difficult to turn my back, when the time came for me to do so, where I gladly admitted that we had received from the elaborate system of Ontario



much that is extremely valuable, I felt proud to be the honored representative of this Board, and rejoiced to think that I had had a share in bringing about results whose value is so generously admitted, the feeling you will say was a natural one. But beyond all this I was specially gratified to find that my ideas about the development of our system in the direction of High school work, and the training of our teachers was warmly endorsed by those whose professional opinions deserve to be carefully considered.

The best friends of any system are not those who close their eyes to its defects. The High school system of Ontario, although it has accomplished gratifying results, is not, in the opinion of its most ardent supporters, perfect. It has been very costly. It has frequently drifted into a most unsatisfactory rivalry with the neighboring common schools—two most serious objections, due in my opinion in a very great degree to the fact that high schools and common schools are managed by distinct boards of trustees. Then, its teachers, even in these days when so much importance is attached to a professional training, are not required to be taught how to teach; and, from the way in which the Legislative grant for high school work is apportioned, cramming and high pressure become not only possible, but as one of the ablest and most intelligent of the high school teachers of the Province frankly admitted, a necessity. As the Rev. George Bruce, B.A., of St. Catharines, puts the matter, an article published in the Canadian Monthly for May and June, 1879, "To reward a school according to the number of pupils it can cram through the intermediate examination, and condemn it for turning its attention to the process by which this can be most successfully accomplished, is like training a retriever to bring game to you, and then scolding him because he brings it. Suppose prizes were offered at Lloyd's to the vessels which carried the greatest number of passengers across the Atlantic in the shortest time, one would read with surprise of captains and engineers being reprimanded for taking a large number of passengers on board and running under high pressure of steam. There might be officers who valued the lives and comfort of their passengers more highly than the inducements held out by the foolish and criminal arrangement, but no thanks to the arrangement. And if, in the competition which arose among vessels, and under the influence of placarded results of the numbers landed in Liverpool or New York every half year by each vessel, owners learned to employ captains who were successful, only one result could be looked for. So long as the system continued in force, seafaring men would be compelled to accept the situation no matter how much against their judgment, or else abandon their occupation."

After weighing the matter in my mind for almost a year, and with the impressions and influences of my recent visit to Ontario and Quebec fresh upon me, I venture to propose again to you to ask for such legislation as will provide a machinery under which a higher department of education to be called "The Collegiate department of the Public Schools," may be established by boards of school trustees in cities and towns. In the city of Montreal the high school, the high school for girls, and the senior school, are under the control of the control of the Protestant board of school commissioners or trustees.

In Boston the high schools form the third grade of the system of public instruction established in the city; and in them a course of advanced study is provided for those who have completed the course in the grammar schools—the grammar schools being the second grade in the system, in which are taught the common branches of an English education. In Minneapolis the high school—the building is a most admirable one—is an integral portion of the public school system.

We want to supply the connecting link between our admirable system of common schools and the University of which we are so proud. Under our present law incorporated cities and towns are entitled to three trustees for each ward. In my opinion a majority of these may safely be entrusted with the responsibility of determining, with the sanction of their Section of the Board of Education, whether there shall be a department in connection with their schools in which higher work shall be taken up or not. Or, if it be thought desirable the consent of the ratepayers, given at a public meeting convened for that purpose, might be required. The section of the Board of Education would, of course, arrange for the qualifications of the teachers required, prescribe the course of study, determine who should attend such schools, and make all necessary arrangements for their efficiency and good government.

I propose to add to the programme of studies already referred to, two grades or standards, that would take pupils up to matriculation in the University.

I think any scheme to develop what is termed higher education, such as the one proposed, would not be complete if it failed to recognize the work done in the schools connected with the three Colleges now in existence, or in any other schools that may be opened under similar circumstances, and for much the same work. We must assume that the state wants to have educational institutions opened and carried on, and that she is willing, as far as the public funds will allow, to give assistance wherever and to the extent that bona fide work is done.

Then, until the University has funds of its own—a condition eminently desirable, and one which its friends ought to determine to bring about with as little delay as possible—the Legislature should be asked to vote annually a sum of money to be spent in scholarships, the examinations for which, conducted by the University, should be open to pupils of a certain age from any part of the Province, and winners of such scholarships should be called "University scholars" and have the right to pursue their university course in any of the colleges constituting the University, and to hold their scholarships until they graduated. I think two or three thousand dollars spent in this way would provide a stimulus which would be exceedingly gratifying in its results.

In my opinion the time for establishing a Normal School for the training of teachers for this Province has fully come. It is true that

a large number of our teachers are drawn from the ranks of the teaching profession in other Provinces. No doubt this will be the case for some time to come, and no one extends a warmer welcome to good teachers from other Provinces than myself. But with these who are really good, and who are almost certain to do well wherever they go, there are many who have been failures elsewhere, and a number whose attainments are far from satisfactory. Those who have had anything to do with our teacher examinations know that a number of those who come to the Province with third and even second-class certificates are scarcely able to pass our examinations. At the last examination the ignorance displayed in reading and spelling, not to mention two other subjects, was most glaring. Teachers profess to know a great deal about Algebra, Geometry, Chemistry, Natural Philosophy, and so on; they can give you pages of grammar, and yet they can't express themselves correctly either in speaking or writing. We require them to pass an examination in a number of subjects, that as teachers in country schools they will never need—I am not speaking of the value of these subjects as educators—and although probably seventy-five per cent. of all the children who go to school never attain at any very high standard of intellectual excellence, but really need to know how to read and write and spell and so on, we employ teachers who have never been taught the true value of these subjects and who are unable to teach them as they ought to be taught. I am not blaming our teachers. I find fault with the system under which they have received their training. In a training institution of our own, we could make thoroughness in reading, spelling, writing, accuracy of speech, composition, a *sine qua non*, and it would be much easier than it is at present to advance to the acquisition of subjects which, however valuable they may be, are not so essential.

The real and practical, the absolutely necessary, is what educationists in these days are tempted to overlook. We must not be carried away, but claim and exercise the privilege of thinking for ourselves and adopting what we believe will most effectually meet the educational requirements of our Province.

We ought then, in my opinion, to have in Winnipeg within the next twelve months, a first-class Normal School building, thoroughly equipped. With the extent and value of our school lands, there should be no difficulty in getting the funds required for such an object, and if a site could be obtained near the Central School, the departments there would suit for Model schools. But if we can't get a building specially for the purpose, we ought to make an arrangement with the city trustees whereby those persons throughout the Province who desire to become teachers may have the opportunity of studying in the higher departments of the Winnipeg Public Schools.

In the last two teacher examinations those pupils of the city schools who were candidates were as a rule very successful; and some of the most valuable of our younger teachers have had their sole training in them.

In passing through some of the best of the public schools of Toronto, I was specially impressed with the skill displayed in original drawing. The three and five minute work done while I was there was almost astonishing. I was also highly pleased to find considerable attention given, both in Toronto and Montreal, to singing and calisthenic exercises. I intend to propose to the trustees of Winnipeg, Portage la Prairie and Emerson to unite in employing a drawing master. If they fall in with the suggestion, I can recommend for the position a gentleman who called on me while I was in Toronto, the head master of one of the high schools of Ontario, who, while possessing the general qualifications of a first-class teacher, has a thorough knowledge of this subject, and can for the present easily teach it in the city and the towns I have named.

Let me say now that while in my opinion we have reason to be pleased with the progress made, there is plenty of work before us. I am not satisfied with the condition of the majority of our rural schools and there is throughout the Province an extraordinary apathy regarding education. I hope to visit from time to time, as my office duties will permit, different parts of the Province; to give information respecting the school law; to try and lead people to see the value of education, and, if possible, to get parents, teachers and trustees to feel an enthusiastic interest in it. I hope that we may be able to secure as inspectors thoroughly competent and energetic men, and I expect to have everywhere the active sympathy and co-operation of members of the learned professions. Changes in the law may soon be needed, viz, making school districts coterminous with municipalities, each township being a ward for the election of one trustee,—the trustees to be paid for their services like county councillors, and so on; levying the school tax on real estate only, and estimating all land whether under cultivation or not at the same value; requiring trustees to keep school open for a certain number of months in the year, and encouraging them to make such arrangements as they may deem necessary for having all the children in a school district, whose education is not otherwise provided for, attend school, etc., etc.

One thing is certain; for all that we have to do we must have sufficient funds. We ought to have a grant of from forty to fifty thousand dollars per year at least, apart from what may be required for a Normal School. I am sure that if, instead of giving one hundred dollars per annum to each of our schools, we could give two hundred dollars, they would be much more easily carried on, and would accomplish more gratifying results than at present. And if the salaries of persons engaged in this most important work were better than most of them are at present, better work and much more of it would be done. We ought to have the very best people—people of cultivated minds—people whose heart and will are in their work, and to get these we must pay liberal salaries. In a country like ours, where so many avenues are open to energy and ability, teachers must be well paid or the profession will largely be left to these who, for the most part, are its least efficient members.

I desire to offer my warmest thanks to my friend, Mr. Mulvey, for his great kindness in discharging the duties of my office during my absence; and to you all, gentlemen for affording me one of the most enjoyable recreations I have ever had. The time not consumed in travelling was very fully occupied. I have a great many ideas which, though not sufficiently important to find a place in this report, will be worked out as time goes on. I tried, too, not only to receive, but give information. But the change itself was a rest, and I feel all the better both in mind and body for it.

Respectfully,

W. CYPRIAN PINKHAM.

Education Offices, Winnipeg, Dec. 19th, 1881.

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BOARD OF EXAMINERS.

The Board of Examiners appointed by the Protestant section of the Board of Education consisted of the following members, viz :

The Rev. Canon O'Meara, Chairman; The Superintendent of Education, Secretary; Rev. Professor Hart, Rev. J. Robertson, Rev. S. P. Matheson, Hon. S. C. Biggs, and Messrs. S. Mulvey, J. H. Stewart and J. H. Bell.

EXAMINATIONS.

Examinations were held simultaneously at Winnipeg and Nelsonville. There were at these examinations ninety candidates, eleven of whom wrote for first class certificates, forty-one for second and thirty-eight for third class certificates.

The following is the classification of successful candidates :

FIRST CLASS—GRADE B.

A. Springer, Miss A. Eyres, J. D. Hunt, E. A. Blakely, D. E. McLean, P. D. McKinnon, John A. McGuire, Miss Nellie Brown.

SECOND CLASS—GRADE A.

A. Carmichael, Miss Annie Morrison, W. C. Morrison.

GRADE B.

N. Hewitt, J. Martin, T. B. Scott, Miss A. A. Dickson, J. W. McPhail, D. Campbell, R. Weir, Miss I. Hargrave, Alexander Acheson, Miss Hetherington, James Patterson, John Acheson, A. R. Sherk, Francis Shore, Miss Sturgeon, Miss Aikenhead, Miss F. Burke, Miss McIlroy and A. W. Stock, equal, A. Montgomery, W. Duncan, S. Er-

CERTIFICATES FOR INDIAN SCHOOLS.

Granted to John M. Cooks, H. Cochrane, Miss Eliza Budd, D. McDonald, Mrs. Hines, Peter Badger, A. Ross, Miss Lyals, A. H. Wright, D. Marsden, B. Thom, J. Irvine, W. Anderson, F. Storr, J. Asham, Miss J. Murray.

PROTESTANT PUBLIC SCHOOLS.

ATTENDANCE.

The following statement shows the number of schools and the attendance for the ten years during which the public school system has been in existence.

Year.	Number of schools.	Total attendance.
1871	16	816
1872	17	1095
1873	17	1108
1874	22	1248
1875	26	1595
1876	30	1600
1877	38	2027
1878	50	2670
1879	99	3614
1880	101	3735
1881	128	4919

INSPECTORS OF PROTESTANT SCHOOLS.

J. H. Stewart, Esq., Rev. W. Ross, M. A., Rev. Mark Jukes, Rev. James Douglas, W. Hespeler, Esq., S. H. Dewart, Esq., Rev. Young, B. A., Rev. A. Campbell, B. A., Rev. A. Matheson. \*

REPORTS.

James H. Stewart, Esq., Winnipeg school.

\*Rev. A. Matheson resigned before the close of the year, owing to ill health. No report.

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Winnipeg, April 30th, 1882.

REV. W. CYPRIAN PINKHAM, B.D.,  
Superintendent of Education,  
Manitoba.

SIR,—I have the honor to submit my report on the condition of the Winnipeg Protestant Schools for the year 1881.

For a year during which we witnessed in our midst almost unexampled advancement in every direction it would naturally be expected that I should have to report the most encouraging progress in educational matters. The material progress enjoyed by Winnipeg is certainly a matter of pride to all whose interests are bound up with hers, but none the less so is the progress in her public schools that it is now my pleasing duty to place upon record. During the past year we have seen school accommodation that was by many considered sufficient to meet all demands for at least two years to come, prove little more than enough to receive our rapidly increasing school attendance. When the Winnipeg Protestant School Trustees undertook to purchase new school sites and to erect more school-houses there were many who gave utterance to the opinion that the prospects of our city, viewed in the most favorable light, failed to warrant them in imposing such burdens upon the ratepayers. — But the developments of one session silenced every voice of disapproval. When I entered upon my duties as Inspector I found eleven departments with an enrolled attendance of 542. Thirteen additional class rooms were provided during the year, and at its close, provision was made to open classes in all but two of them.

The following tabulated statement gives the principal facts respecting the departments in operation during the year :

NAME OF SCHOOL AND TEACHER.	DESCRIP'N CERTIFICATE.	SALARY.	STANDARDS TAUGHT.	SEX OF PUPILS.
CENTRAL SCHOOL—				
J. B. Ferguson.....	1st Prov	\$1,000	8, 9 & 10	Boys & girls
W. A. McIntyre.....	"	800	7	"
E. A. Garratt.....	2nd Prov	700	6	"
J. D. Hunt.....	1st Prov	600	5	"
J. Acheson .....	2nd Prov	550	4	Boys
Miss Roblin .....	"	480	4	Girls
Miss Harvey.....	"	480	3 & 2	Boys
Miss McEwen .....	"	480	3 & 2	Girls
Miss Shore .....	"	480	1	Girls
Miss Eyres.....	"	480	1	Boys
ARBYLE ST. SCHOOL—				
E. A. Blakely.....	1st Prov	550	3 & 4	Boys & girls
Miss A. Eyres.....	"	480	1 & 2	"
CARLTON ST. SCHOOL—				
A. M. Springer.....	"	550	3 & 4	"
Miss McIlroy .....	2nd Prov	480	1 & 2	"
LOUISE ST. SCHOOL—				
Miss Wright .....	"	480	1, 2 & 3	"



The increase in school attendance during 1881 as compared with that of 1880 can be seen from the following :

Average attendance during year.		Average attendance during last half year.		Highest average during any month.		Highest number enrolled during any month.	
1880	1881	1880	1881	1880	1881	1880	1881
364	501	358	581	392	614	536	807

One very pleasing feature in connection with the progress of our schools is that while there has been a very rapid increase in our school attendance the financial ability of the supporters of the Winnipeg Protestant Schools has kept greatly in advance of the increasing demands made upon their resources, as may be learned from the following statement :

Number of Children of school age.		Total amount	Assessment.
1880.	1881.	1880	1881
1090	1627	\$3,703,810 00	\$8,752,975 00

#### SCHOOL BUILDINGS.

The Winnipeg Protestant school buildings are a credit to the city and will in play grounds, furniture, convenience, regard to light and other important particulars compare favorably with those of any city in the Eastern Provinces. Ample black-board room, one of the most important things in a well furnished school room, is provided in every instance. In the Central school, as changed last year, and in the Argyle St. and Dufferin schools the windows and seats are so arranged as to throw the light over the left shoulder of the pupils when seated at their desks. The desks in every room are of the latest and most convenient pattern. The large play-grounds surrounding most of the schools catch the eye of every visitor who appreciates proper school accommodation. In no respect have the trustees shown greater wisdom than in securing at the proper time ample and convenient school grounds. Last year trees were planted around all the school sites. Improvements in other directions are, I understand, contemplated, and in a few years we may confidently expect to have school buildings that, with their surroundings, will form one of the most attractive features of our city. As a source of further information on this point I append a tabulated description of our school buildings.

Name of School.	When Built.	Brick or Frame, &c.	No. Rooms	Seating Capacity.	Estimated value Buildings & Furnishings.	Value grounds & Improvements.	Total value Buildings & Grounds.
Central School...	1877 and 1881	Brick veneer.	12	550	\$25,000 00	\$50,000 00	\$75,000 00
Carlton St. School.	1880	"	2	100	4,000 00	12,000 00	16,000 00
Louise St. School..	1881	Frame.	4	160	2,500 00	17,500 00	20,000 00
Argyle St. School..	1881	Brick veneer.	2	100	4,000 00	4,500 00	8,500 00
Dufferin School....	1881	"	2	100	4,000 00	7,500 00	11,500 00
			22	1010	\$39,500 00	\$91,500 00	\$131,000 00

It will be seen from the above that a very large sum was expended last year in erecting buildings and purchasing sites. It may be estimated in round numbers as follows :

Additions to Central School, furnishings and improvements.....	\$10,000 00
Louise St. School—building and site .....	9,000 00
Argyle St. " " " .....	6,000 00
Dufferin " " " .....	6,000 00
	\$31,000 00

This large amount and current expenses swelled up the total amount expended during the year to the large sum of \$48,126.49.

There are many other features in our schools and school system upon which I would offer some remarks were it not that according to instructions my report should not exceed a certain length. I cannot, however, pass without a word of observation, the strong disposition there is on the part of our school authorities to render the character of the instruction imparted as practical as possible. This I regard as one of the distinguishing features of our school system. An important step in this direction was taken when the trustees introduced the proposed programme of studies for the cities and towns of the Province, upon which you have so fully and ably commented in an official communication to the Board of Education, as to render it both indecorous and unnecessary for me to dilate thereon. One feature in connection with this movement I cannot content myself without noticing inasmuch as I regard it, as perhaps the most encouraging sign in our constantly enlarging educational horizon. In other countries the student of educational systems finds in the course of his investigations that without perhaps a single exception, legislators on educational matters have passed unrecognized the practical opinions of the shrewd and active commercial element. Hence have arisen educational systems in which no proper provision was made for training boys for active commercial life. It is therefore a matter of the most genuine satisfaction to all interested in our educational advancement that such an important constituent of public opinion as the views of our best business men is duly considered by those who direct our educational legislation.

I have been placed under by the courteous treatment I have in my official relations to you, ever received at your hands, by your constant, warm and encouraging sympathy in my labors, and by the valuable suggestions and recommendation you have so frequently given me respecting my duties as Inspector.

I have the honor to be, sir,

Your obedient servant,

J. H. STEWART.

\*REPORT OF J. H. STEWART, ESQ.

Winnipeg, February 7th, 1882.

REV. W. C. PINKHAM, B.D.,  
Superintendent of Education, Manitoba.

SIR,—I have the honor to submit my report on the condition of the rural Protestant schools under my inspection for the last half of the year 1881.

There were in all seven schools, and in order to give as full information as possible, I deem it best to give a brief description of each school.

LITTLE MOUNTAIN SCHOOL.

At the time of my visitation there were 13 pupils in attendance. The school house, though small, was neat and comfortable, but there was a deficiency in maps and other essential school appliances. The classification of the pupils in this school was good and reflected favorably on the ability of the teacher, Mr. H. W. C. Pope. At the time of my inspection it was apprehended that, on account of the removal of two or three families, the school would have to be closed, which I am sorry to learn has already been done.

STURGEON CREEK SCHOOL.

This school, under the charge of Mr. F. F. Kerr, a young man of excellent promise as a teacher, demands a strong word of praise. Without offering a word in disparagement of other teachers, I must classify this school as the best of the rural schools under my jurisdiction.

\* This report and those which follow are for the latter half of the school year only.

The school building was not, however, all that could be desired. The desks were not of the approved pattern, and the condition of the outside premises called for improvement.

#### ST. JAMES SCHOOL.

The St. James' school house and its internal arrangements are a credit to the district. I here found 27 pupils in attendance. The classification of pupils in this school would admit of improvement, but, all things considered, the character of the work presented to me at my examination of the classes was very satisfactory.

#### WEST KILDONAN SCHOOL.

The school house in this district is in a very dilapidated condition, and should receive attention from those charged with such responsibility. The seating is very bad, and the supply of maps, charts and other appliances very deficient. I regret to have to report that I did not find here such a degree of excellence as the age of the settlement had led me to expect. In classification of pupils and general organization I place this school considerably below any of the schools already mentioned.

#### EAST KILDONAN SCHOOL.

In this school there were exemplified in their very worst forms the evil results that are certain to be produced by forcing children to attempt work far beyond their mental development. The teacher in whose charge the school had been during the greater portion of year, and upon whom I rest the responsibility in this matter, was evidently one of those who erroneously suppose that rapid promotion from class to class is progress. I recommended to the teacher I found in charge of the school, Mr. Jno. McGuire, a thorough reorganization of all classes. The school building in this district, as in Kildonan West, was in a very bad state of repair. There are many bright children among the attendants at this school, and under the direction of a capable and conscientious teacher it would soon be numbered as one of the best of our rural schools. I trust, therefore, that it may be the pleasing duty of my successor to have to report progress in all the particulars upon which I have to report unfavorably.

#### HEADINGLY SCHOOL.

I found 28 pupils in attendance the day of my visit. The general condition of this school was satisfactory. As I have had to report in regard to other schools there was a deficiency in maps, black-board and other requisites. I would press upon the trustees of this district the necessity of repairing the school building in many particulars.

#### MORGAN SCHOOL.

This school I was, through the bad condition of the roads, unable to visit until after the expiration of my term of office. When I visited

it there were only three children in attendance. The small attendance left no room for the teacher to exemplify any system of classification.

In addition to the foregoing the following tabular statement showing the attendance in the different classes and the relative proficiency of the different schools will give information on many important points :—

TABULATED STATEMENT OF ATTENDANCE AND STANDING OF CLASSES.

SCHOOL.	TEACHER.	Class I—Part II.	Class I—Part II.	Class II.	Class III.	Class IV.	Class V.	Total No. present.	Average Proficiency in Reading.	Average Proficiency in Spelling.	Average Proficiency in Writing.	Average Proficiency in Arithmetic.	Average Proficiency in Grammar.	Average Proficiency in Geography.
Kildonan West	D. Gillespie.	...	6	2	8	9	...	25	2	3 $\frac{1}{2}$	3	3	4	3 $\frac{1}{2}$
Kildonan East	J. McGuire ...	3	3	6	8	3	8	31	3 $\frac{3}{4}$	3 $\frac{3}{4}$	3	4	3 $\frac{1}{2}$	4
Little Mountain	Mr. Pope ...	3	1	2	3	5	...	14	2	2	2 $\frac{1}{2}$	2 $\frac{1}{2}$	2	3
Sturgeon Creek	F. F. Kerr ...	7	12	5	5	...	...	29	2	1 $\frac{1}{2}$	2	2	2	2 $\frac{1}{2}$
St. James'	A. Acheson...	3	6	10	4	4	...	27	3 $\frac{3}{4}$	3 $\frac{1}{2}$	3	3	2 $\frac{1}{2}$	2 $\frac{1}{2}$
Headingly	John Kelly...	...	2	14	6	6	...	28	3 $\frac{1}{2}$	3 $\frac{1}{2}$	2 $\frac{1}{2}$	2	2 $\frac{1}{2}$	2
*Morgan	Miss Aitches'n	...	3	...	...	...	...	...	...	...	...	...	...	...

\*As the attendance at this school was so small, I give no classification of classes.

I should like to make general observations respecting the means whereby improvement might be secured were it not that I have already written so considerable length, I will therefore confine myself to one particular. It will be inferred from my remarks in regard to the different schools that I constantly kept in view in the discharge of my duties as Inspector, the proper classification of pupils. This I found to be the weak point in most of the schools. To secure a better condition of things in this particular there must be what you have so long desired to see carried out—a system of uniform promotion examinations. Experience clearly teaches that this matter cannot be left to the teacher. I sincerely hope, therefore, that at the next meeting of the Provincial Teachers' Association some scheme may be adopted whereby a more efficient organization of our rural schools will be secured.

I have the honor to be, Sir,

Your obedient servant,

J. H. STEWART.

## REPORT OF REV. W. R. ROSS, M.A.

*To the Superintendent of Education :*

SIR,—I beg to report upon the schools in South-Western Manitoba for the half year ending February the first, one thousand eight hundred and eighty-two. Within this territory there are now eighteen school districts with schoolhouses, which, on the whole, are of a very creditable character. They are still deficient, however, in some of the apparatus needed to enable the teacher to give instruction with satisfaction to himself and profit to the pupil. Time, however, will bring about a change for the better in this respect. I have directed the attention of trustees to this matter wherever I found a deficiency in this respect existing.

During the half year now closed I visited and inspected sixteen out of the eighteen schools above mentioned, the remaining two having been closed during the midsummer holidays. The time spent by me in each school was generally the forenoon or afternoon, according to distance travelled between each separate school.

With respect to the condition of the schools, I may state, that on the whole satisfactory progress had been made, and this in the case of some in a marked degree. Reading and spelling I found to be on the whole good. Progress had been made in arithmetic and also in grammar, geography and history. Composition of a rather elementary character formed one of the exercises in almost every school.

I have also to report, with some regret, that the attendance during the last half year was far short of that during the first half year. This state of things is mainly to be ascribed to the great demand for labor existing in the community, scarcity of which compels the parent to utilize the strength of every available child. Instances, however, of indifference on the part of parents to the educational advantages offered to their children have frequently come under my own personal observation, and to some extent form an element in the existence of this state of things. I may state too, that so far as I am able to judge there has been no loss, save in the fact above mentioned, during the half year just ended. Satisfactory progress has been made on the part of the pupils; and it is gratifying to be able to report that on the whole, amid many discouragements, the teachers have been earnest and faithful in the discharge of their duties.

I should have been glad to here fill in the schedules received from the Education Office, but as these arrived when my inspectoral round was almost closed, I hope the Board will deem the present report sufficient to enable it to judge of the condition of educational matters in South-Western Manitoba.

All which is respectfully submitted by

WALTER R. ROSS,

Inspector of Schools,  
South-West Manitoba.

REPORT OF REV. M. JUKES.

High Bluff, Jan. 6th, 1882.

*To the Superintendent of Education :*

MY DEAR SIR,—In reporting on the schools in my division, I regret to say that the teachers have been laboring under the disadvantage of a very small attendance, which has greatly discouraged them. This did not improve until the winter had fairly set in, previous to which time the attendance was only about half that of the year before, and of those who did attend the elder ones were often irregular. The cause of all this was the great scarcity of labor through this section of country, which compelled the farmers, many of them against their will, to employ their children in the fields upon any work they were capable of undertaking. Hence the progress of education has not been so satisfactory as could be desired, but it is to be hoped that another year will show a material improvement in this respect.

I have great pleasure in commending the general attention and diligence with which the teachers have pursued their duties under the above disadvantages, with the exception of three or four instances, in which the schools did not stand so well as they should have done, and I think I may say, as they might have done, had the teachers been more energetic and thorough in their work. In an equal number of cases there has been a very marked improvement in these respects. On the whole, I think that the Board of Education have cause to be very well satisfied with the teachers and their work.

The standing of some of the schools in the various studies, as shown on the report forms is not so high as I could have wished, but this was in many cases owing to certain pupils having scarcely begun work after having spent some months in the fields. Consequently the subjects in which they were examined had not been reviewed since their return to school. In one or two cases your inspector thought that the classes had not been pushed forward in their various studies as they should have been, but this may have been owing to the absence and irregularity of the pupils. This point shall receive my more special attention during the coming year.

In several of the schools I found the pupils so nervous and afraid to answer that it was almost impossible to find out what they really did know. In these cases I could only mark them according to the answers I received. The inspector's work in this respect would be greatly aided did the trustees visit the school every month as the school law appoints. Even though they would ask no questions the pupils would be accustomed to answer in the presence of strangers, and would thus acquire a greater amount of confidence in their replies. I would also be glad to see the parents occasionally drop into the schools for the same purpose. In many cases it is a rare thing to see any one inside the building beside the teacher and pupils, except at the final examination at the end of the term. The teachers and myself would be glad to see a little more interest manifested in education by those who are so deeply interested in its promotion.

I regret to have to report that a great many of the teachers under my inspectorate premeditate changing the scene of their labors or leaving the profession altogether, which will act prejudicially to the cause of education. There seems to be a general impression among them that other spheres of employment offer greater inducements for their abilities. From this cause alone we lose three from among the best, namely, Messrs. McKinnon, Martin and Robinson, of whose ability and success I cannot speak too highly; and I am afraid the trustees of the schools where they have taught will find it difficult to procure men who will be able to supply their places. Of the thirty schools under my charge, only ten of the teachers are retaining their old berths.

Several of the school houses are in a very dilapidated condition, and I would recommend the Board to condemn them, after allowing due time for the erection of more suitable buildings.

Cochrane school is away from a main travelled road and only fit to be used in the summer months. This is the reason of its being closed for half the year. It would be well if a new building were put up here in the centre of the school population, and on a main travelled road. The farmers in this section are well able to do it.

In High Bluff North the school house is a very poor building, neither wind nor water-proof, and should have a considerable amount of money expended on it, or what I would consider to be better and more economical, a new frame building.

In Poplar Point West the school house is a hired building, inadequate to the wants of the pupils as regards accommodation. The school district should possess a building of its own with the necessary room and appliances as early as can be arranged.

In Poplar Point East the school house is in a very low position, and for the greater part of last summer has been unusable, being wholly surrounded by water, and consequently the site is an unhealthy one when the waters are drying up. This school district is less able than any of the others to put up a new building, but it should be attempted or the old one should be moved to a more suitable position at as early a date as possible.

I think it would be advantageous for the last two districts to be re-united, as almost all the children live along one well travelled road, and the school population over only six miles of its length, so that none would be more than three miles from a building placed conveniently for all.

The following schools have not been open during the past half year: Beaconsfield, Woodside, and Livingstone. Blake was closed at the time of inspection. Richmond was the only one not inspected. Stormy weather, with the necessity of my being home in time for my Sunday duty, prevented my going.

All of which is respectfully submitted by

MARK JUKES,



High Bluff, Feb. 28th, 1882

DEAR SIR,—With respect to the two school districts of Dawson and Louise, in the neighbourhood of the Tiger Hills, which you requested me to inspect, I would beg to report that I visited them in the last week in January, and found the Dawson school had been closed about a fortnight, most of the children being at a considerable distance from the school-house and the weather being very stormy, only two or three pupils were in attendance, and the trustees thought that it would be well to close the school until warmer weather. The school house, a frame one, is in very good order, and has all the requisites for carrying on the work.

The Louise school house was yet in an unfurnished state, and no school had been held in any other building. In speaking to one of the trustees upon the importance of having it opened as soon as possible, he told me that things were being pushed as fast as they could and that they had advertised for a teacher. At the same time I heard complaints that matters were progressing very slowly, and the impression has arisen that the trustees were purposely delaying the opening of the school, but I trust that this is not the case.

I remain, dear sir,  
Yours faithfully,

MARK JUKES.

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SEMI-ANNUAL REPORT OF THE PROTESTANT PUBLIC  
SCHOOLS IN THE COUNTY OF PROVENCHER FOR THE  
HALF YEAR ENDING JANUARY 31st, 1882. BY REV. J.  
DOUGLAS.

Permit me to say that the inspection of the schools this year is much more thorough than it was last year. This better state of our school system arises from the new arrangement of having the details of an inspection tabulated, giving to it a very unmistakeable definiteness.

The number of schools that I have inspected between the 24th October last and the 11th inst., is twelve. There were indeed thirteen in operation during the year, but as one of these was unknown to me it was consequently unvisited. The teachers upon the whole are doing very fair work. Some indeed are doing excellent work. The work done by others might be done better. Some few are not devoted enough to their work. When one remembers the vast issues that hinge on the formation of correct habits of study and work, that such habits give a complexion to the character, life and destiny of the child, it is of prime importance that a teacher should put his whole strength and interest into his work. But speaking generally, the schools are in a better condition than they were last year, and I ascribe this improved state to our having better school-houses and more school requisites.

Though the school-houses in most places are substantially built, there are but few of them that are adorned with trees or made attractive with an inviting play-ground. In my report to the different Boards of trustees, I have called attention to this matter as a thing very desirable and that would in some measure aid in giving more effect to our school system.

I regret that in one or two instances the attendance is not so large as it should be. A school house, warm, tidy, and well furnished with school requisites, together with a thorough and inviting method of teaching, would, I think, remedy this defect.

J. DOUGLAS.

[Translation.]

REPORT OF JACOB FRIESEN, ESQ.

Mennonite Reserve, March, 1882.

*To the Superintendent of Education :*

SIR,—I have the honor to report that I have inspected the following schools during last month :

I. *Steinbach*.—Here I found 22 daily scholars in attendance, the school well conducted, the teacher very efficient, and the scholars well advanced in their studies. Reading, writing, arithmetic and geography.

II. *Blumenhoff*.—Here I found 10 scholars in attendance in a very good and well ventilated building, kept clean and warm, the teacher very capable, and the scholars well advanced in all subjects.

III. *Blumenort*.—I found 20 scholars in attendance, the teacher very attentive, and the scholars well advanced.

IV. *Glinzfeld*.—Here I found 20 scholars in a good, large building, well warmed and ventilated, the teacher very energetic and competent in all branches.

V. *Hochstatt*.—I found 10 scholars, the school in the best condition, and the teacher in the different branches very competent.

VI. *Rosenhoff*.—Here 11 scholars, the school clean and warm, the teacher very energetic in all branches.

VII. *Roscnort*.—Here I found 26 scholars, the school clean and warm, the teacher very competent in all the branches, and very painstaking.

(Signed) JACOB FRIESEN,  
for W. HESPELER,  
School Inspector.

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### REPORT OF S. H. DEWART, ESQ.

Birtle, Jan. 11th, 1882.

*Rev. C. Pinkham, B.D., Supt. of Education:*

DEAR SIR,—During the half year ending at annual meeting day I visited the following schools:

*Birtle*.—This school was opened immediately after January 1st, 1882. The building used is good, being the public Town Hall. Severe weather prevented a large attendance. Good work is being done and the school will be one of the best, as both teacher and trustees are determined to spare no pains in making it such. Teacher, J. Percy Dewart; Secretary of the Board, Alfred Morton.

*Rosburn*.—This school has been in operation for nearly a year. The teacher, Mr. Gerrond, has been long in the work, and is doing this district good service. His salary is \$400. It was so stormy the day I visited this school that I decided to make another visit before forwarding my *official* report of the school. Some doubt in regard to the size of the district has prevented the trustees from building a really good school house as yet. In the meantime a very fair log building is being used. William Pedan, Rosburn, is Secretary.

*Edge Hill*.—There was no *public* school in operation at the time of my visit. Before the formation of this district several families joined together and hired a lady who had taught in Ontario (without certificate) to teach a school in their locality. This school has been in operation for two years. They are anxious to secure the \$50 to assist in building a school house, and though legally, perhaps, not entitled to the grant, they are deserving of it. William Briden, Shoal Lake, is the Secretary-Treasurer's address.

*Rapid City*.—The building used for school is not nearly large enough for the number of children attending school. The trustees, however, are making arrangements to build one of the finest school buildings in the Province. Miss Allen is a very fair teacher, especially of junior classes. Mr. Head, Secretary-Treasurer.

I was invited to inspect *Brandon* by some of the citizens, but as it was *south* of the river I made no official report. The building, etc., and the teacher acceptable to the people.

These, so far as I can learn, are all the schools in operation up to 1st February, 1882, in "The new Territory." I will send the filled in forms in a separate parcel.

Mr. Gerrond and some other teachers and educationists are anxious to have an examination of teachers at some point west, say Rapid City. Now, I am familiar (for years) with Teachers' Intermediate Entrance Examinations, and I am sure I could satisfy the Board as to the examinations being honestly conducted. It would be to me a pleasure to assist in preparing or reading papers. My own idea was that if an examination was held at Rapid City or Brandon the papers could be carried or transmitted to Winnipeg, and there read by the Central Committee. I hope no other certificate will ever be issued than Provincial. My proposition is made to save teachers travelling expenses. I am ready to assist in every way the progress of education.

I am, dear sir,

Yours respectfully,

S. H. DEWART.

#### REPORT OF REV. R. YOUNG, B.A.

St. Andrew's Parsonage, Lisgar, January 26th, 1882.

MY DEAR MR. PINKHAM,—I do not know whether I am correct in interpreting the duties of inspectors as including a report direct to yourself apart from the printed forms, one of which I have sent to the trustees of each school.

December 13th, 1881, I visited the school at Selkirk and examined the scholars. Miss Morrison is quite equal to her work. The standing of the pupils is throughout the school good, and in some subjects in the second, third, and fourth classes, excellent.

The school house is a good frame building lately erected, well ventilated, well warmed, light and cheerful. The desks are a temporary arrangement, to be shortly substituted by better and more suitable ones. I pointed out to the trustees the advisability of fencing as soon as it could be done.

In the afternoon of December 13th I visited the school at East Selkirk, and found it closed, the late teacher, having left a week or two previously, the cause, I believe, being want of funds.

Unfortunately Mr. Donald Kerr, Secretary-Treasurer, was not at home. I had a long talk, however, with the assessor, who expressed the opinion that the removal of the men and their families in connectiou

with the round-house, and the fact that the land there is still held by the Government and is not on the market, renders it almost impossible to raise a sum sufficient for the purpose.

He also said something about their having been given to understand that the northern extremity of their school district included the Hudson's Bay Company's premises at Colville Landing, but that Mr. Flett had informed them that the trustees of the South St. Peter's school district had assessed him for their district, and that until some definite arrangement was made, he must, on behalf of the Company, decline to pay to either district.

The school house is a new two-story frame building, and seems to be everything that can be desired. It is used as a Union-church on Sundays.

December 14th, I visited and examined the school at Mapleton. It promises to make some progress under Mr. Shultz. The attendance has already improved since he has taken the school. The standing of the pupils on the whole is fair; discipline, order, and management good.

The building is clean and in good repair. I suggested to the trustees the advisability of ceiling. I also called their attention to the state of the watercloset and the accommodation required by the Board.

December 14th.—In the afternoon I visited and examined the Little Britain school. Mr. Loughhead is apparently a painstaking teacher, but the standing of the pupils is below what it ought to be. The discipline and order is good. The building is in a very fair condition; the lighting, heating and ventilation are good, the school yard fenced, and the closet in good order.

December 20.—I examined the school at St. Paul's Parish. The progress of the whole school is very satisfactory. Mr. Hewett does not confine his efforts to a few. The whole school benefits by his careful training.

The building is evidently old, but in good repair. I pointed out to the trustees the benefit of a good whitewashing, as promoting both the cheerfulness and healthiness of the room. The furniture is good, and there is a good supply of school material. There is no fence.

December 20th.—In the afternoon I visited the school at Parks Creek and examined the scholars. The attendance was not very large, and the school has evidently suffered by the changing of teachers. The present teacher, Mr. Gray, appears painstaking and I trust by next examination to find more progress made. The room requires some plastering and a coat of whitewash. There are good desks, and the lighting and heating is good. The closet needs repair and I urged the advisability of fencing as soon as possible.

December 22nd.—I inspected the central St. Andrew's School. I have great pleasure in reporting very favourably as to the standing of the pupils. The discipline, order, and management are very good. Allowing for the age of the building, the school house is in fair repair the interior clean and neat. The porch requires repair. Some of the desks, which are not of the best kind, are considerably out of repair, and repairs are needed at the closet.

On Monday the 23rd I visited the school at South St. Peters. This school re-opened after the Christmas holidays under Miss M. Blythe, who holds a 3rd class certificate, grade B, being formerly a pupil of Selkirk school.

The attendance was not large but the standing of the pupils examined was very fine. Miss Blythe appears to have entered on her work with spirit and energy and I trust the school will show satisfactory progress under her management.

The building is in good repair, clean and furnished with all requisites in the way of desks, black board, etc. There was, however, a scarcity of books and other school material.

I have drawn the notice of the trustees to this as also to the Board's regulations about fencing.

On Wednesday the 24th, I visited the school at Clandeboyc. The school house is a new, neat, log building, well warmed and ventilated, and well furnished with the exception of wall maps, to the lack of which I called the attention of the trustees. The building, which is fenced in, stands in a very exposed position, and I suggested to the trustees the benefit that would arise from planting some trees toward the north. It could be done at very little expense and would in a few years time afford considerable shelter.

Miss Fulsher is a painstaking teacher and keeps the scholars in a state of good discipline and order. The scholars are making good progress under her. The trustees take a lively interest in the school.

The above make nine schools I have visited. I am not aware of any others coming under my jurisdiction. If there are I am afraid it is too late to visit them this half year, which, I think I gather from your letter, ends January 31st.

I remain,

Sincerely yours,  
RICHARD YOUNG.

W. CYPRIAN PINKHAM

Jan 17th 1882

REPORT OF REV. A. CAMPBELL, B.A.

Hazelbank, Manitoba, Jan. 30th, 1882.

To REV. W. CYPRIAN PINKHAM,  
Superintendent of Protestant Schools,  
Winnipeg.

DEAR SIR,—I have herewith enclosed reports of five schools in Rockwood district. I am sorry to say that this is all that are open at present. Owing to my receiving the appointment of Inspector so late in the half year I was unable to visit seven of the schools before they had closed. I spent three-quarters of an hour in Brant school on the last day it was open. There were only 7 little ones present. Their teacher Mr. J. H. McClure had a very pleasant way of doing his work and all regretted his retiring from his post. I drove to the Grassmere school one day to find that it had been closed the day previous. Tecumseh school, Rockwood school and Windsor school are also all closed for the present. It is about impossible to keep some of the schools in operation in the winter where the children are all small. But the chief cause of closing the schools is carelessness of parents and a want of appreciation of educational facilities.

It will be noted that the markings in the Stonewall school and the Dundas school are rather low; it must be remembered in justice that they are only a short time open and that nearly all the pupils had no chance to attend any other school.

I trust that before another half year has expired I shall have a report of a larger number of schools, a much larger attendance of pupils and a more healthy state of public feeling in educational matters.

Yours very truly,

ALEX. CAMPBELL,  
Inspector.

The Statistical Tables appended to this report have been carefully compiled from the Semi-Annual Statements, which are regularly received and filed.

I have the honor to be,

Sir,

Your most obedient servant,

W. CYPRIAN PINKHAM,  
Superintendent of Education.

Education Offices, Winnipeg,  
May 17th, 1882.

**TABLE A.**  
**PROTESTANT PUBLIC SCHOOLS.**  
**Year ending Jan'y 31st, 1882.**

COUNTIES.	FOR FIRST HALF OF YEAR.				FOR SECOND HALF OF YEAR.			
	No. of Schools.	Boys.	Girls.	Total.	No. of Schools.	Boys.	Girls.	Total.
Selkirk.....	26	753	597	1,350	30	821	749	1,570
(including Winnipeg.)								
Lisgar.....	19	443	360	803	22	453	345	798
Marquette . . . . .	44	952	702	1,654	54	1,066	833	1,899
Provencher.....	18	390	296	686	22	353	299	652
<b>Total.....</b>	<b>107</b>	<b>2,538</b>	<b>1,955</b>	<b>4,493</b>	<b>128</b>	<b>2,093</b>	<b>2,226</b>	<b>4,919</b>
				<b>Aggregate average attendance.</b>				<b>Aggregate average attendance.</b>
				747				871
				416				373
				789				830
				356				326



TABLE B.

PROTESTANT PUBLIC SCHOOLS.

Year ending January 31st, 1882.

Table shewing the amount raised by assessment, and the expenditure, exclusive of the legislative grant.

COUNTIES.	Amount raised.	Am't expended.
Selkirk.....	\$ 7,250 78	\$10,435 30
Lisgar.....	8,910 28	13,018 27
Marquette.....	21,184 95	31,301 39
Provencher.....	4,827 81	9,445 38
City of Winnipeg.....	19,521 48	46,526 49
	<b>\$61,695 30</b>	<b>\$110,776 83</b>

TABLE C.

Table shewing average salaries of teachers for the year ending January 31st, 1882.

A—IN CITIES AND TOWNS.	
Winnipeg.....	\$572 66
Portage la Prairie.....	536 67
Emerson.....	500 00
B—IN COUNTIES.	
Selkirk.....	\$409 20
Lisgar.....	420 23
Marquette.....	405 45
Provencher.....	388 75

Statement of the receipts and expenditure of the Legislative grant to the Protestant section of the Board of Education for 1881.

To balance..... \$398 88

RECEIPTS.

By cash from Hon. the Provincial Treasurer..... 14,158 46  
 Interest..... 39 44

**\$14,596 78**

Balance forward ..... \$10,000.00

Interest on bonds ..... 100.00

W. N. KENNEDY  
STEWART WOODRUFF

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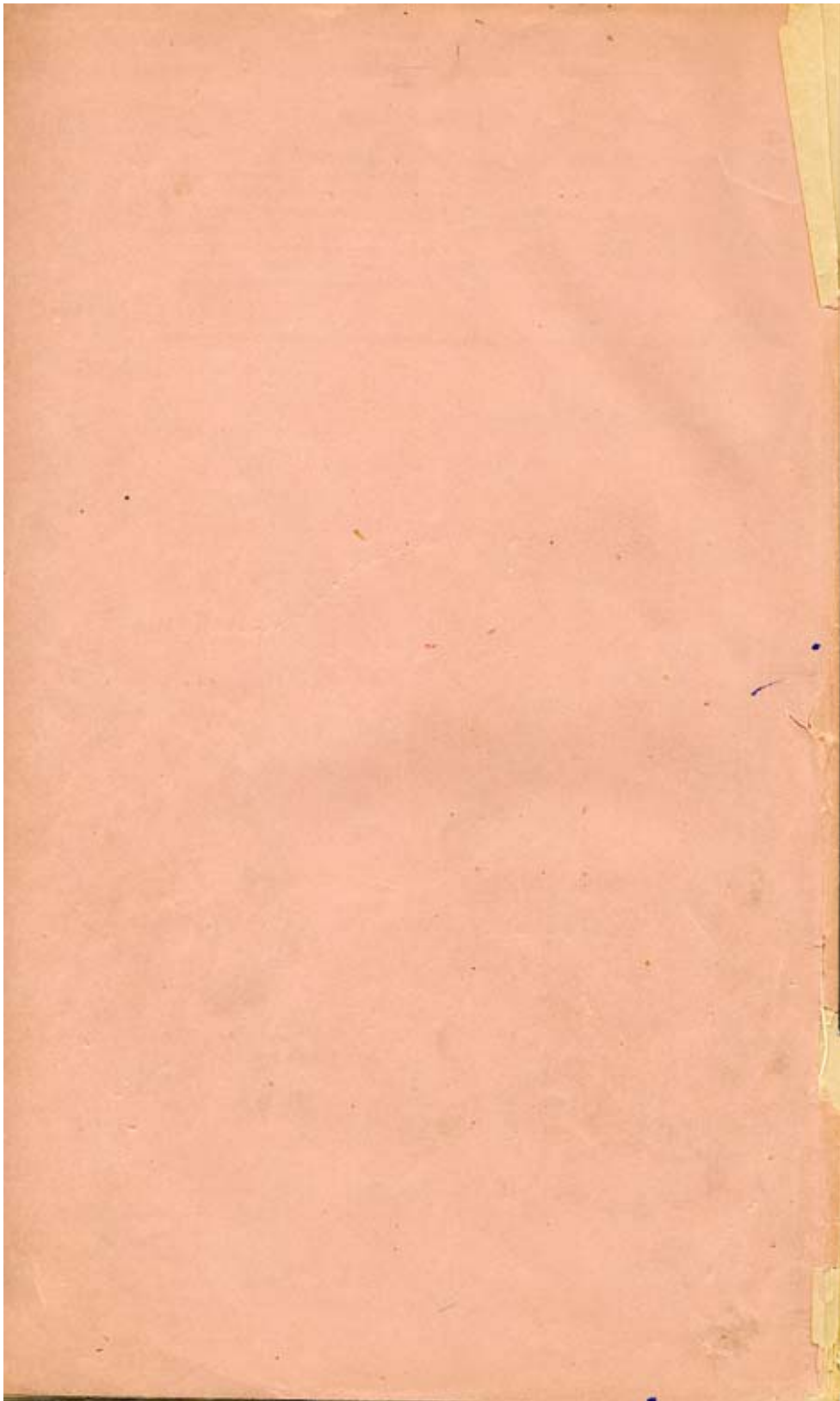
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REPORT  
OF THE  
SUPERINTENDENT OF EDUCATION  
FOR THE  
PROTESTANT SCHOOLS  
OF MANITOBA,  
FOR THE YEAR ENDING 31st JANUARY, 1885.

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PRESENTED BY THE HON. D. H. WILSON.

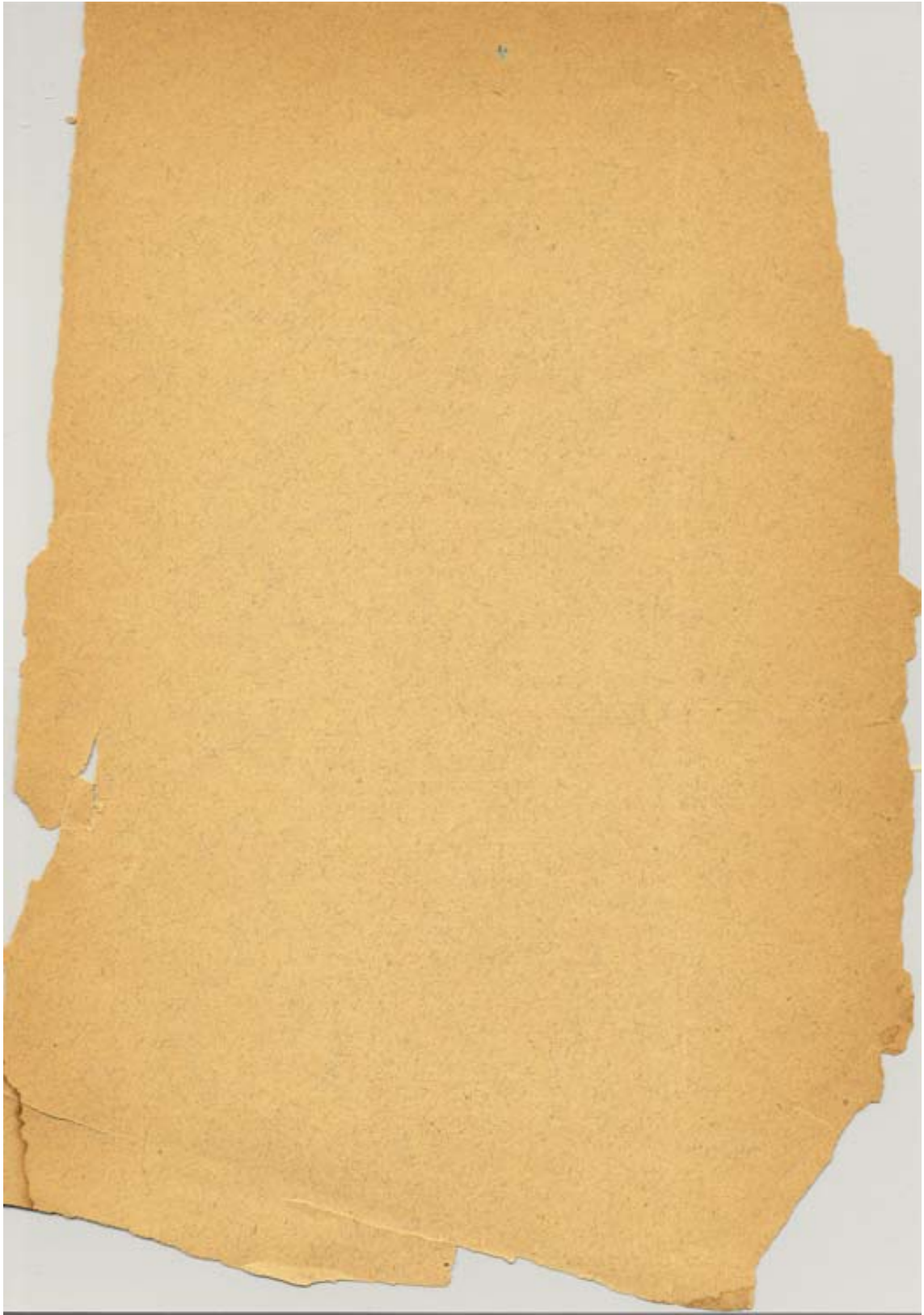
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Printed by Order of the Legislative Assembly.

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Winnipeg, Man.:  
GÉDÉON BOURDEAU, QUEEN'S PRINTER.  
A.D. 1885.



## MILLFORD.

This school is in the village of Millford, tp. 8, range 16. Number on the roll, forty-seven. Number present at date of visit, nine. Mr. Somersal, the teacher in charge, stated that the parents of the children objected to the health officer for the county vaccinating their children in the winter season, and to escape such operation children were kept from school. The desks are pine, but from the style, I would class them as very uncomfortable for the pupils. The school is supplied with maps and tablets. Mr. Somersal had charge for the year 1884.

## NORTHFIELD.

This school shows well to the front and reflects much credit on the teacher, Mr. Frank Schultz. Mr. S. has had charge of this school since it was first organized some three years ago. Nineteen pupils were present on the day of my visit. The order was good. The school is supplied with seven maps, a six-inch globe and tablets, but is much in need of more blackboard. The school site is on sec. 16, tp. 7, range 16.

## LITTLETON.

When I reached this district on Thursday, Dec. 11th, I found the school closed for the winter. I learned also that the schools in Dawson, Louise and Treherne districts were closed. I regret that I am unable to report on these schools for the half year.

## LONDESBORO.

I visited this school Oct. 28th. No pupils were in attendance. On a second visit on January 10th I found five pupils in attendance and forty names on the roll. This school is situated on the south side of sec. 5, tp. 3, range 10. W. A. McCullough was teacher for the year 1884.

## GOWANCROFT.

The school site is on the north-west corner of sec. 24, tp. 3, range 11. The number on the roll is twelve. Nine pupils were present when I visited the school.

## PILOT MOUND.

This school as usual, shows well to the front. Owing to the intense cold on the day of my visit only eighteen pupils were present. Mr. W. Sharp, the present teacher, has had charge of the school since Sept. 1st, 1883. School site is on S.E. quarter of sec. 20, tp. 3, range 11.

## GOUDNEY.

This school has been under the charge of Mr. Alex. Murdoch during the past year. I found seventeen pupils present on the day of my visit, and thirty-five names on the roll. The building is in a good state of repair, and nicely situated on the east bank of a ravine in sec. 13, tp. 3, range 12.

## WOOD BAY.

This school is situated in N.E. corner of sec. 6, tp. 4, range 10. I found a comfortable log building, well seated. The number of pupils attending for the half year was twenty-three, and eleven were present. Miss Kate M. Race has charge of this school.

## CLEARWATER.

I found a marked improvement in the standing and attendance of this school during the year 1884. Thirty names are entered on the roll. Daily attendance, twenty-two. Number present on day of visit, twenty-two. Mr. A. A. Hobkirk has had charge of this school during the year 1884. The site is on sec. 17, tp. 2, range 12.

## CRYSTAL CITY.

This school is in the town of Crystal City. Mr. E. L. Taylor was in charge on the day of my visit. Thirty-four names were entered on the roll and twenty-nine pupils were in attendance on the day of my visit. The order and classification were good.





51 VICTORIA.

Sessional Papers (No. 8.)

1888

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1887/88

# REPORT

OF THE

## SUPERINTENDENT OF EDUCATION

FOR THE

# PROTESTANT SCHOOLS OF MANITOBA,

FOR THE YEAR ENDING 31st JANUARY, 1888.



(In accordance with the recommendation of the Select Standing Committee on Printing the above Report is only printed in condensed form, in English.)

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# SUMMARY OF THE ANNUAL REPORT

OF THE

## SUPERINTENDENT OF EDUCATION

FOR

### PROTESTANT SCHOOLS,

FOR THE YEAR ENDING JANUARY 31st. 1888.

1887-1888.

#### PART I.—GENERAL REPORT.

EDUCATION OFFICES,  
WINNIPEG, 25th April, 1888.

*To the Honorable James Cox Aikins, Lieutenant-Governor of  
Manitoba :*

MAY IT PLEASE YOUR HONOR :

In accordance with Section 10 of the Manitoba School Act, I submit my report of the operation of the Protestant schools of Manitoba for the year ending 31st January 1888.

The statistics compiled from the annual, semi-annual and census returns of the school trustees may be regarded as fairly accurate; the number of school districts irregular or inaccurate in their returns is becoming gratifyingly less every year.

The progress shown by the figures in the tabulated statements, as well as the improvement in the work of the teachers and the standing of the schools is satisfactory and encouraging, and affords a well grounded hope for the future of the Province as regards the education of the people.

#### SCHOOL DISTRICTS.

The number of Protestant school districts organized up to January 31st, 1888, was 522, an increase of 26 over the number reported at the same date the year before; but of the 496 districts reported organized up to 31st January, 1887, 15 had failed to go into operation; so that the real increase in the number of school districts last year was 41.

In the formation of these 41 new school districts, great care was taken by the Board of Education not to impose heavy burdens upon the

taxpayer from the establishment of unnecessary schools, and at the same time to afford every facility to families in sparsely settled districts to secure educational advantages for their children.

Of the 522 school districts referred to above, 20 were not in operation, owing to various causes, the principal of which was that having begun with barely more than the ten pupils required by law, the number subsequently became less than ten, and they had to close until the influx of new settlers shall give them again the required number. In addition to these, 25 school districts had not completed their school equipment before the close of the school year.

The total number of schools actually in operation was 464, an increase of 53 over the preceding school year, and the statistics of these and of 13 other schools partially equipped but not reporting pupils in attendance are fully given in the tabular statements, grouped under the heads of the municipalities in which they are situated.

#### PUPILS.

The Protestant school population (5 to 15 years of age) in the organized school districts of the Province in November, 1887, was 17,600, an increase of 766 over that of the preceding year. The average number of children to each organized school district was nearly 34.

The following statement taken from the census returns of November last, shows the distribution of the school population among the schools of the Province:

121	schools	had a school population	of less than 15 children each.
103	"	"	" of 15 to 20 children each.
136	"	"	" of 20 to 30 " "
61	"	"	" of 30 to 40 " "
32	"	"	" of 40 to 50 " "
15	"	"	" of 50 to 60 " "
21	"	"	" over 60 " "

The enrolment of pupils of all ages in the 464 school districts in actual operation was 17,905, an increase of 979. The average number of pupils to each school district in operation was 38.5.

The average attendance of pupils for the first half of the school year was 9715.3, being 61 per cent of the enrolment. This shows an increase of 1104.3 in the average attendance and 3 in the percentage as compared with the year 1886.

The average attendance of pupils for the last half of the school year was 7850.55, being 55 per cent of the enrolment. This shows an increase of 203.55 in the average attendance and of 1 in the percentage.

The rate of the average attendance of pupils at school is perhaps the least satisfactory feature of the working of the school system of this, in common with those of the older and more densely settled Provinces of the Dominion. Improvement made in this matter means very material enhancement of the value received by the people in return for their expenditure for schools.

The provisions, intended to effect this improvement, recommended in my previous reports, are now embodied in the school law. One provides for a deduction to be made from the legislative grant payable to a school

district when the average attendance is less than 40 per cent. of the enrolment; the other entitles the teacher to a small bonus over and above his salary when the average at his school exceeds fifty per cent.

By resolution of the Protestant section of the Board of Education the rate of deduction in each case of low average attendance has been fixed as follows: For an average of less than forty and over thirty-four per cent. of the enrolment for the half year, a deduction of ten per cent. from the grant; for less than 35 and over 29 per cent., a deduction of 30 per cent.; for less than 30 and over 24 per cent., a deduction of 50 per cent.; for less than 25 and over 19 per cent., a deduction of 70 per cent.

The number of schools from whose Legislative grant a deduction was made during the year upon the above basis was as follows:

	22 schools, a deduction of 10 per cent.
11	" " 30 "
7	" " 50 "
2	" " 70 "

In all cases due allowance was made for any cause beyond the control of the parents producing poor attendance.

The provision of the law respecting a bonus to the teacher for good attendance at his school does not contemplate any material addition to his salary, but is intended as a formal recognition of his faithful performance of an important duty, hitherto much neglected, by which the value of his services to the district has been greatly increased through the regular attendance of his pupils.

The average attendance for the purpose of the bonus, was calculated from the return of each school for the last half of the school year, during which attendance is most irregular; but for any school open less than 100 days during this period, the average was calculated from the returns for the whole year.

The total amount of the bonus paid upon the basis above stated was \$1,335.25 dollars, which was distributed as follows:

No OF TEACHERS.	AVERAGE ATTENDANCE PER CENT. OF ENROLMENT.	BONUS TO EACH TEACHER.	TOTAL.
82	50 to 54 per cent.	\$5 00	\$ 410 00
58	55 to 59 "	5 25	304 50
53	60 to 64 "	5 50	291 50
28	65 to 69 "	5 75	161 00
11	70 to 74 "	6 00	66 00
9	75 to 79 "	6 25	56 25
5	80 to 84 "	6 50	32 50
2	85 to 90 "	6 75	13 50
Total..	248		\$1,335 25

A fair estimate of the result of these provisions of the law can scarcely be formed from the short period of their operation that we have had as yet under observation; but the inspectors have noted a very general increase in the effort to secure regular attendance which they ascribe to this cause, and this effort may reasonably be expected to in-

crease and become sustained as the parties interested realize their responsibility and appreciate the influence they are able to exert.

The following is a comparative statement of the school population and attendance for eight years :

PROTESTANT SCHOOLS.

N. B.—The school age is 5 to 15 years, both inclusive.

YEAR.	SCHOOL POPULATION IN ORGANIZED DISTRICTS.	NUMBER OF SCHOOL AGE ATTEND- ING SCHOOL	NUMBER OF SCHOOLS.	AVERAGE ATTENDANCE.
1871.....	.....	816	16	.....
1881.....	7,000	4,919	128	2,400
1882.....	9,641	6,972	182	3,285
1883.....	12,346	10,831	271	5,064
1884.....	14,129	11,708	359	6,520
1885.....	15,850	13,074	426	7,847
1886.....	16,834	15,926	496	8,611
1887.....	17,600	16,940	522	9,715

TEACHERS.

The 464 school districts in operation contained 535 separate departments, each in charge of a teacher. Changes made in the teaching staff in various schools during the year involved the employment of 581 different persons, for periods varying from a few weeks to the full year. Of these 285 were males and 296 females.

The number of school departments in operation the whole year was 194, which, though an improvement that may be expected to be sustained as settlement progresses, yet the large number in operation from April or May to November or December only, is a serious drawback, both to the keeping up of a regular supply of teachers and to the results of their teaching.

The certificates held by the teachers employed during the year are classed as follows :

	NORMAL TRAINED.		UNTRAINED TEACHERS.	TOTAL.
	5 MONTHS' SESSION.	6 WEEKS' SESSION.		
Collegiate Certificates...	2	..	5	7
First Class, Grade A....	3	..	5	8
"    Grade B....	32	..	15	47
Second Class, Grade A....	22	..	6	28
"    Grade B....	84	..	37	121
Third Class, Grade A....	..	57	25	82
"    Grade B....	..	103	70	173
Interim Certificates.....	..	50	47	97
Menonite Certificates...	..	..	18	18
Totals.....	143	210	228	581

The large proportion of the teachers reported as normal trained conveys the assurance that the work in our schools is being undertaken with at least some attempt at system on the part of the teachers and with a more or less successful application by them of recognized principles. The period of training for third class teachers being limited at present, however, to six weeks and for all others to five months, it is almost unnecessary to say that the present capacity of our Normal School compels the Board of Education to aim rather at the diffusion of a knowledge of the art of teaching among the teachers generally than at the production of thoroughly trained teachers, necessarily limited in number. The accomplishment of this aim is shown by the number reported above, which proportion of the whole number of teachers that compares favorably with other provinces; but in addition to this the testimony given by the Inspector shows that the training given, short though it is, is producing very substantial improvement in the work done in our schools.

The following table shows the number of applicants for certificates at the annual examination in July, with the class in which each successful candidate was examined. The large number who failed to reach the very moderate standard of qualification fixed for passing is proof of the necessity that exists for high and intermediate schools, especially equipped for the preparation of students for these examinations, for which provision was made at the last session of the Legislature, and indicates how large a field is open for the operation of these schools.

PLACE OF EXAMINATION.	FIRST CLASS.			SECOND CLASS.			THIRD CLASS.			TOTALS.			TOTALS.	
	EXAMIN-ED.	PASSED.	FAIL-ED.	EXAMIN-ED.	PASSED.	FAIL-ED.	EXAMIN-ED.	PASSED.	FAIL-ED.	EXAMIN-ED.	PASSED.	FAIL-ED.	MALES.	FEMALES.
Winnipeg .....	22	10	12	30	11	19	58	18	40	110	39	71	19	21
Brandon .....	..	..	..	18	3	15	59	14	45	77	17	60	..	..
Portage la Prairie .....	..	..	..	1	0	1	20	3	17	21	3	18	..	..
Morden .....	..	..	..	4	1	3	13	7	6	17	8	9	..	..
Minnedosa .....	..	..	..	1	0	1	17	7	10	18	7	11	..	..
Birdie .....	..	..	..	1	1	0	28	12	16	29	13	16	..	..
Pilot Mound.....	..	..	..	2	0	2	30	11	19	32	11	21	..	..
Virden .....	..	..	..	4	3	1	16	8	8	20	11	9	..	..
Deloraine .....	..	..	..	..	..	..	24	12	12	24	12	12	..	..
Totals.....	22	10	12	61	19	42	265	92	173	348	121	227	the	en

In addition to the certificates given upon the result of the July Examination the following licenses were issued during the school year :—  
 1. Fifteen first-class certificates were given upon University graduation; of these 8 were obtained upon graduation in Manitoba University, 3 in Toronto, 1 in London, 1 in Aberdeen, 1 in Queen's, Ireland, 1 in Dalhousie College, N. B.



## TEACHERS' ASSOCIATIONS.

The advantages to be derived by teachers from assembling periodically in convention are now recognized in several of the Provinces to the extent of assisting and encouraging them by grants of public money and by the appointment of proper persons to conduct them. The Board of Trustees for the City of Winnipeg has established a system of convention for its teachers by which one full day in each quarter is spent by them in discussing matters pertaining to their work, and the Board of Education took the first step last year toward making provision for rural school teachers' conventions by directing the Principal of the Normal School to spend the months of May and June in conducting meetings at convenient points within the Province. These meetings were held at Birtle, Virden, Rapid City, Souris, Deloraine, Pilot Mound, Stonewall and Springfield, and were attended by a large number of teachers who entered earnestly and intelligently into the discussion of the matters brought before them.

The opportunity for the holding of these conventions was suggested by the difficulty attending the holding of a Normal session of six weeks during these months when rural schools have their best attendance of pupils and can therefore ill afford to permit the absence of the teachers for training. The devoting of the time indicated to the conducting of teachers' conventions has been found by this experiment of benefit not only to the teachers, but also to the work of the Normal School by the close acquaintance made by the Principal with the nature of the teachers' work as done in the rural schools. An arrangement somewhat similar to this, introduced into the Massachusetts rural schools, has been found so satisfactory that four agents are constantly employed in this work under the direction of the State Board of Education; and in the State of New York a similar arrangement exists, with five special agents constantly employed. In the State of Wisconsin it is the duty of the teachers of the Normal Schools annually to hold and conduct Teachers' Institutes throughout the State.

In addition to the local conventions an association of teachers for the Province exists which held its annual meeting in the latter part of August. The subjects discussed at this meeting were of a more general character, but they were both timely and practical, and the opinion of the teachers thus assembled may be expected to be of weight with those charged with the administration of the school laws. This influence is already apparent in the action taken toward assimilating the subjects of study for those preparing for the University Preliminary and the Teachers' examination, which was suggested by a resolution of the Teachers' Convention.

The Association is indebted to James A. McLellan, L.L. D., Inspector of Normal Schools for Ontario, for valuable assistance in its discussions.

## INSPECTION OF SCHOOLS.

The change foreshadowed in my report of last year by which the schools shall be inspected by persons fully qualified for the work and charged with the duty of devoting themselves to it exclusively, was made

2. Three first-class certificates were granted upon the standing of persons as teachers in England and Scotland.

3. Twelve second-class certificates were given upon the standing of the Previous Examination in the University of Manitoba.

Of the 581 teachers reported as employed in the Province last year, 387 were under engagement only for periods varying from a few weeks to nine months, their schools having closed at some date between November 1st and December 25th. Upon the re-opening of these schools in March and April following there did arise a demand for teachers very difficult to be met, and which has been met hitherto each year by the unsatisfactory plan of issuing permits or licenses to persons but partially qualified for teaching. An annually increasing number of teachers from Ontario and other provinces arrive about this time and are freely granted temporary certificates; no active measures have been taken, however, to increase the supply from this source for fear of the disappointment or hardship that might follow from the short periods of engagement open to them.

4. Interim certificates were issued during the first half of the school year to 121 persons, of whom 59 were males and 62 females, as follows these certificates expired at the date of the July Examination:

(a) To 53 persons who presented evidence of standing as teachers in other countries; of these 29 were from Ontario, 2 from Quebec, 3 from New Brunswick, 6 from Nova Scotia, 2 from P. E. Island, 10 from Great Britain, 1 from N. W. Territory.

(b) To 25 persons who had attended some examination in Manitoba without, however, having passed the teachers' examination.

(c) To 43 persons recommended by the local inspectors of schools and others for the charge of schools, for which certificated teachers could not be obtained.

5. Interim certificates were issued during the second half of the school year to 65 persons, of whom 25 were males and 40 females, as follows; these certificates expired upon the 31st of January, 1888:

(a) To 16 persons presenting evidence of standing as teachers in other countries; of these 9 were from Ontario, 1 from Quebec, 1 from New Brunswick, 5 from Great Britain.

(b) To 49 persons who had been in charge of schools before the date of the July examination, but failing to pass, were desired by trustees and inspectors to remain in charge of their several schools to the end of the season; and others recommended for license to teach in schools where a regular teacher could not be obtained.

#### PROFESSIONAL CERTIFICATES.

The conditions prescribed for obtaining professional certificates are:

(1) Passing the annual examination; (2) attending a session of the Normal school and receiving a report of efficiency therefrom and (3) in the case of first-class teachers, presenting evidence of at least one year's successful teaching and passing a special professional examination.

The following professional certificates were issued:

First-Class, 10; males 5, females 5.

Second-Class, 22; males 10, females 12.

Third-Class, 71; males 22, females 49.

## THE NORMAL SCHOOL.

The sessions of this institution have been largely attended during the year and the energies of the principal severely taxed. I have not been able to find the record of any school of this kind which attempts to accomplish as much, considering the means at its disposal, as our Normal School. Notwithstanding the lack of a suitable building and equipment and the insufficiency of the staff, the students trained at the school have both by their testimony and their work, presented satisfactory evidence of its efficiency.

In the month of January the Board of Education resolved to appoint an assistant to Mr. Goggin, and Mr. W. A. McIntyre, B.A., was chosen for the position. Mr. McIntyre began his career as a teacher in Ontario, where he received Normal training, and has been employed as a teacher in the Winnipeg schools since 1879, in which his work, from the teaching of the primary departments through all the grades to the Collegiate Department, has well fitted him for the work for which he has now been appointed. In addition to his duties as assistant Master in the Normal School, he is charged with the inspection of Collegiate and Intermediate schools, a duty hitherto performed by two members of the Board, the Revds. Professor Hart, M.A., and Canon O'Meara, M.A.

As regards its Normal staff, the Board has now every reason to hope for continued success in the work of training its teachers. There remains the lack of a building properly equipped as a Normal and Model School, and the necessity of this becomes every year more apparent. The room hitherto occupied in the Carlton street building in the city of Winnipeg has been reduced to half its original size to supply the increased accommodation necessary for the city schools and the remaining room will probably be taken for the same purpose before another session is held. Under these circumstances the providing of suitable Normal School accommodation has become a matter urgently pressing for consideration.

The work of the Normal School for the year may briefly be stated by the following figures:

1. Session of five months in the city of Winnipeg, ending on 31st March, 1887. The number of students in attendance whose work entitled them to diplomas was 27; males, 11; females, 16. This diploma is in itself a license to teach for one year, and in conjunction with a non-professional first or second-class certificate, entitles the holder to a professional certificate.

2. Session of six weeks in the city of Winnipeg, ending April 27th, 1888. The number of students in attendance whose work was reported satisfactory was 76; males, 38; females, 48; and the diplomas issued to each, in conjunction with a third-class non-professional certificate, entitles the holder to a third-class professional certificate, good for four years in the case of grade A., and two years in the case of grade B.

3. Session of five months commencing September 1st, 1887 and ending 31st January, 1888, for the training of first and second-class teachers. The number of students who obtained diplomas at this session was 40; but of these 11 were granted conditionally upon subsequent evidence of efficient work as certified by the local Inspector of Schools.

24  
76  
40  
143

by the Board of Education in January last, to take effect from the commencement of the present school year. By this action of the Board the Province has been divided into five inspectoral divisions as follows :

1. The Northwestern Division, consisting of the counties of Dennis, Shoal Lake and Russell, and the municipalities of Strathclair, Blanchard, Daly and Whitehead.

2. The North Central Division, consisting of the counties of Portage la Prairie, Westbourne and Beautiful Plains and the municipalities of Harrison, Clanwilliam, Saskatchewan, Odanah, Elton, North Cypress and North Norfolk.

3. The Southwestern Division, consisting of the counties of Souris River and Turtle Mountain and the municipalities of Glenwood, Oakland, Cornwallis and Derby.

4. The South Central Division, consisting of the counties of Rock Lake (omitting Derby) and Dufferin and the municipalities of South Cypress, South Norfolk, Elm River and Belcourt.

5. The Eastern Division, consisting of the counties of Manchester, Morris, D'Iberville, Selkirk and Lisgar and the municipalities of Woodlands, St. Francois Xavier and Posen.

The regulations under which the new inspectors were appointed are as follows :

1. The inspectors in the employment of the Board of Education shall devote their whole time to the discharge of their duties, with the exception of a period in each year equivalent to vacation in the public schools.

2. The vacation of inspectors shall be taken with the consent of the Board of Education and the Superintendent between December 1st and February 14th.

3. Each school under the charge of each inspector shall be visited by him twice in every school year, once before July 31st, and once between that date and January 31st, except in the case of schools open less than seven months, which with the consent of the Board may be visited but once.

4. It shall be the duty of each inspector:

(a) To visit the schools placed in his charge; at each such visit to examine into the condition of the school as respects the progress of the pupils in learning, the order and discipline observed, the system of instruction pursued, the method of keeping the school register, the average attendance of pupils, the condition of the school premises; and in case of a new school house, its building and equipment; and to give such advice to teachers, pupils and officers of the school district as he may judge proper.

(b) To ascertain the nature of the certificate held by the teacher, and to report to the Superintendent any case of the employment of an unauthorized teacher.

(c) To recommend suitable persons for interim certificates in cases where certificated teachers cannot be obtained; to encourage the attendance of persons at intermediate schools who are preparing for third class certificates.

(d) To report to the Superintendent any matter relating to the character or usefulness of any teacher in his inspectoral division.

(e) To hold such conventions of teachers in each inspectoral division as he may find practicable under the directions of the Board of Education.

(f) To see that no unauthorized text books are used in the schools and generally that the regulations of the Board are observed.

(g) To give any information in his power; to make special visits of investigation regarding any matter affecting any school district, which may be desired by the Superintendent.

(h) To assist the Superintendent in compiling statistics of the schools in the province when so desired by him between February 1st and March 15th.

(i) To be ex-officio members of the Provincial Board of examiners of candidates for Provincial certificates and to perform the duties thereof without extra remuneration.

(j) To report half yearly to the Superintendent upon the condition of each school under their inspection and to make in addition an annual report in February as to the condition of the schools in their divisions.

(k) To perform from time to time such other duties as may reasonably be required by the Board.

The following are the names of the gentlemen chosen as inspectors by the Board:

J. H. Sparling, Beulah, Inspector of the North Western Division. This gentleman received his training as a teacher in Manitoba and holds a certificate of the highest class and grade issued by the Board. He has taught in various schools within the Province, his last position having been that of Principal of the Minnedosa school, in which he was highly successful.

J. D. Hunt, Brandon, Inspector of the South Western Division. Mr. Hunt received his training in Ontario where he also was for some time engaged in teaching. He was appointed to a position in the Winnipeg city schools in 1881 and had charge of various classes there, including the classes in English in the Collegiate Department until 1885, when he resigned and devoted two years to rest and travel, during which he gave some attention to methods of teaching in the United States. He is an undergraduate of the University of Manitoba.

Rev. J. M. Wellwood, M.A., Minnedosa, an inspector under the former regulations of the Board since 1881, and now inspector of the North Central Division under the new regulations. Mr. Wellwood's high attainments as a graduate of McGill University, his experience as a teacher and his tact and good judgment make his appointment peculiarly acceptable to the Board and to the people interested in the schools among which he has labored so long. In addition to this he attended the late session of the Normal School in order to make himself familiar with the system of teaching there exemplified.

E. E. Best, Manitou, Inspector of the South Central Division. This gentleman has been in charge of the Gladstone public school for the last seven years and holds a Provincial certificate of the highest class and grade. He received his training in Ontario but supplemented it by attendance at the late Normal session here for three months.

D. H. McCalman, B.A., Inspector of the Eastern Division. Mr.

McCalman is a graduate both of the Manitoba Normal School and of the Provincial University. He has been in charge of the Emerson public school as Principal since 1882.

There is no expenditure that will more surely make a satisfactory return in value than that incurred for the efficient inspection of our schools; but the Board of Education having due regard to the amount at its disposal for this purpose, limited the number of appointments to five, thus giving each inspector, with one exception, the oversight of over 100 schools. It remains to be seen how fully the inspectors will be able to discharge the multifarious duties devolving upon them in connection with the wide areas they will have to traverse; but the utmost confidence is felt by the Board that these duties will be energetically undertaken and faithfully discharged.

#### MENNONITE SCHOOLS.

In addition to the provision made, as above described, for the inspection of the schools generally the Board of Education found it necessary to make some provision for the improvement of the Mennonite schools, of which 21 were in operation under its jurisdiction during the school year and nearly an equal number of independent schools supported by the Mennonite people without Provincial aid.

The whole of these schools have hitherto been in a very unsatisfactory condition, the teachers having very inferior qualifications, many of them being unable to speak the English language or to impart the most elementary instruction in their own language.

For the purpose of affording some assistance to these schools beyond the mere payment to them of the Legislative Grant and to insure results of some value to the Province for the money expended, the Board resolved to appoint a person with proper qualification to act both as inspector and normal instructor for Mennonite teachers. The Board selected for this purpose Mr. W. Thiem-White, a graduate of the Provincial Normal School and an undergraduate of the German University at Halle.

In addition to the ordinary duties of inspector and normal instructor, Mr. Thiem-White is also charged with the duty of spending a sufficient time at each school to organize the classes, to perform the ordinary duties of teacher for the benefit and instruction of the regular teacher and to visit various English schools from time to time in order gradually to bring about some degree of assimilation in the instruction given and the method of teaching with those in use in the Protestant schools generally.

#### THE LEGISLATIVE GRANT.

The amount of Legislative Grant for the fiscal year ending 30th June, 1888, is \$85,000. Of this sum \$2,000 is paid to the University, \$67,049.15 to Protestant schools and the balance to Catholic schools. One-half of this grant was available for the school year, which with the half of the grant for the preceding fiscal year, made the total grant for the school year \$59,549.92, and this with the balance on hand from the preceding year and the interest on deposits, made the total sum available \$62,139.13.

The disbursements of this sum are given in detail in Tables I to V, showing the balance on hand to be \$257.89.

Of the sum of \$61,881.24 paid out during the school year, \$45,259.16 was paid to school districts, and of this sum \$42,428.66 was distributed in payments of \$100, or a proportionate part of that amount to schools kept in operation the whole or a portion of the school year, the payments being based upon the sum of 48 cents for each day's operation the first half and 44 cents per day the second half year.

There is no period of the history of the Province in which a liberal Legislative Grant to schools can be better appreciated by the people than at the present time when local taxation is high and the settlers ill prepared to meet it in addition to the other expenses incident to the providing of comfortable homes for themselves. Any step taken, therefore, to realize an income from the school lands for the purpose of relieving the burden, will be felt as a direct benefit to the taxpayer, and will enable the Government to offer the immigrant an advantage that he prizes above all others, viz.: that of an opportunity of sending his children to school immediately upon his arrival.

The Provincial Board of Education at its meeting upon the 1st of March, 1888, passed the following resolution upon this subject:

"Resolved, That this Board deems it highly desirable that further Government assistance should be afforded for educational purposes, and would urge upon the Provincial Government the paramount importance of making more adequate appropriations for such purposes and especially of endeavoring to make some present use of the lands of the Province set apart for schools, in making such appropriations."

Any increase found practicable in the amount of the Legislative Grant might, in addition to the relief afforded by it to the taxpayer, be made to operate beneficially upon the work done in the schools by graduating the payments in each case upon conditions under which schools with a good average attendance of pupils or under the charge of competent teachers shall obtain an appreciable increase over that paid to others less efficiently operated. In order to provide for this, certain slight changes in the provisions of the Act under which the payments are directed to be made, would have to be enacted.

A careful estimate of the sum necessary to enable payments to be made to each school amounting to fifty dollars or a proportion of that sum annually in addition to the sum of one hundred dollars already fixed by law, indicates that the sum of one hundred thousand dollars would be sufficient, and this amount with the proportionate Legislative Grant to Catholic Schools, would make the total amount needed one hundred and twenty-five thousand dollars.

#### LOCAL SCHOOL EXPENDITURE.

The following statement of total expenditures by Protestant school trustees during the last five years shows to what an extent the people have been willing to assume burdens for the sake of educating their children. The greater portion of this expenditure is entirely within the control of the people of the school districts:

## SCHOOL EXPENDITURE.

	For Teacher's Salaries.	For School Buildings.	Total.
1883	\$.....	897,068.76	\$363,775.85
1884	129,379.32	67,281.72	302,373.38
1885	150,759.60	50,493.29	320,899.63
1886	168,042.35	47,785.98	352,849.99
1887	177,292.44	38,734.28	316,546.11

It will be noticed from the above that the expenditure for buildings has steadily decreased and this is explained, not by decreased activity in the building of school houses, but by the rigid limitation of the amount of each loan made for this purpose.

The decrease in the total expenditure is also partially accounted for by that. It included a less amount of arrears than usual, on account of arrears remaining unpaid from previous years; and this was owing to increased promptitude in payments of taxes by the ratepayers.

## SCHOOL DEBENTURES.

The bonded indebtedness of school trustees upon the 31st of January last was:

Cities and Towns.....	\$213,300
Rural Schools.....	200,178
Total.....	\$413,478

Of this amount the sum of \$186,970.79 is repayable in annual instalments, and all payments, both principal and interest, due during the past year have been met with a fair degree of promptitude, except in the case of those towns whose municipal obligations have hampered them. The result of this punctuality is seen in the favor in which school debentures are held by investors, and there is no reason, under these circumstances, why loans could not be made to trustees bearing six instead of seven per cent, as at present.

It is worthy of notice that the collection of school taxes by Councils for school trustees was much better last year than in any previous year, and an accommodating spirit was manifested by many Councils in advancing funds to trustees pending the collection of their taxes. It is desirable that this spirit should prevail in all cases, as the help thus afforded to trustees is very great while the councils run no risk and realize a good rate of interest on such advances.

Part II of the report, containing tabular statements of details of receipts, expenditure, assets and liabilities of school trustees, and Part III consisting of extracts from the reports of Inspectors and other school officers, are omitted from this summary for want of space within the limit fixed by the Legislature for printing.

I have the honor to be,

Your Honor's obedient servant

J. B. SOMERSET,  
Supt. of Education.



GENERAL STATEMENT,

Showing the RECEIPTS and EXPENDITURE of the amount of Legislative School Grant apportioned to the Protestant Section of the Board of Education for the year ending 31st January, 1888.

Dr.	Cr.
To Balance from 1886 .....	
" Share of Grant, first half, 1887 .....	\$2,565 27
" Share of Grant, second half, 1887 .....	\$26,025 35
" Interest on deposits .....	59,549 92
	23 94
	<u>88,164 48</u>
By payments to Schools:—	
1. Grants to School Districts .....	\$4,429 26
2. Grants to Intermediate Schools .....	725 00
3. Grants to Collegiate Departments .....	400 00
4. Bounties to Teachers for good average attendance .....	1,334 25
5. General Registers and Register Cases ..	370 25
	<u>\$45,259 76</u>
By payments for Inspection of Schools .....	5,082 04
" " Examination of Teachers .....	1,535 12
" " Normal School .....	4,437 35
By payments for Superintendent's Office Expenses:—	
1. Salary of Superintendent .....	2,291 67
2. Salaries of Clerks .....	1,943 48
3. Stationery .....	159 83
4. Printing and Binding .....	404 69
5. Postage .....	339 00
6. Travelling Expenses:—	
(a) Superintendent .....	125 50
(b) Other Members of Board .....	180 55
7. Incidentals .....	122 85
	<u>5,567 57</u>
By Balance .....	257 29
	<u>\$62,139 13</u>
	<u>\$62,139 13</u>