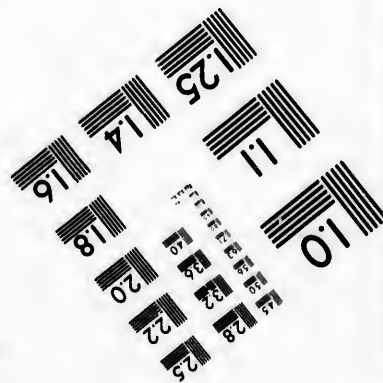
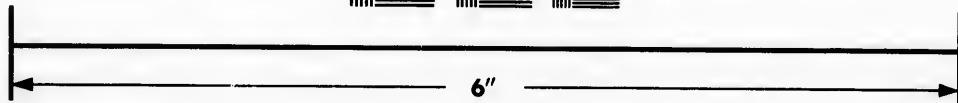
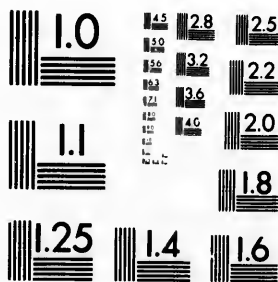


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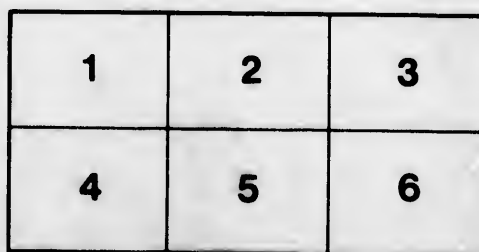
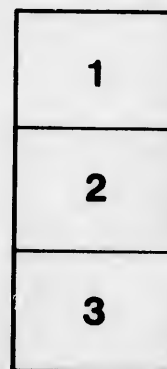
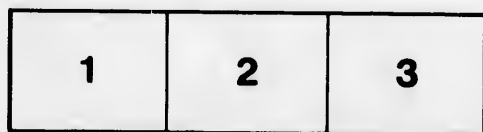
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XXV.

*THE HISTORY AND CONDITION OF EDUCATION
IN THE PROVINCE OF MANITOBA.*

BY REV. GEORGE BRYCE.

I. THE BEGINNINGS OF EDUCATION.

The colony founded by the Earl of Selkirk in 1812, on the banks of the Red River of the North, was the nucleus of the Province of Manitoba. It was a part of the plan of the noble founder to provide for his people full educational and religious advantages. He recognized, on his visit to Red River in 1817, the need of these opportunities for Protestants and Catholics alike. On the Earl of Selkirk's return to England he took steps to provide his colonists with the promised facilities. Before going to France in 1819, (whither indeed he went to die), he gave orders for the despatch of a Protestant clergyman to the English-speaking part of his colony, having previously set apart land for a church and schools. In 1820, the Scottish settlers had erected a school house which served alike for religious and educational purposes. This was built upon a site now included within the limits of the City of Winnipeg.

Not earlier in design, though earlier in execution, was the purpose of Lord Selkirk to provide for service and teaching among

his Roman Catholic colonists. Through his efforts in Montreal, a distinguished French Canadian priest, known afterwards as Bishop Provencher, journeyed to Red River. As early as 1818, the Roman Catholic Mission at St. Boniface, on Red River opposite Winnipeg, was begun, and beside it rose a school. At this school, shortly after, we are told, there were pupils in the Humanities. The Catholic Church has confined its attention chiefly to the Indians, and the Indian half-breeds of French origin. Schools and convents have been erected, and maintained in a considerable number of places throughout Manitoba and the Northwest Territories. The school at St. Boniface has now become the College of St. Boniface.

In the year 1835, the Red River settlement was organized under the name of "The District of Assiniboia." The Territory was placed under the rule of a Council appointed by the Hudson's Bay Company. There seems to have been no public provision for schools made by this Government. Each church erected had by its side a school under the control of the missionary. There was no system of taxation in vogue, but the school was sustained by private subscription, or by grants from the Missionary Societies in England. In the District of Assiniboia, in 1870, there were, in all, some 12,000 people, viz., 5,000 French half-breeds, 5,000 English-speaking half-breeds (largely of Orcadian descent), and 2,000 Whites. The population of different origins seems to have segregated into parishes. In the French half-breed parishes a few schools were found. In 1870, there were fourteen schools in the English speaking half-breeds' parishes under the Church of England, and two schools under the Presbyterian Church in the parishes belonging to the White descendants of the original Selkirk colonists.

As early as 1833, a higher school was established which existed in various forms, with varying fortune, until in 1855 it became St. John's College. The present Bishop of Rupert's Land placed this institution on a new footing in 1866.

Just as the rule of the Hudson's Bay Company was passing away, the Scottish Selkirk colony, with the help of Canadian friends, took steps towards the founding of a college. Thus, third in time of the colleges in the country, Manitoba College was begun in 1871.

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II. FIRST PUBLIC SCHOOL LAW.

The establishment of a government by the Dominion of Canada, in the newly created Province of Manitoba, took place in the year 1871. In that year, at the first meeting of its Legislature, the Province obtained its first School Act, the germ of the present law. The leading provisions of this Act were as follows:—

1. That a joint Board, half Protestant, the other half Catholic, should have control of Common School Education.

2. The management of the Protestant Schools was given entirely to the Protestant section; that of the Catholic Schools, to the Catholic section.

3. The formation of School Districts was effected by the Board, with the approval of the Governor-in-Council.

4. The mode of Support of the school, whether by private subscription or taxation, was left to be decided by each district.

5. The Examination and Licensing of its Teachers belonged to each section.

6. A Government Grant was given to the board and divided proportionally between the two sections; and, after the payment by each section of a sum not exceeding \$600 to the Secretary or Superintendent of Schools, the amount belonging to each section was to be divided amongst its schools.

The system thus founded was much developed in an Act passed in 1873. This gave the power to any ratepayer to choose the school he wished to support, whether Catholic or Protestant. The duties of all officers were defined; taxation was made compulsory, and machinery established for collecting taxes.

A very considerable discussion arose about this time as to the advisability of having Protestant and Catholic schools as such. It seemed, however, as if the legislation of the Dominion Parliament, in constituting Manitoba, had protected the minority in preserving for them separate schools. The Province has now virtually accepted the principle of division, although it may be stated that, from the Protestant immigration having largely predominated, and from almost all the Catholics having been French-speaking and living together, the Protestant schools have really taken rank as National Schools,—the Protestant population bearing a proportion of eight to one to the Catholic minority.

In 1876, a considerable modification of the School Law took place in the new Act passed in that year relating to cities and towns. From this amended Act of 1876, the prosperity of the National School system in Manitoba may be said to have sprung. It enabled the cities and towns to establish good schools, and thus acted beneficially on all the schools of the Province. Provision was made of a more perfect kind by this Act for the issue of debentures by school districts, thus enabling them to erect suitable school buildings. The Acts have been amended and extended in the years 1882, 1883, and 1884, but the Act of 1876 was the virtual establishment of the present form of school provision.

III. PRESENT ORGANIZATION.

Each section of the Board of Education has a chief officer for the administration of its schools. Such chief officers must be members of the Board of Education. This Board now consists of twelve Protestants and nine Catholics, but these two sections act in almost all matters independently. Their only joint function of importance is to make regulations for registering and reporting daily attendance at the schools. The members of the Board selected from the two sections as chief officers are chosen by the Government, and appointed by the Governor-in-Council. Their duties are to act as Secretaries to the Board, and each individually to their own section; to call school meetings if necessary; to see that the law is carried out by trustees and teachers; to supervise the inspectors; to explain the law; collect and tabulate statistics; and to report to the Government. The chief officer of the Protestant schools is called "Superintendent of the Protestant Schools."

The Board of Education is the supreme authority in public school education. The Superintendents are regarded as the executive officers of the Board, and each is bound in everything to carry out the directions of his section.

As already stated, the Governor-in-Council appoints the Board, with its two sections; one third of each section retires every year, and the Government appoints their successors. The functions of the Board, as given in the first Act of 1871, are very much those of the Board at present. The Protestant schools are super-

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vised by Inspectors acting under the Superintendent, so far as the Public Schools are concerned. The Secondary Schools are simply higher departments of the Public Schools. Two members of the Board of Education are appointed as Inspectors of the Collegiate departments. For the ordinary school inspectors, of whom there are nineteen under the Protestant section, and five under the Catholic section in the Province, the territory is mapped out into divisions by their respective sections. The inspectors belong to two classes. First, there are those appointed by the Board of Trustees in cities and towns for their schools. In Winnipeg, such officer devotes his whole time to the inspectorship, and is the executive officer of the Board. His appointment must be approved by the Board of Education. For the school divisions outside of cities and towns, inspectors are appointed by the section of the Board of Education. At one time the Inspectors in cities and towns were required to be University graduates. This requirement is now dispensed with. As a rule, the inspectors are clergymen in the several localities. Their duty is to visit each school of their jurisdiction twice in the year, collect returns, make out reports, and act in the adjustment of Union school districts embracing portions of two or more municipalities. The only schools recognized by the law are Public Schools. The Secondary Schools are simply the two highest standards of the twelve laid down for Public Schools in cities and towns. Schools in which Standards I to X are taught, are simply Public Schools. The trustees elected by the people have control of Public and Secondary Schools alike.

Provision is made by the law for the establishment of local Boards of Trustees having certain defined portions of territory allotted to them. The territory is determined by the Municipal Council within whose limits the school is to be begun. In order to obtain the establishment of a school, a petition embodying certain information must be forwarded to the Municipal Council. Such petition must be signed by at least five resident heads of families. The Council may grant or refuse the school. The territory set apart for its support when a school is established, is called a "School District." There is no fixed amount of area for it. The law requires, however, that every school district shall have at least ten children, between five and fifteen years old, resident

within three miles of the school site. For the purpose of defining the territory of school districts not lying in one municipality, the two or more reeves of the interested municipalities and the local inspector constitute a Board to deal with the matter. An appeal lies from the Council's action in case of dissatisfaction to the section of the Board of Education to which the school belongs.

The first meeting of the people in a school district consists of the resident freeholders and householders. After the first meeting, the electorate consists of ratepayers only. In cities, twelve ratepayers are elected as a Board of Trustees; in towns, the number varies according to the number of wards; in towns not divided into wards and in country districts, there is a Board of three. A portion of the Board retires every year, and its successors are elected annually.

For the purpose of supplementing the Legislative Grant to any school, the Board of Trustees lays before the Municipal Council to which it belongs an estimate of the amount required for the year. The Municipal Council is bound, whether the amount has been collected or not, to hand over in semi-annual portions the amount thus demanded. The Trustees may do whatever they judge expedient with regard to building, repairing, renting, warming, furnishing, and keeping in repair, the school buildings of the district. For the purchase of school sites, and the erection of school houses or teachers' residences, the ratepayers of any school district may require the Trustees to borrow money by debentures. Applications for this purpose must be certified by the Lieutenant-Governor-in-Council. Minute regulations are in force as to the form of debenture and the proceedings needing to be taken for its ratification.

The Trustees may contract with and employ teachers who possess the necessary certificate from the Board of Education. The Trustees have to see the discipline of the schools in their care properly enforced, and to hold meetings to listen to complaints made by teachers or parents.

The Education Acts provide for the compulsory attendance at school of children between the ages of seven and twelve. Any Board of Trustees may, on obtaining the sanction of the section of the Board of Education to which it belongs, have the Act in this respect put into force. So far, however, as the writer is

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aware, no Board of Trustees has availed itself of the power given by this portion of the Act.

IV. TEACHERS.

There are two kinds of certificates given by the section of the Board of Education, viz., Collegiate and Public School certificates. The former are given to graduates of Universities in Her Majesty's dominions, who present evidence of good moral character, and of their knowledge of the science of education and the art of teaching. Public School certificates are of three classes, each class having two grades. These certificates are given as the result of a written examination held annually in August.

First Class.—The subjects are: Reading, Spelling, English Grammar, Composition, Writing, Geography, History (Greece, Rome, Modern Europe, England, and Canada), School Organization and Management, Book-keeping, Arithmetic, Algebra, (Colenso Part I), Euclid (Books I, II, III, IV, VI, and definitions of V), Mensuration, English Literature, Elementary Statics, Hydrostatics and Physics, Physiology, Botany, and Inorganic Chemistry. To obtain First class, Grade A, a candidate must gain sixty-seven per cent. of the aggregate marks on the subjects, and forty per cent. on each. For First class, Grade B, there is required forty per cent. of the aggregate marks, and twenty-five per cent. of each. In order to obtain a Professional certificate of the First class, good until recalled, a candidate must present evidence of Normal School training, and of having taught one year. Candidates passing the examination, unable to furnish evidence of training experience, and may obtain a Non-professional First-class certificate good for two years.

Second Class.—The subjects are: Reading, Spelling, Composition, Writing, Geography, School Organization and Management, and Arithmetic as for First class, Modern, English, and Canadian History, Grammar (Analysis and Parsing), Algebra (to the end of Simple Equations), Euclid (Books I and II). To obtain a Professional Second-class certificate a candidate must have passed the examination and have received Normal School training. Non-professional Second-class certificates are given for one year, on the examination being passed. Grades A and B in this class

are granted on the same percentage of marks as in the First class. An Honour student passing the Previous Examination of Manitoba University obtains *ipso facto* a Non-professional Second-class certificate, Grade A; and a Passman of the same standing, a Non-professional Second-class certificate, Grade B.

Third Class.—The subjects are: Reading, Spelling, Grammar (Analysis and Parsing), Composition, Writing, Geography of Europe and America, History (English and Canadian), Arithmetic (to Percentage), School Organization. Grades A and B in this class are given on the same percentage as in the other classes. To obtain a Third-class Professional certificate, Grade A, good for four years, a candidate must have Normal School training. Non-professional Third-class certificates are only valid for one year.

The examinations for teachers are conducted in the chief places throughout the Province on papers prepared by a central Board of Examiners, and the answers are returned to the same Board. The examinations extend over a space of one week, and the examiners are leading educationists of the Province.

The Normal School has been some two years in existence and is doing good work. The plan now pursued is to have it combined with the Winnipeg Public Schools. The Principal of the Normal School is the only teacher whose duties are confined to the Normal School, the upper grade teachers in Winnipeg receiving the Normal School students into the several classes taught by them. The Normal School has a winter session in Winnipeg of five months. The Principal of the Normal School holds Institutes, or Local Normal Schools, of one month each at leading educational centres throughout the country. Local educationists take part in these Institutes, and an impetus is given by them to education in the locality. The Institutes were held last year at Portage La Prairie, Brandon, Rapid City, and Birtle. They were conducted by the Normal School Principal and the Superintendent of Education. The time at these Institutes taken by teachers is counted at a certain value in the Normal School training required by them. The chief aim of the Normal School is to give training rather than instruction to the teachers. The students of the Normal School get no privileges so far as examinations are concerned, but they must pass at the annual Teachers' Examinations in August. It is but right to notice that Manitoba,

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being largely settled by people from Ontario, has hitherto received a good supply of admirable teachers from the mother Province.

V. STATISTICS AND REVENUE.

The census having been taken in 1881, and an enormous flow of immigration having taken place to Manitoba since that time, it is only possible to give an estimate of the population. It is generally agreed that Manitoba has a population of from 150,000 to 200,000. There are at present 400 schools or districts belonging to the Protestant section, and fifty to Catholic. In the Protestant schools, in 1883, 123 males and 123 females were teaching. According to the returns for 1884, there were in attendance at the Protestant schools 10,831 pupils, and at the Catholic sections there were in attendance 1,941 in 1883. It will be noted that a considerable number of the organized districts have not their schools in operation. This arises from the very sparse population preventing their having schools carried on all the year round, as well as from the fact that, in the newer parts, except on a few main lines in winter, trails are not open in the more thinly populated localities. During 1884, the average number of days of attendance for pupils was 150 in cities and towns, and eighty in the country districts. The earliest school age allowed by the Act is five years; though so large a number of the schools belong to newly organized districts, that children of the age of eight, to ten years or more, enter school for the first time. About six years would probably represent the average in the older and better-organized schools. There is little difference between the male and female pupils in this respect. In a large number of our country schools, the farmers' children can attend school for but half the year; but up to the age of fifteen most of the children in the better school districts attend in the winter season. In the cities and towns, probably from twelve to thirteen years would represent the age of leaving school in the majority of cases, as work or situations can then be obtained. As stated already, the school course extends over ten years. In the early history of this Province, it is difficult to give statistics as to the number who leave school tolerably well acquainted with the three R's

of education; but the experience of the writer, who has been thirteen years in Manitoba, and has a good acquaintance with the Province, leads him to believe that, from the superior class of immigration, and the very general circulation of excellent newspapers from Winnipeg and elsewhere, the average attainment in this respect will compare with that of any Province of the Dominion.

As to Secondary Education, the collegiate departments have only been long enough in operation to send up one class of University students; this occurred for the first time, in May, 1884. On this occasion, twelve students from Winnipeg Collegiate department entered Manitoba University. To be added, however, to these, are the students coming to the University from the Preparatory Schools of the Colleges, each of the three Colleges having at present such departments. At the examination in May, 1884, there were twenty-one from these departments who entered the University. Thus, some thirty-five youths matriculated in Manitoba University, while a few others—probably not exceeding five or six—went to Universities in the eastern Provinces of the Dominion. The recent date of the educational institutions of the Province needs continually to be borne in mind in considering these statements. Some fifteen other students began the study of medicine in the Manitoba Medical College, in 1884, which in that year obtained its charter and is now affiliated to the Manitoba University.

The Provincial grant for the Protestant section for 1884 was \$33,159.98; but, as the schools become more numerous, there is an annual increase. The following is a list of the number of the schools for the different years given:—

Year.	Protestant.	Catholic.
1871	16	17
1874	22	21
1882	122	..
1883	380	45

The amount of money allowed annually by the Government is placed to the credit of the Board of Education. It is then divided

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between the Protestant and Catholic sections, according to the relative proportion of Protestant and Catholic children of school age in the Province as obtained by the school census taken annually. From the proportion coming to the Protestant section, payment is first made to each school at the rate of \$50 for each half-year that it may be in operation,—each department in a city or town school counting as an individual school. Secondly, when the schools have received payment at the rate stated, the remainder of the grant set apart is divided among them according to average attendance.

The amount levied by the Trustees as local taxation for the Protestant schools for 1884 was \$178,140.05. The total amount expended in 1884 (including sums for school building) was \$363,775.85, and the cost of Governmental administration was \$6,627.56.

VI. TYPICAL SCHOOLS.

(1.) WINNIPEG CENTRAL SCHOOL.—The Central and Ward Schools of Winnipeg gave employment last year to fifty-four teachers. There are nine separate buildings in different parts of the city (one of them being a rented building) used as school houses. The site occupied by the Central School is almost in the centre of the triangle between the Red and Assiniboine Rivers. Facing the east is the Boys' Central School. This building also contains the office of the Inspector of City Schools. Facing the west, on the opposite side of the grounds, is the Girls' Central School. The area of the plot is divided into two equal parts, thus having one playground for boys and another for girls. The Boys' Central School contains 128,100 cubic feet. It has twelve rooms devoted to teaching. The rooms are nearly of the same size, each containing about 8,000 cubic feet, and being seated for forty pupils. There is no provision for artificial lighting, as the school buildings are kept for strictly public school purposes, and hence do not require to be lighted at night. As, however, Winnipeg is lighted both by gas and electricity, it would be easy to connect with either system if required. The building is heated by coal stoves, which burn the soft coal of the country from the Saskatchewan, or the anthracite from Pennsylvania. The provisions

for the ventilation of this school are good, there being cold-air and hot-air flues; the ventilation shaft is heated by the chimney, and thus retains heat enough to enable the vitiated air to be drawn into it and carried into the open air.

The Central School property is valued at \$50,000. The cost of the buildings erected upon it has been \$34,000. The furniture has cost \$9,000: there is no library: and the value of the apparatus is \$600. As to teachers' salaries, that of the first teacher of the Collegiate department is \$1,400; of the second, \$1,300; of the first master of Boys' School, \$1,250. The lowest salary of any Central School teacher—a lady teacher—is \$500. In this school there are eight male and four female teachers. No teacher is employed in the Winnipeg schools, who holds a certificate inferior to the Second class. Promotion from any grade to a higher is generally carried out in case of vacancies occurring; and such promotion is usually accompanied by an increase of salary. There is also a provision for a systematic increase of salary, taking into consideration length of service in our schools.

(2.) WINNIPEG WARD SCHOOLS.—Winnipeg being a city of from 20,000 to 25,000 inhabitants, and somewhat irregularly built, has a system of schools in the different city wards, in which pupils of the lower grades are taught. Of these there are seven. They contain from two to six rooms each, and are organized by having a male teacher as Principal in each, and subordinate female teachers. We may select the Carlton Street School in South Winnipeg. It is a neat brick building, two stories in height, and is situated in a plot of rather more than an acre in size. Its classrooms, six in number, are each about the size of one of the Central School rooms. The teachers of the Ward Schools are quite up to the standard of those of the Central School of the same grade, and the Ward Schools, so far as respectability is concerned, hold their own very well. Within the territory of Winnipeg it may be well to note that there are also two boys' schools and two girls' schools, under the control of the Catholic School Board. There are also throughout the city several girls' schools maintained as private enterprises, and there is St. John's Ladies School, chiefly under the influence and direction of the Church of England.

(3.) NORTH ST. ANDREWS COUNTRY SCHOOL.—This may be taken

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as a type of the ordinary Country School. This school is situated twenty miles north of Winnipeg. It has a comfortable wooden building neatly finished, with a capacity of 15,000 cubic feet. The playground contains two acres. It is not subdivided into two parts. The grounds are supplied with necessary sanitary conveniences. The attendance of pupils is seventy, with an average of forty or fifty. The teacher has a Second-class certificate and is the sole teacher. It may be interesting to note that almost all the inhabitants of this district are natives, *i. e.*, of a mixture of White and Indian parentage. The trustees are also half-breeds, but they as well as the general average of the pupils are not behind those of other parts of the country in general intelligence. The teacher's salary is usually \$500.

VII. UNIVERSITY OF MANITOBA.

Any sketch of Education in Manitoba without mention of the University would be incomplete. The University is regarded with favour by all classes in the Province, inasmuch as it seems to have afforded a satisfactory solution of the difficulties in Higher Education arising from denominational and religious feeling. Manitoba University is the only source of degrees in Arts, Law, and Medicine in the Province. Its sole functions are to set a curriculum; to examine students and give them a standing; to confer degrees on the three Faculties named; to bestow scholarships and medals; and to administer its own funds. To the University the promise of 150,000 acres of land has been made by the Dominion Government. Recently, also, the University has received the sum of \$85,000,—a munificent bequest left by the late A. K. Isbister, Esq., a London barrister, who was born in Rupert's Land.

To the University there are affiliated the three Arts Colleges already mentioned, *viz.*, St. Boniface (Roman Catholic), St. John's (Episcopal), and Manitoba (Presbyterian), as well as the lately organized Manitoba Medical College. These four Colleges have new buildings, which aggregate \$140,000 in value. The relation of the Colleges to the University may be called "federative." The Colleges are guaranteed absolute control of their own affairs, and choose representatives, who, with a few others appointed by cer-

tain other public bodies, make up the Council of the University. Provision is made by which the Governor-in-Council may affiliate other Colleges having suitable buildings and an adequate staff. Another power conferred upon the three Arts Colleges is that each may grant degrees in Theology. The University, however, examines the candidate for the Theological degree in classics and mathematics. When the College has conferred a degree in Theology, the graduate is reckoned a graduate of the University. Another most interesting feature of the University is that it gives the right to any student to take his examination in either English or French, the students of St. Boniface College being chiefly French-speaking.

The University has four annual examinations in Arts for the B. A. degree. They are named respectively: the Preliminary, Previous, Junior B. A., and Senior B. A. Examinations. The degree of M. D. is conferred upon examination. A course has also now been fixed for conferring the degree of LL.B. on the student passing certain examinations in Law. In 1885, the University of Manitoba has held its first examination other than for matriculation in Medicine; and in 1886 will be held its first examination in Law. The first examination in Arts was held by the University in 1878, and seven annual examinations have taken place since. For two years there could, of course, be no graduates. Since 1880, thirty-two candidates have received the degree of B. A. on examination. At the examination of 1884, fifty-three candidates successfully passed in the several years. Upon the result of the examinations for 1885 the proceeds of the Isbister bequest will be for the first time bestowed as scholarships on deserving students. The annual amount for distribution from this source will be about \$4,000. The benefit arising from having only one source of degrees for the Province, secured by the University of Manitoba, has been generally felt. The University, though embracing elements so wide apart as Roman Catholics, Episcopalians, and Presbyterians, and though characterized by tongues so different as French and English, has been conducted since its beginning with the greatest harmony and satisfaction to all concerned.

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VIII. GENERAL INTELLIGENCE.

We have now described the leading features of Education in Manitoba. Before stating the general condition of intelligence among the people, a word should be said about the Indian population. The whole number of Indians in the Northwest and British Columbia is 97,057. Of these, 34,520 are under treaty stipulations; and of these Treaty Indians there are 11,311 in the Manitoba agency. The Dominion Government is bound by treaty to maintain schools among the Indians. The treaties with the Manitoba Indians date from 1871 to 1875. There are forty-one school houses among these 11,000 Indians, and twenty-four schools are in operation. Hitherto the teachers have been of inferior qualifications, and have been wretchedly remunerated. It is hoped that there may be improvement in this respect.

In the general intelligence of its white population, Manitoba occupies a high place. The Dominion Post Office authorities state that the proportion of letters and newspapers passing through Winnipeg Post Office is very large compared with the numbers of the population; they state, moreover, that the standard of excellence in handwriting is above that of any other Post Office in Canada. It must be noticed, however, that the French native adult population can seldom write. A petition from a French parish with upwards of a hundred names, had all but six signed by a cross, along with "sa marque." The immigrating population of a higher class coming to Manitoba is great. Retired clergymen (five in one settlement), graduates of British and Canadian Universities, half-pay army officers, and the better class of British and Canadian farmers, all engaged in tilling the soil, are numerous. There are published in Winnipeg three daily newspapers, seven weeklies, and a number of monthlies. There are in Manitoba and the Northwest some forty newspapers published, printed in the leading places all the way from Lake of the Woods to the shadow of the Rocky Mountains.

One of the most powerful educative agencies in the Province, doing much by lectures and publications to keep alive a taste for literature and science, is the Historical and Scientific Society of Manitoba, which last year received and disbursed for its several purposes nearly \$4,000. Some account might also be given of

the number of Sunday Schools in Manitoba. At a late Convention of Sunday School teachers held at Portage La Prairie, 627 teachers and 6,415 pupils were reported. This, however, is but a portion. The church provision for the country is remarkably good. Judging by the last census the relative strength of the several churches in Manitoba may be represented by the following figures:—Episcopalians, 14; Presbyterians, 14; Roman Catholics, 13; Methodists, 9; Lutherans and Mennonites, 7; Baptists and Congregationalists, 2. The number of regularly ordained clergymen exercising their ministry in Manitoba in all the churches is probably about 160.

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