

**CIHM
Microfiche
Series
(Monographs)**

**ICMH
Collection de
microfiches
(monographies)**



Canadian Institute for Historical Microreproductions / Institut canadien de microreproductions historiques

© 1997

Technical and Bibliographic Notes / Notes techniques et bibliographiques

The Institute has attempted to obtain the best original copy available for filming. Features of this copy which may be bibliographically unique, which may alter any of the images in the reproduction, or which may significantly change the usual method of filming, are checked below.

L'Institut a microfilmé le meilleur exemplaire qu'il lui a été possible de se procurer. Les détails de cet exemplaire qui sont peut-être uniques du point de vue bibliographique, qui peuvent modifier une image reproduite, ou qui peuvent exiger une modification dans la méthode normale de filmage sont indiqués ci-dessous.

☐ Coloured covers/
Couverture de couleur

☒ Covers damaged/
Couverture endommagée

☐ Covers restored and/or laminated/
Couverture restaurée et/ou pelliculée

☐ Cover title missing/
Le titre de couverture manque

☐ Coloured maps/
Cartes géographiques en couleur

☐ Coloured ink (i.e. other than blue or black)/
Encre de couleur (i.e. autre que bleue ou noire)

☐ Coloured plates and/or illustrations/
Planches et/ou illustrations en couleur

☐ Bound with other material/
Relié avec d'autres documents

☐ Tight binding may cause shadows or distortion
along interior margin/
La reliure serrée peut causer de l'ombre ou de la
distorsion le long de la marge intérieure

☐ Blank leaves added during restoration may appear
within the text. Whenever possible, these have
been omitted from filming/
Il se peut que certaines pages blanches ajoutées
lors d'une restauration apparaissent dans le texte,
mais, lorsque cela était possible, ces pages n'ont
pas été filmées.

☐ Additional comments:/
Commentaires supplémentaires:

☐ Coloured pages/
Pages de couleur

☐ Pages damaged/
Pages endommagées

☐ Pages restored and/or laminated/
Pages restaurées et/ou pelliculées

☒ Pages discoloured, stained or foxed/
Pages décolorées, tachetées ou piquées

☐ Pages detached/
Pages détachées

☒ Showthrough/
Transparence

☐ Quality of print varies/
Qualité inégale de l'impression

☐ Continuous pagination/
Pagination continue

☐ Includes index(es)/
Comprend un (des) index

Title on header taken from: /
Le titre de l'en-tête provient:

☐ Title page of issue/
Page de titre de la livraison

☐ Caption of issue/
Titre de départ de la livraison

☐ Masthead/
Générique (périodiques) de la livraison

This item is filmed at the reduction ratio checked below/
Ce document est filmé au taux de réduction indiqué ci-dessous.

10x	14x	18x	22x	26x	30x
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12x	16x	20x	24x	28x	32x

The copy filmed here has been reproduced thanks to the generosity of:

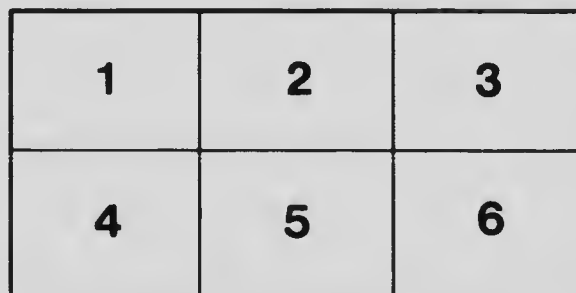
University of Toronto Library

The Images appearing here are the best quality possible considering the condition and legibility of the original copy and in keeping with the filming contract specifications.

Original copies in printed paper covers are filmed beginning with the front cover and ending on the last page with a printed or illustrated impression, or the back cover when appropriate. All other original copies are filmed beginning on the first page with a printed or illustrated impression, and ending on the last page with a printed or illustrated impression.

The last recorded frame on each microfiche shall contain the symbol ➡ (meaning "CONTINUED"), or the symbol ▼ (meaning "END"), whichever applies.

Maps, plates, charts, etc., may be filmed at different reduction ratios. Those too large to be entirely included in one exposure are filmed beginning in the upper left hand corner, left to right and top to bottom, as many frames as required. The following diagrams illustrate the method:



L'exemplaire filmé fut reproduit grâce à la générosité de:

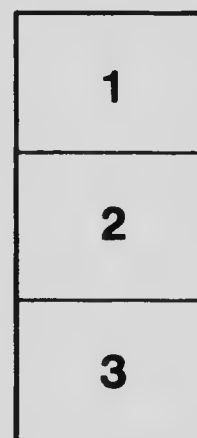
University of Toronto Library

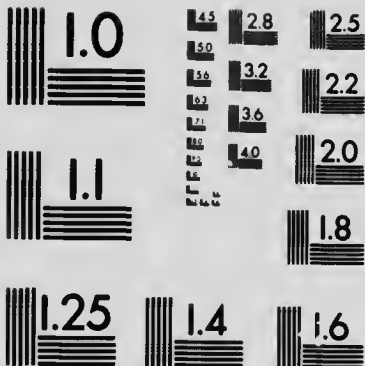
Les Images suivantes ont été reproduites avec le plus grand soin, compte tenu de la condition et de la netteté de l'exemplaire filmé, et en conformité avec les conditions du contrat de filmage.

Les exemplaires originaux dont la couverture en papier est imprimée sont filmés en commençant par le premier plat et en terminant soit par la dernière page qui comporte une empreinte d'impression ou d'illustration, soit par le second plat, selon le cas. Tous les autres exemplaires originaux sont filmés en commençant par la première page qui comporte une empreinte d'impression ou d'illustration et en terminant par la dernière page qui comporte une telle empreinte.

Un des symboles suivants apparaîtra sur la dernière image de chaque microfiche, selon le cas: le symbole ➡ signifie "A SUIVRE", le symbole ▼ signifie "FIN".

Les cartes, planches, tableaux, etc., peuvent être filmés à des taux de réduction différents. Lorsque le document est trop grand pour être reproduit en un seul cliché, il est filmé à partir de l'angle supérieur gauche, de gauche à droite, et de haut en bas, en prenant le nombre d'images nécessaire. Les diagrammes suivants illustrent la méthode.





Pamph
Educat.H
N

Windsor, Ont - Board of Education

WINDSOR SCHOOLS EXCEL



3 1761 04439 7032

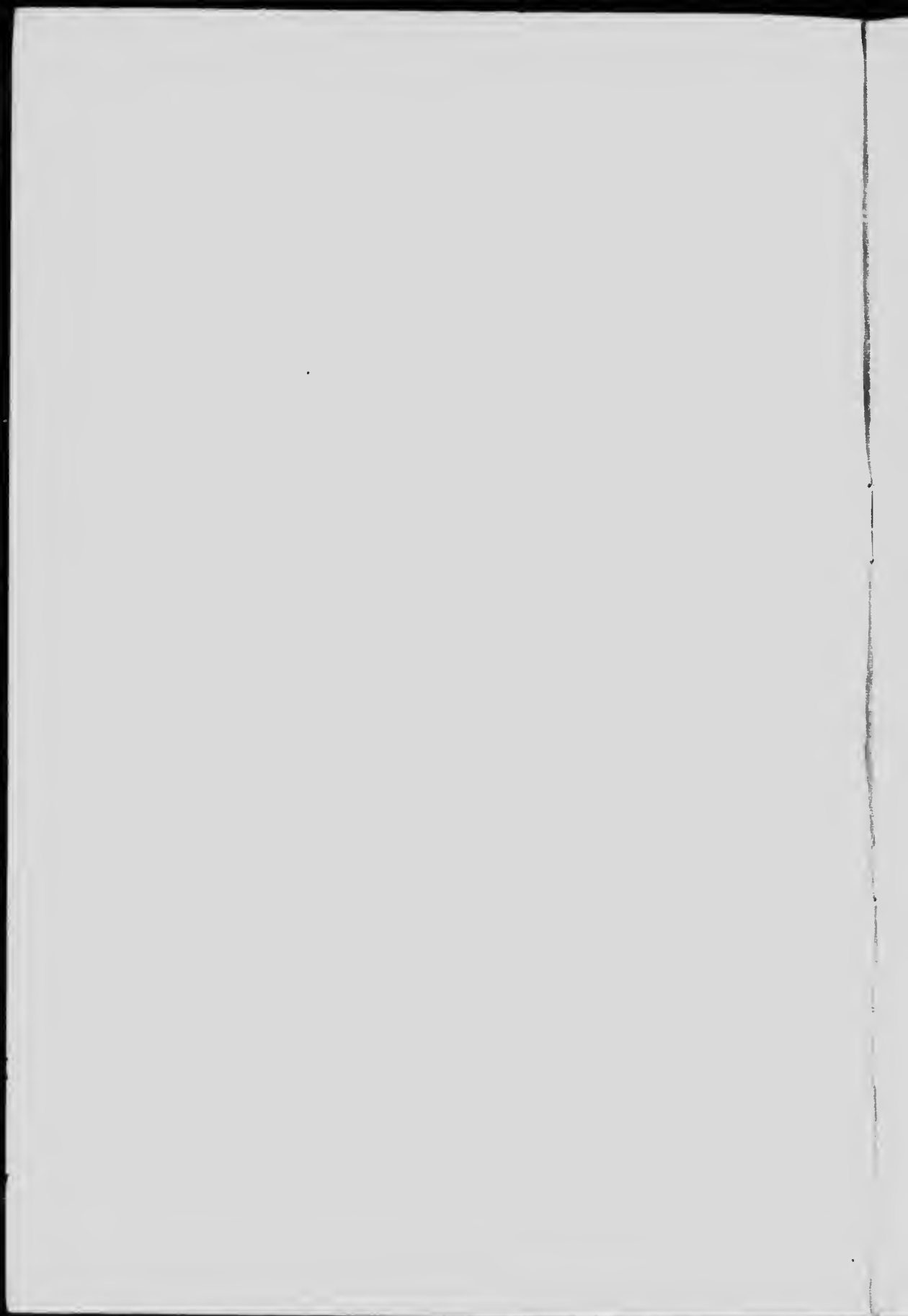
Progressive March Of Education in Windsor In Twenty-Five Years

1892-1917

329920
7. 8. 3.



NEW COLLEGIATE INSTITUTE.







A. G. ROBERTS
Chairman Board of Education.

Education Linked With Progress

PROMINENTLY associated with Windsor's past quarter of a century is the educational system of the city. Education and progress are practically synonymous terms. So, when it is proudly pointed out how Windsor has made such remarkable strides in the twenty-five years from 1892 to 1917, the anniversary just now being celebrated, it is meet and right that the schools should be accorded their share of credit and glory.

Windsor is credited with having a good educational system in 1892, the year the town became a city, and the board of education, from year to year, has kept pace with the march of progress. It is true that at the present time there is a lack of school accommodation for the beginners. The congestion, however, is only temporary, plans being now in progress to make room for all by the time the schools reopen after the summer holidays. More than that, property is being purchased for a new school in the southern part of the city, and it is expected that the building will be erected next year, 1918. This structure is intended to relieve the overcrowding now being experienced and care for a natural increase in population for a few years, at least. The seventy-two public school rooms now in use are taking care of 2,828 pupils, with a sufficient overflow to fill a new 12-room school. The Collegiate Institute, with 418 pupils, is also congested, but the new building will overcome the crowding.

MANUAL TRAINING AND HOUSEHOLD SCIENCE HELP PUPILS.

In addition to new schools which have been built since the corporation became a city, the Board of Education has kept abreast of the times in regard to the curriculum. Among the subjects added are Manual Training and Household Science. These branches of study have proved remarkably attractive to the pupils, with the result that boys and girls are showing a keener interest in school work and are leaving at the end of their courses with a better practical equipment than those who got their schooling before the centers were established. Teachers have reported that manual training is an effective incentive to keep the boy of a practical mind in school, no matter how much he may dislike book study. On the other hand, household science has a similar hold on the girls. As an evidence of the enthusiasm which manual training stirs up in the average boy and the practical knowledge he acquires from the teaching of the subject, one need look no further than the exhibit of bird houses in the Collegiate Institute, a few weeks ago, and later placed on view in a down-town window. These houses were the product of the pupils, and they were pronounced clever pieces of workmanship by carpenters and wood-workers who inspected them.

MANY BENEFIT BY NIGHT CLASSES

Also of much benefit to the city are the Industrial Night Classes. These were inaugurated by the Board a few years ago, following a happy suggestion and agitation by the Builders and Contractors' Association, and the approval of a referendum in the matter by the people. The classes, embracing many branches of work for both men and women, have been a big success from the start, although conducted under somewhat adverse circumstances. Lack of adequate accommodations for the proper teaching of the fundamental principles of certain trades for men has been a drawback in the mechanical department. This handicap, however, bids fair to be overcome with the provision of a machine room in the new Collegiate Institute. Better appointments are also assured in the near future for the women's classes, particularly those in household science.

For the success of the Night Classes, credit in large measure is due Principal F. P. Gavin, who has demonstrated more than ordinary ability in organization methods; Maj. J. C. Tolmie, M. P. P. (now serving at the front), who was the first chairman of the Advisory Industrial Committee, which has control of the Night Classes; Mr. H. E. Guppy and Mr. F. M. Allworth, the succeeding chairmen. All members of the Board and the teachers of the classes, as well as many of the students themselves, have given the enterprise as much encouragement as they possibly could, thus augmenting the efforts of the committee considerably.

SINGING PROVES POPULAR.

With the introduction of the teaching of singing in the schools, another step forward was taken. When the subject was taken up in 1909 there was some opposition from citizens, but it was not long before the innovation was regarded generally as a wise move. The pupils took up the instruction with considerable enthusiasm, and they did much themselves to break down the walls of prejudice.

Today the singing lessons are in high favor with the majority of the parents and pupils. Besides exercising the lungs and vocal cords, the music lessons are acknowledged to have a distinct humanizing effect. From the public schools have come some remarkably good boy sopranos, whose vocal talents might have remained undiscovered but for the class-room development.

Mr. H. Whorlow Bull, present music instructor in the schools, has been in charge of the work since it was introduced in 1909. As a teacher of singing he is credited with eminent success.

EDUCATION—PAST AND PRESENT

In 1854, when Windsor was a village, a Union Board presided over the destinies of the schools; the Roman Catholics had their own schools, as did the Protestants. For a time, the colored people also had a school of their own.

The union system was continued by the Roman Catholics and Protestants until 1901, when the Roman Catholics withdrew and established their own separate schools and have since continued them. The Roman Catholics, however, still have representation on the Board of Education, namely, an appointee who exercises supervision over the Collegiate Institute in common with the Protestant members of the Board. The Roman Catholics pay their share of the Collegiate Institute tax, and are, therefore, entitled to a representative on the Board of Education.

That the Public School system is one of the city's biggest institutions may be judged from the fact that there are now one hundred and six teachers and officials in the employ of the Board and the assessed valuation of the eight public schools and the Collegiate Institute is \$457,150. This does not include the Manual Training and Household Science equipment, which is valued at \$4,512. This, added to the value of all buildings and furniture, brings the total valuation up to \$461,662.00. These figures of course do not include the new Collegiate Institute now under construction.

For the maintenance of the public schools and Collegiate Institute in 1916 the sum of \$118,820.23 was required.

In 1856, only \$500 was needed to finance the school system for a year. In the estimates for that year one of the items was "\$3.75 for sawing wood." In this connection it may also be interesting to the present generation to know who comprised the Union School Board as far back as the minutes are on file, namely, 1854. In the latter year the members of the Board were: Messrs. Josiah Strong, Francis Caron, John O'Connor, John McEwan, Dennis Ouellette and Mark Richards. Mr. McEwan was also the secretary-treasurer of the Board at that time.

In 1855 the Board passed the following resolution:

Moved by Mr. Caron, seconded by Mr. McEwan, That three schools be established in the corporation, one for the Protestant children; one for the Catholic children, and one for the colored children, erected and supported by a general tax.

SEGREGATION BOTHERED OLD BOARD

The Board in those days had difficulty with its system of segregation, as witness the following from the minutes of April 3, 1858:

Moved by Mr. Marentette, seconded by Mr. Reaume, That whereas this Board has been informed that a colored girl has been introduced and admitted into the Roman Catholic female school in Windsor without the authority of this Board, or any of its members, and without their knowledge, and, whereas the same is contrary to the determination of the Board and the deliberate arrangement by them made long heretofore and acted upon, be it therefore resolved, That immediate steps be taken by this Board to expel the said colored girl from the said school, and any other of the said class that may presume to enter the same, contrary to the rules of this Board; and that in future the services of any teacher of the schools for the white population be dispensed with who shall permit any pupil into their respective schools, other than those in usual attendance, without the consent of this Board or of the Chairman or Secretary thereof in writing.—Carried.

CHAIRMEN OF BOARD SINCE 1892.

1892.....James Anderson	1905.....Wm. Millard
1893.....H. T. W. Ellis	1906.....Dr. J. S. LaBelle
1894.....Judge M. A. McHugh	1907.....Wm. Belsom
1895.....Judge M. A. McHugh	1908.....F. E. W. Bright
1896.....Judge M. A. McHugh	1909..Maj. J. C. Tolmie, M.P.P.
1897.....Archibald Whittaker	1910.....A. D. Bowlby
1898.....Archibald Whittaker	1911.....A. A. Ellwood
1899.....J. A. H. Campbell	1912.....George A. Courtenay
1900.....James Atkinson	1913.....H. E. Guppy
1901.....E. S. Wigle	1914.....E. T. Howe
1902.....J. G. Reid	1915.....A. McNee
1903.....Fred Housen	1916.....Jay R. Chapin
1904.....John Fry	1917.....A. G. Roberts

BOARD OF EDUCATION FOR YEAR 1917

Chairman—A. G. Roberts.

Vice-Chairman—Alexander Gow, also Chairman of Finance Committee.

F. M. Allworth, chairman of Manual Training and Household Science and Advisory Industrial Committee.

E. T. Howe, Chairman of Property Committee.

H. E. Guppy, Chairman of Management Committee.

A. Selby, Chairman of Supplies Committee.

W. H. Adams.

B. Ross McKenzie.

A. McNee.

William C. Kennedy, Representative R. C. S. S. Board.

STANDING COMMITTEES.

Supplies Committee—A. Selby (Chairman), W. H. Adams, Alex. Gow, B. R. McKenzie and Wm. C. Kennedy.

Property Committee—E. T. Howe (Chairman), A. Selby, W. H. Adams, B. R. McKenzie, A. McNee and Wm. C. Kennedy.

Management Committee—H. E. Guppy (Chairman), Alex. Gow, F. M. Allworth, A. McNee and Wm. C. Kennedy.

Advisory Industrial, Manual Training and Household Science—F. M. Allworth (Chairman), H. E. Guppy, A. Selby, W. H. Adams, B. R. McKenzie and Wm. C. Kennedy.

Advisory Commercial—A. McNee (Chairman), E. T. Howe, H. E. Guppy and Wm. C. Kennedy.

Finance Committee—Alex. Gow (Chairman), A. Selby, E. T. Howe, H. E. Guppy and F. M. Allworth.

Representatives of Employers on Advisory Industrial Committee—Messrs. Euclide Jacques, Jay R. Chapin and J. C. Scofield.

Representatives of Employees on Advisory Industrial Committee—Messrs. H. D. Boughner, Neil Maitland and C. S. Dunnett.

Representatives of Citizens on Advisory Commercial Committee—Messrs. A. D. Bowlby, E. V. Illsey, T. C. Ray and J. G. Gangnier.

OFFICERS OF BOARD.

Inspector—Robert Meade, M. A.

Medical Inspector—Dr. G. R. Cruickshank.

School Nurse—Miss Frances S. Drake, R. N.

Secretary-Treasurer—George A. Courtenay.

DISTRIBUTION OF MAINTENANCE COST 1916

PUBLIC SCHOOLS.

School	Salaries	Fuel Taxes and				Totals
		Light	Insurance	Repairs	Supplies	
Cameron	\$ 7,740.00	\$ 894.27	\$ 137.14	\$1,503.15	\$ 205.68	\$ 9,980.24
Park	8,307.50	414.52	26.17	679.93	206.04	9,634.16
Dougall	12,520.25	557.33	466.94	1,309.73	280.71	15,134.96
Wyandotte .	7,082.96	588.33	89.69	376.19	273.35	8,410.52
Assumption .	9,820.23	582.02	328.71	158.60	282.14	11,171.70
Mercer	7,412.50	315.28	92.13	472.12	179.18	8,471.21
Tuscarora ..	10,292.98	387.91	262.13	449.79	319.90	11,712.72
Louis	1,893.78	85.50	227.64	92.64	178.23	2,477.79
Manual T....	2,276.00	.....	.....	.....	486.86	2,762.86
Household S.	1,488.85	.....	.....	.....	311.43	1,800.28
Officials	4,553.10	.....	300.00	.....	577.11	5,430.21
Totals ...	\$73,388.15	\$3,325.17	\$1,930.55	\$5,042.15	\$3,300.63	\$86,986.65

DISTRIBUTION OF MAINTENANCE COST, 1916—COLLEGIATE INSTITUTE.

Salaries	Fuel and Taxes and				Rent re M.T.&H.S.	Totals
	Light	Insurance	Repairs	Supplies		
\$26,512.67	\$1,003.76	\$1,184.19	\$380.60	\$1,752.35	\$1,000	\$31,833.58

DISTRIBUTION OF MAINTENANCE COST, 1916—INDUSTRIAL SCHOOL.

Salaries.	Rent to Public Schools.	Supplies.	Rent to Collegiate.	Totals
\$4,059.15	\$1,100.00	\$810.53	\$625.00	\$6,594.68

Note—Of the amount paid out for salaries in connection with the Industrial School, or Night Classes, 50 per cent is returned to the Board by the Ontario government. The government also bears a liberal percentage of the cost of equipment installed.

SCHOOLS AND VALUATION.

(School, Site and Equipment.)	Value.
Assumption	\$ 65,900.00
Cameron	32,400.00
Dougall	64,400.00
Louis	6,600.00
Mercer	34,400.00
Park	40,900.00
Tuscarora	61,350.00
Wyandotte	93,000.00
Collegiate Institute (old building)....	58,200.00
Manual Training and Household Science equipment.....	4,512.00
Total	\$461,662.00

Note—When the new Collegiate Institute is completed and equipped, the entire plant of the Board of Education will reach a valuation of about \$650,000.00, the construction cost alone of the new building being \$168,020.00.

TEACHING STAFF OF PUBLIC SCHOOLS

Wyandotte Street School.

Teacher	Grade Taught.
Snider, Fred (principal).....	Senior Fourth.
Forster, Miss C. M.....	Junior Fourth.
Govenlock, Miss Jean.....	Senior Third.
Thorne, Miss Florence.....	Senior Third.
Toli, Miss Wilhelmina.....	Junior Third.
McCaughrin, Miss Jean.....	Senior Second.
Redburn, Miss Myrtle.....	Junior Second.
Patterson, Miss C. B.....	Senior First.
Smith, Miss Lucy.....	Senior Primary.
Stewart, Miss Elizabeth.....	Junior Primary.

Cameron Avenue School.

Teacher.	Grade Taught.
Mason, Mrs. A. L. (Principal).....	Junior Fourth.
Hollywood, Miss E.....	Senior Third.
Hayne, Miss Mary.....	Junior Third.
Wrong, Miss A. M. C.....	Junior Third.
McKay, Miss L. I.....	Senior Second.
Travis, Mrs. E. M.....	Junior Second.
Barrett, Miss C. L.....	Junior Second.
McIntyre, Miss A. M.....	First and Primary.

Park Street School.

Teacher.	Grade Taught.
Ellison, W. R. (Principal).....	Senior Fourth.
Newcombe, Miss Agnes.....	Senior Third.
Atkinson, Miss Ida.....	Junior Third.
Sheppard, Miss M. L.....	Junior Third.
Glenn, Miss Annie W.....	Senior Second.
Fuller, Miss A. E.....	Junior Second and Sr. First.
Clemen, Miss Emma.....	Junior First and Sr. Primary.
Abel, Miss Josie.....	Junior Primary.

Daugall Avenue School.

Teacher.	Grade Taught.
Ross, Donald (Principal).....	Senior Fourth.
Robertson, Miss M. G.....	Junior Fourth.
French, Miss Florence.....	Junior Fourth.
Wright, Miss S. A.....	Junior Third.
Edison, Miss Anna.....	Junior Third.
Ure, Miss Jessie.....	Senior Second.
Peaumes, Miss Tena.....	Junior Second.
Creighton, Miss Georgina.....	Junior Second and Sr. First.
Butterworth, Miss I. S.....	Senior First.
Russell, Miss Lula.....	Senior Primary.
Drake, Miss A. M.....	Junior First and Sr. Primary.
Hackett, Mrs. A. B.....	Junior First and Sr. Primary.
Stanley, Miss Elia S.....	Junior First.
Clemen, Miss Nellie.....	Junior First.

TEACHING STAFF OF SCHOOLS—Continued

Mercer Street School.

Teacher.	Grade Taught.
Bethune, Miss H. M. (Principal).....	Senior Third.
McColl, Miss K. C.....	Junior Third.
Shepley, Miss E.....	Senior Second.
Reed, Miss Lena.....	Junior Second.
Kelly, Miss Ada E.....	Junior Second and Sr. First.
Bird, Miss L. C.....	Junior First.
Coulter, Miss Charis.....	Junior First and Sr. Primary.
Connor, Miss M. J.....	Junior Primary.

Tuscarora Street School.

Teacher.	Grade Taught.
Smith, W. Frank (Principal).....	Senior Fourth.
Pooke, Miss M. E.....	Senior Third.
McKim, Miss Maizie.....	Junior Third.
Welsh, Miss Mary Aileen.....	Senior Second.
Draper, Miss Bertha.....	Senior Second.
Warrender, Miss E. Lettie.....	Junior Second.
Haines, Miss Annie E.....	Junior Second.
Tew, Miss Vera.....	Senior First.
Miller, Miss Gladys.....	Junior First.
Purser, Miss Edith.....	Senior Primary.
Birch, Miss Mabel.....	Intermediate Primary.
Hanes Miss Florence.....	Junior Primary.

Assumption Street School.

Teacher.	Grade Taught.
McMaster, M. P. (Principal).....	Senior Fourth.
Smith, Miss E. B.....	Junior Fourth.
Colwell, Miss Violet.....	Senior Third and Jr. Third.
Ternan, Miss Mabel A.....	Senior Second.
McGarvah, Miss Jessie.....	Senior Second.
Honor, Miss Evelyn.....	Junior Second.
Lambe, Miss Jessie.....	Junior Second and Sr. First.
Ripley, Miss Alberta.....	Junior First and Sr. Primary.
Matthews, Miss Audrey.....	Junior First.
Taylor, Miss C. Annie.....	Junior Primary.
Irvine, Miss M. I.....	Senior Primary.

Louis Avenue School.

McMaster, Miss Eleanor (Principal)	Senior Third.
Hamilton, Miss Janet.....	Junior First and Primary.

Manual Training.

DeGroat, C. M.....	Head of Department.
McKim, Norval	Assistant.

Household Science.

Edwards, Miss Mabel A.....	(In charge of department).
Culver, Miss Clara.....	Temporary day teacher.

OFFICIALS, ETC., OF PUBLIC SCHOOLS

Officials.

Meade, Robert (M.A.).....Inspector.
 Bull, H. Whorlow.....Music instructor.
 Cruickshank, Dr. G. R.....Medical Inspector.
 Drake, Miss Frances S. (R.N.)....Head of Div. Med. inspection
 Courtenay, George A.....Secretary-treasurer.

Caretakers.

Caretaker.	School.
Pinkham, T. E.....	Wyandotte street.
Phillips, Albert	Cameron avenue.
Woodison, James	Park street.
Boots, A. J.....	Dougall avenue.
Smith, James H.....	Mercer street.
Atherton, W. D.....	Tuscarora street.
Stephens, Harry	Assumption street.
Braund, Robert	Louis avenue.

Collegiate Institute.

Mr. F. P. Gavin, B.A., Principal.

Teachers.	Subjects Taught.
Bell, F. H. (Assistant Principal).....	English
Lowe, W. D.....	Classics
Reid, Robert	French and German
Crassweller, C. L.....	Mathematics
Brunt, Robert	Science
Thompson, M. P.....	Science
O'Donoghue, Miss Mary.....	History
Srigley, E. C.....	Commercial
Cleary, Miss Norah.....	English
Cunningham, Miss E. G.	English, Physical Training
Wheulton, Leonard	Art
Belton, Miss Mildred.....	English
Campbell G. S.....	Mathematics
Downey, W. H.....	Physical Training

Official—Miss Gertrude Revell, Stenographer and Assistant to Mr. Gavin.

Caretakers—William Harding, Chief; William Keeler, Assistant.

SCHEDULE OF TEACHERS' SALARIES

Public Schools—Assistant Teachers.

Grade	Minimum.	Maximum.	Yearly Increase
Primary and First Book....	\$600.00	\$900.00	\$50.00
Second to Fourth Book....	650.00	900.00	75.00

Public School Principals.

	Minimum.	Maximum.	Yearly Increase
Certificate.			
First Class	\$1,300.00	\$1,600.00	\$75.00
Second Class	1,200.00	1,500.00	75.00

Pay for Supernumeraries, \$3.00 per day.

Collegiate Institute.

Teacher.	Maximum for Men.	Maximum for Women.	Yearly Increase
Principal (who is also head of Industrial School) ..	\$2,900.00	.....	\$200.00
Graduates with Specialists' standing	2,000.00	1,800.00	50.00
Specialists (not graduates).	1,800.00	1,600.00	50.00
Graduates (not specialists).	1,800.00	1,600.00	50.00
Non-Graduates and Non-Specialists	1,400.00	1,200.00	50.00

Note—The schedule for the Public Schools was established in 1914; that of the Collegiate Institute in January, 1917.

The caretakers in the Public Schools receive \$850.00 for eight rooms, with \$25.00 a year for each additional room, Manual Training centers counting as two rooms. In the Collegiate Institute, each of the two caretakers receives \$750.00 a year.

Salaries of Officials.

Inspector of Schools.....	\$1,700.00
Music Instructor	900.00
Head of Medical Division (School Nurse) ..	1,200.00
Secretary-Treasurer	1,400.00
Medical Inspector	300.00

Salaries of Manual Training Teachers.

Head of Department.	\$1,350.00
Assistant	1,250.00

Salaries of Household Science Teachers.

Each of the two Teachers.....	\$860.00
-------------------------------	----------

DOMINION OF CANADA FIFTY YEARS OLD

It is fitting at this time to make some reference in this pamphlet to the jubilee of confederation, which is being observed this month (Empire day, May 23, to be exact) in the public schools. The anniversary does not really come until July 1, but, as the schools will then be closed for the summer holidays, the Department of Education made provision for the celebration of the event in May.

In connection with the observance of the jubilee, the Department of Education prepared a tentative program for the schools and presented to each teacher a booklet containing a brief history of the act creating the Dominion of Canada, the knowledge, in turn, to be imparted to the pupils. Referring to the plan for confederation the booklet observes:

THE BRITISH NORTH AMERICA ACT.

The idea of Confederation took vague and indistinct form as long ago as the close of the American Revolution. As George III. and his ministers contemplated what they gloomily called "the ruins of a once respectable Empire," the more far-seeing among them began to cast about for a means of consolidating what was left. Foremost among these was Lord Dorchester, better known to Canadians as Guy Carleton. He and his chief-justice, William Smith, a Loyalist refugee from New York, were firmly of the opinion that, to avoid a repetition of such a catastrophe as the American Revolution, it was advisable to establish a general government for all the British dominions in North America. A letter from Mr. Smith to Lord Dorchester contains the striking prophecy that the "new nation about to be created would be a source of strength to Great Britain." The British government, through Lord Grenville, however, expressed the opinion that such a general legislature for British possessions in America was open to too many objections, and thus the first proposal for Confederation was definitely set aside.

The War of 1812 was the next event which emphasized the defenceless position of Upper and Lower Canada. Nor did the common danger serve to unite them. From 1814 on, they quarrelled bitterly over the division of the revenues, and so strained did the relations become that in 1822 the Imperial government introduced a Bill of Union; but it was regarded so coldly by both provinces that it was dropped. In 1824 Mr. William Lyon Mackenzie wrote to Mr. Canning, pointing out that a properly modelled central government would be in the interests both of Britain and of Canada. But Mackenzie, instead of throwing all his splendid powers into this work, hurt Confederation by his mad scheme of armed rebellion. Then came Lord Durham, who reported that all the best minds of the provinces were anxious for union, but he, too, erred when he suggested that one of the objects of Confederation was to absorb the French-Canadian race into the prevailing British type. The Act of Union, passed in 1840, again set aside Confederation for twenty years, and was far from a satisfactory solution of the difficulties. . . .

DIFFICULTIES OF GOVERNMENT OVERCOME

Many of the difficulties in the way of union were removed or lessened by time. In the early sixties, steamships began to cross the Atlantic regularly and to ply on the lakes and rivers; the Grand Trunk Railway was pushed right through the two Canadas; the Intercolonial Railway from Quebec to the sea through the Maritime Provinces was projected and would give Canada a winter port on her own territory. But the expense of constructing the road was too great unless the provinces united their resources. Then there was the case of the United States, which furnished an argument for, as well as against, federation. In 1865 the Union triumphed. Men saw how, from the time the States had united, their wealth and population had doubled and trebled in a way little short of marvellous. Might not a similar result follow in the case of British North America? The American Civil War, too, had stirred afresh the old ill-feeling between the United States and Britain. The North accused her of conniving at privateers in the southern interests. Disbanded soldiers under Fenian auspices made raids into Canada, causing her some uneasiness and great expense. The United States and Britain were on the brink of war, and union was necessary for efficient defence of the country. The United States refused to renew the Reciprocity Treaty of 1865, thinking thus to bankrupt Canada and force her into annexation. Thus the necessity of military defence and of finding new markets made for union. In 1864 the three Maritime Provinces formally considered a union at a conference held in Charlottetown. To this Canada was permitted to send delegates, and the Maritime union fell through automatically when the two big Canadas proposed a general Confederation.

CONFEDERATION IS REALIZED.

The final step was taken when a conference was held in 1866 in London, between British and Canadian statesmen. The result of their work was the British North America Act, which passed the British House practically unopposed, and came into force July 1st, 1867.

The Act provided that Canada (Upper and Lower), Nova Scotia and New Brunswick should be united under one federal government, but that each should manage its purely local affairs. The United country was to be called the Dominion of Canada, and henceforth Upper and Lower Canada were to be known as Ontario and Quebec. It is interesting to note that the first draft of the Bill calls the country the "Kingdom of Canada." This did not mean an independent kingdom, but an auxiliary one, with the monarch of England at its head. The term "Dominion" was substituted, lest, forsooth, the word "kingdom" might offend the Republican susceptibilities of our American neighbors! Many names were suggested for our country, some of them unsuitable, such as New Britain, Laurentia, Acadia, Cabotia, and Ursalia.

CONSTITUTION OF COUNTRY IS ORIGINAL

It is often said that our constitution is a direct copy of that of the United States. This is untrue in some very important respects. In the United States the central government receives its power from the "Sovereign States" within clearly defined limits. Everything which the states did not specifically part with at the outset, is jealously guarded. Thus, theoretically, it is a very slender thread which binds a state to the union, and it was largely this centrifugal force which caused the American Civil War. The farmers of the British North America Act took warning from the weak points in the American scheme. The provinces ceded all their powers to the Crown, and received back such measures of self-government as their representatives had agreed upon as desirable. That is, the United States system works from below, up; ours, from above, down. Again, with us, judges are not elected by popular vote as in the United States, but are appointed by the Governor-in-Council for life, and thus are not dependent "on the caprice of the people of a province for their nomination and retention in office."

It is enough to say that Confederation has fulfilled the expectations of its most sanguine advocates. The Act stands today as on July 1st, 1867, except that several new provinces have been admitted- an added proof of the advantages of union.

NEWFOUNDLAND STILL OUT.

Only Newfoundliand, of all the colonies adjoining the Dominion of Canada, has remained out of Confederation. Several times Canada has endeavored to woo the ancient colony with generous terms, but up to the present these have always been rejected. As the soldiers of Canada and Newfoundland fight side by side in France, perhaps a new bond may be produced which will bring the two together. In fact, the Great War has already developed such a bond of union among the parts of the empire that it is not too much to hope and expect that soon the Dominion of Canada will include not only Newfoundland, but also the Bermudas and the British West Indies. Thus all the parts of British North America would be consolidated into one of the great democracies forming the British Empire.

VISITORS WELCOME AT BOARD MEETINGS

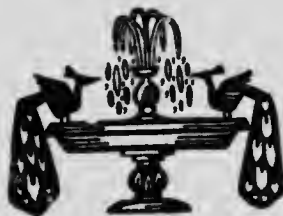
The Board of Education trusts that the information herewith submitted to the general public will prove interesting and of an informative character. The historical references, it is felt, are apropos at this particular time, and the other features are calculated to be of an instructive nature.

The members of the Board are proud of the schools of Windsor and the work which the teachers are doing, and they trust that the efforts and results of the instructors meet with the approval of the citizens. The board meetings are open to the public, and the trustees are pleased to receive visitors at any time, parents of pupils being especially welcome.

The Board's regular meeting is held at 8 o'clock in the evening on the second Tuesday of each month.

Board Office, Rooms 5, 6 and 7 La Belle Building.

Windsor, Ont., May 30, 1917.



Compiled and edited by Messrs. W. H. Adams and H. E. Guppy, members of the Board of Education, and G. A. Courtenay, Secretary-Treasurer, who were appointed a committee by the Board to prepare a statement of the kind for the information of the general public.

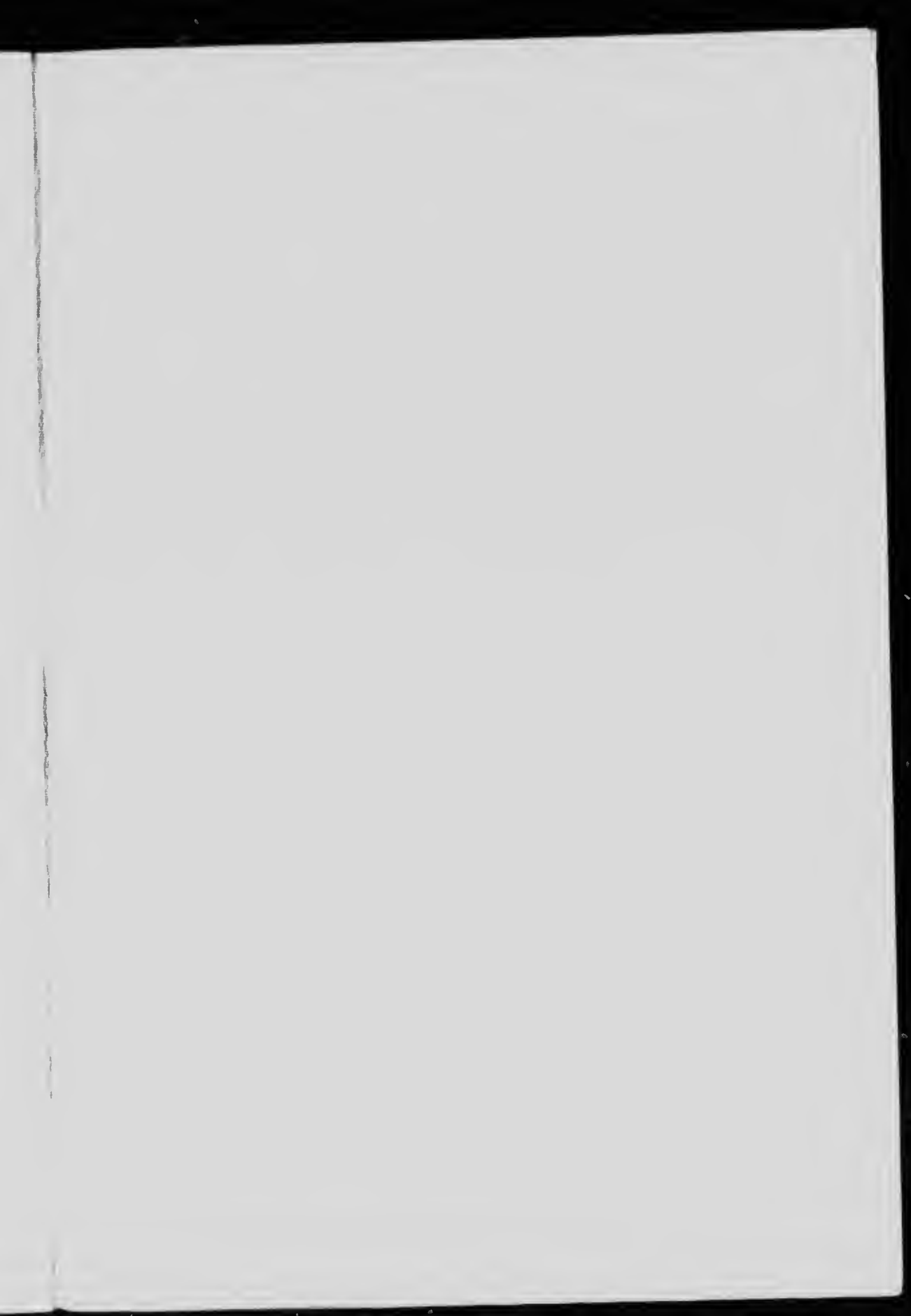
HONOR ROLL COLLEGIATE INSTITUTE

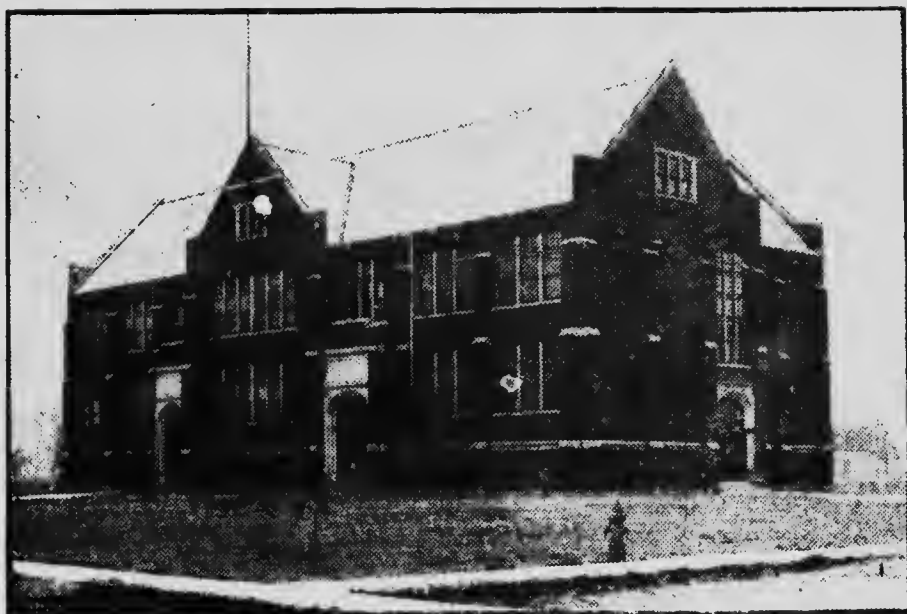
Old pupils of the Windsor Collegiate Institute have responded in generous numbers to the call of the empire for men. The list of names, more or less incomplete, of those who have offered themselves numbers 143.

Of the men who have reached the front, eleven have made the supreme sacrifice, and two are missing.

Adams, James	Killen, Sinclair
Aikman, Harry A.	King, George
Allen, Edward B. (killed in action)	Knight, Earl
Anderson, Gordon C.	Laing, George S.
Anderson, Cameron	Laing, Alfred B.
Anderson, John	Leighton, John
Askin, Salter	Lewis, Terrell
Baldwin, Arthur	Lewis, Charles
Barr, Frank	Lewis, George
Barr, James	Loring, Winfield
Barth, John	MacDonnell, Maj.-Gen.
Bartlet, Frank	McHugh, Alfred
Bartlet, Walter G.	McGregor, Walter L.
Bates, Bernard J. (missing)	McKay, Kenneth
Baxter, W. James	McLellan, Ivan
Baxter, E. Brooke	McPhillips, Alexander
Beers, Charles (missing)	Macdonald, William A.
Bell, James	Maisonville, Oliver
Bennett, Robert W. (killed in action)	Martin, Frank
Biggs, Jesse C.	Masson, George
Boufford, Elmer J.	Mason, Gordon
Braid, Ross	Mason, Harry
Brett, John	Morrell, Clifford
Brockiebank, Frank D.	Morrell, Harold
Brown, Addison	Motherhill, Barton J.
Burnie, W. Ray	Muckle, James E. (killed in action)
Carlisle, Gerald	Muhleisen, William
Carlisle, Vernon	Murphy, Hugh
Chapin, Clifton	Nash, John C.
Cheney, J. Stanton	Nevin, J. Gordon
Cheyne, David J.	Nichol, Hugh (killed in action)
Chilver, H. Lewis	Noble, Thomas R.
Cock, Edward A.	Paddon, Arthur E.
Conibear, Ross	Parent, Henry
Coulter, William A.	Penny, Harold E.
Coulter, Stanley	Pike, Claude W. (killed in action)
Clay, Talbot	Pike, Garnett
Deziel, Leo	Poisson, Paul
Dixon, George H.	Raper, Victor S.
Drulard, William F.	Reid, Fred
Duck, Fred	Reid, Islay
Dunnott, Alfred S.	Reaume, Stanley
Duncan, Freeman	Riddell, Milton
Eisenberg, Allan	Ridout, Geoffrey S.
Ellis, Stayner	Rolfson, Orville
Else, Raymond	Sale, Rhys
Emery, Harold	Scott, Charles
Evans, Alfred	Shepherd, Beaumont
Evans, Clarence	Sheppard, Ralph
Galloway, Alfred	Skinner, Lancelot
Gow, James T.	Siebert, Charles (killed in action)
Gow, James S.	Smith, Thomas
Gow, Walter	Straith, Leslie
Gow, George	Teahan, Edgar A.
Graham, Harry W.	Thompson, Gordon
Grant, Cecil (killed in action)	Tiernan, Leo
Greisenger, William	Turner, Earl
Gubb, Clarence L.	Wall, Clifford
Hallowell, Carew	Warren, Walter
Harvie, John	Watt, Frederick J.
Heathers, Herbert	Wear, James S. (killed in action)
Henderson, Maurice R. (killed in action)	Webster, Thomas N.
Henderson, Harry	Welsh, Erle T.
Hewson, Alfred	Wherry, Frank
Hoare, C. Walter (killed in action)	White, Raymond
Hogan, John	Whiteside, T. Walker
Holmes, Leroy W.	Whyte, Douglas S.
Holmes, Wilson	Wickham, Raymond
Howes, Fred	Wigle, Douglas S.
Hutton, Lincoln G.	Wigle, Clinton E.
(killed in action)	Wilkinson, George H.
Kenning, Edward C.	Winegarden, H. Lloyd

With the Compliments of
The Board of Education
Windsor, Ontario





WYANDOTTE STREET SCHOOL.

