A CENTURY AND TEN:

THE HIST
OF
EDMONT
PUBLIC S

M. A. KOSTEK

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A CENTURY AND TEN

(Continued from Front Flap)

Born amid the hardships of pioneering days, education in the Edmonton Public Schools is a hardy strain that has weathered uncertain fortune, thriving on the pressures of accelerated change that have characterized the past one hundred and ten years.

A CENTURY AND TEN documents and familiarizes this theme. "From slates to computers" is no cliché for Edmonton Public Schools. It epitomizes the facts.

But *A CENTURY AND TEN* is more than a history of recurring themes and school buildings phrased in words and captured in old photographs. It is, primarily, the history of a people — in particular those people who nurtured school life in Edmonton: trustees, parents, teachers, students, janitors, clerks, administrators and inspectors. *A CENTURY AND TEN* brings us close to their thoughts, their humour and their tragedies.

In *A CENTURY AND TEN* the author has given us much more than a nostalgic look at yesteryear. He offers us a lively and faithfully documented history of a small group of people exercising their democratic rights to provide an education for their children.

We might do well to observe the lessons this history has to offer, rooted as they are in a difficult century of human endeavour.

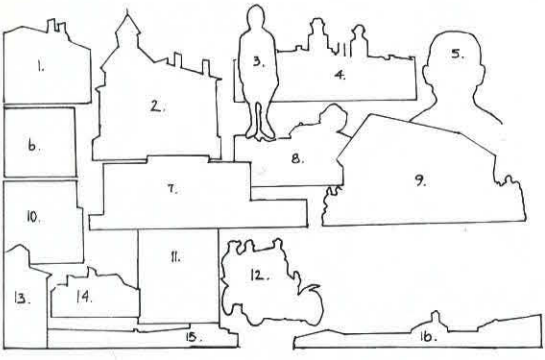


ABOUT THE AUTHOR

Michael Kostek has given nearly 40 years to education in Edmonton Public Schools as teacher, consultant, administrator, archivist and historian. During this time he has co-authored three textbooks and written numerous articles for *World Affairs Magazine.* Raised on the Alberta prairie, he brings to this work a wealth of experience that enhances the history he has written.

Jacket design by Jan Vandenberg

ABOUT THE COVER



1. McKay Avenue School, 1905
2. College Avenue School, 1895
3. Cadet Clare Hollingsworth, 1920
4. Edmonton High School (Victoria High School), 1911
5. Matthew McCauley, 1881
6. Alberta's first legislature at McKay Avenue School, 1906
7. Centre for Education, 1984
8. Playground scene, Edmonton Technical School, circa 1915
9. Edmonton's first free public school erected in 1881
10. Teacher E. Wild in science room of Strathcona Collegiate Institute, circa 1913
11. Discipline scene, circa 1930
12. Malcolm Groat (centre) in early Edmonton automobile, 1904
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14. Strathcona Collegiate Institute, 1908
15. Ross Sheppard Composite High School, 1958
16. Tipaskan School, 1983

A CENTURY AND TEN

1882 — 1992

A Short History of the Edmonton Public Schools updating and expanding the centennial publication Looking Back.

The first hundred and ten years of public education in Edmonton ought to have its own special place in the *Guinness Book of Records.* Public schools in the Edmonton settlement appear to have blossomed overnight in the long history of recorded time, and, like all life on the Western Prairie, have raced from a late start to an early abundance.

(Continued on Back Flap)

A CENTURY AND TEN:

THE HISTORY OF EDMONTON PUBLIC SCHOOLS

M. A. KOSTEK

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EDMONTON PUBLIC SCHOOLS

One Kingsway, Edmonton, Alberta, T5H 4G9
Telephone (403) 429-8000

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I carved my name upon the desk when I was going to school,
I marked my initials on the wall, against the strictest rule,
But what I never understood and now can plainly see,
Is that my school has left its mark, indelibly on me.

Lotta C. Dempsey
1949

- To the pioneer members of the Edmonton Public School staff who laid the foundation of Alberta's first public school district

- To the many school trustees who have left a legacy of devoted public service

- To the thousands of students who have graduated from the Edmonton Public Schools; and to the teachers and support staff who have guided and assisted them.

this history book is gratefully dedicated

M.A.K.
July, 1992

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Foreword

Looking Back was the one-hundred-year story of Edmonton Public Schools.

We were held by a tale wherein a single-teacher school, housed in a simple frame structure twenty-four feet by thirty feet, became a well organized sophisticated school system fifty years later – and on to the complex organization required for trustees, students and staff of 1982.

This book, *A Century and Ten*, adds to the early history, but also tells of changing patterns and innovative practices, of school-based budgeting, and decision-making at the local school level.

So we are carried from a time when a small group of civic-minded, forward-looking men could voluntarily finance the cost that first school, until today when the Edmonton Public School District has attracted the attention of school people far beyond the borders of Alberta.

Some years ago, through the efforts of historian and archivist Michael Kostek, that early building was moved back to its original location. There, together with the McKay Avenue School building, he created the Edmonton Public Schools *Archives and Museum.*

Mike Kostek had the spirit, the talent, and the determination needed for such tasks - reserved, yet outgoing, forthright and direct, yet always fair; a host of friends, and the gift of writing.

With his first Edmonton appointment almost 40 years ago, he found himself on a friendly, closely-knit staff who were prepared to discuss and share experiences – a number with long teaching records, a few with many years in that same school, under a principal who was a good guide and friend.

"Mike" became the city's first Junior High Consultant, held positions as Director of Curriculum, as Director of Administrative Staffing, and served as an Alberta representative on the Centennial Exchange Program with Quebec, where he taught at Dorval High School. Later, he was seconded as Canadian headmaster of an international NATO School in Holland.

For some ten years he served on the Provincial Junior High School Social Studies and Language Arts Curriculum Committee, setting several departmental examinations in those subjects. He knew the Department of Education well – and as Executive Assistant to the Superintendent of Edmonton Schools, he became familiar with the entire public school system and its associations.

For fourteen years he wrote monthly articles for *World Affairs* magazine. He co-authored four school text books and edited the published history of the Two Hills District.

In 1984, he received the Alberta Achievement Award for Excellence in Education. He was also honored by the Edmonton Historical Board having served on several boards and committees related to education and the history of Edmonton and area.

Had "Mike" been around in 1881-82, he certainly would have been part of that small group who started Edmonton Public Schools

Tom Baker, LL.D. (hon.)
Retired Deputy Superintendent
Edmonton Public Schools

Preface

One hundred and ten years ago, Trustees McCauley, Groat and Rowland tirelessly solicited residents of the Edmonton settlement for money pledges to ensure the construction and operation of the district's first public school.

For over 20 years, that little schoolhouse served the community. In 1904, the one-room school was sold and for a short time was used as a construction shack. A few years later it was moved to the Rossdale Flats, where it served as a residence for almost 70 years.

In 1982, the centenary of the Edmonton Public Schools, the little school was brought back into the fold of the school district and moved back to the McKay Avenue grounds where it was first located. As a major centennial project of the Board, the little schoolhouse has been completely restored to serve as a living museum for the study of our educational past.

Once again Edmonton's first public school rings with the sound of children's voices. In the past decade, over 28,000 students have participated in half-day sessions within the historical landmark.

The publication of *LOOKING BACK* : A *Century of Education in Edmonton Public Schools* was another major centennial project approved by trustees. Written and edited by staff members of Edmonton Public Schools, *Looking Back* told the story of the origin of Edmonton's first public school and the many vicissitudes besetting it. An enlarged, up-dated and historically enriched revision of *Looking Back* has been realized in *A Century and Ten: The History of Edmonton Public Schools.*

A Century and Ten explores the advances and setbacks of a school district over the course of 110 years. It deals with the events and the people that shaped our educational history and made Edmonton Public Schools a lighthouse district in Canada today.

As our schools continue their second century of operation, *A Century and Ten* gives the reader a glimpse of school life in the days of slates, copy books and patriotic studies – insights so necessary for a true appreciation of our educational past.

M.A.K.

Acknowledgements

In compiling this history the author wishes to acknowledge his debt to all those who provided help and encouragement to complete the work. The contributors have been many.

There can be no full expression of my appreciation to members of the editorial board – Alma McKay, Malcolm Clarke, Irene Hargreaves and George Stout – for their untiring efforts. Not only did they provide valuable insights into the scope of the book, they also spent many hours editing and proofreading the work at each stage of development.

To Victoria McGregor, my heartfelt thanks for her patience in retyping and proofreading so many revisions of the manuscript. Thanks, too, to Phil Cox and Lois Reid who read early drafts of the manuscript and made many valuable suggestions.

A very special "thank you" to Publications Consultant Frank Mathew, who persevered through many changes of format and structure, working beyond the call of duty. To the many students and former members of the Edmonton Public Schools whose memories and experiences have become part of our historical record, I am also indebted.

Special thanks to Old Scona High students, Karin Edie Capri, Miranda Lynn, and their teacher, Mrs. M. Kortes, for researching their school's history in 1982. My gratitude is extended to former Vic Assistant Principal Mary Lobay for her work on the history of Vic High and to Wilf McLean and the late Bill Robinson for the Tech story. As well, retired principal Jim Hunter provided much valuable information on the history of Jasper Place and Beverly Schools.

Appreciation is also expressed to graphic artist Jan Vandenberg for his skill in designing the dust jacket for *A Century and Ten.*

Also involved in the research for the book were staff members of several archives. The valued service of Lois Rumsey and staff of the Edmonton Public Schools Archives contributed greatly to this publication. Grateful acknowledgement and appreciation is also extended to the Glenbow Foundation Archives, Legislature Library Archives, the Saskatchewan Archives, Hudson's Bay Archives and City of Edmonton Archives and its cooperative staff which included Helen LaRose, June Honey, and Bruce Ibsen.

Historians John Day, John Gilpin, Tony Cashman and Alex Mair also provided much valuable background so necessary to the endeavor.

A very special word of thanks is extended to retired Deputy Superintendent Dr. Tom Baker, who provided the foreword to our story.

Special thanks are due to trustee members of the Edmonton Public Schools and its senior staff for their support and genuine interest in the publication.

And finally, my gratitude is extended to my wife, Gwen, for her steadfast support during the many months of my neglect while endeavoring to complete this history book.

M.A.K.

Chapter One

Three Cheers for a School!

> Messrs. James MacDonald and Matthew Macauley (sic) and family, from Winnipeg for Edmonton, with outfits for farming, reached here on Thursday evening. Edmonton is to be congratulated on getting such settlers.

So reported the *Battleford Saskatchewan Herald* in its October 20, 1879 issue.

Another three weeks of travel over the well-marked but rugged trail from Battleford would bring the McCauleys and the McDonalds to Edmonton. Here, McDonald would soon gain a reputation as one of the most reputable building contractors in the Northwest. His wife would establish a small private school in 1880, just a year before Edmonton's first public school would be built.

The McDonalds were active in the small settlement, but not so involved as was Matthew McCauley. For over a year McCauley farmed and ranched in the Fort Saskatchewan district. In 1881, he moved to the Edmonton settlement where he remained for over twenty years.

If any individual associated with Edmonton's early history could be described as being ubiquitous, he would be Matt McCauley. As owner of Edmonton's first cartage company, as chairman of the city's first vigilante committee and an officer of the Home Guard, as first mayor of the newly-incorporated town of Edmonton, as a member of the first school board of trustees and first board chairman, Matthew McCauley's presence was certainly evident in the civic, social and economic life of the Edmonton community. However, it was in the establishment of Edmonton's first public school that the influence of this pioneer, who spoke with an Irish lilt and calculated with a Scotsman's mind, was felt most. McCauley soon became the leading spokesman for a free public school in the growing settlement.

Prior to 1870, the Hudson's Bay Company governed the West, and its principal motive was profit. As long as the Company had complete control over the territory, little was done to promote education.

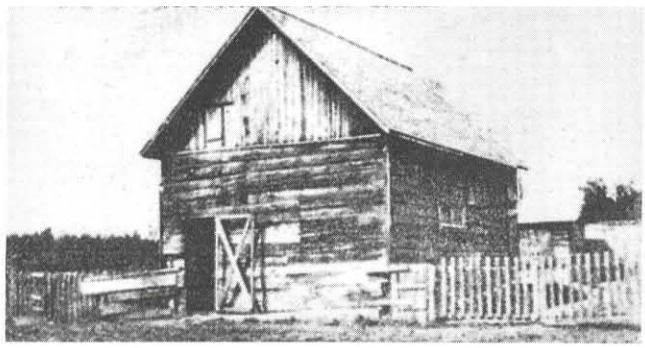
Education of children in the Northwest Territories was in the hands of church missions or private religious schools. The first missionaries in the Alberta area of the Northwest Territories were the Methodists and Catholics.

The Reverend Robert Rundle, a Methodist, was the

first Christian missionary to reach the Edmonton area. Shortly after his arrival in 1840, Rundle established a school for children of employees of the Hudson's Bay Company. This school was short-lived as Rundle did not remain in Edmonton long enough to establish a permanent school.

The best known of the Methodist missionaries, were John McDougall, and his son George. Arriving in the Alberta district in 1862, they built a school in the Victoria settlement, 60 miles downstream from Edmonton at a place later called Pakan. The resident missionary who assisted teacher James Connor, was Reverend H. Steinhauer.

The first Catholic missionary in the Fort Edmonton area was Father Thibault who arrived in 1842 and in the same year established a school at Lac Ste. Anne. In 1852, Thibault organized a short-lived school at Fort Edmonton and two years later at Lac La Biche.

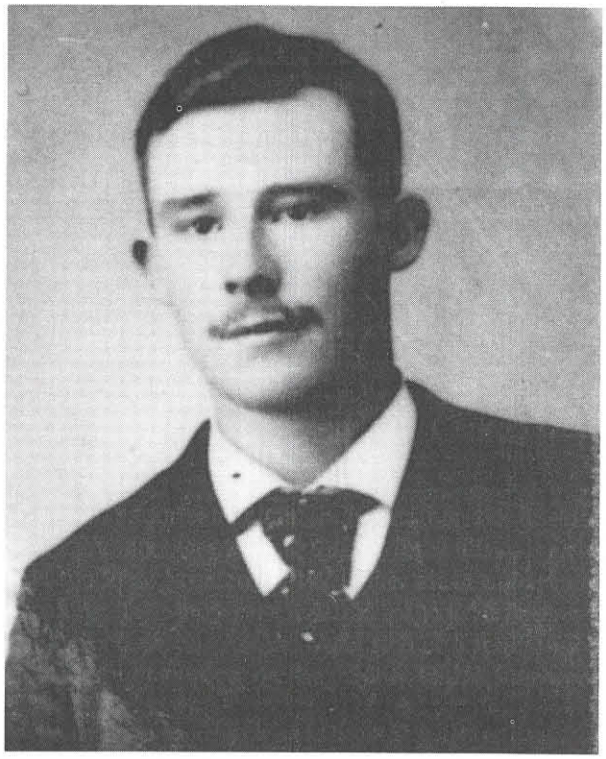


School for children of Hudson's Bay Company employees in Fort Edmonton, 1862

In 1862, the legendary Father Lacombe was responsible for establishing the first ordinary school for children of Hudson's Bay Company employees. This school, which was housed in a log chapel, was conducted by Brother Scollen, the first Irishman to enter the priesthood in the Far West. According to Katherine Hughes in *Father Lacombe: The Black Robed Voyageur*, the twenty lads in Brother Scollen's class were a lively group:

> These were not scholars of the conventional type. Many of them wore deerskin garments and leggings, and carried lumps of pemmican or dried meat in their pockets as dainties. At the sound of the voyageurs' songs or cheers in the autumn, they flew like arrows from their bows to the banks to welcome the brigade home. When gunboat signals arose from the southern bank, they rushed to see what stranger would return in the boat sent across from the fort. They were as wild as hares.

One of the most interesting teachers in the Edmonton settlement was Dr. George Verey, a medical graduate of London's St. Bartholomew's College. In the early 1870s, Dr. Verey worked as a clerk at Fort Edmonton and at the same time operated a private school in a house in Ross Flats for children of Hudson's Bay Company employees.



Dr. George Verey, Edmonton doctor and school teacher, 1870s

For a few months in 1880, Mrs. James McDonald conducted a private school for a small number of the settlement's children. A year later, the Methodist mission opened another school with 29 children ranging in age from five to 17.

Catholic school education was offered at the neighbouring St. Albert Mission, where English teacher Sister Genevieve and French teacher Sister Blanchette instructed from 60 to 75 students daily. The tuition fees for the private school were $100 per year.

Some parents, who could afford to do so, sent their children to eastern Canada for their schooling. A prominent Edmonton family, the Richard Hardistys, made arrangements for their son's education with an aunt residing in Scotland.

A few secondary institutions such as Prince Albert's Emmanuel College advertised their educational programs in early newspapers:

EMMANUEL COLLEGE
PRINCE ALBERT, N.W.T.
COLLEGIATE SCHOOL

A collegiate school for boys has been opened at Emmanuel College. The subjects taught are the usual English branches, Mathematics, Greek and Latin.

TUTORS
English and Mathematics – The Rev. Canon MacKay.
Greek and Latin –-The Rev. Canon Flett.
There are three terms in the year: Lent – from first Monday in January to last Friday in April.
Trinity – from third Monday in May to last Friday in July.
Christmas – from first Monday in October to third Friday in December

The tuition fees are, for
Lent Term $3.00
Trinity Term $3.00
Christmas Term $4.00

The charge for boarders is $4.00 per week. Each boarder has to provide bedding, six towels, clothes-bag, and India rubber overshoes.

Every article of clothing should be marked in full with the owner's name. Laundry and seamstress work is afforded when required at a cost price.

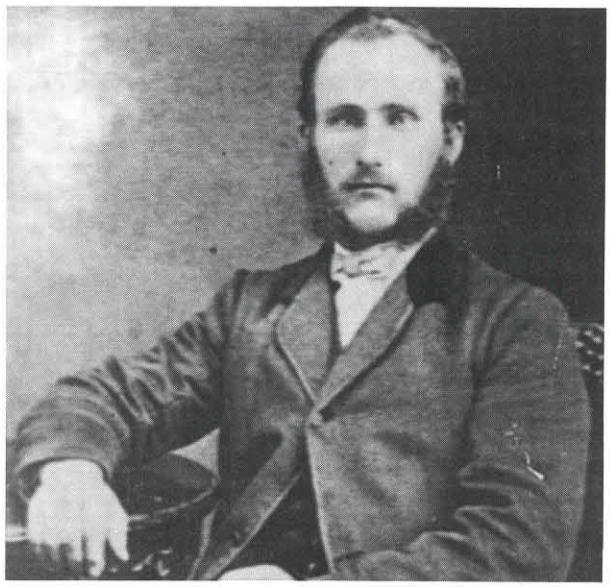
Applications should be made to
His Lordship The Bishop of
Saskatchewan
The Rev. Canon MacKay
Or The Rev. Canon Flett.
Emmanuel College
Prince Albert,
Northwest Territories

But by late 1881, there was neither mission nor private school in the Edmonton settlement and the need for a regular school was urgent.

McCauley's outspoken support for the establishment of a public school was timely, indeed. The Edmonton settlement was beginning to bustle as a vibrant community, as reported so colorfully in a rambling news column of the *Saskatchewan Herald* on December 2, 1878:

A character writing from Battleford under date August to the London Free Press of September 5th says: "Only a few days ago one hundred gallons of whisky passed here for Edmonton," and then thus moralizes; "Just think of it! One hundred gallons of liquor about to be turned loose among a semi-barbarous people." Semi-barbarous is good – it is rich – and it is just as far from the truth as the Cypress Hills correspondent could desire. In this semi-barbarous community there are two post offices, one telegraph office – out of the way, but still pertaining to it; six or seven trading establishments, including the largest and best built Hudson's Bay Company's fort on the Saskatchewan; three blacksmiths' shops; one carpenter's shop; two grist mills (one is idle, however, for lack of water); one hotel – the only one in the North-west; two butchers' shops; two schools – one Protestant and one Roman Catholic – a Roman Catholic orphanage supporting upwards of fifty children. This is the residence of the Roman Catholic bishop of the Diocese of St. Albert, which includes the greater part of the North-west Territories, with a number of priests, brothers, and sisters of charity. We have also two Protestant ministers and two doctors.

Taken altogether, this is not a bad exhibit for a "semi-barbarous" people numbering about one thousand souls. Furthermore, this settlement has better houses and contains more white settlers than any other in the Territories.



Matthew McCauley, 1870

The late William Rea, pioneer principal of Edmonton's first high school, agreed it would be a mistake to think of Edmonton in the early 1880s as a backwoods settlement. Citing old *Edmonton Bulletin* news reports, Rea indicated, in a 1935 speech at McKay Avenue School, that more than $16,000 worth of agricultural equipment, including a self-binder, was brought into the Edmonton settlement in 1880. In the same year, according to Rea, a 200-acre plot of land was under cultivation near the St. Albert settlement.

The dominant structure in the Edmonton community of 1880 was the Hudson's Bay Fort. Fort Edmonton occupied a position on a bench of land overlooking the river, below the present Legislature Building. Jasper Avenue, of course, was not cut out at that time, but there was a road or trail coming down from the old Groat farm, west of the present 124 Street, to the Fort. Another road led from the Fort to the top of the hill one-half mile to the east. The road followed the river bank all the way to the *Edmonton Bulletin* office located near present 99 Street and Jasper Avenue.

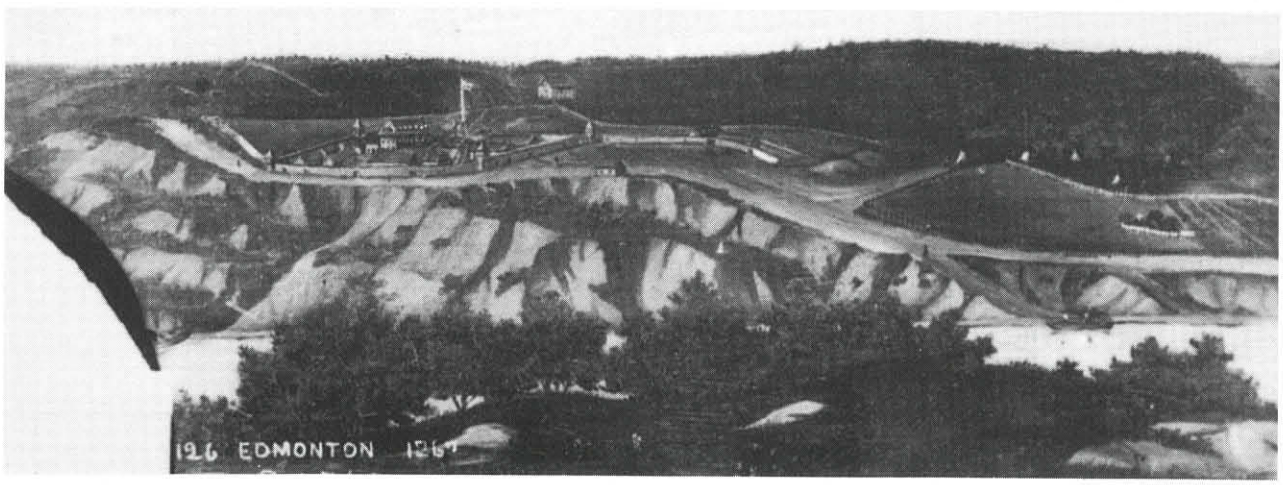
A well-travelled trail branched through Norwood and continued on to Fort Saskatchewan following much the same course as the present Fort Trail. Another road led directly north to the Sturgeon settlement. Yet another angled off to the St. Albert settlement following, approximately, the course of the present St. Albert Trail.

Land reserved for the Hudson's Bay Company stretched from the present 101 Street to 121 Street and from the river bank to 118 Avenue.

In the fall of 1880, the *Saskatchewan Herald* reported a major land sale in Edmonton by the Hudson's Bay Company. In just two hours, 175 lots were purchased by optimistic settlers and entrepreneurs of the new frontier. The era of a flourishing fur trade in the settlement appeared to be passing; a boom in real estate had begun. Land agents boldly predicted that the small hamlet would soon grow to town or city status.

Lots which were initially sold to local residents for $25 to $50 apiece were snapped up by eastern interests at inflated prices of $100 to $150. Land prices escalated rapidly because residents were certain the railway would pass through or near Edmonton. How disappointed speculators would be when it was announced that the line would pass through Calgary.

Meanwhile, Frank Oliver's *Edmonton Bulletin* began to emerge as a strong ally supporting the cause of education in this area of the Northwest Territories.



Fort Edmonton in 1870

THE BULLETIN.

VOL. I. EDMONTON, N.W.T., DECEMBER 6, 1880. NUMBER 1.

NO TELEGRAMS.

As the line has been down since Saturday between Hay Lakes and here, we are without telegrams for this issue. A man will leave to-morrow to repair it, and by next week we hope to be able to give the latest news from the East up to date.

"HEWALD" EXTRA.

The following extra from the "Saskatchewan Herald" office arrived here by last mail:—

BATTLEFORD, Nov. 22, 1880.

By Cable to the "Herald,—LONDON, Nov. 15.—Hanlan beat Trickett by three boat lengths, winning the championship of the world.

From Winnipeg.—Garfield, Republican, has been elected President of the United States.

A provisional contract has been signed by which the syndicate binds itself to complete the prairie Section of the C.P.R. in three years.

It is said there is great trouble among the people (original copy too indistinct) have been shot, and should there not be a change in the aspect of affairs a revolution is imminent.

REDUCING THE FORCE.—Eastern papers say that the Department of the Interior, having concluded to reduce the number of officers in charge of the Mounted Police by six, the position made vacant by the death of the late Superintendent Dalrymple Clarke will not be filled. There are to be no immediate dismissals, but as officers are removed by the hand of death, or voluntarily send in their resignations, their respective offices will be abolished, and the work divided up among those remaining.

The Government has relieved Mr. Ryan of the contract for the first hundred miles of the C.P.R. west of Winnipeg, and will proceed with the construction in a more substantial manner than his contract called for—and, it is to be hoped, a little quicker.

The Scott Temperance Act has been carried by a large majority in Marquette County, Manitoba. The people of Portage la Prairie have entered a protest against it. They don't know what is good for themselves.

Track was laid on the C.P.R. east of Winnipeg to within three miles of Rat Portage at last accounts.

The weekly mail service has been extended to Bird Tail Creek settlement.

Sitting Bull is again talking of going south.

LOCAL.

MR. A. LANG has captured a young silver grey fox

A SPECIAL CONSTABLE is to be sworn in for duty around Edmonton.

REV. MR. STEINHAUER, of White Fish Lake, lately addressed the Methodist conference in Montreal.

MR. CUST has the contract for the Indian Department flour at $7.50 for Edmonton delivery and $8.50 for Victoria.

GEORGE GAGNON lately killed a very large wolf which, after disposing of one of his sheep, came back for another.

THE sheep lately imported from Montana by J. Volier, and sold in this district are doing much better than was expected.

ALEX. MCDONALD and Albert Boyd left for Bow River to-day. The former expects to return to Edmonton next April to start farming.

MR. GLASS has started a subscription list for the purpose of supplying the Methodist Mission church with firewood, oil, etc., for the winter.

ABRAM SPLEYN and others from the Battle River settlement 50 miles from here, brought the first grist to the Edmonton Mills to-day 31 bushels of barley.

NEW YEAR'S DAY is drawing nigh, and we have not heard of anything being done about the grain show. Would it not be advisable to start the ball.

A BIG LAKE resident wants to know why the Government potatoe contract was not awarded to him, seeing that his offer was 20 cents lower than that of the party who secured it.

MR. LUCAS, Government farmer at Peace Hills, has been supplied with his share of that band of cows. They are reported to be the sickest looking lot of animals in the country.

THE following are the ruling prices for produce in this vicinity:—Oats $1.00 per bushel of 34 lbs., wheat $2.00 to $2.50, barley $1.00, pease .25 per lb., potatoes $1.00, onions $2.00, and butter .50.

LAST Saturday morning the thermometers at Fts. Edmonton and Saskatchewan registered 47 below zero. This cold snap, which set in last Tuesday, is much more severe than the corresponding one last year, but appears to be about over.

MR. WM. CUST is in a bad fix about his threshing. Lamoreaux threshed out 1,000 bushels on his Sturgeon River farm, and quit, leaving two stacks unthreshed, and says that he will set fire to his machine rather than thresh another bushel, while Smith is going to quit threshing, on account of the cold, and make shingles for the rest of the winter.

THE BULLETIN

Will be published at Edmonton every Monday morning, from the 1st of December until the 1st of May.

Subscription for the season $2.00.

Season advertisements $5.00 per inch. Transient advertisements, .10 per line each insertion Business cards not over four lines $2.50.

Payments strictly in advance.

Notices of births, marriages and deaths, free.

TAYLOR & OLIVER, Proprietors.

EDMONTON BULLETIN, DEC. 6, 1880.

ABOUT OURSELVES.

Last winter, after the telegraph line had been extended to Edmonton, and an office established, an arrangement was made by which a weekly bulletin was sent over the line, so that the people here might be informed at the earliest possible date of whatever notable events were transpiring at the time in the world at large. But this plan was found to be expensive to a few and, for various reasons, unsatisfactory to all. It was thought to be a better plan to have the bulletin printed so that every subscriber to the fund could be supplied with a copy. To this end a hand press and a quantity of printing material has been procured, a special correspondent has been engaged in Winnipeg and every Mond[illegible]orning from this issue unti[illegible] of May [illegible]ue a sma[illegible] sheet in ne[illegible] bi[illegible] a b[illegible] letin.

INDIANS.

Until the last few years it has been the boast of the Canadian Government that, by strictly observing the letter and spirit of all promises made to the Indians, they have, while settling up the country, preserved the most cordial relations with them. But times are changing, and the old idea that honor or honesty is the best policy is played out—at least in this district. Whether it was because the progress of the age demanded a change, or because it was more convenient for the paymaster, or because it was from a desire on the part of the Government to cheat the Indians, or because the paymaster calculated to make a good thing, or only because it was a blunder—which is more than a crime—is beyond the power of our finite minds to decide, but, with or without reason, a most inmitigated swindle has been perpetrated on a number of the treaty Indians of this agency this year.

According to the terms of the treaty made between them and the Canadian Government a certain yearly payment was to be made to them forever without fail, in return for their title to the land. Until now the payments have been made in full, but this summer, on account of the short notice that was given, all the Indians had not collected at the

the day of payment, and when the
o wait a day or two for them to
need no[illegible] hunts
[illegible]m

First issue of the Edmonton Bulletin

The first issue of the *Edmonton Bulletin* hit the wintry roads and trails of Edmonton on December 6, 1880. In the years to come, the *Bulletin*'s editor would take every opportunity to assist McCauley's drive for a public school in the settlement. A November 6, 1881, editorial, making reference to the incentive grant payments by the Northwest Territories government, was indicative of this support.

SCHOOLS

An advertisement in the last Saskatchewan "Herald," announced that the Dominion government will, after the 1st January, 1881, pay half the salary of any school teacher in the North-West, whose average daily attendance is not less than fifteen pupils. Indians, whose education is otherwise provided for by the government, are not to be included. The school register is to be certified to by two parents whose children are attending the school. Salary payable quarterly or half-yearly. Blank registers and all information can be had on application to the Lieut.-Governor's office, Battleford.

Additional help is also to be given to schools, on Indian reserves, the aid to teachers' salaries being raised from $300 to $500 per year, according to attendance.

It is impossible to commend in too strong terms the above action on the part of the Dominion government. The beneficial effect that such a liberal policy will have on the present and future population of this country will repay a thousandfold the small outlay at present necessary.



Government Aid to Schools.

His Excellency the Governor-General in Council having by order, dated 4th November, 1880, agreed to grant aid to schools in the North-West Territories, by paying one half of the salary of the teacher of any school in which the minimum daily attendance is not less than fifteen pupils, I am directed by the Lieutenant-Governor to intimate that His Honor will, until further notice, from and after January 1st, 1881, be prepared to pay quarterly or half yearly, one half the salary of any teacher in the Territories, on the following conditions:—

1st. That a quarterly register of the school be forwarded to this office, showing the names, age, and studies of the children taught, not being Indians whose education is otherwise aided by the Dominion Government, and that the average daily attendance is not less than fifteen pupils.

2nd. That on some part of the register there be written a certificate signed by the teacher and two of the parents whose children are attending said school, declaring that to the best of their knowledge, they believe the register to contain a true statement of the attendance at the school.

3rd. That accompanying the register there be forwarded to this office a certified copy or statement of the agreement with the teacher, showing by whom he or she was engaged, and the amount agreed to be paid as solely for services as teacher.

A. E. FORGET,
Secretary to the Lieut.-Governor.

Lieutenant-Governor's Office,
Battleford, 14th December, 1880.

P S.—Blank Registers can be had on application to the above office. A.E.F.

Fortified by Oliver's support in the *Bulletin*, and encouraged by the promise of government grants, McCauley took bold steps to assure the construction of a school to which he could send his own children.

First, arrangements had to be made for the election of a Board of Trustees, and this was done at a public meeting held in Donald Ross's Edmonton Hotel, the settlement's one and only lodging house. In addition to such amenities as heated rooms, the hotel advertised fine food and aromatic cigars. No mention was made by anyone in attendance of the appropriateness of the setting for a school board meeting. Elected at this meeting were William Rowland, representing the eastern portion of the community, Malcolm Groat the western section, and McCauley, the central representative. Thus, the first Edmonton Public Board of School Trustees was created – a Board on which McCauley would serve for 18 years.

wheat. ... Customers can dep... getting their g... back on the day they bring them.
Seventh bushel toll.

EDMONTON HOTEL & FEED STABLES.
Established 1867.
The pioneer house of accommodation this side of Portage la Prairie. A good game of
BILLIARDS OR POOL
Can be played, and a very social evening can be spent in the Billiard Room.
DONALD ROSS, Proprietor.

FRANK OLIVER, Edmonton, (fourth door east of Methodist Church) has on hand a full stock of GROCERIES, comprising Black and Green Teas, Crushed Sugar, ... Raisins.

Next, McCauley made contact with a number of settlers with the view of soliciting money pledges for the proposed school. Within a month $300 was promised for this purpose.

The Hudson's Bay Company was then approached to donate lots on top of the hill where the present McKay Avenue School stands, with the promise that the cost of erecting the local schoolhouse would be borne by residents of the settlement.

The first tender for the public school, which appeared in the local *Edmonton Bulletin*, listed only the minimum requirements for the building:

Tenders will be received by the Edmonton School Trustees up to Wednesday, the 2nd of October, for the erection of a frame school house 24 x 30 feet, on the school property. Lots 81, 82, 83, 84, Range 4. Plans and specifications may be seen at the house of Mr. M. McCauley.

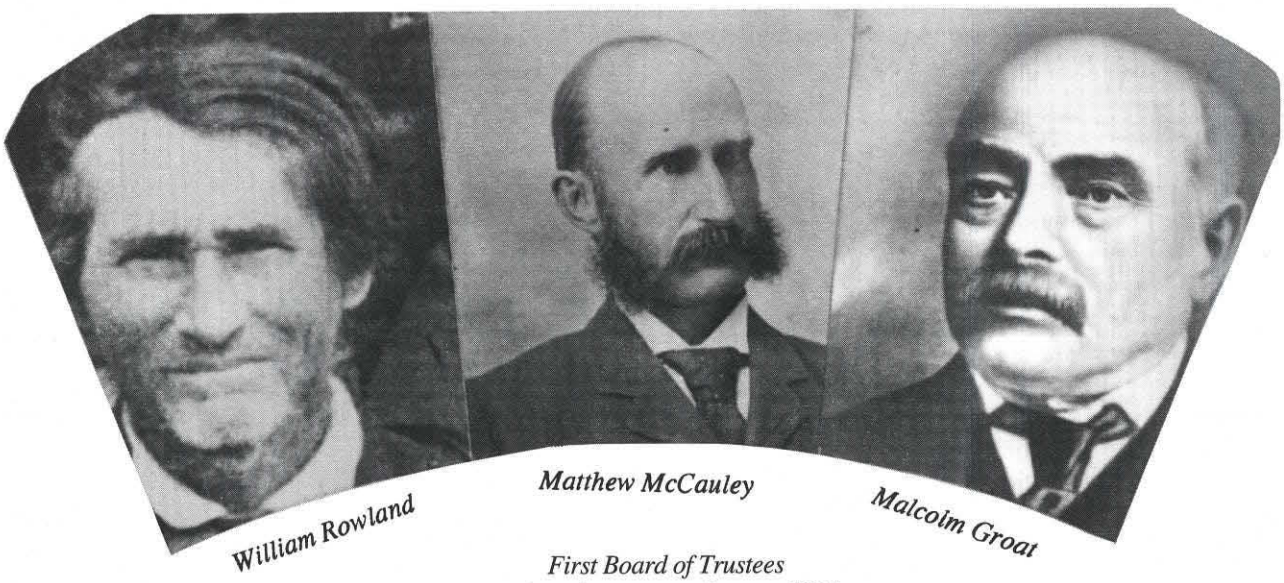
W. Rowland
M. McCauley
M. Groat
School Trustees

In addition to the specifications in the advertisement, the new schoolhouse was to have a porch. As well, a "double inch" floor with upper layer "dressed" was required. The inside and outside walls and the 10-foot ceiling were also to be constructed of dressed lumber. Outside walls were to be battened and the wall cavities were to be filled with sawdust, "well rammed down." Roof shingles were to be laid over tarpaper, and the building was to have a brick chimney.

Specifications also called for a double front door and eight windows to be fitted with the largest panes of glass (10" X 14") ever seen in the settlement. Only the front door and window frames were to be painted.

Other details of the tender called for 12 double desks and accompanying seating forms or benches, each four feet long. An 18-inch-wide platform across the west end of the schoolroom was also specified. The successful bidder was also required to fit the new school with a teacher's desk, and a blackboard 4' X 23'. The deadline for completion of Edmonton's first frame lumber building was January 1, 1882.

Early in November, 1881, a public meeting was called to discuss the school's progress and to consider four tenders for its construction. The low bid of the firm Oliver and McDonald was accepted. James McDonald would supervise the construction of the first public school in the Edmonton settlement.



First Board of Trustees
in the Edmonton settlement, 1881

Only five persons, in addition to the three trustees, attended this important meeting. Among them was the Reverend Andrew Baird, who would later serve as the official Northwest Territories inspector of schools in the Edmonton Area.

The November 12, 1881 issue of the *Edmonton Bulletin* carried news of the meeting:

SCHOOL MEETING

A public meeting in relation to school matters was held in Mr. M. McCauley's house on Friday evening of last week. The object of the meeting was to consider the tenders that had been received for the construction of a school house on the plan proposed by the trustees, to see what progress had been made in other matters, and to decide what further and final action should be taken. It was thought by the trustees that matters should be pushed as quickly as possible on account of the lateness of the season, which was the reason the meeting was called on such short notice. Only five persons were present besides the trustees. Considerable diffidence was felt by those present as to taking action, on account of the smallness of the meeting and the fact that the subscription lists, which had been sent out the Big Lake Road for signatures, had not been yet returned.

On Mr. MacRae assuring those present that, to his own personal knowledge, there would be $600 subscribed, a meeting was organized by the election of Mr. John Cameron as chairman. The different tenders were then read by Mr. Cameron, and it was decided by the meeting that Oliver & McDonald's tender for $968, exclusive of chimney, be accepted, if the trustees could make suitable arrangements for the raising and paying of the money. It was then moved and carried that the trustees be empowered to negotiate a loan of $500 to be used for school purpose, and to arrange details of such loan. Also that the trustees be empowered to arrange a price at which lumber, etc. will be accepted as payment for the construction of the school house, and collect or appoint a collector to collect all sums subscribed for that purpose.

Mr. MacRae asked if the trustees had purchased two lots besides the two granted and two applied for as a further grant.

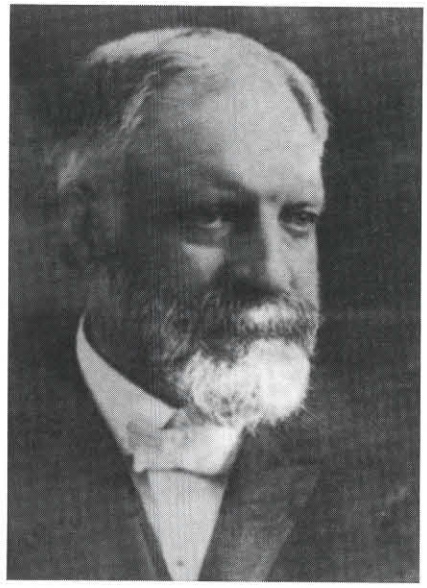
Mr. McCauley said, on behalf of the trustees, that they had only been able to get four lots together in a suitable place, and so they had not tried to purchase any more, besides they thought four lots sufficient. Application for the grant of the two additional lots had been made by Mr. McGinn.

It was then moved and carried that the trustees be empowered to finally let the contract and proceed with all necessary arrangements without further delay, after which the meeting adjourned.

Early in December, 1881, another public meeting attended by 28 persons, was held in Donald Ross's Hotel. The purpose of the gathering was to develop plans to "induce" a medical doctor to the Edmonton settlement. After the meeting was concluded, a school meeting was organized with Richard Hardisty as chairman.

The matter of engaging a teacher was discussed first. Trustees Groat, Rowland and McCauley, together with Donald Ross raised the question of how the teacher was to be paid. To this query the chairman produced a list of prominent residents who guaranteed payment of the teacher's salary:

> We, the undersigned, do hereby agree to become liable – to a majority of our number – equally in the sum of five hundred ($500) dollars, to be paid to a teacher of a school at Edmonton for one year's service.
>
> Provided, that after the application to that purpose of any government grant that may be obtained, and any monies otherwise subscribed that it be necessary for us to pay such sum, and should monies be raised by either of the above mentioned means, then we will severally pay an equal portion of the amount requisite to complete the five hundred ($500) dollars. Provided, that the location of the school and the teacher therein be deemed satisfactory by a majority of our number, and that ten persons do subscribe hereto.
>
> Witness our hands,
>
> R. Hardisty,
> John Cameron,
> Donald McLeod,
> J. A. MacRae,
> R. Logan,
> John A. McDougall,
> John Norris,
> Chas. Stewart,
> Kenneth MacDonald,
> M. A. Groat.



Rev. A. Baird, first inspector of schools in Edmonton area

The chairman then asked how additional revenues were to be derived. Discussion on government grants followed and it was proposed by Mr. R. McKernan that additional monies be raised through student fees. The proposal to charge students was turned down, however, in favor of the principle of a free school.

Trustees were authorized to circulate a subscription list every three months to raise the necessary amounts for the operation of a school – estimated at $75 to $100 per quarter.

With the awarding of the school's tender and with authority to hire a teacher, the prospect of a free public school in Edmonton appeared to be reaching fruition. But there were problems ahead, not the least of which would be the retention of a teacher.

A founding father of Edmonton

By PATRICIA and ANTHONY LEFSRUD

Reprinted from Western People June 15, 1989

In 1871, with his heart set on becoming a western Canadian grain farmer, Mathew (sic) McCauley headed west from his birthplace at Owen Sound, Ontario. The 21-year-old was full of enthusiasm and confidence and quite unaware that 40 years would lapse before he realized his greatest ambition.

McCauley arrived in Winnipeg and decided to mark time while he got his bearings. He established himself in a taxi business, the first in the community and possibly the first in the entire northwest.

Eight years later, however, with news of colonization spreading far and wide, McCauley decided the time had come for him to move on. Now married, he and his wife and children loaded their worldly possessions onto an ox cart and began the trek west in 1879.

After travelling for three months and some 1500 kilometres through Canada's forests and across her prairies, McCauley beheld at last the rolling countryside along the shores of the winding river near today's Fort Saskatchewan. He realized the farming potential it had to offer and knew immediately there was no need to travel farther.

However, within two years of his settling, rumors of ransacking, plundering, burning and Indian unrest all around him forced McCauley to pull up stakes and move his family within reach of the walls of Fort Edmonton, where he became busily engaged in what turned out to be a lucrative cartage business, the Edmonton Cartage Company.

McCauley, a public-spirited family man, soon became involved in affairs concerning the growth of the small outpost.

Not content with letting Edmonton languish in the primitive fur trading atmosphere of earlier residents, who were obliged to send their children to eastern Canada for their education, McCauley began pressing for a school. However, he met with opposition from the Hudson's Bay Company, which was opposed to any notion that hinted of settlement in fur country.

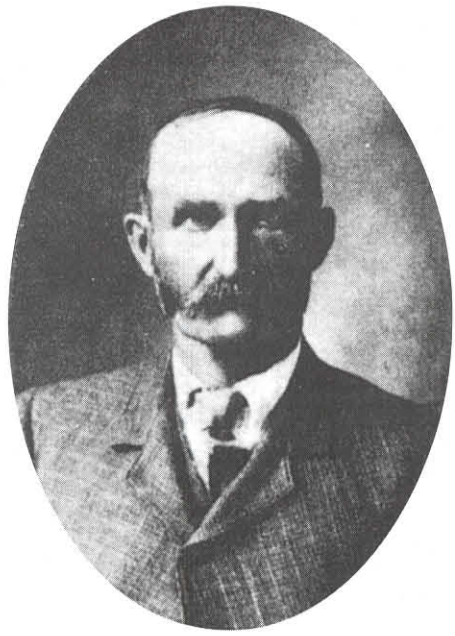
Nevertheless, through voluntary donations an eight-by-ten-metre, one-room frame structure was erected in the centre of Edmonton on McKay Avenue. This would serve as a school house. Ten citizens contributed $50 each to guarantee the teacher's salary and classes commenced January 3, 1882.

Three years passed and the expense of operating this house of learning was still being borne by the men who started it. Needless to say, this could not continue indefinitely.

Denouncing taxation for school purposes, the fur company waged a vicious campaign; however, McCauley and his stalwart supporters never gave up the fight for the school. When the issue came to a vote, the results were 54 to 43 in favor of having a school board funded by public money.

McCauley's unquenchable desire to ease Edmonton's growing pains never ceased. Elected mayor of the town in 1892, his first concern was to establish some semblance of order among the collection of shacks surrounding the trading post.

For the most part, McCauley found Edmonton a quiet place and at times, even "humdrum." But on June 20, 1892, a stir erupted that was worthy of the headline in the *Edmonton Bulletin*: "Robbers attempt to steal land office!"



Matthew McCauley

It seemed that the rival town of Strathcona was in the process of stealing the land office from Edmonton for the purpose of promoting a town site on the south bank of the river.

The ring leader, the Dominion land agent, ordered a dray and was in the process of removing the records from the office building onto the wagon when he was spotted by workmen. After realizing what was taking place, they gave the alarm which brought hundreds of irate citizens on the run, prepared for whatever it would take to save the land office.

To waylay the thugs, the citizens unhitched the horses and stripped the vehicle of its wheels while Mayor McCauley bombarded Ottawa with telegrams demanding an explanation.

The townsfolk continued to hold the dray wagon for whatever length of time it took McCauley to convince Ottawa to leave the land office where it was.

In 1896, as Edmonton's delegate to the Northwest Territories Assembly in Regina, McCauley strongly opposed the running of local affairs and finances of the Territories by government appointees instead of elected representatives. This led to the passing of the Act of 1897 which made the government responsible to the people.

McCauley was also active in the struggle to obtain provincial status for Alberta. He returned to Edmonton in 1905 to serve as member for Vermilion in Alberta's first legislative assembly. He resigned from this position in 1906 to become warden of the new federal penitentiary in Edmonton. In 1911, he left Alberta to become a fruit farmer near Penticton, British Columbia.

Edmontonians have seen to it that McCauley's name will never be forgotten. In honor of the man who nursed Edmonton through it infancy, the magnificent McCauley Plaza marks the site overlooking the North Saskatchewan River, where Mathew McCauley first set foot in Edmonton.

Edmonton Bulletin.

VOL. II. EDMONTON, N.W.T., OCTOBER 20, 1881. No. 1.

TELEGRAPHIC.

As the line is still down east of Pelly, we have been unable to secure despatches direct from Winnipeg. What Eastern news we give is compiled from the mail which passed Battleford on Monday last.

BATTLEFORD, 27th Oct., 1881.

Sgt. Parker has just arrived from Red Deer River with four Indian horse thieves. He reports buffalo numerous between here and Red Deer Forks.

The engineers of the Edmonton Branch of the C.P.R. are expected here by December 1st. They will winter here.

Recruits for the N.W.M.P. are being brought in by way of Winnipeg. There is great difficulty in getting them.

Weather fair; more like May than October. **Thermometer 57 in the shade.**

EASTERN NEWS.

Sir John A. Macdonald reached home on the 18th of September, much improved in health.

Bush fires in Michigan have burned over 31 townships, destroyed 1,000 lives, and rendered 12,000 people homeless.

The C.P.R. is in operation to Brandon.

The steamer City of Winnipeg was wrecked on Lake Winnipeg while being towed across to be put on the Saskatchewan. The hull is a total loss; machinery safe.

The C.P. telegraph is to be put in running order.

President Garfield died at 11:20 p.m., Sept. 19th.

Guitteau is to be tried at Washington. The plea of insanity is to be set up. Several prominent lawyers have offered their services free of charge. Mason and his associates, who attempted to kill him, are to be tried by special court martial.

It is rumored that Mr. Fabre is about to retire from the Senate.

Hanlan and Ross will row for $1,000 a side, after which Hanlan, if victorious, will retire and give others a chance.

Courtney beat Wise, Plaisted and two others in a three mile race near Rochester lately.

At the Assizes in London, Ont., a man was fined four hundred dollars for detaining a letter that had been placed in his box by mistake.

FT. PELLY, 27th Oct., 1881.

O'Hanley's survey party passed here last week going to Winnipeg. They have been running the new boundary line between Manitoba and the North-West. They ran short of provisions and had to abandon their work owing to the bad country in the Porcupine Hills, through which the line passes. It is impossible to get through until the ground freezes. They only ran about 50 miles. They crossed a portion of the Duck Mountains and brought up in the Porcupine Hills. Fort Pelly is about 16 miles from the nearest point of the boundary, and still remains in the territory.

The Indians on the reserve near here are getting cheeky, and Mr. Johnston, farm instructor, had to eject one of them forcibly from his house lately. The farm is first-class, and this year the first crop of wheat ever raised in the vicinity of Fort Pelly was cut on it, and is pronounced first-class. The Indians are doing well.

Weather warm and cloudy, with south-west wind.

IT is said that Mr. Stickney, Superintendent of the C.P.R., and Gen. Rosser Chief Engineer, have been speculating in Syndicate lands on their own private account to such an extent as to call for emphatic remonstrance on the part of their employers. The Manitoba Free Press claims to have the highest authority for denying the report.

THE city of Yonkers, a short distance from New York, is now supplied with combustible gas, made from water, and used as fuel. The gas burns without smoke.

LOCAL.

DUCKS are plentiful on the river yet.

A. MACDONALD & Co have the Indian flour contract for this Agency, 2,000 sacks.

PRAIRIE chickens have destroyed a great deal of grain while in the shock this fall.

THE H.B.Co. have bought Mavor's place at at Fort Saskatchewan, with the intention of starting a store there. The price paid was $500.

A GREAT deal of the root crop that was supposed to be ruined by the frost is being taken out all right in the vicinity of Fort Saskatchewan.

L. BEAUPRE left for Bow River on Sunday last to look after his stock which are wintering there. He was accompanied by J. Couteurs and W. Calder.

THE telegraph line went down between here and Battleford last week, but was repaired on Monday afternoon. The break was about 40 miles east of Hay Lakes.

A PUBLIC SCHOOL.

This place was formerly supplied with a school at irregular intervals either by church missions or private enterprise, but at present, although the need is greater than ever before, there is none of any kind. Steps have been taken, however, to supply the want, and a committee of nine of the residents have agreed to guarantee the salary of a teacher to the amount of $50 apiece, and already over $300 has been subscribed towards the building of a school house. Opinion is divided as to whether the building should be log or frame, but that matter will probably be decided by the amount of money subscribed. All parties would certainly prefer a frame building if the amount needed over the cost of a log one can be raised. It will probably be erected on the H. B. Co.'s property, near the Methodist church, that locality being the most central and likely to suit all parties.

Believing that a public school is a public benefit, the promoters of the scheme are organizing it on a free basis to be supported by the public at large, and no greater inducement can be offered to desirable intending settlers than the advantages of a free school. Besides being used as a school house, the building, if of a sufficient size, will answer as a hall to hold public meetings in until the place grows sufficiently to afford a town hall. Such a building, it is estimated, would cost about $700.

Of course it is expected that the Government aid towards the payment of the teacher's salary will be forthcoming, but a letter has been received by the managing committee of the Belmont school from Governor Laird, by which this appears doubtful, as no money has been voted by Government for the purpose. It is to be hoped that this is a mistake. But even if it is so, the settlement here is large enough and able enough to support a teacher without Government aid, and the people are not of a kind to slacken their exertions after having once started in so good a work.

X. ST. JEAN,

CABINET MAKER.

Steam Furniture Factory in rear of Heimnick's store, Main St..

All descriptions of household furniture kept constantly on hand.

TENDERS will be received by the Edmonton school trustees up to WEDNESDAY, the 2nd of October, for the erection of a frame school house 24x30, 12 feet high, on the school property, lots 81, 82, 83, 84, range 4. Plans and specifications may be seen at the house of Mr. M. McCaulay.

The trustees do not bind themselves to accept the lowest or any tender.

W. ROWLAND,
M. MCCAULAY,
M. GROAT,
School Trustees.

1ins

SLEIGH SHOE STEEL at

FRANK OLIVER'S.

BEEF FOR SALE

BY THE

CUT OR CARCASE

AT THE MARKET HOUSE,

at lowest rates for cash or grain.

D. M. McDOUGALL,
Beef Contractor.

WHERE TO GO

to get the best goods at the lowest prices is at

BROWN & CURRIE'S.

We have the largest and most complete stock in the whole North-West, and have already established beyond a doubt the reputation for selling th

GROCERIES,

DRY GOODS,

READY-MADE CLOTHING,

BOOTS AND SHOES,

HARDWARE,

CROCKERY

AND FANCY GOODS,

which were all purchased of the leading houses in Montreal, Hamilton and Toronto, and can now be sold at prices within reach of all. Our ready-made clothing is the best that can be produced. All selected specially by samples from the best and most reliable manufacturers in the line.

Call and judge for yourselves.

N. B.—Grain taken in exchange for goods.

BROWN & CURRIE.

EDMONTON HOTEL.

The Pioneer House of Entertainment west of Portage la Prairie.

Pemmican and dried buffalo meat has long been a stranger at the table, and its place has been taken by substantials more in keeping with the onward march of civilization.

A cosy billiard room, where the Edmonton coal can be seen burning to advantage.

Good stabling attached.

DONALD ROSS, Proprietor.

Chapter Two

Oh! for a Stove: and Other Crises

Edmonton Bulletin.

VOL. II. EDMONTON, N.W.T., SATURDAY, DECEMBER 31, 1881 No. 10

TELEGRAPHIC

Winnipeg, Dec. 20th, 1881

The last Official Gazette contains new land
d timber regulations. Conditions concern-
ordinary sales and settlement remain the
e as before. Squatters before the survey
previous to the regulations of 1870 got
iestead and pre-emton. if residing on
d cultivating land. Two schemes for
ionization are proposed. By the first plan
ds for colonization must not be within the
cific Railway belt, or within twelve miles of
branch. Odd-numbered sections to be
d to the colonization company. They must
nize the tract within five years, place two
lers on each odd-numbered section and
on homesteads in each even-numbered
tion. Homesteads to be given on the same
rms as by the Government. Each five years
e company gets one hundred and twenty
llars rebate for each settler if the full num-
rs placed in accordance with the agreement.
r each settler fewer than agreed upon, the
pany forfeits the rebate. The second plan
r the purpose of enabling large capital-
o obtain extensive farms in one block.
party buys land outright for two dollars
icre and undertakes to place sixty-four
s in each township. On fulfilling the
itions as to settlement, he gets a rebate
lf the purchase money. Lands for pas-
to be put up at public auction. In
where there s more than one applicant
he same tract, tenders are invited. Who-
offers the highest bonus gets the lease.
new regulations come into force on the
f January.

homas Anderson, timber inspector for the
n-West Territories, is vested with dis-
ionary power to deal with questions arising
er the Crown timber regulations without
ence to Ottawa. Permits are still required
ersons cutting timber. Cost of permit
tlers' building material fifty cents, and
t for use on place free, also firewood
lers' own use free. Cordwood cut for
iteen cents per cord. Cutting timber
peculative purposes without the necessary
nit, and destroying tim' before the
is entered for, is absol

Fifteen sleighs arrived here to-day from Birtle with a trading outfit.

Messrs. Crerar & Herchmer's flour mill at Birtle is booming.

A party of timber speculators, who have been up the Swan River, left here this week for Winnipeg. They report plenty of timber.

Fine weather has prevailed for the past two weeks. Thermometer about freezing point.

METEOROLOGICAL

Weather report for week ending Thursday evening, 29th December, 1881. Reported for the BULLETIN by Mr. Geo. Slack Wood, observer at Edmonton.

	Max.	Min.
Friday,	39	14
Saturday,	42	23
Sunday,	29	10
Monday,	27	5
Tuesday,	32	.8
Wednesday,	29	14
Thursday,	25	4

Highest wind occured Saturday, 24th

Those having children of school age
lease remember that school will open pre-
isely at 9 o'clock on Tuesday morning next,
nder the supervision of Mr. J. Harris. Terms
—nothing. Books, slates, etc., should be got
n readiness beforehand.

The repairer, Mr. Mavor, rep[illegible] that while on his way out on the spur line he met two Indians, one of the a son of Chief Sampson, of Bear's Hills, with twin ox sleds, and about 16 miles from here, at what he supposed was their camp of the night before, he found lying close to the road, about 600 yards of telegraph wire, which had apparently been dragged for some distance. Thinking this came from the place where the break was, he hitched his horse to it, intending to drag it with him, but was unable to do so. He was obliged to leave it, and on proceeding further, to where the line leaves the road, he found the break. On the way out he notic[illegible] two or three [illegible]les had [illegible] int[illegible]

A PIG, of the Shanghai patterm, (feminine gender) came to my premises two weeks ago. The owner had better pay expenses and take it away, otherwise the pig will mysteriously disappear.

DONALD ROSS

NOTICE

To whome it may or may not concern, I hereby warn any person or persons again building, fencing or breaking on my claim, removing therefrom any fencing, buildi timber, coal or any thing appertaining to sa lot. I having resided on it six months and every respect complied with the requiremen of the homestead law.

WM. HUMBERSTONE

PUBLIC MEETING

A public meeting of the citizens of Ed ton and vicinity is requested for TUES afternoon at one o'clock, in McDougalls. Edmonton, to consider the tax on tin which is now being imposed on them by Dominion Government, and to take measu to lay before the Government a statement what is considered to be the rights of the s ter in the matter.

The agent, Mr. T. Anderson, is especial, and respectfully requested to attend and inform the people in a public manner what th full intentions of the Government are.

(Signed) F. M. JUNEAY,
on behalf of others

NOTICE. Persons found cutting wood o the Hudson's Bay Company's claims at E monton or St. Albert will be prosecuted a cording to law.

LOST & REWARD — Black ???? pony one hind foor white and white star in fac Any person bringing this animal to T.S. Str bing at Haardisty & Fraser's mill will rece the above reward.

MULHOLLAND BROS.
323, Main Street, Winnipeg.

Anxious parents who scanned the December 31, 1881 edition of the *Edmonton Bulletin* in search of good news about the school, were not disappointed. Classes would commence on January 3, 1882, and the rush was on to purchase school supplies at the Villiers and Pearson Store.

But who was the new teacher? Had he any teaching experience? Was it really true that he was an American?

Teacher selection committee members Reverend Baird and Messrs. Hardisty, Groat, Rowland and McCauley had answers for these questions, and were convinced the best candidate had been hired.

Board Chairman McCauley announced that three applicants were considered for the position. One of these was a young man named Richard Secord, who was a construction worker on the new school. Secord's qualifications apparently were not as impressive as those of James Harris, who was hired for a term of three months. His salary was to be $50 per month.

Born in Eastern Canada, Harris had spent several years in the United States, where he was involved in several business ventures. According to the late Reverend D. McQueen, who was the Northwest Territories school inspector in the Edmonton area, Harris had led an adventuresome life. Apparently the young teacher was an ex-secretary of the old Ku Klux Klan, the secret organization which spread terror throughout the southern states after the American Civil War.

According to Reverend McQueen's memoirs, James Harris was once elected as a school superintendent of an Illinois community. After a short stay in Manitoba he arrived in Edmonton in the summer of 1880. Harris, who announced he was unmarried, took an active interest in community activities. Noteworthy among his pursuits was an involvement with Edmonton's first vigilante committee which was organized to protect property in the frontier community.



Edmonton's first public school — built in 1881. Teacher W. H Carson and class, 1886

Many settlers in the area felt strongly that a strong vigilante committee was a very necessary adjunct to the law in the early days of Edmonton, particularly in the protection of land. The North West Mounted Police had reached the Edmonton area in 1874, but their headquarters was in Fort Saskatchewan, an entire day's travel from Edmonton.

By the fall of 1881, much of the Hudson's Bay Company property south of Jasper Avenue between 101 Street and 121 Street was subdivided into lots, but the plan was not registered until 1882. Prior to the survey, certain individuals had squatter claims against a number of these lots. Generally, these claims were respected, but violent arguments over land ownership often arose. Some residents claiming land, placed public notices in the *Edmonton Bulletin* in an attempt to protect their legal holdings:

> NOTICE. All parties are hereby forbidden to trespass in any way either by cutting wood, building fence, plowing or putting in crop on the east half of section 1, township 54, range 24 west of the 4th meridian as I hold this half section as my homestead and preemption, having taken it up in July, 1880, and have resided and improved upon it ever since. Any person trespassing on the above will be prosecuted according to law.
> FRANK PROVOST.

One of the first meetings of the Vigilante Committee was held in the new schoolhouse early in 1882. Trustee McCauley was a strong proponent of the vigilante movement. So was teacher Harris, whose organizational work with the keepers of the vigilance impressed Edmonton's school board chairman.

Harris's teaching ability was also much admired. From all reports he was an excellent instructor who had no difficulty in winning the confidence of the young and timid children. The big boys of the school soon learned to respect his firm discipline.

One of the pupils in Mr. Harris's class of 25 boys and three girls was the late Mrs. Eliza Turnbull, a member of the pioneer McKernan family. Some years ago, when Mrs. Turnbull was asked to comment on the early Edmonton school scene, she vividly recalled walking four miles to school from the McKernan's south side farm, crossing the river by John Walter's new cable ferry in summer and walking across the frozen river in winter. She proudly reported missing very few days of school, even in the 50-below (F.) temperatures.

> NOTICE. The undersigned is now prepared to ferry passengers across the river at the landing above the Edmonton Mills. The scow will be ready for teams shortly. Rates 10 cts. for foot passengers, 20 cents for horse and rider, 25 cents for cart and 50 cents for wagon. Hours from sunrise to sunset. Free on Sundays from 10 to 2 o'clock, for parties attending religious services.
> Any person unauthorized by me found ferrying passengers across will be prosecuted.
> J. Walter, Proprietor.



Walter's ferry crossing river (centre) with lumber mill in background. The large barge (front) is loaded with settlers and goods leaving downstream for Lloydminster

Although Edmonton's first public schoolhouse had sawdust-insulated walls, the building was cold when temperatures dropped below zero. At first Harris complained little about the coldness of the school floor, the shortage of suitable books and maps, and the lack of good white chalk. But near the end of his first month of teaching, the complaints grew more vocal, particularly when he learned that the trustees could not pay his salary. Builders McDonald and Oliver experienced similar difficulties in obtaining their contract money for erecting the school. By the end of 1882 they had received only $600 of the $968 contract price:

Edmonton Bulletin January 14, 1882:

> The public school has been running now nearly two weeks, with an attendance of from 25 to 32, of which only three are girls. The building has been quite comfortable so far, although it is not banked, and the children are making fair progress. The scarcity of school books is a slight drawback at present, as also that of white chalk for blackboard use, but these wants will be supplied in a short time.

Edmonton Bulletin January 21, 1882

> The collection of subscriptions towards the school building fund is making good progress. There is still a balance due on the school, exclusive of the mortgage, of $26, and an unpaid balance on the list yet of $29, all of which it is confidently expected will be paid. Besides what is due on the building there is $15 to pay for the stove pipes and the putting of them up, besides $10 rent for the use of the stove during the winter. The wood is to be supplied voluntarily by parties sending their children to school, and others, who are generously inclined.

Pledges from residents were not coming in as quickly as expected. Adding to the financial plight of the Board was treasurer John Cameron's announcement that the payment of a Northwest Territories grant for one-half of the teacher's salary would not be available for several months. Even more bad news followed: a loan for the construction of the school was negotiated at an exorbitant interest rate of 12%.

The financial problems of the Board prompted some of the residents to organize concerts in aid of the school. Previous concerts featuring solos, recitations, lectures and skits were well attended. Hopefully, money raised from the 50c admissions would assist in paying off some of the school debt.

Edmonton Bulletin January 28, 1882:

> MINSTRELS
>
> The minstrel performance in the school house on Thursday evening last was well attended, the place being crowded. Nearly 150 people were present. The troupe comprised Messrs. Ross, Henderson, Wiliams and Sutter of Edmonton, And Messrs. Chabot and McNicol, of Ft. Saskatchewan. Mr. Ross held the bones and Mr. Sutter the tambourine. Two of the gentlemen expected to assist were unavoidably absent, so that the performers were not so numerous as expected.
>
> The opening chorus was given by Mr. J. Chabot, supported by the company, and was followed by "The Animal's Fair," by Mr. C. W. Sutter, "Where's My Eva Gone?" Mr. A. McNicol, "Golden Slippers," Mr. W. Henderson, "Fanny Frail", Mr. D. Ross, "Old Cabin Home," Mr. Sutter, and recitation, "Billy Nobbs, the Poet," Mr. D. Ross. This concluded the first part of the programme.
>
> Part second was opened with a clog dance by Chabot, which was much applauded, followed by a banjo solo, Mr. McNicol, "Larboard Watch," Messrs. Henderson and Williams, "Negro Sketch," Messrs. Sutter and Chabot, and was closed with "Babies on Our Block," Mr. Henderson.
>
> Part third was opened with a song by Chabot, followed by a very pathetic song, "McIlroy", by Mr. Ross, which was encored, when he gave another still more touching one. Song and dance by Chabot, which was interfered with slightly by some disorderly person in one of the wings calling out "Ontario" during the intervals until requested to stop by the performer. Song, "Nicodemus", by Mr. Henderson, comic song, "Man of Education", Chabot, and "Minute Gun at Sea", by Messrs. Henderson and Williams, concluded that part of the entertainment.
>
> The farce, "Going to the Green Room", was taken part in by Messrs. Ross, Chabot, Sutter and Henderson, and was followed by the Billy Patterson walk around, which closed the evening's entertainment.
>
> A vote of thanks was given to the performers, especially those from a distance, the evening's receipts were announced as $76.50, and after singing God Save the Queen the assemblage dispersed.

Financial woes and insulation problems were serious but anticipated concerns of Trustees McCauley, Rowland and Groat. Not anticipated was a crisis concerning the future of the first teacher. Harris taught for only six weeks before succumbing to an illness. Classes were cancelled while he was sick.

But the worst was yet to come. On April 1, 1882, the *Edmonton Bulletin* printed news of Harris's death in a morbidly-colorful eulogy. Later, the paper reported that the entire class paid respect to their teacher at a public funeral.

Mr. Jas. Harris, school teacher, who has been suffering from stricture for the past six weeks, breathed his last about seven o'clock on Wednesday evening. He was born and raised at Frankford, near Belleville, Ontario, and had the advantage of an excellent education. Several years of his life he spent in the United States, where he had numerous adventures, at one time being elected a county superintendent of schools in Illinois. He was also well off at one time, being worth $14,000, but afterwards lost all, and since then, had worked hard and anxiously to retrieve his fortune. He lived some years in Manitoba and came to Edmonton the summer before last. Ever since he came here he worked at whatever he could find to do, and in January last he was appointed teacher of the school here at a fair salary. In this position he gave every satisfaction both to scholars and parents, but had been only about six weeks employed when he was seized with the illness that has proved fatal. He was attended throughout by Dr. Herchmer, of Fort Saskatchewan, and received every attention possible, but without avail. He was 38 years of age at the time of his death.

The April 1, 1882 edition of the *Edmonton Bulletin* also carried legal notices concerning the estate of James Harris which consisted largely of a small land holding on the eastern outskirts of the Edmonton settlement.

NOTICE

Any parties indebted to the late James R. Harris are requested to call and settle the same, and any person having claims against his estate will please forward the same to the undersigned.

JOHN A. McDOUGALL,
JOHN MURPHY, **Executors.**

TENDERS

Tenders will be received by the undersigned until the 15th day of April for the purchase of improvements and interest in the claim held by the late James R. Harris.

The lowest or any tender not necessarily accepted.

JOHN A. McDOUGALL,
JOHN MURPHY, **Executors.**

The Bulletin carried no further news on the disposition of teacher Harris's estate until a startling revelation appeared in the Police Court Section of the December 15, 1883 issue. The news report stated that a Mrs. McClay of Illinois had taken legal action to claim alimony monies from the estate of James Harris. Mrs. McClay had enlisted the services of George A. Watson, a prominent lawyer in the Edmonton settlement at this time. Watson revealed that Mrs. McClay was divorced from her husband James Harris and that she was the mother of two of his children.

Evidence was also produced to indicate Harris's will stipulated that proceeds from his estate (amounting to nearly $600) was to be invested in Edmonton town lots for the benefit of his two children. Further, it was revealed that the divorce judgment in Illinois was to award Mrs. McClay $1000 in alimony.

Mrs. McClay initiated the Edmonton Court action to recover the amount of the estate money left in the executors' hands in partial satisfaction of the judgment for alimony. Judge Rouleau, who heard the case in the 1881 schoolhouse, ruled against the awarding of any estate money to Mrs. McClay. *The Bulletin* summarized his judgment thusly:

McClay vs. J. A. McDougall and J. Murphy. Judgement for defendants on the ground that the certificate of judgment from the court in Illinois produced by plaintiff's counsel was not sufficient evidence of the justice of the claim, it being clear that judgment flowed from a divorce which was not recognized by Canadian law.

Although the school was closed during Harris's illness, trustees managed to locate a replacement teacher late in March – a Mr. E. Langrell. Langrell was born in County Wicklow, Ireland, and earned his teaching credentials from Dublin University. In 1874, he emigrated to Canada and obtained a teaching post in Bruce Mines, Ontario. Six years later the hardy Irishman and Phillip Ottewell trekked from Winnipeg to the Edmonton settlement, a journey that took over six weeks to complete. In an 1982 interview Jane (Ottewell) Smith remembered her uncle, Ed Langrell, "He was one of them Plymouth Brethren, and a very cranky individual. The boys were afraid of him. He was very strict."

Teacher Langrell, whose teaching specialty was mathematics, labored under the same difficulties as his predecessor: no maps or globes, few reading materials, and a shortage of essential supplies such as chalk and paper.

Student attendance was very irregular during Langrell's period of employment. Pupils enjoyed an unexpected two-week break when he obtained leave to visit his wife and family in Manitoba. Classes in the 1881 schoolhouse were always interrupted to permit sittings of the district court in the school. Students were given unexpected holidays during the Agricultural Exhibition as well. Still more time was lost when an epidemic of whooping cough drastically reduced attendance.



Edmonton's second teacher, Edward Langrell, 1882

X. PUNISHMENT.

1. There can be no government where there is no punishment; but the teacher's aim should be to prevent, as far as practicable, the necessity of punishment.

2. The true object of school punishment is to reform the offender, to deter others from wrong-doing, and to maintain *law*.

3. The chief means of preventing the necessity of punishment are: (1) active and pleasant employment, (2) the personal influence of the teacher, and (3) the public opinion of the school.

4. Punishment must be varied according to the temperament of the child. A frown will act on one; separation from companions, on another; neglect and coldness, on a third; public reprimands, on a fourth; and a whipping, on a fifth. "The first and readiest, and ever the best, form of punishment," says Bain, "is censure, reprobation, dispraise."

5. In general, for younger children, corporal punishment is most effective; for older pupils, isolation, loss of privileges, or appeals to a sense of honor.

6. Do not make threats of punishment in advance of offences; you will only tempt pupils to try you by disobeying, or suggest to them the doing of something they would otherwise never have thought of.

7. It is the *certainty*, not the *severity*, of punishment that deters pupils from violating regulations. Make your penalties light, but as certain as the rising and setting of the sun.

8. "It is a rule in punishment," says Bain, "to try slight penalties at first; with the better natures, the mere idea of punishment is enough; severity is entirely unnecessary. It is a coarse and blundering system that knows of nothing but the severe and degrading sorts."

9. Do not try to make scholars learn by whipping them for unlearned lessons.

10. *Never strike a child on the head.* Never inflict personal indignities, such as pulling the hair, pulling the ears, slapping the face; for they excite the bitterest resentment, and are seldom forgiven.

11. In extreme cases of wilful and open defiance of authority, punishment may be inflicted publicly and immediately before the school; but, in general, it is better to inflict it in private, not in anger, but coolly and deliberately.

12. Before whipping, be absolutely certain of the guilt of the offender, and then inflict punishment so thoroughly that it will be remembered. Your object is to *inflict pain* so as to deter the culprit from further wrong-doing.

13. It is a good rule to postpone the infliction of punishment to the next day—especially in bad cases. Tell the boy to come to school the next morning half an hour before school-time, and that in the meantime you will think the matter over, and will then let him know what your deliberate decision is in his case. It is surprising what a change a little delay or a night's sleep will make in the feelings of both teacher and pupil—the former losing his irritation, and the latter his stubbornness.

From Methods of Teaching by John Swift, 1886 – (a handbook of principles, directions and working models for common-school teachers. This teachers' guide was used in Eastern Canadian Normal Schools in the 1880s)

Despite these interruptions, Langrell managed to maintain the required daily average of 15 pupils, the attendance needed to qualify for the Northwest Territories grant. But grant payments were slow in coming. By September 1, 1882, trustees had received only $50 of the promised money. Errors in the completion of government forms, slow mail service, and government budget problems were the main reasons for the delay.

Teacher Langrell resigned his position after serving only five months. Marital problems may have contributed to his early leaving. According to reports, Mrs. Langrell refused to live in the primitive conditions of the Edmonton settlement stating that the place was not fit for a civilized white woman. Her sulkiness finally forced teacher Langrell to resign and join her in the more developed region of Woodlands, Manitoba. At the time of his resignation, the Board owed him $100 in salary. A full year would pass before he would be paid.

The arrival of yet another teacher — the third within a year, was announced to residents in the September 16 issue of the *Edmonton Bulletin:*

> Mr. W. Stiff is to take charge of the school on Monday next. All parties interested will please take notice.

Edmonton's third teacher was a retired army officer and a resident of the community. Major William Stiff was the owner of a local real estate agency when he was approached to take charge of the 30 students now registered in the school. Although Stiff had no formal teacher training, the Northwest Territories Department of Education was persuaded by the Edmonton trustees to allow him to teach on a temporary permit. This was done with the tacit understanding that Stiff would upgrade his qualifications when teacher training was more readily available in the Alberta District of the Northwest Territories.

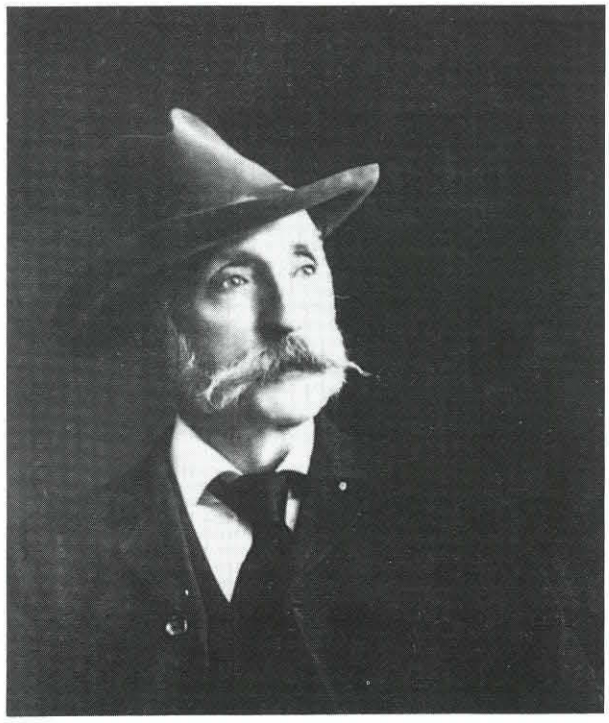
> WM. STIFF
> REAL ESTATE AGENT,
> ACCOUNTANT AND
> CONVEYANCER
>
> Property bought and sold on Commission, Accounts collected, Estates managed for non-residents, information furnished to Intending Settlers. All correspondence promptly attended to. Office in Masonic Hall building.

Stiff taught for only three months when another crisis surfaced. This time the interruption of classes was caused by an urgent request from the Hudson's Bay Company to return a very vital item of school equipment. The school stove, which had been rented to the Board, was now required by the Company. Again the little schoolhouse was closed until a stove was borrowed from the Masonic Hall.

Another heating device could not be purchased in the settlement. After two weeks of searching, however, a large heater belonging to Mr. R. Pagerie of the Fort Saskatchewan settlement was discovered. Pagerie would not consider selling his precious stove, which devoured three-foot- long billets of wood, but he was willing to rent it. With the installation of the new stove and the arrival of spring weather, another of the school's problems was resolved.

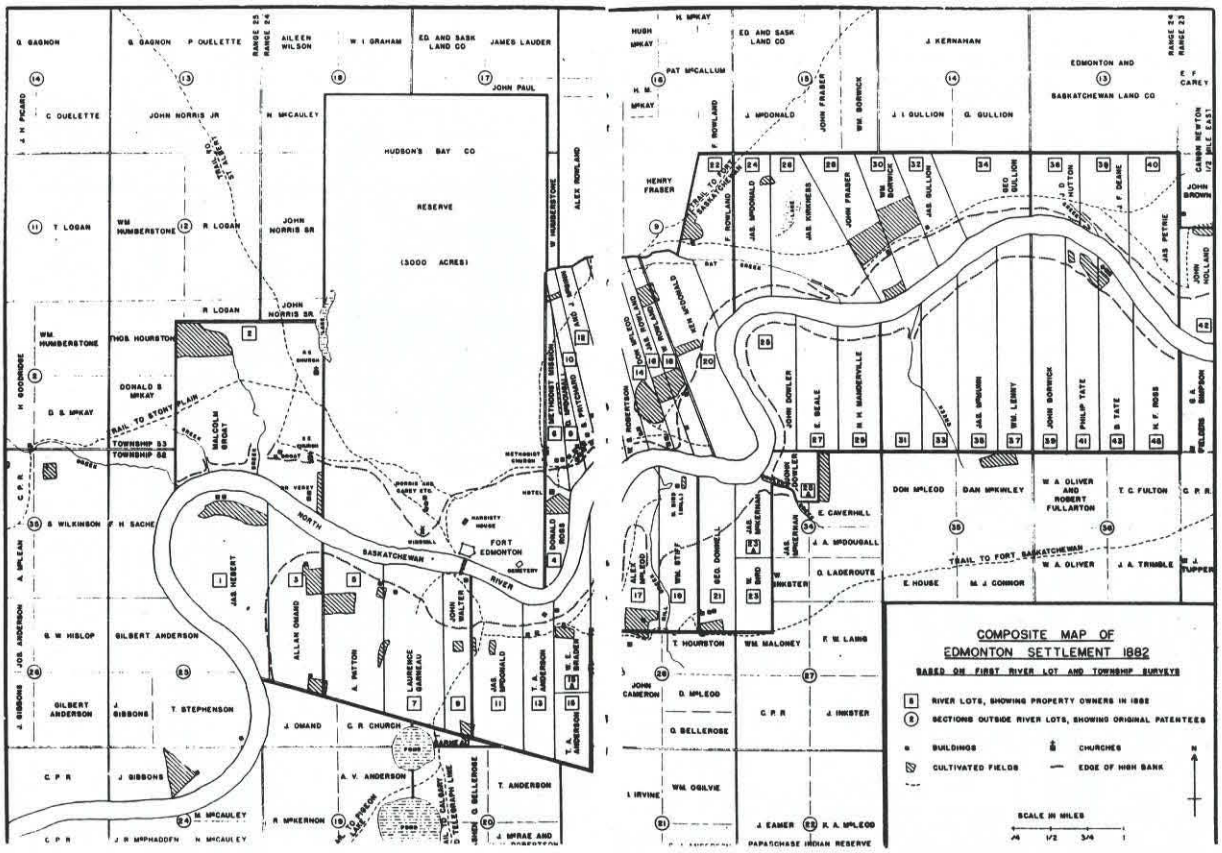
Some 55 years ago, a number of Edmontonians gathered to reminisce about early education in the settlement. For some it was the fleeting memory of the cold little school or the carefree activities at recess. For others there was the painful recollection of being on the receiving end of a sturdy willow switch wielded by a teacher known as "Old Stiff."

Major Stiff's tenure with the Board was always in question On several occasions his teaching credentials were questioned by Northwest Territories education officials who refused to make his teaching certificate permanent.



Edmonton's third teacher, William (Major) Stiff

Along with the problem of retaining a good teacher, the plight of the school's finances showed little improvement in the first year of operation. Only $694 had been collected through contributions during the school year, reported Treasurer John Cameron at the December 23, 1882 meeting of Trustees. Of this amount only $50 had been received from the Northwest Territories government. Board Chairman McCauley felt that the only way school funding could be obtained on a more predictable basis was to establish a school section and levy a tax, albeit a voluntary one, on property owners residing in the section.



The school section which McCauley proposed would include all the river settlement from J. McKernan's holding on the east, to R. McKernan's property on the west. It would also include the St. Albert Road settlement to the Noyes farm and extend eastward to include the settlers in the Rat Creek area. To the north, the school area would extend to the Sanderson and Looby claims.

McCauley's scheme was supported vigorously by solicitor H. Bleecker, who suggested that it would be best to draw up an agreement binding the signatories to pay a pro rata assessment averaging about $4 per property owner. No one would be compelled to enter into the agreement, however.

The *Edmonton Bulletin* reported that most of the residents present at the December 23 meeting felt McCauley's plan would succeed, but if it did not, it was suggested "we might have a nigger show or a lecture or something of that kind in order to raise money." Previous concerts and black minstrel shows had been well-attended in the community.



Burnt Cork make-up for early minstrel shows

Within two months, $400 was raised through the voluntary taxation scheme, but the financial relief was only temporary.



Teacher Richard Secord, 1883

Edmonton Bulletin February 16, 1884:

SCHOOL ENTERTAINMENT

The annual entertainment in aid of the Edmonton public school, will be held in

KELLY'S HALL,

on

FRIDAY EVENING, FEB. 22nd

Commencing at half-past seven o'clock.

Ten minute addresses will be delivered by Rev. Messrs. Newton, Baird and Sanderson. Songs, readings and recitations will be given by Mrs. J. H. Long, Miss May Wilson, Miss M. J. Cassle, Messrs. D. Ross, J. Connor, C. Patterson, F. Smith, J. R. Michael, T. Henderson, G. A. Blake, A. Dawson and others.

ADMISSION FIFTY CENTS

Edmonton Bulletin February 23, 1884:

The entertainment in aid of the public school in Kelly's hall last night was well attended. Mr. D. Ross occupied the chair and Mrs. J. A. McDougall acted as organist. The programme was as follows: Chairman's address, in which he said that although circumstances compelled the absence of some of those who had intended to assist, he thought the audience would find that there was still sufficient wit, beauty and talent to entertain them, while if they were not entertained they would at least have the satisfaction of knowing that their money was spent in a good cause. Rev. Canon Newton gave an address defining the word educate — to draw out — in its wide and deep meaning. Song by the company, Good old friends. Song By Mrs. J. H. Long, Sweet evening bells. Song by G. A. Blake, Warrior bold. The chairman said he did not agree with the sentiments of this song; his belief was that "He that fights and runs away will live to fight another day." Reading by T. Henderson, The Gowk's errand, an April fool story in Scottish dialect. Song by W. Stiff, Her bright smile haunts me still. An Address Rev. A. B. Baird dealing with the idea of education in its widest sense, as well in everyday life as in schools. Recitation, Miss May Wilson, Curfew must not ring to-night. Instrumental duet, W. Stiff and Mrs. J. A. McDougall, medley. Intermission of ten minutes. Song by J. R. Michael, The Veteran; reading by A. Dawson, Parody on the Burial of Sir John Moore, encore, Look at the clock. Duet by Messrs. Stiff and Blake, Larboard Watch. Song D. Ross, White squall, encore, The Englishman. Song C. Patterson, Ireland, encore, Old Hen. Song and chorus by the company, Skidmore guards. God Save the Queen by the assembly, concluded the entertainment. The room was then cleared and dancing was indulged in for a few hours. Proceeds, $58.75.

Edmonton Bulletin March 8, 1884:

> RENT for the use of the public school house during last session of court to the amount of $20 has been received by the trustees from Col. McLeod.

A fourth teacher arrived on the Edmonton Public School scene in the spring of 1883. Richard Secord was no stranger to the community. In 1881, the 21-year-old educator had assisted in the survey of the Edmonton townsite. Later in the year he helped to build the very school in which he would serve for almost three years. In the fall of 1881, the honors graduate of Brantford (Ontario) Collegiate taught Indian children at the Methodist Mission School in Pakan, about 50 miles downstream from Edmonton. It was here that the young teacher suffered a gunshot wound as a result of a hunting accident. The injury would plague young Secord for many years.

Thirty children of prominent Edmonton families registered in Secord's classes early in September, 1883:

> Third Class-
> Gilbert McKay, Janet Henderson, Adolphus Norris , Wm. Lennie, Fred Rowland, Alex Groat, Wm. Rowland, Memeleina Remillard.
> Second-
> John Rowland, Flora McDonald, Percy Henderson, Fred Hodgson, Malcolm Groat, Wm. McKernan, Mary Ross, John Groat, Ben Monroe
> Part 2nd-
> Colin Lennie, Nettie Henderson, Archie Rowland, Miles Norris, John Cameron.
> Senior 1st-
> Alex. McCauley, Victoria Garneau
> Junior 1st-
> Kate McDonald, Lily McCauley, Louis Garneau, Eliza McDonald, Maggie Hardisty, Jenny Goodridge.

Another four students arrived within a month, and from all indications more would register before the end of the term. To meet the projected increase in enrolment, trustees called for tenders for the construction of 12 additonal desks for the schoolhouse. According to *Edmonton Bulletin* reports, the successful bidder for the manufacture of the desks was James McDonald who received $38.00 for his work.

One of the students who occupied a seat in Richard Secord's classes was the late Alex McCauley, eldest son of Matt McCauley. Alex vividly recalled the school and community life of the 1880s, in a 1935 letter to George McKee, former Superintendent of Edmonton Public Schools:



Alex McCauley — an early school custodian

. . . . . The first school had homemade wooden desks and seats. An iron box stove, using long billets of wood, heated the room.

Mr. Richard Secord, who recently passed away, was our first teacher. He was very strict and made liberal use of heavy willow switches to keep our minds on our work.

One of the lessons taught the beginner was: "Is it an ox? – It is an ox." The teacher taught us numbers by moving coloured pieces of wood on wire attached to a wooden frame. Old Ontario readers were used by the classes. For writing we used slates and slate pencils. Scribblers were then unheard of.

Some of the games we played out of school were, – Pom-Pom-Pull-Away, Pussy Wants a Corner, Drop the Handkerchief, ball, as well as jumping and running. We made our own balls by wrapping a piece of rubber with yarn and covering it with deer skin. With this ball we played ante-over and catch. Percy Hardisty used to win all the running races. As the people of Edmonton know,

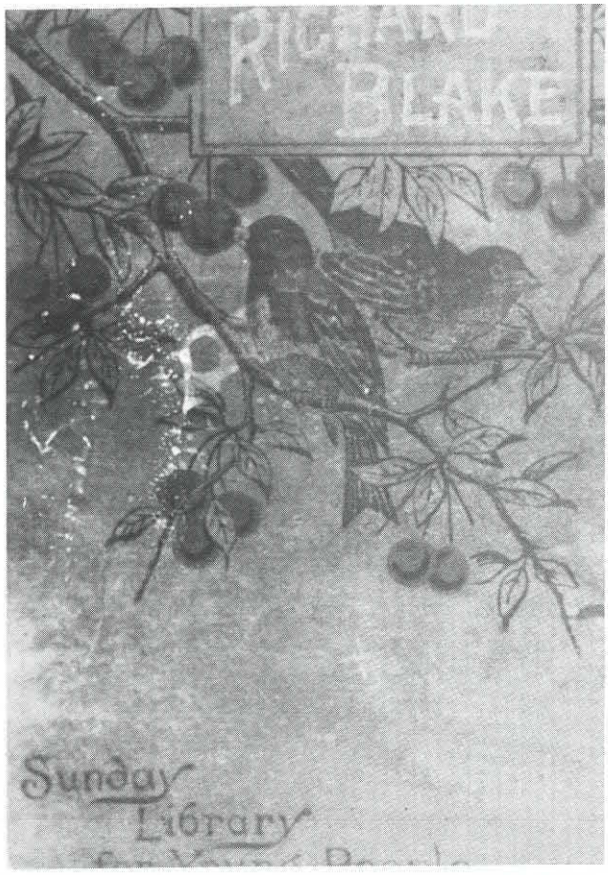
Percy afterwards became famous as a football player, cricketer and oarsman. In the winter we had a toboggan slide right behind the school. Only one or two had toboggans; most of us used barrel staves. At times we would choose sides for a rabbit drive through the bush below the school; whichever side produced the most rabbits at the finish was declared the winner. Some winters the rabbits were very thick, so it was not a difficult matter to kill one. In the summer we went to the river quite often to fish and swim, if the water was low. One day some of us visited the North-East tower or bastion of the Fort; while there we uncovered a stock of coloured beads, which the Hudson's Bay Company used to trade with the Indians. The towers, or bastions, had loop-holes for riflemen to shoot through.

Richard Secord was a popular and effective teacher. Board Chairman McCauley reported that he and the other trustees had visited the school several times and found that the best of order prevailed. Generous testimonials to Secord's ability were recorded at the 1884 annual meeting of the Board. Reverend D. C. Sanderson reported on visiting the school occasionally. Particularly pleased was the Reverend to discover that Secord informed children "concerning Canada in general and the north-west in particular." This, reported the respected churchman, "was preferable to merely following the ordinary school books whose information on those subjects was decidedly limited."

The most illustrious of the visitors to Richard Secord's classroom was Lieutenant-Governor Dewdney. So impressed was the Queen's Northwest Territories representative that he presented the school with a gift of books to be used as prizes for student achievement. In 1886, ten-year-old Alex McCauley was awarded one of the books, which today is a prized possession in the Edmonton Public Schools Archives and Museum located in McKay Avenue School.

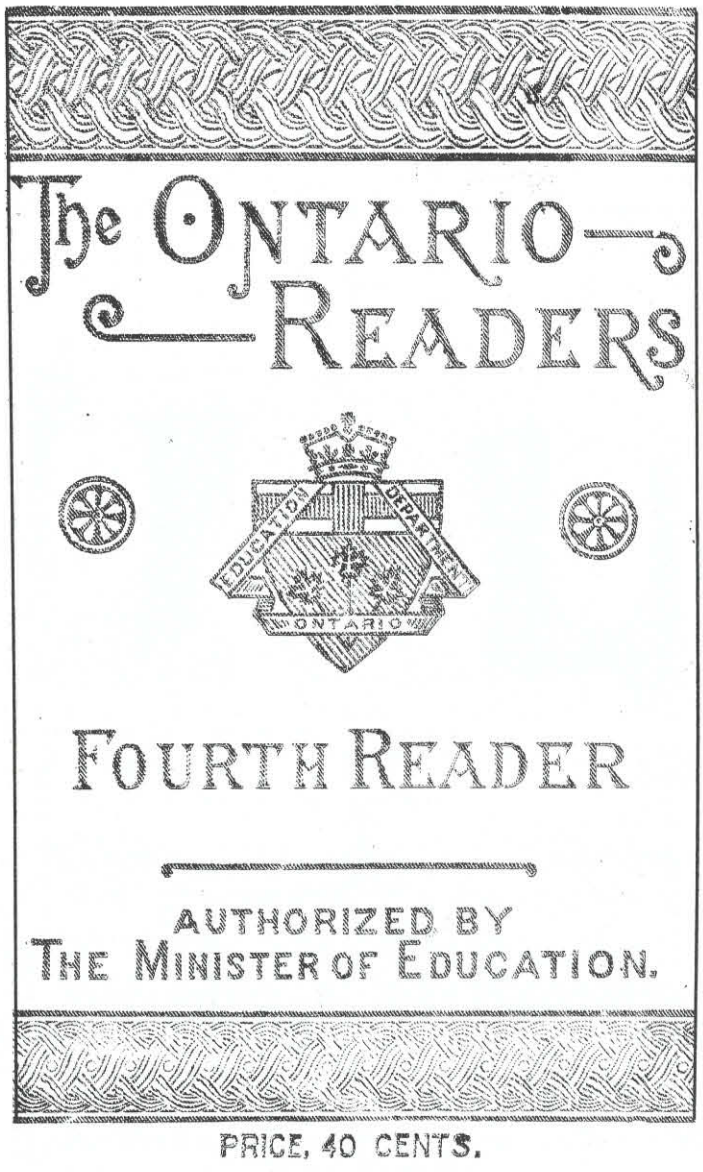
Although high praise was heaped on Richard Secord's teaching ability, very little of the appreciation was translated into an increased salary. The December 22, 1884 *Edmonton Bulletin* reported that the trustees still owed the industrious teacher $710 in back salary. New economic measures would be needed to ensure payment of the teacher's salary if the settlement's public school was to survive.

Fortunately, a champion for the economic survival of education was to be found in the person of Frank Oliver, publisher-editor of the *Edmonton Bulletin.*



Edmonton P. School
Dec. 23rd/1886
Third Prize
in
III Class Sen
Reading
Awarded
Alex. McCauley

Book prize awarded to Alex McCauley, 1886



CV.—ELEGY WRITTEN IN A COUNTRY CHURCHYARD.

GRAY.

THOMAS GRAY (b. 1716, d. 1771) is best known as the author of the celebrated *Elegy in a Country Churchyard*, one of the most popular of all poems. "It abounds," says Dr. Johnson, "with images which find a mirror in every mind, and with sentiments to which every bosom returns an echo."

Through the loving care and kindness of his mother, Gray received an excellent education. After graduating at Cambridge, he made the tour of the Continent in company with Horace Walpole. On his return to England he fixed his residence at Cambridge University, where he passed the rest of his life in study. He wrote but little, but what he did write is perfect in execution, and bears the marks of his ripe scholarship and refined taste.

THE curfew tolls the knell of parting day,
The lowing herd winds slowly o'er the lea,
The ploughman homeward plods his weary way,
And leaves the world to darkness and to me.

Now fades the glimmering landscape on the sight,
And all the air a solemn stillness holds,
Save where the beetle wheels his droning flight,
And drowsy tinklings lull the distant folds:

Save that from yonder ivy-mantled tower,
The moping owl does to the moon complain
Of such as, wandering near her secret bower,
Molest her ancient solitary reign.

Beneath those rugged elms, that yew-tree's shade,
Where heaves the turf in many a mouldering heap,
Each in his narrow cell for ever laid,
The rude forefathers of the hamlet sleep.

The breezy call of incense-breathing morn,
The swallow twittering from the straw-built she
The cock's shrill clarion, or the echoing horn,
No more shall rouse them from their lowly bed.

1885 Ontario reader selection used in Richard Secord's Standard IV Classes

Chapter Three

Yes! for School Taxation

TO THE ELECTORS OF THE ELECTORAL DISTRICT OF EDMONTON

Gentlemen: At the request of a large number of the residents of this electoral district, I have the honor to offer myself as a candidate at the approaching election of a member to the North West council.

Having resided in the district for the past six years, being personally acquainted with the majority of the residents, and having all my personal interests dependent on the welfare and progress of the place, I solicit your suffrages as one of yourselves, and will, if elected, work to the best of my ability for the interests of this community, without regard to race or creed, and of the people of the North West at large. . . .

Owing to unavoidable circumstances I am unable to make a thorough canvass of the district, but trust that I will have opportunities before the election takes place to explain my position on all questions upon which it bears. Respectfully yours,

FRANK OLIVER

May 2nd, 1883



Northwest Territories Lieutenant-Governor Edgar Dewdney (front left) and Council of Indian Chiefs, 1885

At long last the Edmonton area of the Northwest Territories would have a representative in Regina, and councillor-aspirant Frank Oliver was a leading contender for the honor.

In 1875, a year before Frank Oliver's arrival in Edmonton, Prime Minister Alexander Mackenzie introduced a bill in Ottawa for the organization of the Northwest Territories. The proposed legislation called for a separate Lieutenant-Governor and council for the Territories. Provision was also made in the 1875 legislation for the creation of electoral divisions and a legislative assembly. Previously, the area had been ruled from Government House in Winnipeg.

Mackenzie's bill proposed that when any portion of the Territories not exceeding an area of 1,000 square miles had within its borders 1,000 or more inhabitants, not including Indians or aliens, it was to be proclaimed an electoral division. The new constituency would be entitled to elect one representative to the Northwest Territories council.

Early in 1883, Northwest Territories Lieutenant-Governor Dewdney proclaimed the Edmonton area, consisting of 28 townships or 1,008 square miles, an electoral division.

The district, embracing the Edmonton, Fort Saskatchewan, and St. Albert settlements, was entitled to elect one member to the council. That member would be Frank Oliver, feisty publisher of the *Edmonton Bulletin* and one of the leading boosters of schools in the Northwest.

Edmonton Bulletin June 1883

The returning officer shall cause to be posted up with the election notice a handbill containing the following information for electors:

If any elector finds that his name is not on the voters' list of the polling division to which he belongs he can apply to the enumerator on any day before polling day, and if the enumerator objects to add his name to the said list he can require the deputy returning officer, on polling day, while the poll is open, to cause his name to be placed on the list by taking before that officer the following oath:

"You do swear that you are a *bona-fide male resident* and householder within this polling division of this electoral district, that you are twenty-one years of age, that you are not an alien or an unenfranchised Indian, and that you have resided in this electoral district for at least twelve months immediately preceding the date of the issue of the writ for this election."

Each elector can only vote at one polling station and for one candidate.

Any elector wishing to record his

vote, shall in his turn, while the poll is open, go up to the returning officer and give his name, occupation, place of residence, state for which candidate he votes, and answer such questions and take such oaths as the deputy returning officer may lawfully put to him.

The following oath may be administered by the deputy returning officer if required.

"You do swear that you have not received money or other reward, nor have you accepted any promise made to you, directly or indirectly, to induce you to vote at this election, and that you have not before voted at this election either at this or any other polling station."

Northwest Territories Instructions for Returning Officer, 1883

Elected for a two-year term in 1883, Oliver was the only representative from the Alberta district of the Northwest Territories. He won the election handily with a vote count of 155. His opponents Francis Lamoureaux and Stuart Mulkins garnered 94 and 4 votes, respectively.

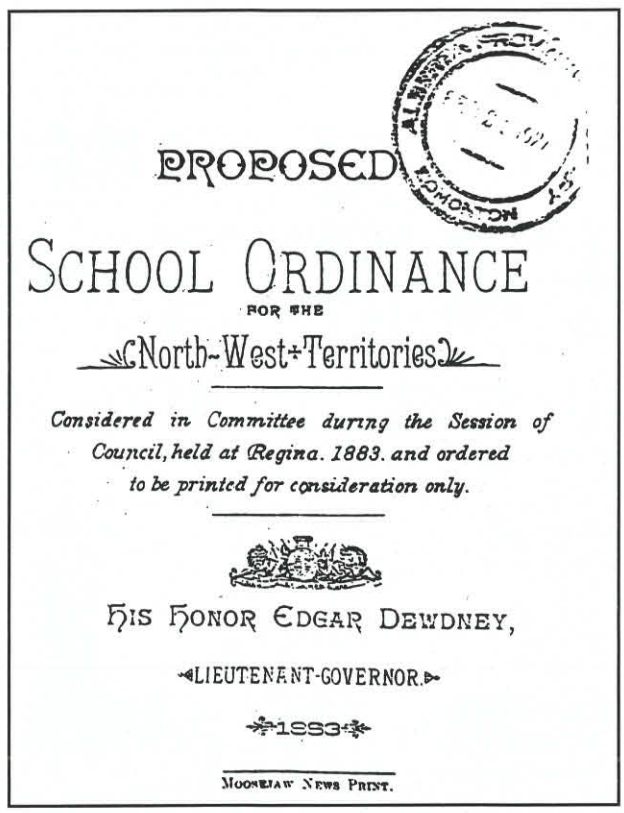
In council sessions at Regina, Frank Oliver expressed much concern about the difficulties small settlements in the outlying area experienced in organizing and funding schools. Taxation for school purposes was not permitted unless a school district was located within an electoral district. Electoral districts, Oliver pointed out, could not be proclaimed without the necessary population of 1,000 adults. Thus, he argued, hundreds of residents in the small settlements were being discriminated against, and something had to be done to change the existing legislation to permit the establishment of government-assisted schools in the Northwest.

Oliver attacked school regulations which stipulated a minimum average attendance for government grant eligibility. He insisted that the requirement for an average daily attendance of 15 pupils was difficult to attain and proposed a more realistic figure of 10.

Convinced that new legislation was necessary, Frank Oliver introduced a school bill on September 16, 1883. Because of other pressing business facing the Council, the bill was referred to a special committee for study. During the 1884 session of the Northwest Territories Council, an appointed member, Judge Rouleau, introduced another school bill which was immediately referred to the special committee studying Oliver's proposed legislation. Frank Oliver insisted the Rouleau bill was a repetition of his own. But Isidore Goresky in his 1944 unpublished thesis, *Beginning Of The Alberta School System*, comments:

> To us, it seems hardly possible that Mr. Oliver, with his training as editor of the *Bulletin* and member of the North-West Council, did not recognize the difference. We can only conclude that while the French were already active in the West to protect their privileges, the English-speaking element did not yet resent those privileges. It is likely, also, that this broadmindedness was not altogether due to any magnanimity peculiar to the inhabitants of the west. We must remember that Protestants had also gained under the separate school system when they were in the minority and had no desire to see their children attend school where the majority of children were Roman Catholics.

From the Oliver and Rouleau bills, came forth the eclectic "Ordinance for Providing the Organization of Schools in the North-West Territories," commonly referred to as the 1884 Ordinance. The influence of the Quebec system of school organization was clearly discernible in the new school legislation.


PROPOSED

SCHOOL ORDINANCE

FOR THE

North-West Territories

Considered in Committee during the Session of Council, held at Regina. 1883. and ordered to be printed for consideration only.

His Honor Edgar Dewdney,

LIEUTENANT-GOVERNOR.

1883

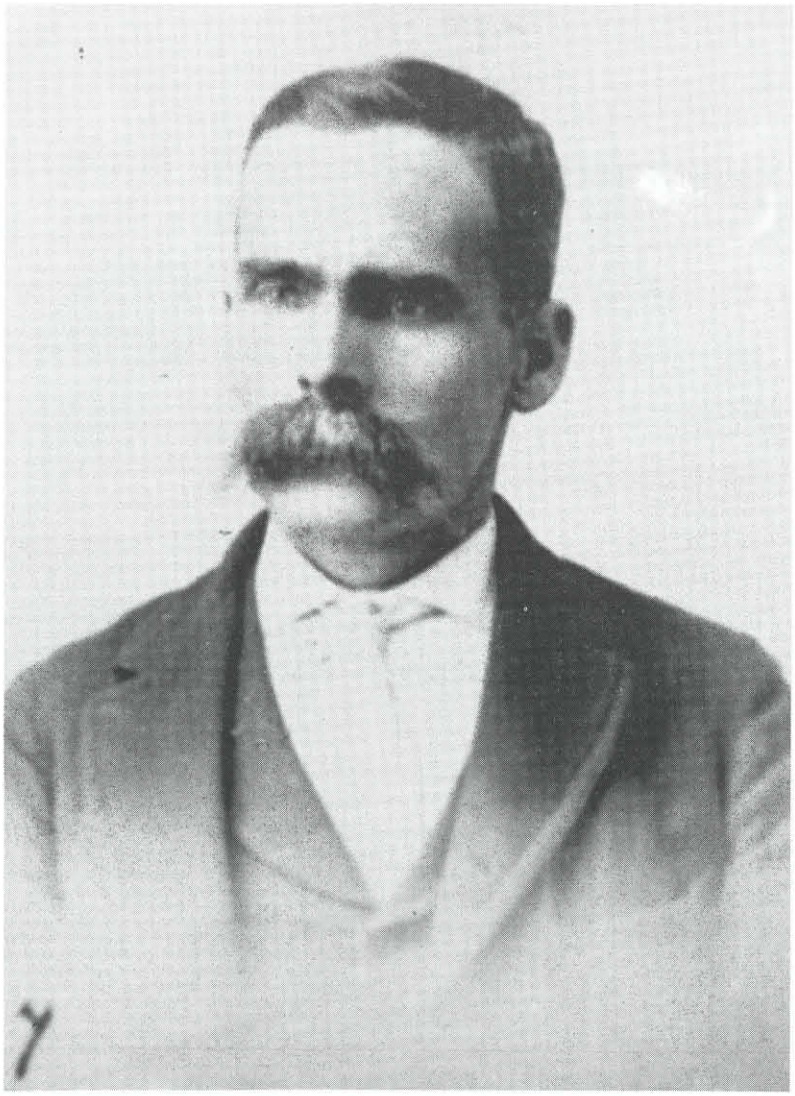
Moosejaw News Print.

Through the 1884 Ordinance, the Government of the Northwest Territories took charge of all educational matters. Control of education was to be in the hands of 12 appointed individuals – six Protestants and six Roman Catholics – who would form a Board of Education. The new Board would appoint inspectors, grant teaching certificates, select text books, and organize schools.

Identification of school districts was made much less complicated through the legislation introduced by Frank Oliver. Through his efforts, school districts could now be established in areas other than municipal districts. The 1884 Ordinance defined a school district as any tract of land not more than 36 square miles in area. The same Ordinance stipulated that if a group of residents wished to establish a Protestant or Catholic public or separate school district, the designated area must contain no fewer than four resident heads of families. At least 10 children of school age (5-16) had to be located in the proposed district.

Oliver could point to yet another victory in the 1884 Ordinance: no longer would it be necessary to maintain a classroom average of 15 pupils for grant eligibility. A 10-pupil average attendance would now qualify for the much-needed territorial funding.

Born in Peel County, Ontario in 1853 as Francis Bowsfield, Frank Oliver chose his mother's maiden name in pursuing his career. One of Edmonton's great boosters, Oliver brought the first printing press to Edmonton in 1880, and together with Alex Taylor, launched *The Bulletin,* Edmonton's first newspaper.



Frank Oliver, 1884

As the fiery Editor of *The Bulletin,* Oliver projected optimism for Edmonton and the great Northwest. He was a strong proponent of a tax-funded school system and his editorials often castigated residents for their reluctance in supporting the 1881 school, the first Edmonton schoolhouse.

In 1883, Oliver became the first elected member to represent the Edmonton area in the Northwest Territories Council in Battleford. In 1888 and again in 1894, he was elected to the Northwest Territories Legislative Assembly. Elected to the House of Commons in 1896, Oliver was appointed Minister of the Interior and Superintendent General of Indian Affairs. As a respected member of the Liberal Party his influence was exerted in many political confrontations, including his indirect involvement in the controversy regarding Edmonton's claim as capital of the new province of Alberta.

Frank Oliver continued to publish *The Bulletin* until 1923. He died in Ottawa in 1933.

Back in the Edmonton settlement, Trustees McCauley, Groat and Rowland were exuberant about the passage of the new School Ordinance. They were optimistic that residents would respond in a plebiscite and vote for the legal incorporation of a school district. If more than one-half of Edmonton's residents voted "yes" in the plebiscite, action would be taken to establish a school district which would be supported through local taxation of land, possessions and property.

But the Hudson's Bay Company and other owners of large tracts of land were not pleased with the prospects of having to pay taxes and took steps to oppose the plebiscite which was to be held on December 21, 1884.

An account of the events on voting day is reported by John MacEachran in Volume 20 of *Canada and Her Provinces:*

It happened in 1884. A public school had been maintained by voluntary subscription for three years. The cost of its maintenance was not borne by the citizens equally. A few, a very few, as they always do, sustained the burden.

The suggestion was therefore made that a regularly organized school district be established. The Hudson's Bay Company, which owned the larger part of the school area, and some of the oldest settlers who were afraid of the taxes, immediately raised a chorus of protest. There was a howl of indignation.

It was the first election of trustees when the fun took place. The Hudson's Bay Company, which fought the proposal strenuously, brought in from Slave Lake, Calgary, and Athabasca Landing, those of their officers who had votes, and also influenced a large number of the local landowners, in a big effort to swamp the supporters of the school. Matthew McCauley, the present warden of the penitentiary, was the returning officer, and in his own picturesque way he tells of the happenings of that eventful day.

"It was at one o'clock on the day of the polling when matters began to get red-hot. The Hudson's Bay Company, which had told the people that they would be taxed for their flour and provisions and even their cook-stoves, if they voted for the proposal, brought in a number of employees from the Fort who were not known to have votes, the men voting as tenants of rooms at the company's buildings. This put the anti-school party five or six votes ahead.

"As a counter to this move, Donald Ross, of the Edmonton Hotel brought up a big batch of his boarders. These had only one coon-skin coat among them, and one of them would go and vote and then 'hike' back and give the coat to the next man. "Every time I saw the coon-skin coat coming," says McCauley, "I knew it was another vote for the school."

All these men, the *Bulletin* said at the time, "swallowed the cast iron oath like little men."

The votes were cast in three languages – English, French, and Gaelic, interpreters being required in the two latter to explain the oath.

One man, upon being asked by the returning officer which he wished to vote for (it was an open ballot) replied, "Richard Hardisty." Hardisty was then the chief factor of the Hudson's Bay Company. Upon being asked again he gave the same answer. Mr. McCauley therefore rightly disallowed his vote, although, of course, he knew all the time that the man wished to vote against the school.

Another man, a Highland Scotchman, upon hearing the oath, muttered, as he heard the words, "that you are of age and not an Indian," – "My God! An Indian! An' me a Hielandman of the first water!" He refused to vote – he was so disgusted.

At four o'clock the poll was declared closed, just as an anti-school voter appeared at the poll. The returning officer and scrutineers counted up the votes and announced the result 54 for and 43 against the organization of the school district.

Religious hatred in those days was practically unknown, a number of Catholics working for the establishment of the school district.

During the day, threatened destruction of the poll books did not materialize, but in the evening there were riotous scenes. There were free fights and black eyes which lasted for several days afterwards. According to an Edmonton Bulletin report of December 27, 1884, the fighting and bickering which occurred during voting on the plebiscite was the result of too much liquor being available. "A great deal more of the effects of liquor were apparent during the day than might reasonably be expected in a country under a prohibitory liquor law. The experience of the day showed the necessity of a clause being embodied in the ordinance dealing with the abuse of liquor on voting days. Although several ladies of the district were entitled to vote, none availed themselves of the right!"

Six days after the voting the *Edmonton Bulletin* reviewed the victory:

SCHOOLS

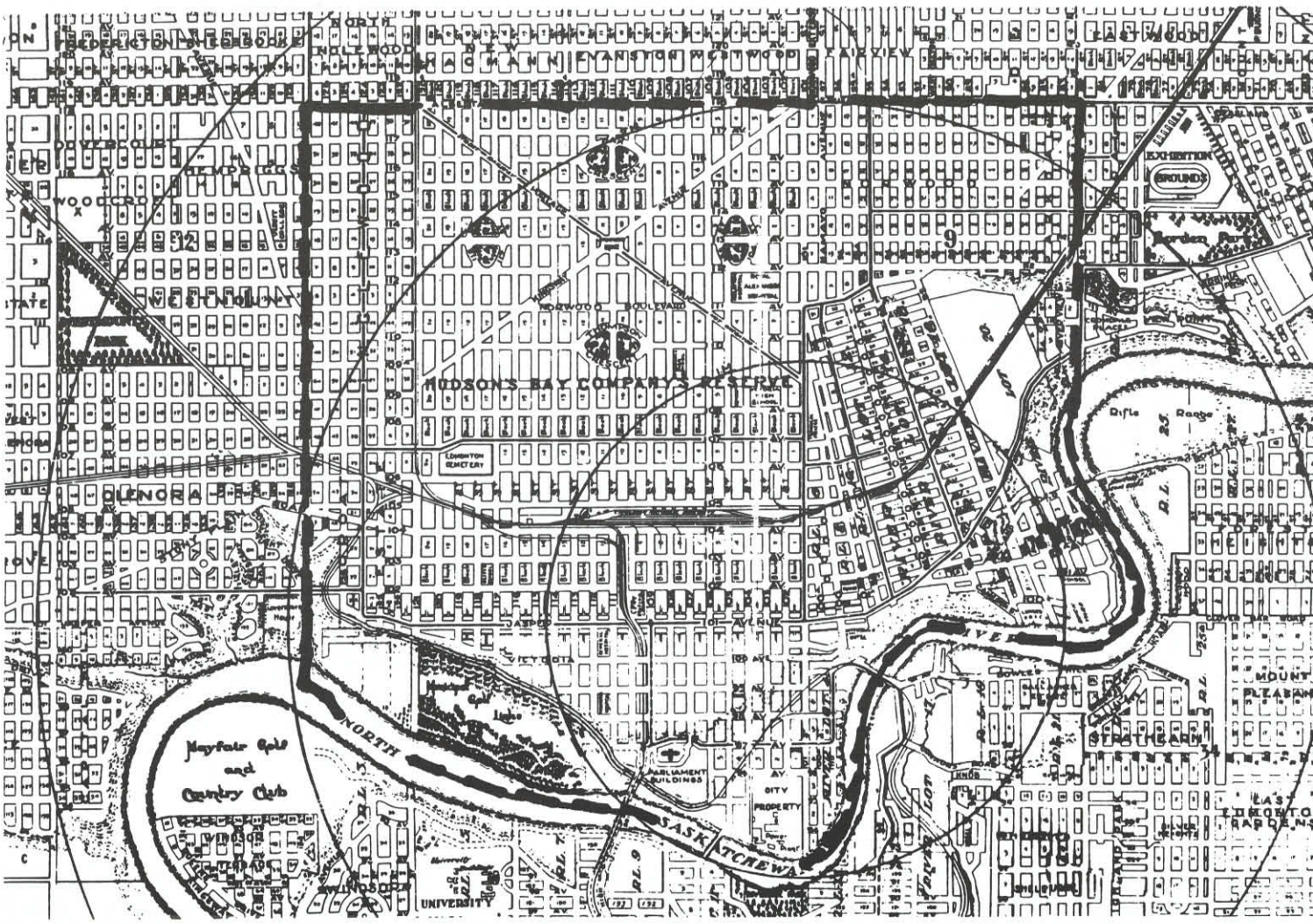
The people of Edmonton are to be congratulated on having declared in favor of the organization of a school under the North-west Ordinance and it is also matter for congratulation that the Ordinance has stood so well the test to which it was put by the opposition encountered in this contest. Edmonton has plenty of enemies and envious rivals who would have been only too glad and too quick to put an injurious constriction upon the result had it been different. Far greater, however, than any injury that could be thus sustained is the direct benefit to the people of the place arising from having a permanently established school in their midst. In this age and country every person requires at least a common school education in order to make his or her way in the world. It is necessary to the enjoyment and success of life.

. . . Although a school was in existence, started and supported by voluntary subscription, there was no guarantee that public spirit would continue to furnish adequate support. Indeed support was only given in the first instance on the distinct understanding that as soon as legal organization became possible it should be effected and that the subscriptions should then cease. As the circumstances of the country change its methods must change too.

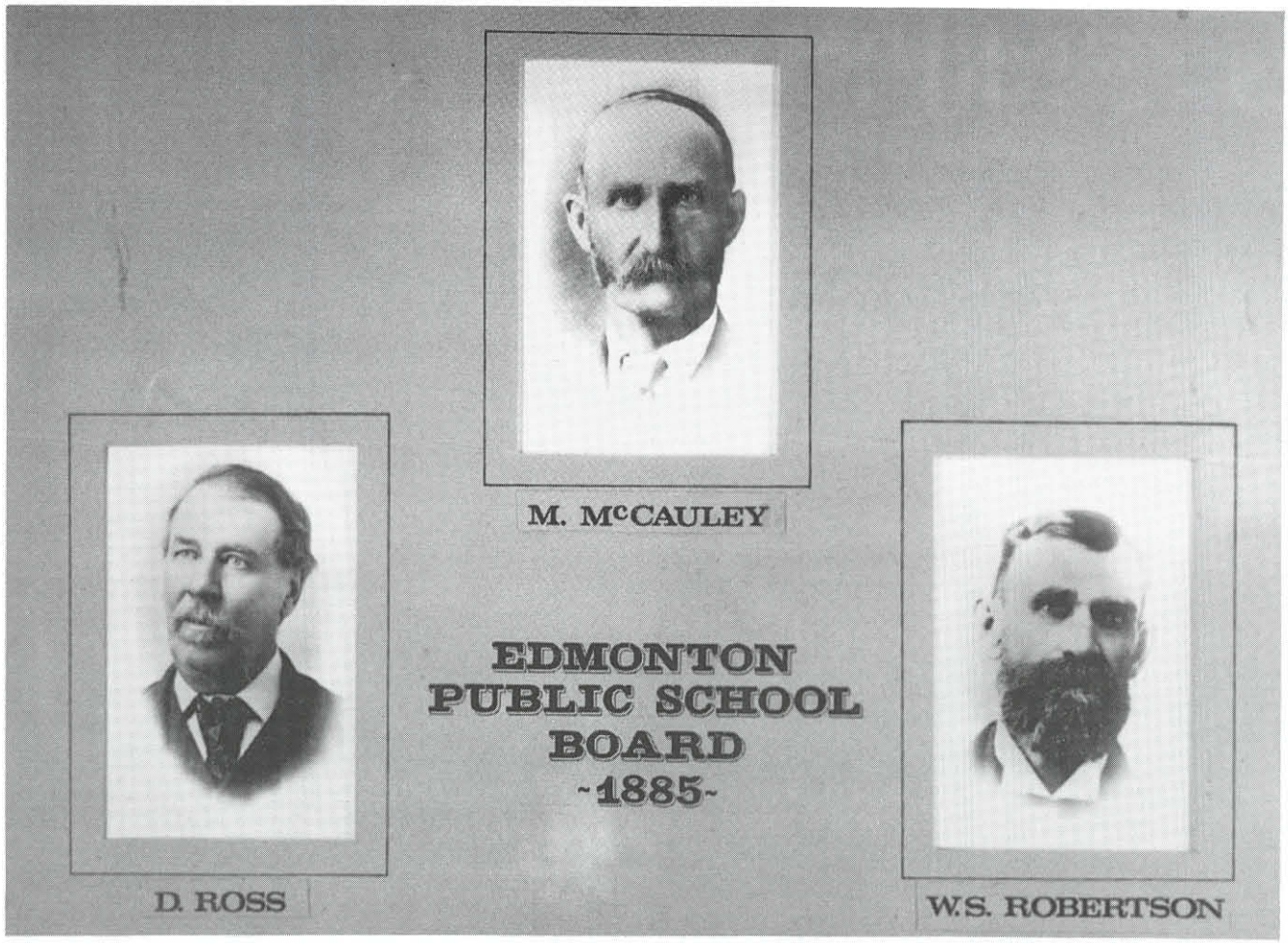
. . . Not the least satisfactory feature developed by the contest was the fact that although a Protestant school district was being erected, Roman Catholics were found working and voting for its erection as heartily as Protestants. The question of separate schools for the two great religious bodies is one of the most troublesome in all the eastern provinces, but the action of both parties here on Saturday shows that no difficulty of the kind has yet arisen here: nor is it likely to arise. Throughout the Ordinance the greatest care has been taken that the religious rights of the minority of either party in any school district shall be respected, by carrying out in letter and in spirit the principle laid down, that in no case shall a Protestant be compelled to pay to a Roman Catholic school, nor a Roman Catholic to a Protestant school. By thus carefully guarding the rights of both parties all cause for religious irritation has been done away with.

On February 3, 1885, just a few months before the outbreak of the Northwest Rebellion, the legal organization of the *School District of Edmonton of the Northwest Territories, Protestant Public School District #7* was consummated under the education department of the Northwest Territories. The *Edmonton Bulletin* announced news of the school district's formation in its February 14, issue:

> The proclamation erecting Edmonton Protestant public school district, No. 7, arrived by last mail. The election of trustees will take place on Saturday, March 21st., in the public school house. Nominations, from nine to ten o'clock a.m. R. Secord is appointed returning officer. The qualification of voters is the same as in the voting on the district. Trustees must have property to the amount of $500 to be eligible for office.



Original boundaries of Edmonton Protestant School District #7, on present-day Edmonton map



First Board of the legally-constituted school district

Results of the trustee election meeting, which attracted only two school voters, were announced six weeks later:

> The first election of trustees at the Edmonton school district took place on Saturday last in the public school house. As the returning officer, R. Secord, was ill, A. Dawson acted as returning officer. The board of trustees of the former Edmonton school district was re-elected by acclamation. The board is composed as follows: M. McCauley, chairman; D. Ross and W. S. Robertson. Messrs. Geo. Sanderson and Jas. Goodridge were the only school electors present.
> *Edmonton Bulletin* March 28, 1885

On election day, Richard Secord, who was appointed returning officer, could not attend to his duties because of illness. For almost three weeks the students of the public school enjoyed an unexpected holiday while their teacher recovered from a chronic shoulder ailment, the result of an accidental gunshot wound in 1882.

When classes resumed, all the students would be subjected to an annual public examination. The examinations, which were usually conducted on a Friday, always attracted interested parents and relatives. Trustees also attached high importance to the exercise. The official Northwest Territories inspector – at this time an ordained minister – was always present for the occasion. At the public examinations the teacher usually did the questioning, but it was not unusual for parents and trustees, as well as the official inspector, to quiz the class.

Oral reading and vocabulary lessons were always featured at public examinations, as were spelling bees

and recitations. Sometimes there was applause when a particularly difficult question in grammar, history, geography or mental arithmetic was answered correctly. At times, answers were written on slates and passed around to admiring parents.

Examinations often culminated in the awarding of prizes, usually books with such titles as: *Scott's Poems, Robinson Crusoe, Pilgrim's Progress, School Girls All The World Over, How To Get On In Life, In London Fields, Little Women.*

An account of the 1884 school examination was described in some detail by the *Bulletin:*

SCHOOL EXAMINATION

The first public examination of the Edmonton school was held yesterday. R. Secord teacher. The children present numbered 36, with a number of friends and relatives, including Rev. Messrs. Newton, Sanderson and Baird. Much interest was manifested in the examination and the greatest possible satisfaction with the progress of the children expressed. The different classes were examined by a teacher and several of the visitors, all showing remarkable proficiency. Rev. Messrs. Newton and Baird examined the senior dictation class, which included the 4th and senior 3rd classes. The following number of mistakes were recorded against each pupil, Robena Henderson 1, Catherine Pagerie 2, W. Lennie 2, Flora Macdonald 3, John Rowland 7, Fred. Hudson 8, A. E. Groat 8, Frank Walker 9, Ad. Norris 11, A. Walker 13. At the close of the examination, Messrs. D. Ross and M. McCauley of the board of trustees addressed the children complimenting them on their progress and behavior, and contrasting the method of instruction now pursued with that which obtained in their young days.

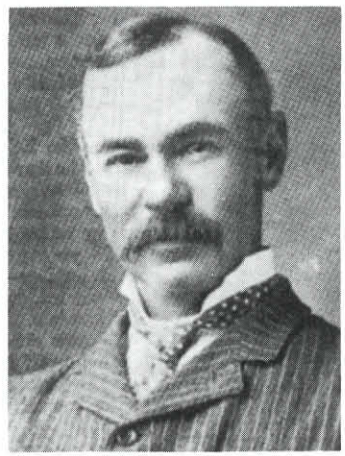
Six months later another public examination of Secord's classes was held. The report of the four-hour session appeared in the March 7, 1885, issue of the *Bulletin:*

SCHOOL EXAMINATION

The annual examination of the pupils of the Edmonton public school took place on Friday afternoon last. Fifty pupils were present and fully forty spectators. The teacher, R. Secord, examined the pupils in reading, spelling and dictation, in which they showed great proficiency. The specimens of writing were examined by Rev. A. B. Baird, whose report will be published next week. The good discipline under which the pupils seemed to be was noticed and favorably commented upon by all the spectators present. At the conclusion of the examinations a number of the younger children gave short recitations, and Lily McCauley sang. Between the recitations Colin Lennie, aged ten, furnished excellent music on the accordion. The distribution of prizes followed.

SPECIAL PRIZES - Writing, 1st, Robena Henderson, *Scott's Poems*; 2nd, John O. Groat, *The Three Commanders*. Regular attendance, Flora Macdonald. Good behavior, Outram Anderson, *Robinson Crusoe.*

The first meeting of trustees of the legally constituted Public School District of Edmonton was held on March 24, 1885.



St. George Jellett, Secretary-Treasurer, 1893-1908

For almost 20 years Board secretaries Colin Strang and St. George Jellett recorded Board deliberations in handwritten minutes:

Minutes of a Meeting of the Edmonton School Board held in M. McCauley's House, Edmonton on the 24th day of March 1885

Present M. McCauley Chairman, D. Ross and W. S. Robertson members of the Board

Secretary Appointed — It was moved by Donald Ross and seconded by W. Scott Robertson that Colin F. Strang be appointed Secretary for this Board for the balance of the present School Year at a Salary to be fixed by the Trustees previous to the expiration of the year - carried -

Treasurer appointed — It was moved by W. S. Robertson and seconded by Donald Ross that Matthew McCauley be appointed Treasurer for this Board for the balance of the present School Year carried -

Assessor Application — The application of Colin F. Strang for the position of Assessor for this Board @ forty Dollars ($40.00) for the year, read and considered

Assessor appointed — It was moved by W.S. Robertson and seconded by Donald Ross that the application of Colin F. Strang for the position of Assessor and at the Salary stated namely forty Dollars be accepted - carried -

Procuring Books & forms — It was moved by W.S. Robertson and seconded by Donald Ross that the Chairman procure from the Lieut Governor such Books and forms as may be necessary for this Board - carried

Procuring the Books &c of Old Board — It was moved by Donald Ross and seconded by W. Scott Robertson that the Secretary get from John Cameron the Books &c belonging to the Old Board carried

Adjournment — It was moved by Donald Ross and seconded by W. Scott Robertson that this Board now adjourn to meet on Saturday the 28th inst @ 7 oc P.M. at the same place carried

C. F. Strang
Secretary

Matthew McCauley
Chairman

First recorded meeting of trustees, March 24, 1885

The spring of 1885 brought good and bad news to Edmontonians. A legally-constituted school district was the good news; the Northwest Rebellion was the bad news. The late Alex McCauley, an early student and later caretaker of the first school, recalled the tension and excitement of the times in a letter to School Superintendent George McKee in 1935:

The spring of 1885 was an exciting and anxious time, for the Indians had started the North-west Rebellion, about 150 miles East of Edmonton. We saw the North-West Mounted Police, under Major A. H. Griesbach, come up from Fort Saskatchewan and the Edmonton Home Guards, of which my father was a member, drilling on the brow of the hill, between the church and the Macdonald Hotel. A dispatch, urging that troops be hurried to Edmonton, was sent by special messenger, Mr. I. Mowat, to General Strange at Calgary. By changing horses on the way, Mr. Mowat made the ride in the fast time of 36 hours. Further precautions were taken by building a second high wall at the Fort. The bush along Jasper Avenue, between the Imperial Bank and First Street, was mostly cut down and scouts posted to watch all roads. It was arranged that the old Methodist Church bell should be rung, if the scouts reported the Indians coming. I remember my father one evening putting out a dummy man holding an imitation rifle near the barn. He was afraid the Indians might attempt to steal his horses. One day, while coming home from school, we saw an Indian, all painted up and carrying a rifle, riding past the Post-Office, of which Mr. A. D. Osborne, father of Edmonton's first lady teacher, was Postmaster. This Indian was afterwards arrested as a spy.

For a great many nights we could hear the beating of the Indian tomtoms. It was a question whether the Indians on the reserve near Bears' Hill, or Hobbema, and on the reserve less than twenty miles West of Edmonton, would rise and attack Edmonton. A number of people moved within the walls of the Fort and some families moved to the mission at St. Albert.

With a great deal of interest we watched the soldiers, who had come from Ontario and Quebec and camped at the Fort. One Sunday my sister, Lillie, Mrs. W. R. Howey, and I were surprised by two French soldiers. At first we could not make out what they wanted, but finally understood that it was a drink of milk.

The Indians thought a white woman was worth two horses; the market was high, owing to the demand for good saddle horses. During the fighting around Frog Lake the Indians had taken Mrs. Gowinlock and another white woman prisoners. A friendly Indian gave two horses for each woman and allowed them to escape.

The latter part of June would see the end of the Rebellion, and Edmontonians would make plans for Dominion Day celebration. After a four-week summer holiday, the school would open again.

Four months later, Richard Secord would submit his annual report to trustees which was published in the January 29, 1886, issue of the *Edmonton Bulletin*:

TEACHER'S REPORT
EDMONTON, JANUARY 23, 1886

Mr. C. F. Strang, Secretary Edmonton School Board

Sir, – In accordance with the School Ordinance of 1884 it is my duty as teacher of the Edmonton Protestant Public School for the year 1885 to furnish you with the following particulars, namely:

1. The number of days on which the public school was held open during the past year was 195 days.
2. The total number of children attending school during that period was 84; of which 48 were boys and 36 were girls.
3. The average age of the children attending school for that time was nine and one-half years.
4. The average daily attendance throughout the year was 38.
5. The branches of education taught were reading, writing, arithmetic, geography, dictation, spelling, history and grammar.
6. The pupils are divided into four divisions or forms – 1st, 2nd, 3rd, and 4th – and those again into junior and senior subdivisions. (a) Reading, writing and arithmetic are taught to the pupils in the junior and senior subdivisions of the first form. (b) Reading, writing, arithmetic and easy lessons in general geography to the pupils in the subdivisions of the 2nd form. (c) Reading, writing, arithmetic, geography and spelling to the subdivisions of the 3rd form. (d) Reading, writing, arithmetic, geography, dictation and spelling to the junior subdivisions of the 4th form, and the same with the addition of history and grammar to the senior subdivision of the 4th form.

Richard Secord

Edmonton was now a legally-constituted public school district, but the economic problems had to be resolved. This would be the task of the newly-elected trustees: McCauley, Ross, and Robertson.

To the Memory of the Late Frank Oliver

By LOTTA C. DEMPSEY

He was a gentleman, straight-built and unafraid,
With courage for a staff, and strength, his word.
I think the stern cast of his life has made
A soul that goes, unflinching, to his Lord.

He bore his early friendships, undefiled,
Yet stood alone, sometimes, and knew no chains,
His force was gathered from the prairie wild,
Fierce as the sweep of winds across the plains.

No fighting spirit can go down, defeated,
Where there has been no weighting of the years.
So he will leave his journey here completed,
For that Unknown of Greater Pioneers.

DUTIES OF TEACHER — N.W.T. ORDINANCE, 1884

TEACHER

79. As soon as possible after the first election of trustees in any school district, and at such times as may be expedient, the trustees shall engage a suitable person as school teacher for such term, not being more than one year, and at such salary as may be mutually agreed upon.

80. It shall be the duty of the teachers to -

(1.) Preside over and maintain good order in the school;

(2.) Teach from such and only such books as may be ordered or permitted by the trustees, as provided in this Ordinance;

(3.) Hold a public examination of the classes in the school at least once in six months, or otherwise as directed by the trustees;

(4.) Admit trustees, school inspectors, parents of children attending, or ratepayers of the district to the school room at any time;

(5.) Report to the trustees, from time to time, on the necessities of the school and the behaviour of the children attending it;

(6.) Punish children for misbehaviour, inattendance or disobedience, in such a manner as the trustees may permit or direct;

(7.) Keep a true register of the school, according to the forms supplied by the Lieutenant-Governor, and make such returns as may be required by the trustees or the Lieutenant-Governor or Lieutenant-Governor-in-Council under this ordinance.

CONDUCT OF SCHOOL

81. School shall be held between nine o'clock and twelve o'clock in the forenoon, and one o'clock and four o'clock in the afternoon of every day in the year, not including Saturdays, Sundays, statutory holidays, the two weeks following the twenty-third day of December in each year, summer holidays (not exceeding four weeks) during the months of August or September, as may be directed by the trustees, and any other holidays that may be permitted by the board of trustees.

82. A recess of fifteen minutes in the forenoon and the same length of time in the afternoon may be allowed the children attending school, at the pleasure of the board of trustees.

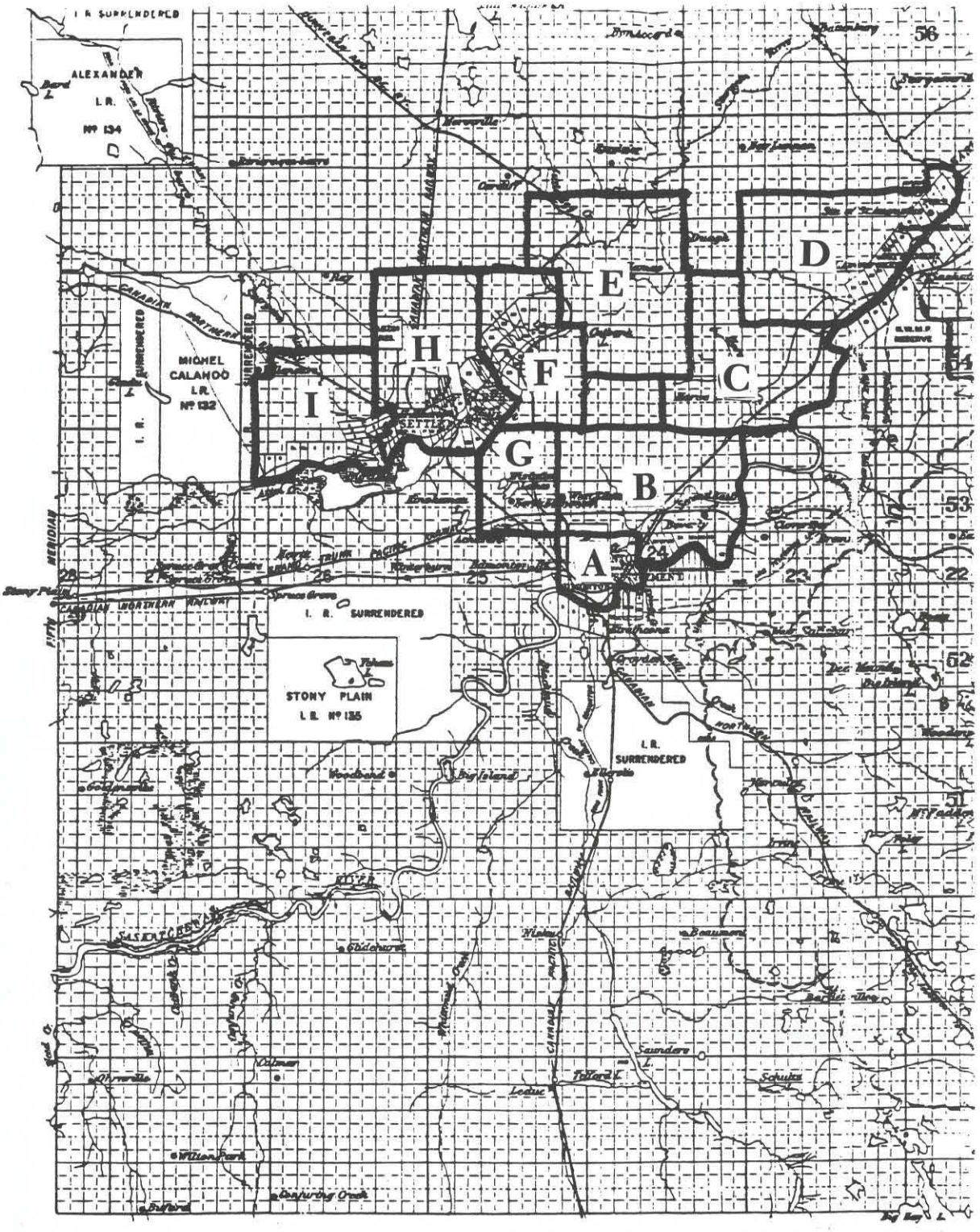
83. A form of prayer, adopted by the board of trustees, may be used by the teacher at the opening of the school each day.

84. No religious instruction, such as bible reading, or reciting, or reading or reciting prayers, or asking questions or giving answers from any catechism, shall be permitted in any public or separate Protestant or Catholic school in the North-West Territories, from the opening of such school at nine o'clock in the forenoon until the hour of three o'clock in the afternoon, after which time any such instruction as may be allowed under this Ordinance and permitted or desired by the trustees of the district may be given.

85. Any child attending any school whose parent or parents or guardian is or are of the religious faith different from that expressed in the name of such school district, shall have the privilege of leaving the school room at the hour of three o'clock in the afternoon, or of remaining without taking part in any religious instruction that may be given, if the parents or guardians so desire.

86. And it shall be unlawful for any teacher or school trustees to, in any way, attempt to deprive such child of any advantage that it might derive from the ordinary education given in such school, and such action on the part of any school trustee, inspector or teacher, shall be held to be a disqualification for a voidance of the office held by him or her.

87. No fee shall be charged by any school district on account of the attendance of any children, whose parents or guardians are ratepayers of such district, at the school therefore; but a rate not exceeding five cents per day, payable in advance, may be charged on any children resident outside the limits of such district, whose parents or guardians are not ratepayers of such district.



DIAGRAM

EDMONTON AREA SCHOOL DISTRICTS
TO MARCH, 1885

A — Edmonton PSD 7
B — Belmont PSD 23
C — St. Francois Xavier RCPSD 7
D — Saskatchewan RCPSD 2
E — Sturgeon PSD 24
F — Bellerose RCPSD 6
G — St. Leon RCPSD 3
H — St. Albert RCPSD 4
I — Cunningham RCPSD 5

Chapter Four

Early Teachers: Miss Osborne Arrives

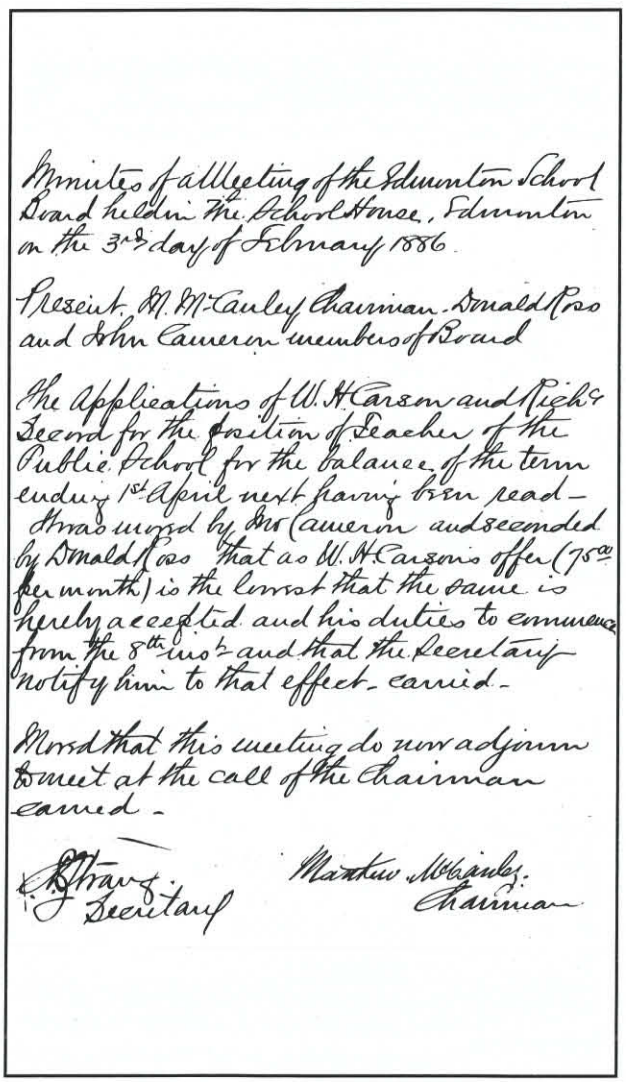
TEACHER WANTED

Wanted immediately a teacher for the Edmonton Protestant Public School for balance of quarter ending 31st March next. Applications to state salary in writing, and enclose their certification. Applications received up to Wednesday the 3rd of February at noon. By order of the board of trustees.

C. F. STRANG
Secretary of Board

Edmonton, Jan. 7th, 1886

Five dollars per month! That was the difference in the salary bids submitted by incumbent teacher Richard Secord and teacher applicant William Carson in response to an advertisement placed in the local newspaper. Official Board minutes of February 3, 1886, tell the story:



Minutes of all meeting of the Edmonton School Board held in the School House, Edmonton on the 3rd day of February 1886.

Present. W. McCauley Chairman. Donald Ross and John Cameron members of Board

The Applications of W. H. Carson and Richd Secord for the position of Teacher of the Public School for the balance of the term ending 1st April next having been read – Moved by Mr Cameron and seconded by Donald Ross that as W. H. Carsons offer (75cts per month) is the lowest that the same is hereby accepted and his duties to commence from the 8th inst. and that the Secretary notify him to that effect. carried.

Moved that this meeting do now adjourn to meet at the call of the Chairman carried.

C. F. Strang
Secretary

Matthew McCauley
Chairman

Not even the comments of Lieutenant-Governor Dewdney indicating that Secord conducted the best school in the Northwest would influence trustees in their drive for economy in school operations. Tax collecting procedures had not yet been instituted and Trustees McCauley, Ross and Cameron felt they could not afford the extra $5 per month increase requested by incumbent teacher Richard Secord. As a result of the Board's commitment to operate the school as economically as possible, Secord would have to go.

A year later when taxes were collected from the settlement's 162 residents, things would be brighter. Board secretary Colin Strang would be instructed to inform teacher Carson that trustees were willing to allow him a "salery (sic) of $800 per year for the balance of the school term."

In the meantime, Strang would report some grim news. His financial statement for the year 1885 showed a deficit of $546.17, primarily the result of an outstanding $400 loan, negotiated at 12% interest, for the building of the 1881 school. Something had to be done and trustees decided to take bold action. At the April 8, 1886 meeting of the Board, a bylaw was authorized to enable the district to issue debentures "to the amount of $1,000 for the purpose of purchasing a school building and payable in six years bearing interest of 8% per annum."

The proposed action to borrow money was challenged by residents who demanded an official poll, but only 12 ratepayers turned up at the polling station. Not one of them voted in favor of the borrowing proposal. Thus, the first money bylaw ever proposed by trustees went down to a resounding defeat.

THE RATEPAYERS OF THE SCHOOL DISTRICT OF EDMONTON, Protestant Public School District No. Seven of the North-West Territories, and all others whom it may concern.

Are hereby notified that the Board of Trustees of the above-mentioned School District deems it desirable to borrow upon the security of the said District the sum of

ONE THOUSAND DOLLARS

for the term of

SIX YEARS,

(Such sum to be repayable with interest at the rate of 8 per centum per annum) and to issue debentures for such sum and upon such terms for the purpose of purchasing a School Building for the said district. In order to ascertain whether or not a majority of the said Ratepayers will sanction the borrowing of such sum for the purpose aforesaid

A POLL WILL BE OPENED

And a vote of said Ratepayers taken at the present Protestant Public School House in said District on Saturday, the

1st DAY OF MAY NEXT,

Between the hours of 10 o'clock in the forenoon and 4 o'clock in the afternoon.

The qualification of voters is expressed in the following oath, which persons desiring to vote must take if required:

"I_____ do solemnly swear that I am a bona fide Ratepayer of (The School District of Edmonton, Protestant Public School District No. Seven); that I have paid the School Taxes assessed against me on the last revised assessment roll of the District; that I am of the full age of twenty-one years; that I am not an alien or unenfranchised Indian; that I have not received any reward, either directly or indirectly, nor have I any hope of receiving any reward for voting at this time and place. So help me God."

Dated this 10th day of April, A. D. 1886

By order of the Board of Trustees
C. F. Strang,
Secretary for the Board

Two months after the defeat of the bylaw in Edmonton, Strathcona residents voted on the establishment of a school district. The Strathcona plebiscite was defeated – 15 votes for the school district and 16 against it. Six years would pass before the Strathcona School District #216 would officially be proclaimed on June 17, 1892.

Desperate for operating revenue, the Edmonton trustees again resorted to soliciting money pledges to keep the school operating. The subscriptions would be applied to taxes when they were officially levied.

In 1886, when taxes were first collected from Edmonton residents, the financial picture of the district improved substantially. By the end of June, receipts from rents were $25; from government aid $100, and from tax collection $2,225.10. The largest tax payment, $941.70, was from the Hudson's Bay Company.



The Hotel in 1902. Part of the original kitchen is shown in the right rear

The School District of Edmonton of the Northwest Territories, Protestant Public School District #7 was the first form of government in the District of Alberta granted the power of taxation. Not only did the school district tax land, it also taxed buildings, livestock, implements, merchandise, personal property, salaried income, and personal wealth. The first income taxes in Alberta were collected by the Edmonton Protestant Public School District in 1886.

Hotel owner Donald Ross paid taxes of $74.63 on 17 acres of land, two lots, a two and one-half storey hotel, a stable, warehouse, coal house, ice house, dwelling, 1,800 lbs. of bacon, 150 lbs. of coffee, 130 lbs. of hops, 100 lbs. of soap and $200 in cash. Even a barrel of sauerkraut in the cellar of the hotel was not overlooked by the eagle eye of the Board's assessor. That barrel of fermented cabbage, valued at $15, generated tax revenue of 12 cents for the school district.

Store clerk Stanislaus Larue, who was listed as a Roman Catholic, owned no property in the Edmonton School District. But Richard Secord, who was hired as the assessor in 1886, learned that Larue's salaried income was $300. In addition, the assessor discovered that the clerk possessed cash in the amount of $400, bringing his total assessment to $700. Records indicate that Larue paid school taxes (calculated on an 8 mill levy) of $5.60.

Even the Roman Catholic Church was assessed for a tax bill of $8.00. Following the establishment of the St. Joachim's Roman Catholic Separate School District in 1888, Roman Catholics paid taxes to the Separate Board.

Although the Northwest Territories Ordinance of 1884 empowered the Edmonton Protestant Public School District to assess property and possessions and to collect taxes for school support in 1885, it was more than a year later that school taxes were collected in the settlement.

Objection to the financial powers of the school district was voiced by large land owners in the settlement in 1885. The Hudson's Bay Company was particularly vocal in challenging the legality of the taxation scheme. The Company owned some 2,000 acres of land within the Edmonton settlement as well as buildings and merchandise in its Fort Edmonton complex. It viewed with some alarm the high assessment of its property and large tax bill it would have to pay.

A prominent Edmonton lawyer, George A. Watson, was hired to fight the company's case.

In his April 19, 1886 letter to Messrs. Bain, Blanchard and Muloch, the Company's barristers in Winnipeg, Watson details the objection appeal he presented to a court of revision on behalf of Chief Factor Hardisty:

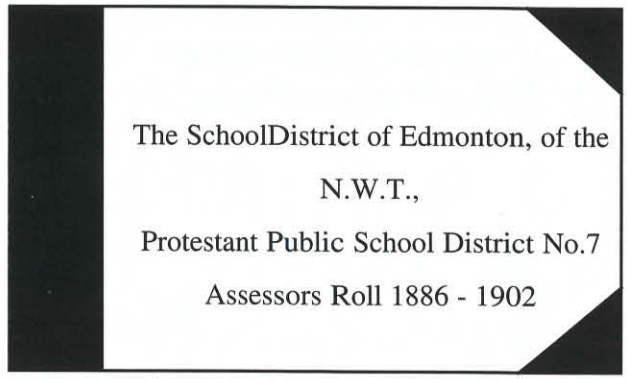
1. That no proper notice of such assessment has been given to the undersigned (so far as such assessment relates to real property inasmuch as the real property for which they are assessed is not described as required by law)
2. That the undersigned are assessed for property which they do not own and also for property in which they have no interest whatever.
3. That the real property of the undersigned is assessed beyond its value
4. That the following improvements on said Real property are assessed beyond their respective values, namely; (i.e. the buildings etc.)
5. And, generally, the undersigned complains that the whole of said Assessment so far as the same relates to the undersigned is irregular and illegal

After comparing the assessments on company-held property with other properties in the Edmonton settlement, Watson stated that Hudson's Bay property appeared to be assessed at a fair rate. He was successful in reducing the assessment on some trade goods, and reported on another question of indebtedness thusly:

> As to the question of past indebtedness the facts are these: long before the organization of a School District under the Ordinances there were certain Trustees appointed or elected in an informal way — These Trustees bought the land and took it in their own names, built the School House thereon, incurred a debt to the Carpenter who put the School House up for about $500.00 & interest and also a debt to the Teachers of about $1100.00 & interest, These debts they were personally liable for, there was no prospect of their ever being re-couped, and in transferring their title to the premises to the School District (formed under the Ordinance) they added these debts to the price asked — of course it would have been extremely hard if they had had to pay these debts out of their own pocket, and as every ratepayer in the District is willing to bear & is assessed for his share of this "past indebtedness" I did not think that in the interests of the Coy objection should be taken to its being included in the rate of taxation.

Convinced that the Hudson's Bay Company property in Edmonton was assessed at fair rates, Watson advised the Company to pay its taxes in late 1886.

Based on an assessment of $120,712, less $3,000 struck off the assessment at a Court of Revision hearing, the Edmonton Protestant School Board collected $941.70 from the Hudson's Bay Company for school support in the year 1886.



Book cover of Assessors' Roll 1886 - 1902

Revenues obtained through taxation were soon put to good use. In the fall of 1886, the five-year- old schoolhouse was tarpapered and covered with lap siding. A 6'x12' coal shed was built as a lean-to at the rear of the building. A brand new stove was purchased from the firm of Ross Brothers at a cost of $36. A sheet of zinc metal was installed under the heater to prevent the floor from being burned.

The efficiency of the new stove, the additional siding, along with some proper banking of dirt, made the school much warmer. It was hoped that the improved comfort might increase attendance which was running less than 50% during the winter months.

Cold weather and a drafty school were not the only factors influencing attendance. Classes were often dismissed to make possible the use of the school for sittings of the District Court. But this was to end. The Judges of the High Court of Justice, Edmonton District, would soon be informed that they must find other premises.

INDIGNATION MEETING HELD IN EDMONTON PUBLIC SCHOOLHOUSE

The citizens of this town are very indignant at the Police authorities and Government locating the police barracks for this division at Fort Saskatchewan, a point 20 miles down river. It does seem an unreasonable thing to do. The object in view in maintaining a force of mounted police in the territories is to protect settlers and maintain law and order among the natives. How this can be done and the police 20 miles away from where they are needed is the question. Where their duty is there they should be, and their duty is in Edmonton and vicinity.

There are some half dozen families around Fort Saskatchewan and that is all. Edmonton is a town of some hundreds of a population with a well settled country around it. All the Indian reserves in the district, with one exception, is south, west and north-west of the town, and yet the government moves all the police from here and spends thousands of dollars in erecting barracks twenty miles east. The ferriage alone cost them last year nearly $3,000, as Fort Saskatchewan is on the opposite side of the river from their work.

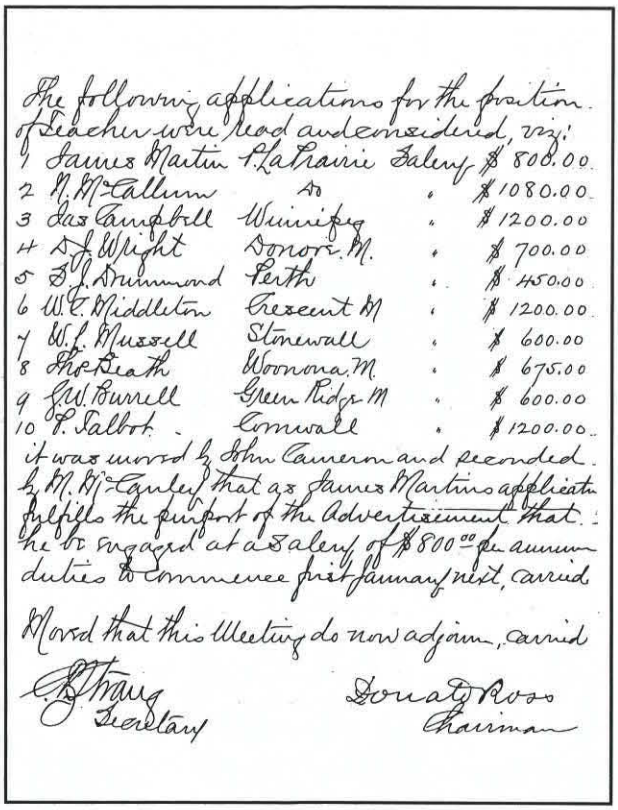
The absence of the police from here has been the means of allowing many a rascal to escape punishment, and caused loss in not a few cases to our citizens. To cite one instance as an illustration: A livery stable proprietor here hired a horse and saddle to a man for a short journey. Shortly afterwards information was received that the man was a horse thief. Word was immediately dispatched for the police, but before the courier could travel twenty miles there and the police twenty miles back the man, horse and saddle were gone, and have not been heard from since.

Some time ago a petition was sent to the authorities asking them to erect their barracks and station their men at Edmonton and a favorable reply was received, but without any apparent reason Fort Saskatchewan is selected, and Edmonton and vicinity left without protection. It is the only important point in the whole North-West Territories that has been so neglected and ignored. *A mass meeting of the citizens was held in the school here last night**, and several strongly worded resolutions passed and forwarded to the authorities in reference to the matter. It is hoped they will bring the desirability of Edmonton as a site for the headquarters of the police for this division before the government so clearly as to induce them to change the location.

*Edmonton (1881) School

Manitoba Free Press,
Winnipeg, Sept. 1, 1887.

The problem of retaining a teacher persisted, however. The sixth teacher on the Edmonton scene was selected from ten applicants who submitted salary bids ranging from $450 to $1,200 per year. James Martin of Portage la Prairie was the successful applicant with his request for an $800 salary for the 1887 school year. Although he was the nephew of Rev. David McQueen, the official school inspector, no nepotism was suspected in the appointment. From all reports Martin was a well-qualified and talented teacher. He would be the first principal of an Edmonton public school in 1888, when a second classroom was added to the original schoolhouse.



The following applications for the position of Teacher were read and considered, viz:

1	James Martin	P. La Prairie	Salary	$ 800.00
2	N. McCallum	do	"	$ 1080.00
3	Jas Campbell	Winnipeg	"	$ 1200.00
4	D. J. Wright	Donore, M.	"	$ 700.00
5	S. J. Drummond	Perth	"	$ 450.00
6	W. C. Middleton	Crescent M	"	$ 1200.00
7	W. L. Mussell	Stonewall	"	$ 600.00
8	Thos Beath	Woonona, M.	"	$ 675.00
9	G. W. Burrell	Green Ridge M	"	$ 600.00
10	P. Talbot	Cornwall	"	$ 1200.00

it was moved by John Cameron and seconded by M. McCauley that as James Martins application fulfills the purport of the Advertisement that he be engaged at a Salary of $800.00 per annum duties to commence first January next, carried

Moved that this Meeting do now adjourn, carried

C. B. Craig, Secretary — Donald Ross, Chairman

Edmonton Public School Board Minutes, November 16, 1886

The late Alex McCauley, who was a student in Martin's room, fondly recalled the new principal in a 1935 letter to Superintendent McKee:

> In 1885 most of us were in the low grades. I think the happiest time we spent at school was under Mr. James Martin, who was our principal when the second room was added. He gave us a good grounding in most of the subjects. We had to memorize such poems as, "Ye Mariners of England." Friday afternoons we would have singing and recitations, or a spelling match. Mr. Martin taught us to sing Scots Wha Hae, Men of Harlech, The Rowan Tree, Row-Row-Row Your Boat, Royal Charlie Noo Awa and many others.
> Some of those who would recite and sing were Robena Henderson – Mrs. Wm. Wilson, Innisfail; Annie Robertson – Mrs. (Dr.) J. D. Harrison; Eliza McKernan – Mrs. R. Turnbull; Eliza McDonald – Mrs. Duncan McLennan; Howard Cameron and James Ross. Jim Ross used to bring the house down, when he recited, "The Boy Stood on the Burning Deck" and "Taffy was a Welshman, Taffy Was a Thief."
> At one of the first concerts held in the school, after the second room was added, a short play was put on by Mr. Donald Ross, one of the trustees, and Mr. Harry Anthony. Mr. Anthony was shown as suffering from an illness, falling on the floor and becoming unconscious. Mr. Ross tried different kinds of restoratives but without success; he walked up and down the stage in an agitated manner wondering what to do. At last Mr. Ross found an empty whiskey bottle, which he held to Mr. Anthony's nose. Mr. Anthony came to life right away.
> Mr. Martin, who was very patriotic, taught us to respect Queen Victoria and British institutions.

During James Martin's tenure, school district revenues continued to increase. Grants were now being received regularly from Regina. As well, the number of taxpayers increased as more settlers arrived. In January, 1887, the official assessment book of the school district listed 163 Protestant and Catholic property owners and salaried individuals on the tax roll. Only two of the ratepayers were women: Mrs. Katie Ross of Regina, who owned a lot valued at $100, and a Mrs. Verey whose taxable property included 10 acres of land, a small house and a stable.

In June, 1887, Trustees Ross, McCauley and Cameron were so pleased with the school district's additional revenues that they voted teacher Martin a 25% increase in salary. Martin would now receive $1.000 per year – and the raise would be retroactive to the first of January.

The pupils of the school were also beneficiaries of the district's improved economy. Trustees, in 1887, authorized a modern outdoor convenience – the first "two-holer" ever to be constructed for an Edmonton public school. The new outdoor toilet was to suffer an ignoble fate, however. A year later, according to Board records, it was "blown down over the bank by wind and destroyed."

In 1888, the Board provided free pens and ink to the senior students of the school. At this time the first "Rules for the Guidance of Parents and Pupils" were adopted by trustees:

1. The school doors will be closed at 5 minutes past 9 a.m. and 5 minutes after 1 p.m. after which no pupils will be admitted unless they bring a written excuse from their parents or guardians.
2. Pupils must bring a written request from Parents or Guardians previous to being allowed to retire before the regular closing hours of school.
3. The Parents or Guardians of pupils will be held responsible for breakage of window lights or damage done to other school property by their children or those under their charge.

Principal Martin was obviously pleased with the Board's generosity in the provision of some school supplies and the increase in his salary.

However, unexpected trouble was brewing for him. In May, 1888, trustees demanded that James Martin appear before the Board "to answer certain reports that are going the rounds with reference to his conduct of the school when open." Martin was somewhat chagrined to learn of the proposed investigation of his administration. He was certain everything was in order. He knew his older students were not involved in something really serious such as smoking or drinking, even though some of the older boys might have been tempted to concoct a powerful brew, the recipe for which appeared in a current issue of the *Bulletin*:

> One of the latest drinks at Edmonton is equal quantities of Canadian pain destroyer and yellow oil a bottle of each poured together and half the mess drank at one draught. No name has yet been coined for this toney beverage, the English language not being sufficiently expressive.

Martin appeared before trustees to hear that the charges centered on some profane language used by the older boys. Trustees were satisfied that immediate action would be taken to rectify the situation.

Early in 1888, it was obvious that something had to be done to accommodate the population of the little school, which had now grown to 82 pupils. A 28'x36' building addition was authorized; so was the purchase of 24 desks. James McDonald, who built the original school, was the successful bidder for the $1,550 addition.



Edmonton School, 1888. Standing in front of new room are teacher William Stiff, trustee Donald Ross, and principal James Martin

Another teacher was required for the new room and a familiar face reappeared. Old Major Stiff, who was recommended for a provisional teaching certificate by the trustees, was back. He would remain for only one year, earning $50 per month, before the Board would have to release him. The official reason given for his dismissal was that trustees were anxious to obtain the services of a female teacher. But other reasons for his release surfaced in the community shortly after his departure.

Stiff managed to obtain another teaching position across the river in South Edmonton. Shortly after this, a circular from the Northwest Territories Department of Education brought bad news about his tenure. The communication warned that school districts would not receive a government grant if they employed individuals such as Major Stiff who were not enrolled in current N.W.T. teacher certification programs.

Board Secretary Colin Strang tried to reverse the decision of the N.W.T. authorities by writing to Inspector David McQueen, asking him to use his influence in helping out the aging Major. Strang also wrote to James Brown, Secretary of the N.W.T. Board of Education, asking him to review the harsh action taken respecting the aging teacher.

22nd May 89

Sir./

I wish to draw the attention of the Board of Education to a matter of hardship that is pressing heavily upon Mr. Stiff our late Assistant Teacher. I understand from the communication received by the South Edmonton School Dist. that he is not now recognized as an enrolled Teacher. I might state that this man is getting on in years and that he has been looking forward to passing his days as a Teacher, he was only dismissed from this District for the reason that we needed a female Teacher and one holding a higher class certificate. I might also state for the information of the Board that since he has taken hold of the South Edmonton School he has given the greatest satisfaction and that he is now where he will be unable handily to get liquor and thus incapacitate him from the discharge of his duties. I have as well as the Principal from School written the Inspector McQueen, and trust that the Board will stay their action in this matter until such time as they can receive a communication from Mr. McQueen with reference to the same, which I trust will be favorable to an old man.

I have the honor to be
Sir
Your obdt. servant
C.F. Strang
Secretary
EPPS Dist #7

J. Brown, Esq
Secretary
Board of Education
Regina

Strang's letter refers to another reason for the dismissal of Wm. Stiff. Apparently Major Stiff was unable to discharge his duties satisfactorily because of his problem with alcohol.

Strang's other letter of appeal to Inspector David McQueen stressed that teacher William Stiff, "in his new location, is removed from temptation and will do better."

Although strict prohibition laws were in effect in the Northwest Territories at this time, there were establishments in the Edmonton settlement where the fermented juice of the barley was readily available.

E. A. Corbett in his book entitled *McQueen of Edmonton* wrote that the Presbyterian minister and school inspector hated the traffic in liquor, and noted with concern the ravages of excessive drinking. Quoting from McQueen's diary, Corbett illustrates just how strongly Inspector Rev. McQueen felt about the abuse of liquor by a Mr. "M" and a certain saloon keeper. There is little doubt that Mr. "M" is teacher William Stiff. The saloon keeper is Donald Ross, proprietor of the Edmonton Hotel, and a School Board trustee.

There is a meeting of the School Board to-night (he writes in 1889) to bring M— (the school-teacher) to time. I may go to the meeting and if I do I will make it pretty hot for M— and a saloon-keeper who disgraces the Board by his presence among the members. But so strong is the whiskey power in this place that it is difficult to keep such men out. You know, as I suppose most people do, that M— is not what he ought to be. I have borne with such conduct as long as I intend to, both in church and school, and family.

In 1889, the Board hired Miss Lillian Osborne, the daughter of the local postmaster, to replace Major Stiff. Miss Osborne would be the first female teacher employed by the school district. Her salary for second class credentials was to be $600 per annum, far less than trustees would expect to pay a male teacher possessing the same teaching qualifications. Beginning in 1889, and until 1946, a differential between male and female teaching salaries existed in Edmonton Public Schools.

Lillian Osborne would remain in the Board's employ for over 30 years, serving at McKay Avenue, old Queen's Avenue, Delton and Glenora Schools. Miss Osborne was the first of a notable line of teachers who remained for many years with the Edmonton Public Schools.

For almost two years Principal Martin continued to administer his two-room school without trustee interference. In 1890, he agreed to introduce a night school program which operated three evenings a week and catered to young people who could not attend day classes. He also convinced trustees that a belfry should be added to the school, and that a fence should be erected to prevent horses from grazing in the school yard. In addition, his request for a $17.50 *Webster's Unabridged Dictionary* was approved by the Board.

But trouble was brewing again for Edmonton's first principal. In the fall of 1890, he would appear before the Board once again to answer charges concerning the use of profane language on the playground. Further, he would be informed that a complaint was laid before the Board "that one of the scholars drew an offensive weapon on one of Mr. R. B. Henderson's children, and fired off the same, the bullet going through his headgear."

Report for Quarter ended September 30th, 1889.

No.	District.	Days Open.	No. Pupils on Register.	Average Daily Attendance.	Percentage of Attendance.	Teacher.	Class of Certificate.	Salary per Month.	Percentage of Salary.	Grant for Quarter.	Capitation Grant.	Total.
								$ c.		$ c.	$ c.	$ c.
1	Moose Jaw	34	89	64	.....	Ida McMillan	2	41 66	70	87 50	.....	146 00
						Lena Simpson	3	30 00	65	58 50		
2	Qu'Appelle	35	82	54	.....	D. S. McCannel	2	66 66	70	140 00	.....	218 75
						Nettie Bulyea	2	40 00	70	56 00		
						Mark Westaway	3	35 00	65	22 75		
3	Prince Albert	36	105	77	.....	J. F. A. Stull	1	83 33	75	187 50	.....	333 75
						Robena McGregor	3	33 33	65	65 00		
						J. M. R. Neeley	Pro.	41 66	65	81 25		
4	Regina	35	154	97	.....	N. F. McKay, B.A.	1	83 33	75	187 50	.....	522 50
						R. F. Chisholm	2	50 00	70	105 00		
						Miss M. Kerr	2	40 00	70	84 00		
						Miss J. A. Kerr	3	30 00	65	58 50		
						Grant for Union School	.....	.....	.....	87 50		
5	Broadview	25	30	15	.....	Miss M. Wallace	2	35 00	70	73 50	.....	73 50
6	Kenlis	34	23	16	69	J. Millar	3	40 00	65	78 00	13 75	91 75
7	Edmonton	36	69	59	.....	Jas. Martin	1	100 00	75	225 00	.....	347 50
						Lilian Osborne	2	58 33	70	122 50		
8	St. Andrews	36	29	20	.....	Wm. Gerrond	3	55 00	65	107 25	.....	107 25
9	Colleston	31	16	14	88	Miss Jackson	2	41 66	70	87 50	15 00	102 50
10	Prince Albert East	36	53	46	.....	W. E. Bartlett	1	75 00	75	168 75	.....	265 00
						Maggie Hotson	2	45 83	70	96 25		
11	Wapella	36	38	25	.....	Wm. Logan	2	40 00	70	84 00	.....	84 00
12	Moosomin	35	143	96	.....	J. K. McInnis	1	83 33	75	187 50	.....	330 00
						Kate E. Ross	2	40 00	70	84 00		
						Eliza J. Guthrie	3	30 00	65	58 50		
13	Saskatoon	36	27	15	.....	Jas. Leslie	1	60 00	75	135 00	.....	135 00
14	Little Pipestone	35	12	7	60	J. W. McPhail	2	37 50	70	78 75	11 25	90 00

N.W.T. Department of Education Quarterly Report, 1889

Apparently trustees were not satisfied with Martin's defence during the hearing and informed him that effective December 30, 1890, his services would no longer be required.

Following the firing of Edmonton's first principal, the Board offered Edgar Richardson of Maple, Ontario, the position as head-teacher for the year 1891. Richardson accepted the $1,100 offer by telegram but was concerned about finding his way to Edmonton. (The C & E Railway would not connect Calgary and Strathcona until later in 1891.) Secretary-Treasurer Colin Strang's handwritten letter to the new principal provided clear instructions on getting to the Edmonton settlement. Strang also offered some good bargaining advice on negotiating stage coach fares:

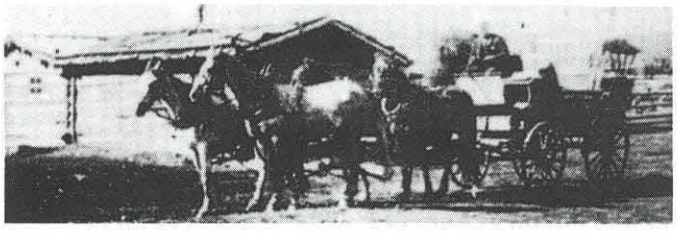
26 Nov 90

W. Edgar Richardson
Maple, York Co.

Sir Your acceptance of the Principalship of the Edmonton P.S. School) by telegram received. We at present employ two teachers Principal & assistant, this coming year we have under consideration, the necessity of increased room and will then engage the services of a 2nd assistant, the present Ass't is a female, who has been with the board nearly two years. With reference to getting here you will get a ticket via the C.P.R. to Calgary and take the stage to Edmonton. They may ask you $25.00 for fare but you should be able to beat them down all the way from 5 to 15$. Leave that to yourself... We have a good school now and will expect good work Yours truly

C. Strang Secretary

Edmonton and Calgary Stage — making weekly trips between said points leaves the Jasper House, Edmonton at 9 and the steamboat dock at 9:30 o'clock every Monday morning, stopping at Peace Hills, Battle River, Red Deer crossing and Willow Creek, and arriving at Calgary on Friday. Returning, leaves Calgary Monday, stops at the same places, and arrives at Edmonton on Friday. Fare each way $25; 100 lbs. baggage allowed – express matter 10c per lb. Passengers arriving in Edmonton and wishing to go to St. Albert or Ft. Saskatchewan, will be forwarded to those places at a very moderate charge. Edmonton Office in Jasper House; Calgary office in H.B. Co. store. D. McLeod, proprietor.



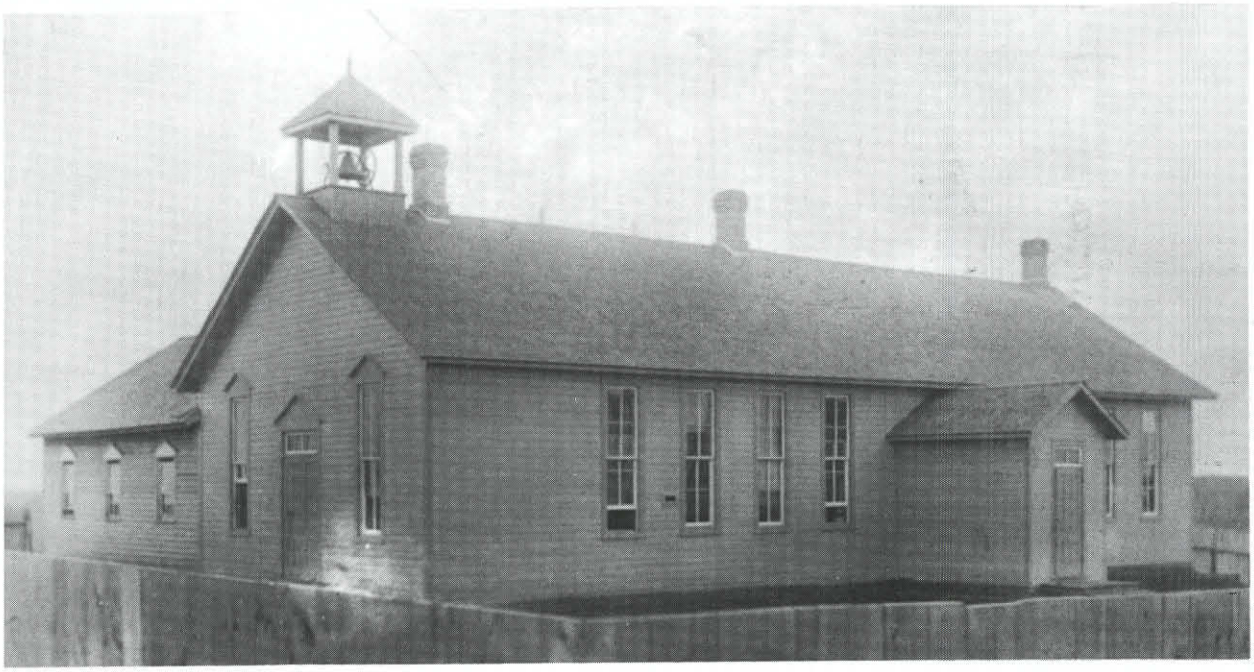
Edmonton and Calgary Stage at stopping house 1890



Lillian Osborne, first female teacher in Edmonton Public Schools, 1889

A third classroom was added to the school in 1891, and a third teacher was hired in the same year. With the addition of the $1,250 classroom, the caretaker's salary was raised to $100 per annum. The new teacher, Janet Henderson earned $450 at this time.

The additional costs of school operation so strained the budget that trustees proposed to borrow $500 at 8% interest. Unlike the attempt to raise revenues through debenture sales five years earlier, the 1891 borrowing bylaw was passed without opposition from ratepayers.

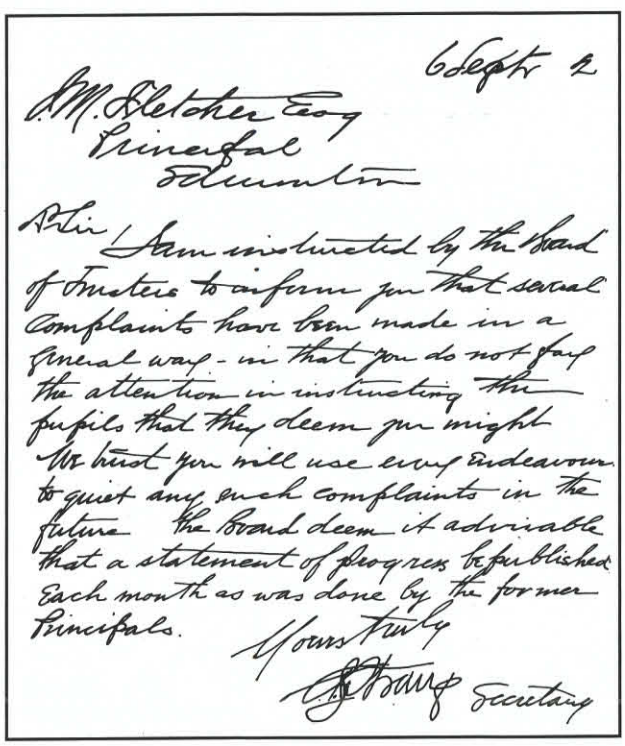


Three-room school, 1891. The original schoolroom is attached, left rear

In 1892 another principal, J. Fletcher, assumed duties as head of the three-room school. He would see Edmonton incorporated as a town. To no one's surprise the first mayor of the community of some 700 souls would be veteran school trustee, Matt McCauley.

During Fletcher's time, the Board took its first action regarding curriculum materials; the Northwest Territories Board of Education was requested to grant permission for the use of Gage copy books. The Board also authorized Principal Fletcher to introduce the *English-Canadian History* text into the school and agreed to a $75 purchase of other school books from Longman's, Green & Co., New York.

Like his predecessor, Fletcher was on the receiving end of a number of complaints concerning his administration. One of these was communicated to him in a letter shortly after school opening in 1892:



6 Sept 92

J.M. Fletcher Esq
Principal
Edmonton

Sir I am instructed by the Board of Trustees to inform you that several complaints have been made in a general way - in that you do not pay the attention in instructing the pupils that they deem you might. We trust you will use every endeavour to quiet any such complaints in the future. The Board deem it advisable that a statement of progress be published each month as was done by the former Principals.

Yours truly
[illegible] Secretary

Another complaint surfaced a month later and led to his appearance at the October 8 meeting of the Board to answer some of the charges and to give a reason why "he closed his Department on Friday last without permission of the Board." Apparently Fletcher's explanation was unsatisfactory and it was "deemed advisable to permit him to tender his resignation." After all, the unauthorized closing of a school was a serious matter as it did adversely affect the amount of government grant received.

Edmonton, Oct. 5th, 1893.

The Edmonton Public School Board.

Gentlemen:-

I hereby make application for the position of Teacher of the new division in your School.

Should you honor me with the appointment I would endeavor to conduct the work in a manner satisfactory to you.

Enclosed you will please find Testimonials from the Inspector under whom I taught in Ontario.

Yours Respectfully

Geo. B. Welbourne.



George Welbourne, early Edmonton teacher, 1893

A temporary principalship was offered to George Welbourne who was succeeded by Alex Campbell. A third female teacher, Lucy Dulwage, was added to the staff at this time.

Principal Campbell was to serve only one year before his administration would also be the subject of complaints. This time the charge was "immorality in the school." Among the identified complainants were the incumbent Northwest Territories inspector Rev. McQueen, Mrs. Bellamy (wife of Trustee Bellamy) and Wm. McDougall (brother of Trustee John McDougall).

Unlike other principals who were requested to appear before the Board, Campbell took the initiative in defending himself. In a scathing letter to Board Chairman McCauley he charged other individuals with gross neglect of duty:

Edmonton Alta
Apl. 15th 1893

N. McCauley Esq
Chairman Board of School Trustees

Dear Sir

As reports concerning immorality in the school, are circulated around the town and doing a great injury. I beg to draw the attention of the Board to the main facts, which are briefly as follows.

Mrs Bellamy first drew my attention to the fact that there were some bad boys in my room. I did not realize that she meant anything very serious till Rev. D.J. McQueen called at the school and informed me that there were reports abroad that the school was becoming grossly immoral

I called to see Wm McDougall and told him what I had heard. Yes he said. It is so bad that if a private school was started here a good many would take their children away from the school.

I spoke to the other teachers and found that they knew all about it and have since been informed that Miss Osborne stated in substance that it was becoming worse and that my room was polluting them

I hereby charge Mrs McDougall & Miss Osborne with gross neglect of duty in not reporting the matter to me

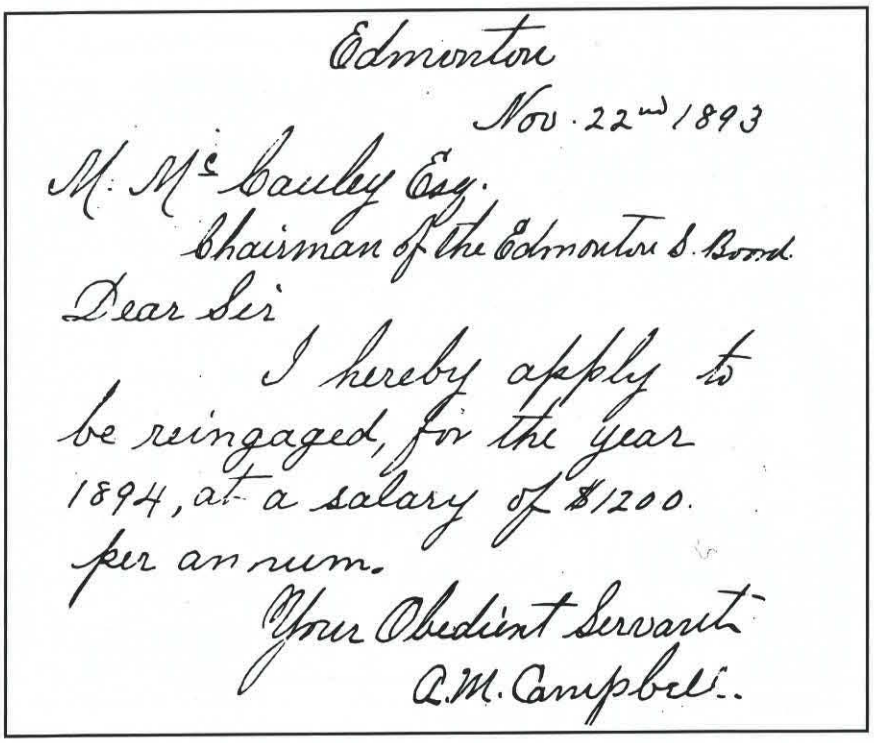
I deny that the state of affairs reported are true. And challenge Mrs McDougall to ~~substantiate~~ prove ~~that it is so~~

Your Obedient Servant
A.W. Campbell

Two special meetings were called to investigate the charges. Inspector Rev. McQueen, who spoke at the meeting, stated that he had lived near the school for two years and had never heard a bad word until about one month ago. Two boys coming to school, one belonging

to Mr. Campbell's room, passed two girls who were standing at the gate. The girls made use of obscene language so loudly that he heard it at the stable. The charge of Mr. Campbell's boys "polluting" the girls in Miss Osborne's room was heard, but Campbell denied any knowledge of such nefariousness.

Although the charges of "immorality in the school" were not sustained, Principal Campbell submitted his resignation, which the Board refused to accept. He was required to reapply for appointment the following term:



Edmonton
Nov. 22nd 1893

M. McCauley Esq.
Chairman of the Edmonton S. Board.

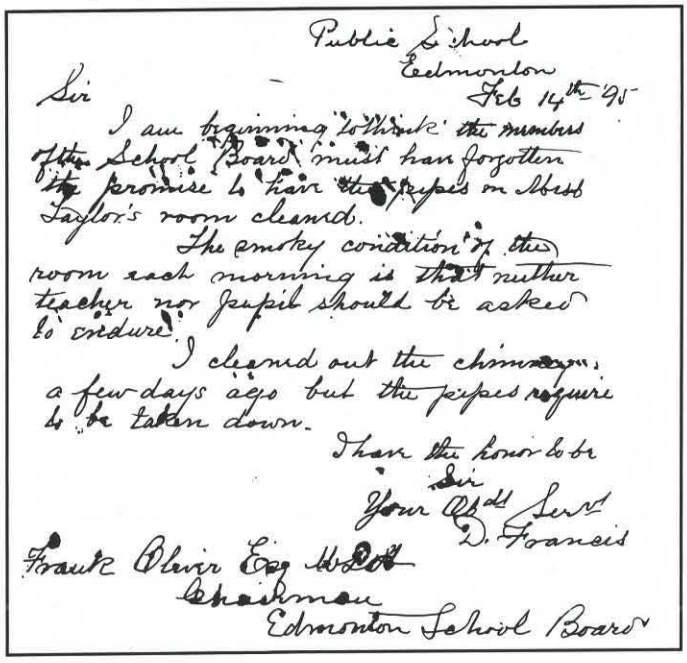
Dear Sir

I hereby apply to be reingaged, for the year 1894, at a salary of $1200. per annum.

Your Obedient Servant
A.M. Campbell.

Principal Campbell was succeeded by Daniel Francis, who shortly after engagement was chastised by trustees about the falling enrolments in his classes. Low enrolment meant less grant money and the Board felt justified in hauling Francis on the carpet for an explanation. Northwest Territories Inspector Calder was also present at the same meeting to discuss his report on the principal.

Francis was not hesitant to remind Board members of their inadequacies, too. His "obedient servant" letter of February 14, 1895 attests to this boldness:



Public School
Edmonton
Feb 14th 95

Sir

I am beginning to think the members of the School Board must have forgotten the promise to have the pipes in Miss Taylor's room cleaned.

The smoky condition of the room each morning is such that neither teacher nor pupil should be asked to endure.

I cleaned out the chimney a few days ago but the pipes require to be taken down.

I have the honor to be
Sir
Your Obd't Serv't
D. Francis

Frank Oliver Esq M.P.P.
Chairman
Edmonton School Board

Board minutes of the day reveal little of the discussion regarding the administration of the school. Nevertheless, Francis was informed that "owing to the falling of attendance in his departments," his resignation would be accepted by the Board.

In 1893, it was necessary to seek additional classroom space. Instead of adding another classroom, trustees decided to rent space in the old Johnstone Walker store on Fraser Avenue (98 Street) for $25 per month. The arrangement, however, was only a temporary solution. A new school would have to be built.

In 1895, trustees would decide to build that school on College Avenue (Macdonald Drive) – a scenic site overlooking the river valley. First, however, funds would have to be found for its construction.

Lieutenant-Governor's Office,

Educational Department,

Regina, 17th Novr 1893

LETTER 6462
FILE 2660E

SIR,

I have the ~~honor~~ to enclose official cheque No. 1108 in yo.: avor as Treasurer of Edmonton P School District No. 7 N.W.T., for $ 376.25, with voucher ~~in duplicate~~ for your signature and that of a witness, being grant for quarter ended Septr 30/93 as detailed below :—

.....	Teacher.. @ $360 per annum.	..... Months	$.....
.....	Pupils in daily average attendance over 10, for each teacher employed, @ $5.00 per annum	..... "	$.....
.....	Pupils in daily average attendance in Standards above Standard III @ $25.00 per annum	..... "	$.....
.....	Teacher.. with 1st Class Certificate @ $50.00 per annum = $.....	..... "	$.....
.....	Teacher.. with 2nd Class Certificate @ $25.00 per annum = $.....	..... "	$.....

Grant paid in accordance with the provisions of S.S.(2) of Section 92 of the "School Ordinance"

3 mos @ $179.16 = $537.50

Government Grant 70% = $. 376.25

Please return voucher without delay.

I have the honor to be

Sir,

Your obedient servant,

Secretary ~~Board~~ of Education.

To St. Geo. Jellett, Esqr., Supt
Edmonton,
Alta

Northwest Territories grant for Edmonton Schools, 1893

EDMONTON EXHIBITION

Friday, Oct. 17th, 1890.

ENTRY PAPER.

NAME OF EXHIBITOR.....

HORSES.

CLASS I.

1 Heavy draught stallion
2 do do do 2 yr old
3 General purpose stallion
4 do do do 2 yr old
5 Roadster and carriage stallion
6 do do do 2 yr old

CLASS II.

1 Heavy draught brood mare
2 Gelding or filly, 2 yr old
3 do do 1 do
4 Spring colt or filly
5 Heavy draught team

CLASS III.

1 General purpose brood mare
2 Filly or gelding 2 yr old
3 do do 1 do
4 Spring colt
5 General purpose team

CLASS IV.

1 Roadster or carriage brood mare
2 Filly or gelding 2 years old
3 do do 1 do
4 Spring colt or filly
5 Roadster or carriage team
6 Single driver, mare or gelding
7 Saddle horse

NATIVE HORSES.

CLASS V.

1 Roadster or carriage team
2 Single driver, mare or gelding
3 Cart horse
4 Saddle horse
5 Gelding or filly, 2 yr old
6 do do 1 do
7 Spring colt

DURHAM CATTLE.

CLASS VI.

1 Bull, with pedigree
2 Milch cow, with pedigree
3 Heifer 1 yr old, with pedigree
4 Bull calf, 1889, with pedigree
5 Herd, 1 male and 3 females
6 Heifer 2 yr old

GRADE CATTLE.

CLASS VII.

1 Bull, any age
2 Milch cow, any age, giving milk
3 Heifer 2 yr old
4 do 1 do
5 Bull calf, 1890
6 Heifer calf, 1890
7 Yoke of work oxen
8 Fat ox
9 Herd, 1 male and 3 females

SHEEP.

CLASS VIII.

1 Ram, aged
2 Pair ewes, 2 yrs or over
3 Pair lambs
4 Fat sheep
5 Ram lamb

SWINE.

CLASS IX.

1 Boar, Berkshire
2 Sow, do
3 Sow pig, 1890
4 Boar pig, 1890

CLASS X.

1 Boar, Suffolk
2 Sow, do aged
3 Sow pig, 1890
4 Boar Pig, 1890
5 Pair spring pigs, any breed

POULTRY.

CLASS XI.

1 Pair geese
2 do turkeys
3 do ducks
4 do fowls, Plymouth rocks
5 do do Brahmas
6 do do Leghorns, white
7 do do Black Spanish
8 3 spring chickens, P. rocks
9 3 do do Brahmas
10 3 do do Leghorns
11 3 do do Black Spanish
12 Pair common fowls
13 Partridge Cochin fowls
14 White do do
15 Lanshan fowls
16 Houdan fowls
17 Black red game fowls
18 Brown game fowls
19 Duckwing fowls
20 3 spring chickens, partridge Cochin
21 3 do do white Cochin
22 3 do do lanshan
23 3 do do houdan
24 3 do do B. R. game
25 3 do do brown game
26 3 do do duckwing game

FIELD GRAIN, SEEDS, ETC.

CLASS XII.

1 Fall wheat, ½ bush
2 Spring wheat, red fife, 1 bush
3 do do white fife, 1 bush
4 do do Ladoga, 1 bush
5 do do club, 1 bush
6 any other variety, 1 bush
7 Barley, 6 rowed, 1 bush
8 do 2 do, do
9 Polished peas
10 do oats, black
11 do white
12 Any other variety oats
13 Peck timothy seed
14 do flax seed

FIELD ROOTS, ETC.

CLASS XIII.

1 ½ bush potatoes, early rose
2 ½ do do beauty of hebron
3 ½ do do morning star
4 ½ do do any other variety
5 Collection, of potatoes 6 of each
6 6 Swede turnips
7 6 Turnips, any other variety
8 6 Mangolds
9 6 Carrots, field
10 6 do early horn
11 6 do any other variety
12 6 Beets, long red
13 6 do turnip rooted
14 6 Parsnips
15 3 Heads cabbage
16 3 Red Dutch cabbage
17 3 Cauliflowers
18 3 bunches celery
19 1 peck red onions
20 1 do white onions
21 1 do yellow onions
22 1 do potatoe onions
23 1 do Dutch sets onions
24 6 ears corn
25 6 tomatoes
26 2 pumpins
27 2 squash
28 collection of vegetables
29 6 cucumbers

FRUITS, ETC.

CLASS XIV.

1 ½ pint raspberry jam
2 do cranberry jam
3 do strawberry jam
4 do blueberry jam
5 do currant jelly, black
6 do do white
7 do do red
8 do any other sort of jelly
9 Bottle pickles

BUTTER AND FARM PRODUCTS.

CLASS XV.

1 Roll butter, five pounds
2 Packed butter not less than 20 pounds
3 Crock butter ten pounds
4 Cheese, home made
5 2 loaves bread, native flour
6 2 loaves bread, imported flour
7 dozen buns, native flour
8 dozen buns, imported flour

HOME CURED HAM, BACON, ETC.

1 home cured ham
2 home cured rolled bacon
3 home cured side bacon
4 home made sausages
5 honey in comb
6 honey strained

LADIES' WORK.

CLASS XVII.

1 knitted wollen quilt
2 patchwork quilt
3 other variety of quilt
4 rag carpet
5 rag mat
6 two pounds home spun yarn
7 woollen socks, homespun
8 woollen socks, other yarn
9 woollen stockings, homespun
10 woollen stockings, other yarn
11 woollen mitts, homespun
12 woollen mitts, other, yarn
13 woollen gloves, homespun
14 woollen gloves, other yarn
15 darned socks or stockings
16 braiding work
17 bead work
18 tatting
19 fancy knitting
20 hair work
21 slippers, worked woollen
22 crochet in cotton
23 crewel work
24 crotchet in wool
25 embroidery on silk or cloth
26 embroidery on muslin or cotton
27 lambrequin, mantel
28 lace work
29 fancy work, any kind
30 toilet set
31 child's woollen jacket
32 sofa pillow, silk
33 sofa pillow, any other kind
34 plain sewing by girl under 14 years
35 flannel shirt, hand made
36 gents' dress shirt, h'd made n't done up
37 best collection ladies' work

LEATHER GOODS.

CLASS XVIII.

1 dressed skin, moose, deer or elk
2 dressed robe, other than imported
3 buck-skin coat, embroidered
4 pair moccasins, working
5 pair moccasins, fancy
6 leather mitts

BLACKSMITHING.

CLASS XIX.

1 set horseshoes, made by hammer only
2 set harrows, home manufacture

CLASS XX.

1 collection house plants
2 collection cut flowers
3 collection artificial flowers
4 collection grasses
5 collection grain in straw, not less than 12 heads of each variety, pulled by root.

SCHOOL EXHIBITS.

Mapdraw'g, stan's 4 & 5 map of Canada
do do 2 & 3 map of Africa
Writing, stan's 3 & 5, copybook No. 7
do do 2 & 3, do No. 4
Drawing, crayon
do pen and ink
Painting, in oil
do in water colors

1. Entries must be made on Entry Papers, which will be furnished intending exhibitors by any of the officers on application.

2. No entries will be taken after 10 a. m. on the day of exhibition, and all exhibitors will save trouble by filling out their entry papers and forwarding to secretary before day of exhibition.

3. Exhibits must not be removed from hall before 4:30 p. m.

4. Hay and water will be provided free at the yard for stock on exhibition.

5. Brood mares may be shown as such, also with their mates as teams.

6. Exhibits taking 1st prizes in class 12 to become the property of the society for exhibition purposes.

7. Admission members free. Non-members 25 cents.

M. McCAULEY, President. **JAS. MARTIN, Secretary.**

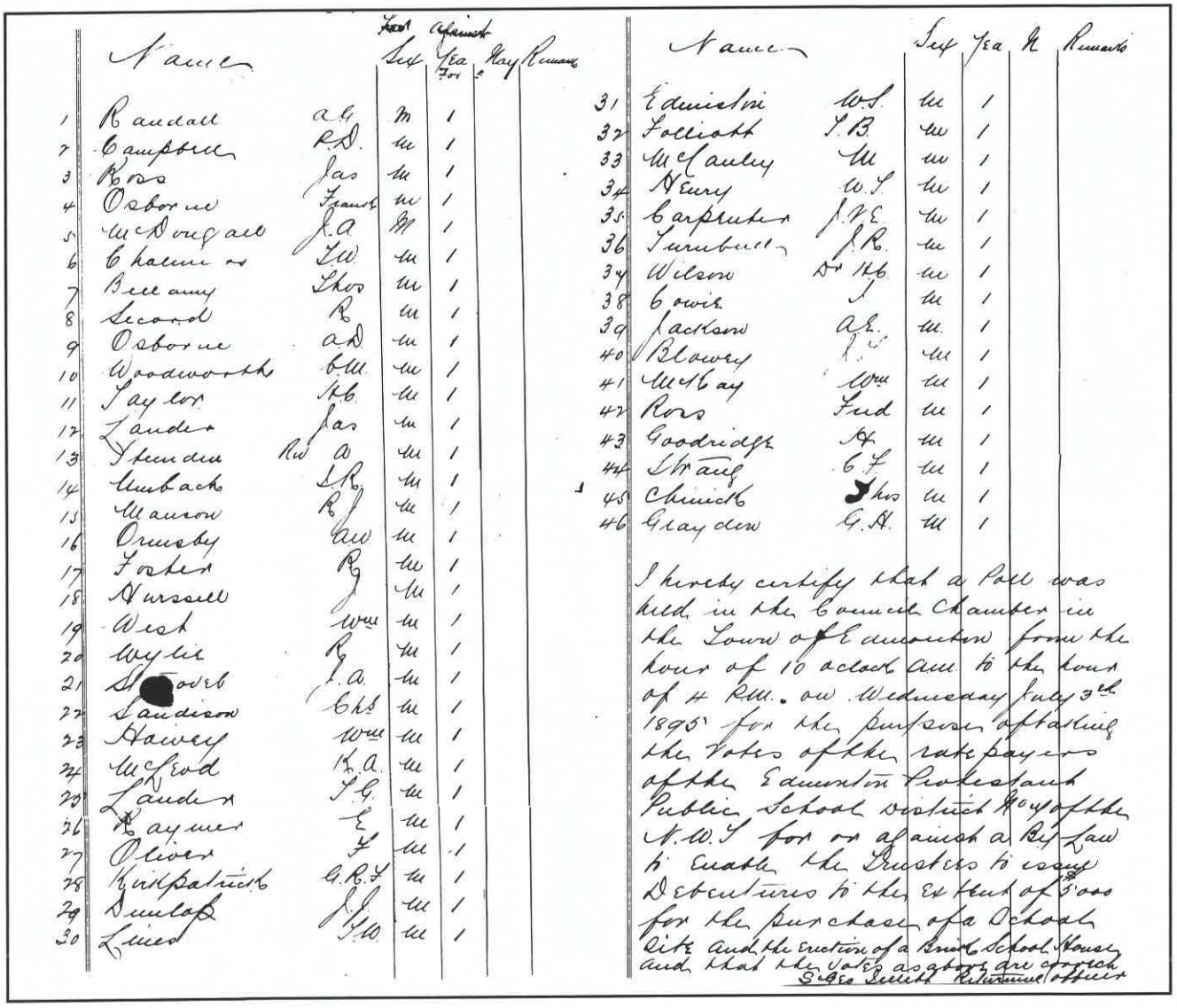


THE COUNCIL of the NORTH WEST TERRITORIES, 1884
Frank Oliver, elected Member for Edmonton district, back row – second from right.
Lieutenant-Governor Edgar Dewdney, front row – second left.
Judge C. B., Rouleau, Member Ex-Officio, front row – third left

Chapter Five

The Early Schools: Solid and Not So Solid

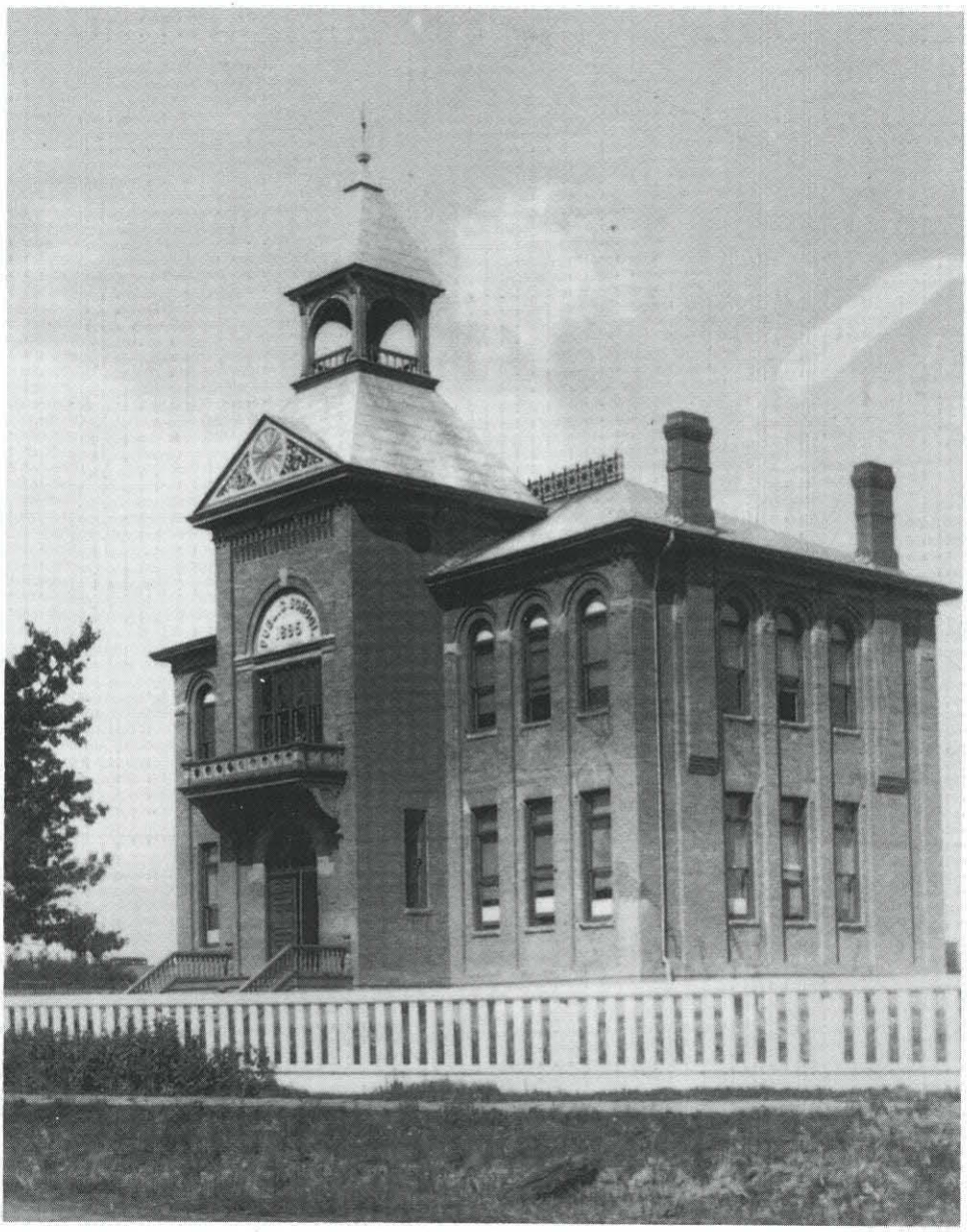
At a special meeting of the Edmonton Protestant Public School District #7 on July 2, 1895, Trustees Thomas Bellamy and James Lauder moved and seconded "that the Secretary be Returning Officer to take the votes for or against the bylaw for the borrowing of $5,000, and that he be paid five dollars for his services." Secretary-Treasurer St. George Jellett's official record of the bylaw vote was tabulated the very next day.



	Name		Sex	Yea For	Nay	Remarks
1	Randall	A.G.	M	1		
2	Campbell	R.D.	M	1		
3	Ross	Jas	M	1		
4	Osborne	Frank	M	1		
5	McDougall	J.A.	M	1		
6	Chalmers	T.W.	M	1		
7	Bellamy	Thos	M	1		
8	Secord	R	M	1		
9	Osborne	A.D.	M	1		
10	Woodworth	C.M.	M	1		
11	Taylor	H.C.	M	1		
12	Lauder	Jas	M	1		
13	Steinden	Rw A	M	1		
14	Umbach	S.R.	M	1		
15	Manson	R.J.	M	1		
16	Ormsby	A.W.	M	1		
17	Foster	R	M	1		
18	Hurssell	J	M	1		
19	West	Wm	M	1		
20	Wylie	R	M	1		
21	St[illegible]ovel	J.A.	M	1		
22	Sandison	Chs	M	1		
23	Hawey	Wm	M	1		
24	McLeod	K.A.	M	1		
25	Lauder	T.G.	M	1		
26	Raymer	E	M	1		
27	Oliver	F	M	1		
28	Kirkpatrick	G.R.F.	M	1		
29	Dunlop	J.J.	M	1		
30	Lines	T.W.	M	1		
31	Edmiston	W.S.	M	1		
32	Folliott	T.B.	M	1		
33	McCauley	M	M	1		
34	Henry	W.T.	M	1		
35	Carpenter	J.V.E.	M	1		
36	Turnbull	J.R.	M	1		
37	Wilson	Dr H.C.	M	1		
38	Cowie	T	M	1		
39	Jackson	A.E.	M	1		
40	Blowey	[illegible]	M	1		
41	McKay	Wm	M	1		
42	Ross	Fred	M	1		
43	Goodridge	H	M	1		
44	Strang	C.F.	M	1		
45	Chinick	Thos	M	1		
46	Graydon	G.H.	M	1		

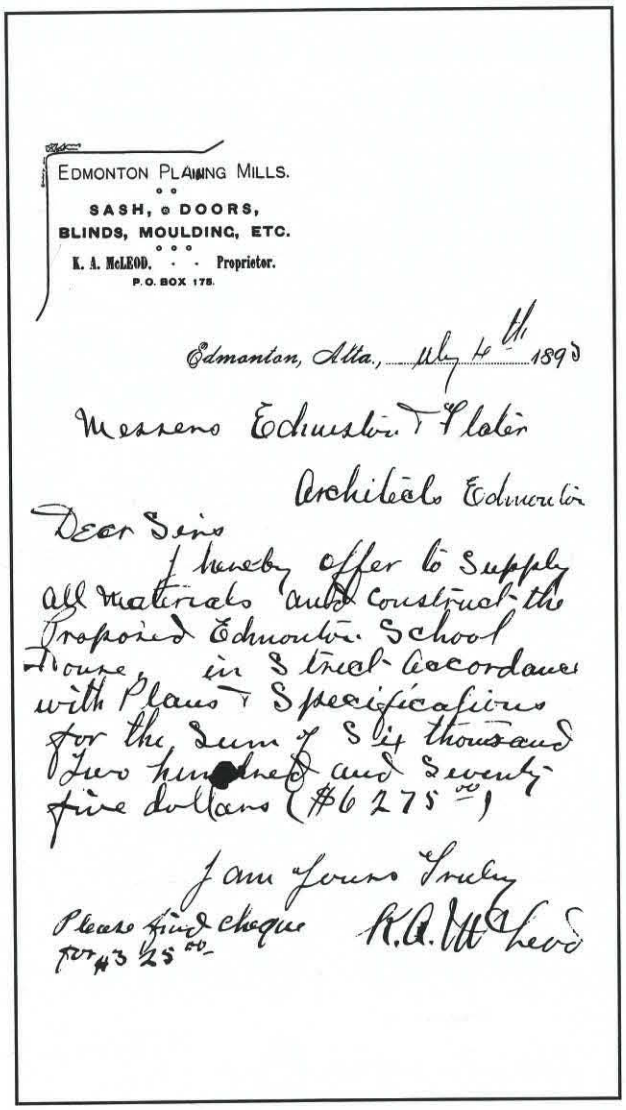
I hereby certify that a Poll was held in the Council Chamber in the Town of Edmonton from the hour of 10 o'clock A.M. to the hour of 4 P.M. on Wednesday July 3rd 1895 for the purpose of taking the votes of the rate payers of the Edmonton Protestant Public School District No 7 of the N.W.T. for or against a By-Law to enable the Trustees to issue Debentures to the extent of $5000 for the purchase of a School site and the erection of a Brick School House and that the votes as above are correct.

S. Geo Jellett Returning Officer



College Avenue School, 1895
Edmonton's first brick school was situated on College Avenue (Macdonald Drive)

Not a single "Nay" vote was cast against Bylaw #8. Forty-six ratepayers, including pioneer residents Alex Ormsby, Ken McLeod, J. Blowey, and Richard Secord, were recorded as "Yea" voters in the open poll conducted on July 3, 1895. Trustees could now borrow the money for the construction of the much-needed College Avenue School. Just two days after voting, the contract for the building was awarded to K. A. McLeod for the low bid of $6,275:



EDMONTON PLANING MILLS.
SASH, & DOORS,
BLINDS, MOULDING, ETC.
K. A. McLEOD. - - Proprietor.
P.O. BOX 178.

Edmonton, Alta., July 4th 1895

Messrs Edmonton School Board
Architects Edmonton

Dear Sirs
I hereby offer to supply all materials and construct the proposed Edmonton School House, in strict accordance with Plans & Specifications for the sum of Six thousand Two hundred and Seventy five dollars ($6275.00)

I am Yours Truly
K.A. McLeod

Please find cheque for $3.25 cts.

Located on College Avenue (Macdonald Drive), the new four-room brick school at first served both elementary and high school students. Classes were not organized by grades at this time. The public or elementary school offered five standards or levels of learning whereas high school instruction was divided into three standards. While College Avenue School was under construction, classes were conducted in the old three-room Edmonton School on McKay Avenue, now 99 Avenue.



Old Presbyterian Church, used as auxiliary classroom, 1894

Additional classroom space was rented in the Salvation Army barracks and the old Presbyterian Church which stood just a short distance away from the old school.

From 1903 to 1911, College Avenue School was used exclusively for high school classes and was referred to as the Edmonton High School. Some high school classes were also housed in the Exchange Mart Building which was located on the present site of the Macdonald Hotel.

Construction of the new two-storey edifice, surmounted by a belfry and weathervane, was completed in just four months. The new building was a vast improvement over the 1881 schoolhouse. A $475 coal furnace was one of the modern features of the new brick building. There were other improvements, too. Not all College Avenue School students would have to sit on benches or share double desks. Single desks of wood and ornamental iron were ordered for senior students. According to Edmonton Public School Board minutes of March 5, 1895, these desks were to be supplied by Ross Brothers, Hardware Merchants, whose $6.75 bid for #3 desks was the lowest of all tenders submitted. The new school was also to contain a small library.

In selecting a principal for Edmonton's first brick school, trustees sought the advice of Dr. D. Goggin, who held the positions of Superintendent of Education for the Northwest Territories and Principal of the Manitoba Normal School. Goggin recommended K. W. MacKenzie for the principalship, and the trustees took his advice. The original staff members included George Welbourne and the Misses Taylor and Rogers.

Future principals of College Avenue School would include such prominent educators as William Rea, George J. Bryan and John T. Ross. Bryan went on to become a Northwest Territories school inspector. John T. Ross, in 1902, resigned his $1,200 College Avenue principalship for a $3,600 posting as Commissioner of

Schools in the Yukon. Later he was appointed Alberta's Deputy Minister of Education. Rea would become one of Edmonton's leading lawyers and serve eight years as School Board trustee. MacKenzie would achieve prominence as the first mayor of the City of Edmonton. He would also serve as school trustee before returning to teaching positions at McDougall and Victoria High School in 1915.

Not long after the opening of College Avenue School, Principal MacKenzie communicated some distressing news to his Board. His formal letter to trustees identified three problems facing the new school: a leaking roof, a flooded basement and reports of trespassers abusing the school's privies:

1896

To the School Board
Edmonton—
Gentlemen

1. At every shower of rain that falls more or less water finds its way through the school roof and this, if allowed to continue must result in serious injury to the ceiling.

2. The eavestrough has been in some way forced from the ceiling during the winter and now the ~~water~~ falls freely from the breach and pours down into the opening at one of the cellar windows and from there it "escapes" into the cellar flooding it on one or two occasions

3. Some "Breds" near the rear of the school premises have been seen issuing from the school privies on more than one occasion. For the "safety" of the children something must be done to prevent this.

Yours truly
A.W. Mackenzie.

Most of the subjects taught at College Avenue School were academic in nature, and it was not until 1907, that the offerings included stenography, typewriting, penmanship and an introductory course in bookkeeping.

Early in 1896, Principal MacKenzie would face a problem regarding the school's curriculum when parents petitioned trustees to place music on the timetable. Calisthenics had been added to the curriculum of the public schools in 1890. Now music was being suggested for the expanding program, and MacKenzie was concerned about its effects on the academic progress of his students.

T. L. Form 1.

Canadian Pacific Railway Company's Telegraph

TERMS AND CONDITIONS.

All messages are received by this Company for transmission, subject to the terms and conditions printed on their Blank Form No. 2, which terms and conditions have been agreed to by the sender of the following message. This is an unrepeated message, and is delivered by request of the sender, under these conditions.

W. C. VAN HORNE, President, CHAS. R. HOSMER, Man. Telegraphs. B. S. JENKINS, Supt., Winnipeg.
J. WILSON, Supt., New Westminster, B.C. HOMER PINGLE, Supt., Toronto. JAMES KENT, Supt., Montreal.

No.	SENT BY	REC'D BY	CHECK.
1	2	0	9 Collect

Time 9 26 1895
From Quebec 25
To Dr Geo Jellett
City

Consider McKenzie better man even at higher salary
D J Goggin

Agreed
Fabien
John Leamy
Geo Bellerose

TO SECURE PROMPT DESPATCH SEND REPLY TO
James Lauder

His advice that music would interfere with the work of the older students, was heeded by the five-man Board. At their meeting of March 14, 1896, trustees answered the petitioners stating "that having heard MacKenzie's report, and owing to the `press' of work in the two upper rooms, it is impossible for the Board to grant the prayers of the petitioners for the teaching of music in these rooms."



K. W. MacKenzie
First Principal of College Avenue School

The trustees did, however, instruct the principal to place music on the curriculum of the two lower rooms. It was to be taught for a half-hour each day, when, hopefully, the singing of the junior students would not interfere with the studies of the senior classes. Apparently, the walls of the school had not been made soundproof. The acoustics problem, however, was minor compared to what was yet to occur.

Before the end of the year, trustees would be shocked to learn that the College Avenue School, described as the most modern and most aesthetically pleasing building west of Winnipeg, was slowly sinking into the ground. Architects and engineers were alerted to discover the cause of the problem. At first the experts indicated that poor drainage was responsible for the school's instability. However, the formal report of architect and civil engineer F. D. Deggendorfer stated "that the sinking of the ground, whether caused by a slide or the giving way of any mine roofs which may be presumed underneath, or by a combination of both, has only been initiated and in this case the building is beyond remedy." There was no hope for saving the school, according to Deggendorfer.

Architects and valuators Edminston and Flater were a little more optimistic and suggested "placing iron rods from north to south walls . . . and to excavate under the footings and raise the corner back to its original position, which with rod, would cost about $100." Architect Edminston concluded with the speculation "if the coal theory is correct it is impossible to say what damage may be done, and I think that the trustees ought to petition the town to try and overcome the growing evil of mining under it."

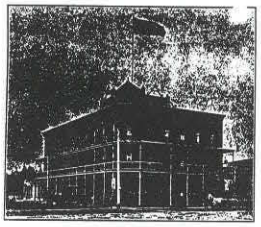
It was becoming obvious that the first permanent brick school in Edmonton was in danger of sinking into a coal mine shaft. Iron bars, concrete conduits and drainage ditches brought little relief to the stability of the school. A brick abutment, six feet wide at the base of the footing and tapering to four feet at the top, did little to prevent the cracks which continued to appear in the walls and concrete floor. Although the foundation continued to crumble, high school programs were offered in the building until 1911, at which time a new brick high school, a mile north on 101st Street, was completed.

For a short time after it was abandoned as an educational institution, College Avenue School was rented to the Alberta Dragoons and the City Library Board. Later the property was acquired by the city for the location of the Memorial Hall. The old school was demolished in 1918, and for many years a bowling green occupied the site of Edmonton's first brick school.

1900 Northern Alberta Inspectorate. Mr. Percett Inspector. 1900.

No.	District.	Date of First Inspection.	Teacher.	Certificate.	Buildings 25	Equipment 15	Progress 60	Total 100	Date of 2nd Inspection.	Teacher.	Certificate.	Remarks	Buildings 25	Equipment 15	Progress 60	Total 100	Grand Total 200
7	Edmonton	30 April	Bertha M. Battrick	2 P.	17	10	38	65.	9. October	Bertha M. Battrick.	2. P.	Works hard.	16.	11.	43	70.	135.
	"	" "	Eva E. Fessant.	2 P.	1	2	27	30.	10 "	Esther Miller,	2. I.	Governs easily & well.	16.	11.	43.	70.	100.
	"	1 May.	Marjorie Barker.	2 P.	17	10.	53	80.	9. "	Marjorie Barker,	2. P.	Good, careful work.	16.	11.	53	80.	160.
	"	" "	Miss L. M. Osborne.	2 P.	17	10.	43	70.	10. "	Lillian Osborne,	2. P.	Fairly thorough,	8.	11.	36.	55.	125.
	"	2 "	Minnie D. McIntyre	2 P.	7	8	50	65.	11. "	M. A. Rogers,		Clear and practical.	6.	11.	43.	60.	125.
	"	" "	Katherine Chegwin.	1. P.	9.	8.	48	65.	11. "	Katherine Chegwin.	1. P.	clear, thorough, honest.	8.	11.	56.	75.	140.
	"	3 "	W. Ramsay.	1. P.	9.	8.	48	65.	12. "	Walter Ramsay.	1. P.	careful and ernest.	8.	11.	56.	75.	140.
	"	4 "	G. J. Bryan.	1. P.	17.	10.	43	70.	12. "	Geo. J. Bryan. B.A.	1. P.	careful work	16.	11.	48.	75.	145.
23	Belmont.	24 April	Geo. E. Martin.	2. P.	12.	10.	43	65.	22. "	George Martin.	2. P.	clear and careful.	15.	11.	49.	75.	140.
24	Sturgeon	7 May.	Matthew A. Breckenridge	2. P.	19.	11	40	70.	23 October.	Matthew A. Breckenridge	2. P.	Good ability.	20.	10.	40	70.	140.
73	Victoria	5 June.	Edgar Richardson.	1. P.	9.	2.	29	40.	4 September	Edgar Richardson,	1. P.	Earnest & careful.	6	1	33	40	80.
91	Fort Saskatchewan	16 May.	George Durrand.	1. P.	13.	7	30	50	26. October.	George Durrand.	1. P.	Improving.	14.	9.	37.	60.	110.

Edmonton Protestant Public School Inspection Report Summary, 1900



Windsor Hotel

Edmonton, Alberta 13th May 1904

Dear Chairman and Gentlemen:—
Public School Board Edmonton
We have been troubled a good deal lately with cattle getting into the school yard and making it a nuisance ground — I endeavor to keep the gate closed, but in the case of a public institution like this it is known to be left open at times during the day, and the cattle are always here to take advantage of it. The animals in question belong, I believe, to Mr Wilson next door to the school, and to the people of the Standard Hotel. Would you consider it improper for me to have the animals impounded if they continue to annoy us?

Yours truly, Wm Rea

Letter of Complaint to School Board from William Rea, Principal of College Avenue School, 1904



College Avenue High School Class, 1904
Staff Members (front row centre) T. Ellis, Wm. Rea (Principal), R. H. Johnstone



Kate Chegwin, appointed to Edmonton Public Schools in 1899



Emma Chegwin, 1926

In 1898, there were 219 students enrolled in the Edmonton Public Schools. Two years later the enrolment had almost doubled. At this time some very notable teachers were added to the staff: Miss Marjorie Barker (who would serve in Edmonton Public Schools for 42 years), arrived in 1898, the same year that Walter Ramsay of Clover Bar joined the teaching staff. In 1899, the Misses Beatrice Battrick and Kate Chegwin joined the public schools. Miss Chegwin and her sister Emma served with the Board until the late 1920s. Their valued services were appreciated so much that trustees considered a request to name a school, about to be built in the Spruce Avenue district, in the sisters' honor. The proposal by a University Women's Organization was not heeded by the Board who preferred the name "Spruce Avenue" for their new 1928 school. But, 63 years later, in 1991, history-conscious trustees of the Edmonton Public School Board voted to construct a new $7.1 million junior high school which would honour the legendary Kate Chegwin.

Edmonton. Nov 4th 1899

Mr. Jellette,
Sec. E. P. S. S. Board of Trustees,

Dear Sir:

Should a vacancy occur on the Edmonton Staff of P. S. teachers, at the beginning of next term, I would respectfully ask to be considered an applicant for such position if suitable.

Testimonials can be furnished if desirable.

Yours Respectfully
L. M. Osborne

Re-application of Lillian Osborne, first female teacher in Edmonton Public Schools

By the turn of the century, more space had to be found to house the 354 students who were enrolled in the old College Avenue School and the two rented classrooms in the old Johnstone Walker Store on Fraser Avenue (98 Street). It became clear to trustees that another large school had to be built. On October 3, 1900, part-time Secretary-Treasurer St. George Jellett was authorized to advertise in the Toronto, Winnipeg and Edmonton papers for a school plan of 10 classrooms, which would accommodate 500 students. A year later, trustees passed a bylaw to borrow $30,000 for the erection of a new building on a location east of the present C.N. Tower on the present site of the city's main post office complex.

The new three-storey brick school would be named Queen's Avenue, the first Edmonton school with indoor plumbing, and five modern coal furnaces.



Old Queen's Avenue School, 1903, situated on Isabella Street (104 Avenue) between Queen's Avenue (99 Street) and McDougall Avenue (100 Street)

Queen's Avenue School was opened in 1903, just two years after completion of the Low Level Bridge. Two years later, the school that was built in the bush on the outskirts of the town would experience a noise pollution problem. The Canadian Northern rail line reached Edmonton in 1905 and the shunting of steam locomotives, a scant 100 feet north of the school, created safety problems that no one could have predicted. Prior to 1905, the only railway that served the city was the E.Y. & P. (Edmonton, Yukon and Pacific) which connected Edmonton with C.P.R.'s Calgary-Strathcona Line.



Walter Ramsay
First Principal of Queen's Avenue School

The first principal of Queen's Avenue School was Walter Ramsay. He was assisted by a staff of seven teachers, namely the Misses McKee, Osborne, Miller, Barker, Battrick, and the sisters Emma and Kate Chegwin.

Queen's Avenue was the first Edmonton school to register a student who would one day become Superintendent of Edmonton Public Schools. That student was William P. Wagner, one of the bright-eyed pupils who started on September 1, 1905.

"That was a lovely day," recalled the late superintendent, "lovely because the first thing Miss Barker said to us when we assembled was that we could all go home as it was a holiday." Alberta was being proclaimed a province on that historic day.

Wagner also remembered the large slates which Standard I pupils used at that time. He recalled, also, his later years at Queen's Avenue in Mr. MacGregor's Standard 5 (Grade 8) class. There, he was required to memorize the seemingly endless verses of Coleridge's "Ancient Mariner," and to chant a litany of verb tenses which were reviewed constantly in grammar classes.

The Standard V Public School Leaving Examinations weren't so frightening, according to William Wagner. "We had to have an average of only 50% to get into high school, but none of the marks could be below 33%. In 1912, I passed into Grade 9 which was once Standard VI. Standards were no longer used to classify high school students in 1912. I took my Grade 9 at the red brick Victoria High School which was known as the Edmonton High School then."

One of Principal Ramsay's problems at Queen's Avenue School was the rapidly growing enrolment, and the new principal was not hesitant to communicate his concern to the Board. The customary manner in contacting trustees regarding a problem of this nature was through the mails. Part of Ramsay's February 3, 1903 letter identified his major problem: an average enrolment of 52 pupils per classroom.

I would also like to call your attention to the seating capacity of our rooms being quite taxed.

Standard	Seating Capacity.	No. on roll.
9	52	52
8	49	49
7	47	49
6	52	56
5	51	51
4	46	56
3	43	47

The result is that a number of pupils have to sit on front seats with no desks.

All of which is respectfully submitted.

Your obedient servant

Walter Ramsay.

From all reports, Walter Ramsay was an excellent administrator. But not all of his interests were restricted to education. Shortly after he became principal, Ramsay started a small greenhouse as an experiment and a pastime. His interest soon became so intense that he persuaded trustees to make the school ground more attractive by authorizing the purchase of 1,000 flower bulbs. The total cost of the beautification project was $15.

In 1905, Ramsay resigned his principalship to pursue his horticultural hobby on a commercial scale. Four years later, the former Queen's Avenue school principal returned to the public school scene as a school trustee. He would serve in this capacity for eight years and would become involved in events leading to the resignation of Edmonton's first Superintendent of Schools.

Other prominent principals who served in the old Queen's Avenue School included C. H. Russell, J. A. MacGregor, F. S. Carr, and George Marion.

SCHOLARS WERE READY

Edmonton Journal, April 26, 1906

A remarkable incident occurred yesterday at the Queens Avenue School. An express man had two trunks to deliver at the school, and arriving there with the articles, entered the hall of the building and looked around for the janitor. Waiting some time in the hope of seeing the janitor appearing, and his expectations not being realized, he looked around for some means of making his presence known. The classes were all in session in their various rooms, and the hum of the students sounded through the building. Spying a gong on the wall with a striker attached, the express man pulled the cord. To his utter surprise and amazement, every door in the building opened, and a quiet orderly, well trained and disciplined host of pupils of all ages, sorts and sizes, marched two and two out of each room and out of the building, each class being followed by the teacher. They all lined up at attention outside on the recreation grounds. A class of larger boys from the upper flat, however, instead of marching out quickly, deftly strung out the fire hose and stood ready for action with the fire extinguishing apparatus. The express man quickly divined the cause of this wonderful exhibition, and hastened to the group remaining in the building, and speedily explained the circumstances, saying "I only wanted to see the janitor," and begged to be pardoned for his mistake in pulling the fire alarm. It was a sudden but excellent opportunity for the host of children to show their training and discipline in a time when coolness and courage are the prime requisites in the escape from danger. The cool, set, but pale faces of the pupils was an exhibition of nerve and good behavior that the express man will never forget. His offence was gracefully pardoned and the pupils returned to work reassured of the safety of their persons and the building. This will show the parents of the school children of Edmonton, the care and training that is given their children in the public schools of the city, and it is, or ought to be, a source of pleasure and gratitude that such an excellent work is being done by the members of the city staff.

All of the Queen's Avenue principals maintained law and order in the school that served Edmonton for almost a quarter of a century. Like other schools of the time, much of the discipline was enforced through the use of the strap, usually a segment of rubberized belting about 2" wide and 20" long. The Old Queen's Avenue punishment book, now on display in the Edmonton Public Schools Archives and Museum, attests to the generous administration of corporal punishment for a variety of noted misdemeanors, violations of school rules and sundry indiscretions. In the month of March, 1906, more than 70 Queen's Avenue students had their names recorded in the black book.

In addition to the traditional reasons for corporal punishment – talking, swearing, impudence, freshness, impertinence, chewing gum, truancy, cheating or fighting, the entries in the punishment book reveal other interesting transgressions.

Teacher Emma Chegwin administered four strokes of the strap to Warren McCartney, Bert Potter, Willie Davidson and Emma McCauley for "mischief and disobedience." Art Skitch, who would become a school principal, was on the receiving end of the strap for persistent disobedience while George Noble sampled four of Miss McKinnon's best for "wilful disobedience."

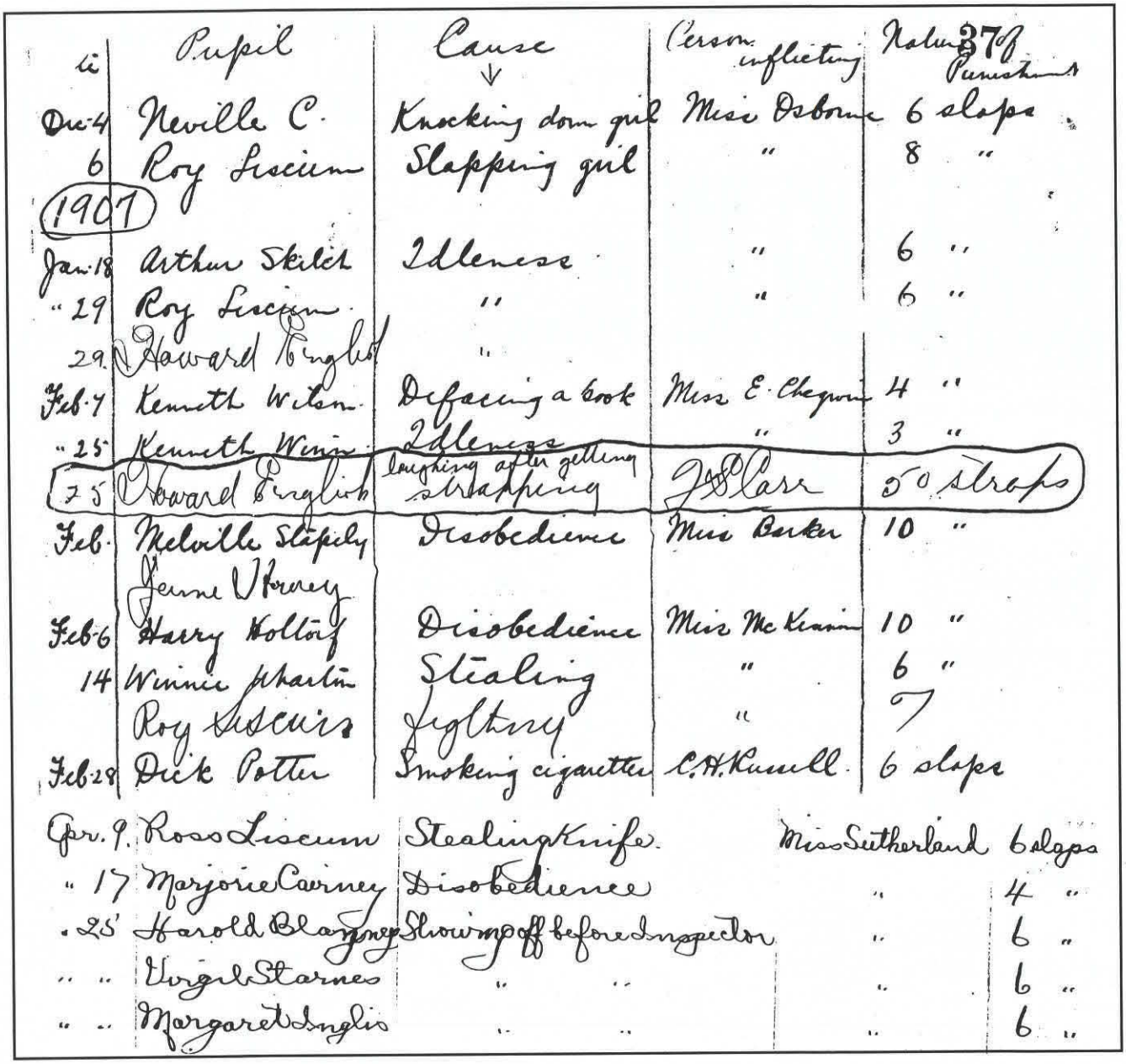
George Lambert prompted Miss Lillian Osborne to administer six slaps for "tripping girls in the aisle" on the same day that Miss McKee warmed Edward Hillman's hands for "taking a note from the teacher's desk."

Harold Blayney, Virgil Starnes and Margaret Inglis, also had the palms of their hands warmed for one of the most serious pupil transgressions imaginable – "showing off before the Inspector."

On November 12, 1906, the Queen's Avenue punishment book indicated a busy day of strapping: 32 boys and girls received six to eight slaps apiece for "snowballing rigs and passers by."

Three months later, Principal Russell would record the most generous administration of corporal punishment to date: 25 slaps to Howard English "for fighting the principal." On February 25, 1907, Howard would be the recipient in another record. On that day, newly-appointed Principal Fred Carr would inflict 50 strokes of the strap across Howard's palms because he laughed after getting a previous strapping that day. Later in the year young Howard would be expelled from school for being truant for a period of two months.

Ed "Scotty" Thompson who attended Queen's Avenue, Norwood and McCauley Schools during World War I, remembered Howard English as a very active and pugnacious lad. Thompson was not surprised that young Howard was chastised so frequently.



	Pupil	Cause	Person inflicting	Nature of Punishment
Dec 4	Neville C.	Knocking down girl	Miss Osborne	6 slaps
6	Roy Liscum	Slapping girl	"	8 "
1907				
Jan 18	Arthur Skilick	Idleness	"	6 "
" 29	Roy Liscum	"	"	6 "
29	Howard English	"		
Feb 7	Kenneth Wilson	Defacing a book	Miss E. Chegwin	4 "
" 25	Kenneth Wilson	Idleness	"	3 "
25	Howard English	laughing after getting strapping	J. Carr	50 strokes
Feb	Melville Stapley	Disobedience	Miss Baker	10 "
	Jennie Harvey			
Feb 6	Harry Holloy	Disobedience	Miss McKinnon	10 "
14	Winnie Martin	Stealing	"	6 "
	Roy Liscum	Fighting	"	7
Feb 28	Dick Potter	Smoking cigarettes	C.H. Russell	6 slaps
Apr. 9	Ross Liscum	Stealing Knife	Miss Sutherland	6 slaps
" 17	Marjorie Carney	Disobedience	"	4 "
" 25	Harold Blayney	Showing off before Inspector	"	6 "
" "	Virgil Starnes	" "	"	6 "
" "	Margaret Inglis	" "	"	6 "

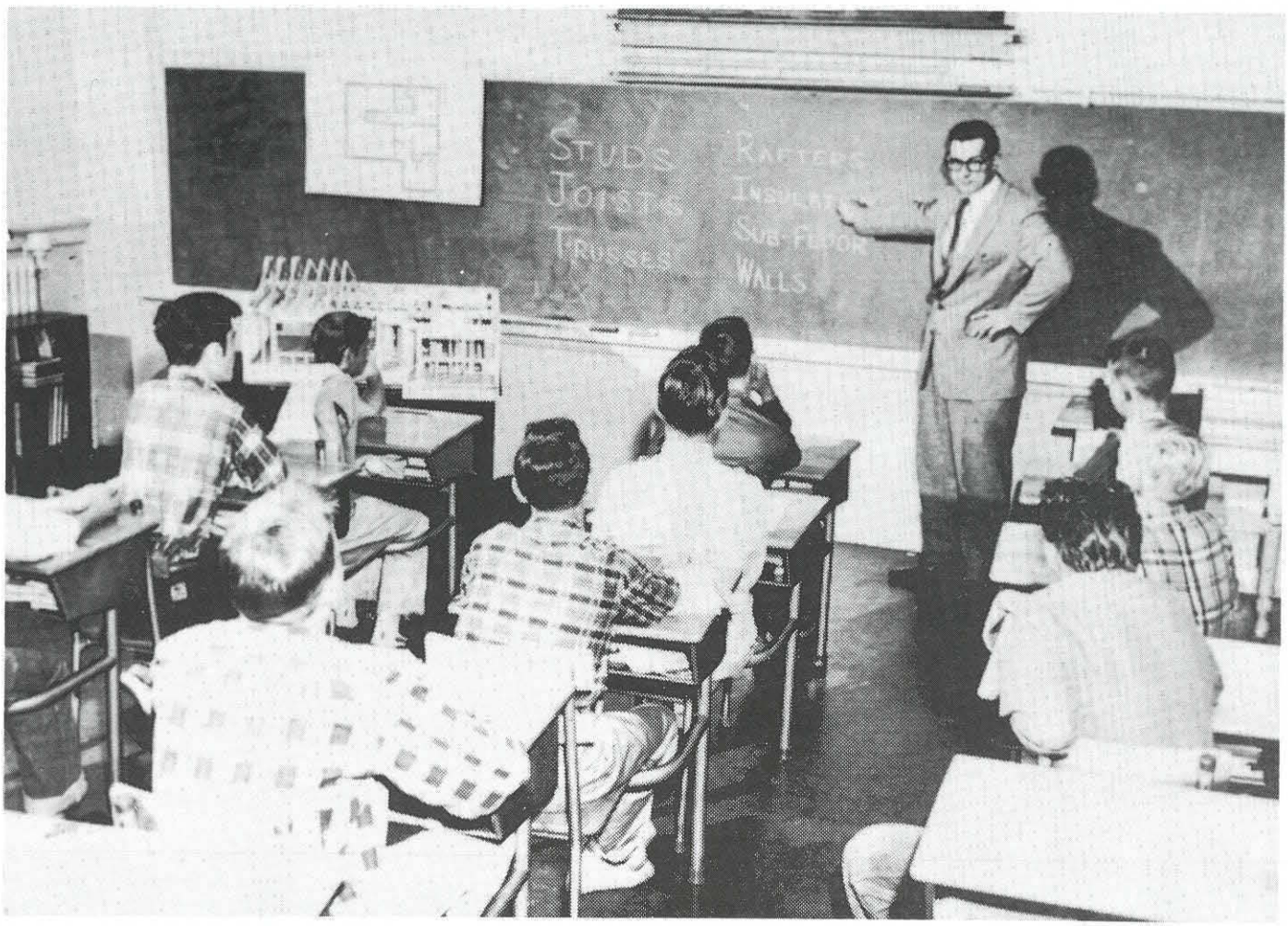
Entries from the Queen's Avenue School punishment book, 1906 - 1907
(Strapping was abolished in Edmonton Public Schools in 1988)

Thompson, too, received his share of punishment while a student at McCauley. His hands were warmed several times for playing hookey. With a twinkle in his eye, the 1912 student of McCauley School boasted that his truancy lasted most of the year and that he was able to elude the ever-vigilant truant officer, George Donnolly, because the school's principal did not report him. "I was the school's pitcher and a good one, and always turned up for the games. I guess Mr. McKnight, the school principal, didn't want to lose me."

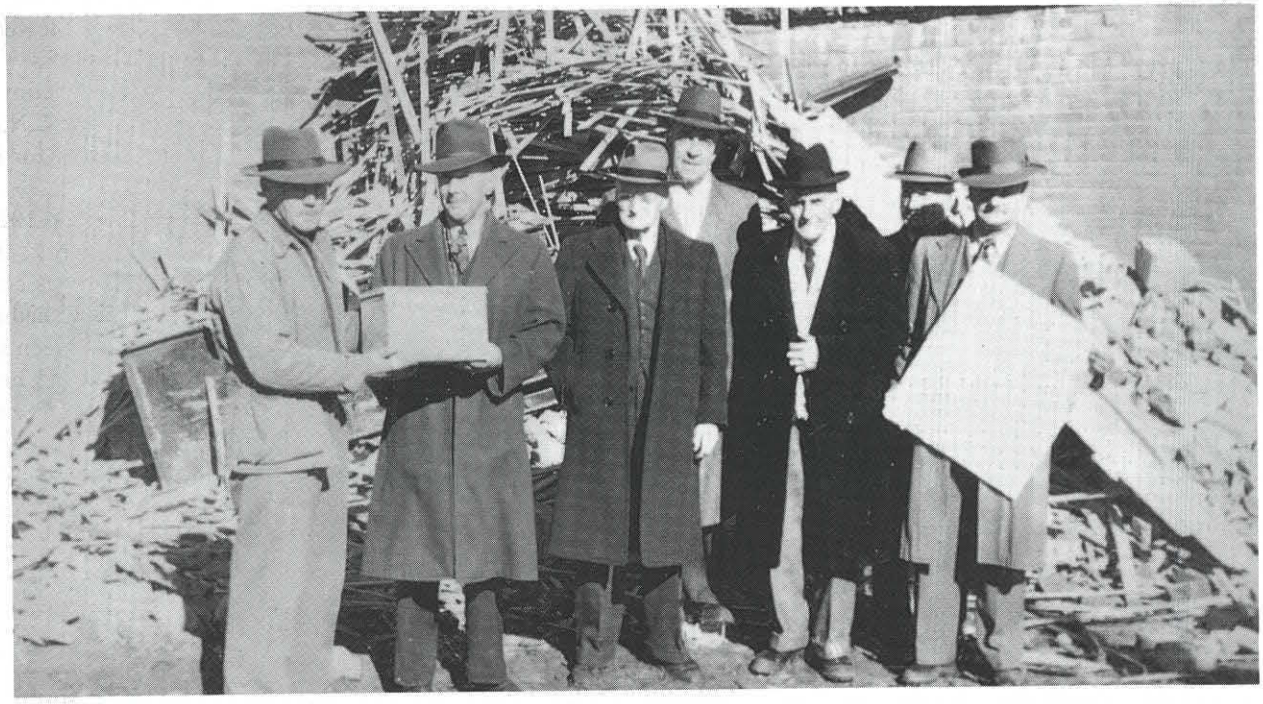
It was not uncommon to be strapped for incorrect spelling and careless work at this time. In fact the practice continued in some Edmonton schools into the 1930s, prompting Superintendent George McKee's memorandum to principals to thwart the process.

In 1925, Queen's Avenue School became a victim of urban progress. It was sold, for $100,000, to the C.N.R. who used the old school as headquarter offices for its dining and sleeping car departments.

A year later, another new school was built on 105A Avenue between 99 and 100 Streets, just across the tracks from old Queen's Avenue School. Trustees considered such names for the school as "The Canadian National," "Ralph Bellamy," "Central," and "Queen's." Nostalgic sentiment prevailed, however, and the new 14-room building would retain the old name of "Queen's Avenue."



Michael Strembitsky, a member of the new Queen's Avenue School staff, 1958



Cornerstone opening ceremony at demolition of Old Queen's Avenue School, March, 1949. Left to right; W. Aitken, Adby Demolition manager; Wm. Rae, Board Chairman; W. Ramsay, first Principal of Queen's Avenue; Ross Sheppard, Superintendent of Schools; Wm. Rea, pioneer Principal of Edmonton High School; H. G. Turner, Secretary-Treasurer Edmonton Public School Board; James MacDonald, Edmonton Public School Board Trustee.

The new Queen's Avenue School, opened on December 3, 1926, and served the residents of the area for almost 40 years. Prominent principals of the second Queen's Avenue School included T. D. Baker, former Deputy Superintendent of Edmonton Public Schools; Pat Holt, retired Assistant Superintendent of Pupil Personnel Services; and Jim Reid, who completed 37 years of service with the Edmonton Public Schools. Incumbent Superintendent of Schools, Dr. Michael Strembitsky, was a budding teacher on the Queen's Avenue staff in 1958.



Edmonton Public Schools Picnic, 1903. Most of the pupils are from Queen's Avenue School. (Mr. Alex Taylor and Rev. D. G. McQueen in background)

This Corner Stone was laid on the 29th day of April 1902 in the second year of the reign of King Edward the Seventh. It was laid with Masonic Honors by authority of the M.W. Grand Master R S Thornton, the following local Masons acting as Grand Lodge Officers:

R.W. Bro. E.A. Braithwaite	Acting Grand Master	W. Bro. G.T. Bragg	Grand Senior Deacon
R.W. Bro. C.W. Sutter L.D.D.G.M.	Deputy Grand Master	W. Bro. Wm McLaren	" [illegible]
W. Bro. K.W. Mackenzie	Grand Senior Warden	W. Bro. D.J. Mackenzie, G.S.A.S.	" Senior Ste[illegible]
Bro. J. [illegible] McDougall	Grand Treasurer	[illegible] Bro. W.F. Timm	Acting " Jun[illegible]
W. Bro. G.M. Montgomery	Grand Junior Warden	W. Bro. W.G. Ibbotson	Director of Ceremonies
Bro. J.J. Dunlop	Secretary	Bro. Wm McKay	" Grand Tyler
Bro. H.A. Gray	Chaplain	W. Bro. R.B. Ferguson	Bearing Great lights
W. Bro. G.H. Webb	[illegible]ator	W. Bro. A.C. Rutherfo[illegible]	[illegible]nd Constitution.

At this date the officials of the [illegible] of Edmonton were: Wm Sh[illegible] [illegible]yor, and E.D. Grierson, C. Gallagher, P. Heiminck, W.T. Henry, H. Goodridge, J.H. [illegible] Councillors; G. J. Kinnaird, Secretary Treasurer, N.D. Beck, Solicitor; F.A. Ste[illegible] Auditor; and J.S. Cowan, Police Magistrate; The School Board was composed of Ale[illegible]or, Chairman, M. McCauley, H.C. Taylor, Thos Bellamy and K.A. McLeod, Trustees, and St. Geo J[illegible], Secretary Treasurer; The Architect of the building was H.D. Johnson, and the Contractor, R. Manson.

The History of the Edmonton Public School dates from the year 1881 when the first building was erected by public subscription on lots donated by the Hudson's Bay Company for that purpose. When the Board of Education of the North West Territories was formed Edmonton was one of the first places in the Territories to take advantage of the liberal grants given in aid of Education – it being No 7 on the Register.

The school population having outgrown the old building an addition was made to it in 1888, and yet another addition in 1891, the year of the advent of the Railroad. Population increased rapidly and [illegible] in 1894 found necessary to erect a four roomed brick building on property [illegible] from the Methodist Mission o[illegible] [illegible], overlooking the valley of the North Saskatchewan. These rooms [illegible] overcrowded [illegible] was found necessary to rent rooms in different parts of the town to accommodate the [illegible]s, so that at the present time [illegible] ten rooms are required to accommodate the school population of the town.

In 1901 it was thought advisable to [illegible]blish a High School which w[illegible] in charge of Principal John [illegible] assisted by William Rae B.A. as Master [illegible]uages. Walter Ram[illegible] Principal of the Public Scho[illegible] by a staff of seven teachers, namely: [illegible]ss K. Chegwin, Miss McKee, B[illegible] [illegible]iss Osborne, Miss E. Cheg[illegible] Miss Miller, Miss Barker and Miss B[illegible]ick. The School Inspect[illegible] the District is George J. Br[illegible] The number on the roll at the date of present writing is 382, and the average [illegible]ee is 333.

The new building of which [illegible] stone is above [illegible] be laid is bei[illegible] [illegible] $30,000

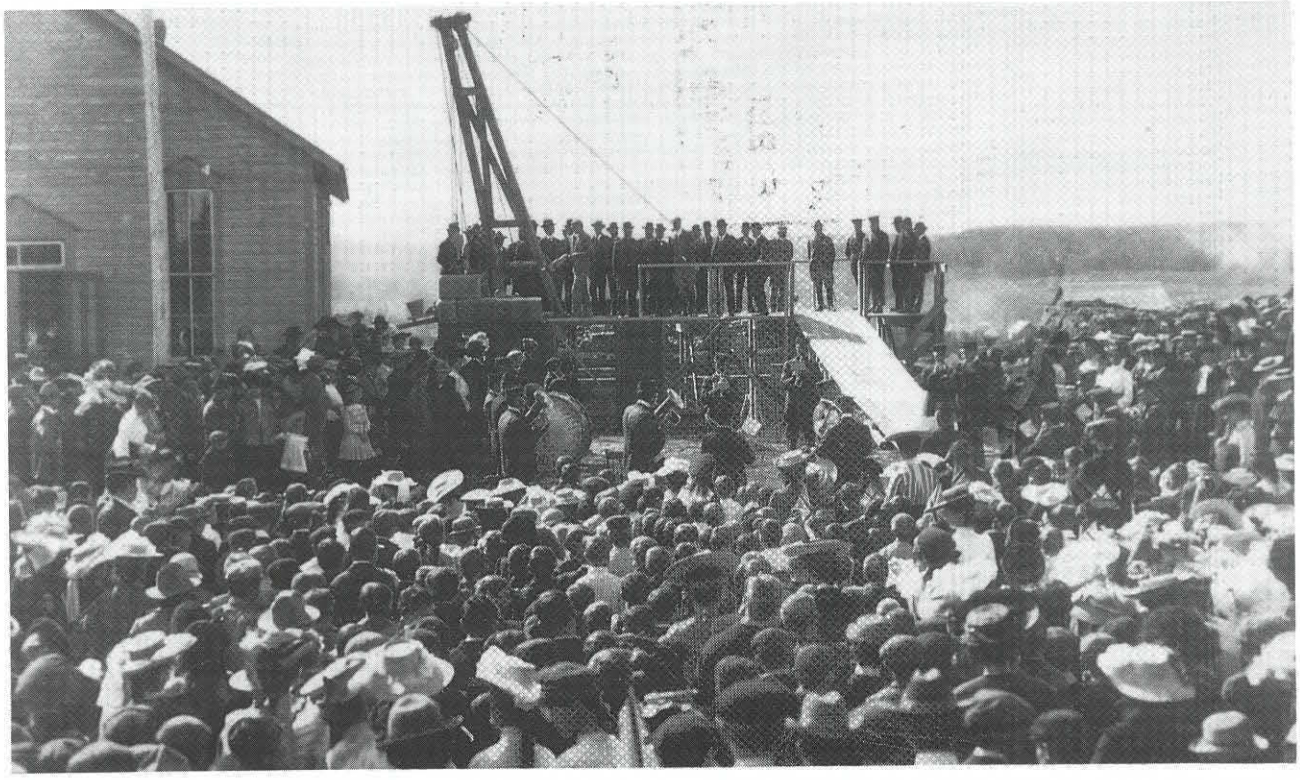
Historic parchment scrolls removed in 1949 from time capsule in Queen's Avenue School cornerstone. Damage to scrolls was caused by fermentation of oats in the tin capsule



Dr. W. M. MacKay

The CNR decided to demolish the old Queen's Avenue School in 1949. Present on the site the day the demolition crew reached the cornerstone of the building was the school's first principal, Walter Ramsay. It was Ramsay who was given the signal honor of removing from beneath the cornerstone a time capsule laid in 1902. The tin box contained coins and stamps of the year 1902, an information folder for new settlers of the Edmonton area, a copy of the 1902 Edmonton Telephone Directory, a handful of oats and two scrolls. One of the parchments recalled the history of the Edmonton School District. The other described the impressive Masonic cornerstone-laying ceremony of 1902 and listed the prominent Masons who participated in the function.

Queen's Avenue School holds the unenviable record of being a school which was demolished twice. In 1965, the new Queen's Avenue School fell to the wrecker's ball to provide a site for the Edmonton Public Schools' Warehouse and Maintenance Shops.



Governor-General Minto lays cornerstone of McKay Avenue School, 1904.
(Portion of two-room addition to original schoolhouse is visible to the left of the platform)



McKay Avenue School in 1906

The third brick school built by the Edmonton School District #7 was located on a busy street that had been named to honor Dr. W. MacKay, a pioneer Hudson's Bay Company physician who came to Edmonton in 1898. But in the process of naming the avenue in honor of the good doctor, a spelling error occurred. What should have been "MacKay Avenue" and "MacKay Avenue School," was registered in records, much to the dismay of orthographers and historians, as "McKay Avenue" and "McKay Avenue School."

McKay Avenue School was built on the same grounds as the first Edmonton schoolhouse. In March, 1904, R. J. Manson was awarded the contract for the eight-room school, which, with a 1912 addition, totalled $111,000. The cornerstone of the new school was laid by the Governor-General of Canada, Lord Minto. Beneath the historic cornerstone was imbedded a tin time capsule containing newspapers, stamps, coins and other memorabilia.

While the building was under construction, classes were held in the old Presbyterian Church nearby. Two of the three rooms in the old wood frame school on the McKay Avenue site were also used. The third room of the old school – the original 1881 schoolhouse – was rented to contractor Manson. In 1905, Manson purchased this one-room school for the paltry sum of $75. A year earlier, when tenders for the purchase of the old schoolhouse were first called, the Board rejected the only bid received – a proposed $25 purchase by E. Looby, a local blacksmith. The other two rooms were purchased at the time for $201 by B. W. Hutton who moved them to Athabasca Avenue (102 Avenue) and 106 Street where they were converted to house the "Standard Plumbing Shop."

The 1881schoolhouse, purchased by Manson, suffered a less ignominious fate. Prior to War I it was moved to the Ross Flats area. There, at 9647-100 Street, it was converted into a family residence. The original blackboard ledge, which extended some 23 feet along the west wall of the 1881 school, remained as a very prominent feature of the little home's kitchen and bathroom.

The schoolhouse-home, which was situated on property belonging to Donald Ross, was rented to Edmonton residents including the Mawhinney family who became long-term tenants in 1919.



McKay Avenue School Grade 8 class of 1912

Front row: Edgar Nobles, Isaac Crystal, Doug York, Jim McMillan, Allan Harvey, Fred Pennock, Syd Hardisty. Second row: Wop May, Robina McMillan, Enid Wood, Katie Cowan, Tina McQueen, Carrie Lawrence, Shirley McDonald. Third row: Jessie Huff, Bliss McDonald, May Parkinson, Rose Tidsbury, Beth Osborne, Frank Thomas,. Fourth row: Kingsley McDonald, Jess Tidsbury, Rene Hutchings, Connie Dear, Dot Field.



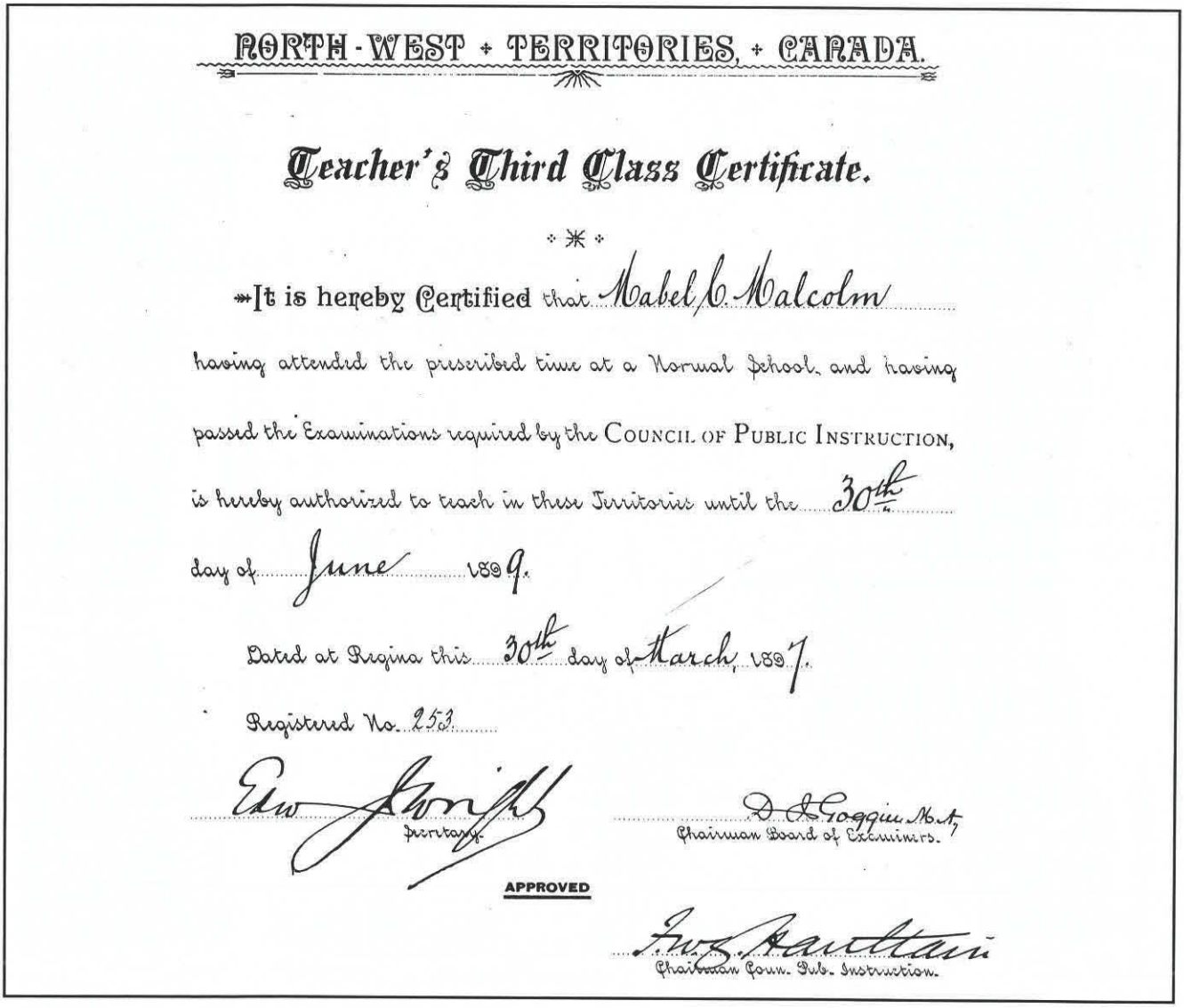
Alberta's first Legislative Assembly at McKay Avenue School, 1906
(Matthew McCauley, Member of Provincial Parliament for Vermilion in back row centre)

In 1924, the property came into the possession of the City of Edmonton. In 1958 it was purchased by Mrs. Margaret Mawhinney who lived in the historic schoolhouse-home until her death in 1979. The home was then sold to the City of Edmonton who turned it over to the Edmonton Public School Board in 1981 for $1.00.

The 1881 schoolhouse-home became the focal point of the Edmonton Public School Board's centennial activities in 1982 when it was restored and relocated to the McKay Avenue School grounds a scant 50 metres from its original site. Since its re-opening in 1982, almost 30,000 students from Edmonton and area schools have attended half-day sessions and participated in school work reminiscent of the 1880s in the historic school.

In 1905, C. H. Russell was appointed as the first principal of the new McKay Avenue School. Russell would serve for less than a year before being transferred to Queen's Avenue School to replace Walter Ramsay. Percy S. Bailey and J. Gordon Sinclair are also recorded in the long list of prominent principals who served at McKay Avenue School. The late Mrs. Christine McKnight, who, in 1912, was Tina McQueen at McKay Avenue School, remembered the strict and formal Principal Bailey, and the serious business of learning in those days: "We'd never think of getting into trouble – although Wop May, who was in an upper grade, was a going concern and always getting into mischief. The boys at the school were expected to wear shirts and ties. I once did get into a bit of trouble by scribbling "x's" and "o's" on Alan Harvey's Eton collar."

One of the early McKay Avenue teachers fondly remembered by Mrs. McKnight was Kate Chegwin, who served as music instructor in three Edmonton schools. Kate Chegwin would later be appointed principal of McDougall School, the first prestigious administrative appointment of a female teacher to a large school in Edmonton.



NORTH-WEST ✦ TERRITORIES, ✦ CANADA.

Teacher's Third Class Certificate.

✦ ✳ ✦

It is hereby Certified that Mabel C. Malcolm

having attended the prescribed time at a Normal School, and having passed the Examinations required by the COUNCIL OF PUBLIC INSTRUCTION, is hereby authorized to teach in these Territories until the 30th day of June 1899.

Dated at Regina this 30th day of March, 1897.

Registered No. 253

Edw Knight
Secretary.

D. J. Goggin M.A.
Chairman Board of Examiners.

APPROVED

Chairman Coun. Pub. Instruction.

Evelyn Jones Powell also has fond memories of McKay Avenue School. A McKay Avenue School graduate of 1929, Mrs. Jones Powell recalls some very pleasant memories of school life in her vignettes entitled "Memories of McKay Avenue School."

MEMORIES OF McKAY AVENUE SCHOOL

THE FIRST EVENT: My first memory was the Christmas of 1920. Kindergarten, at that time called Jr. Grade I or II and Sr. Grade I or II. I had been ill and my father took me to the school in a sleigh. To bring home I had a bag of candy and a small needle case someone had made for me. The fact that it was 26 degrees below didn't seem to spoil the party. In January 1921 the temperature dropped to 46 degrees below!

THE BASEMENT I always hated. It was pitch black. The long dark stairs to the bathrooms and play area used to frighten us. We were glad when the janitor, Mr. Langdon, had his door open. A bit of light reached the bottom of the stairs.

THE PRINCIPAL Mr. R. J. Scott left around 1927 to become an Inspector. Although we feared him we found him fair and respected him. It was decided that we would buy him a warm fur fabric coat, very popular at that time. The cost seemed enormous to us when collected in nickels and dimes. Then Eileen Featherstone advised that she could get one for us "wholesale". That was a new word to most of us. I believe the cost was $35.00. Mr. Scott was impressed and we talked about it for days.

TEACHERS: What an important part the teacher played then; nearly all ladies. I recall Miss Inkster, Miss Burgar, Miss Forbes, Miss Bryden, Miss Hill and Mrs. DeBell. My favorite was Miss Helen Chalmers. I met her on several occasions after I had grown up and I told her of my admiration. She seemed pleased. She was firm yet generous with her smiles. When beautiful things were limited, she was beautiful to me. She did not wear practical black but pastel suits and lovely large hats. To girls who wore skirts, middies and black shoes she was indeed a pleasing sight.

HOUSEHOLD ECONOMICS (for girls) - WOODWORKING (for boys) was given in our last year. Mrs. Masson instructed the girls at Oliver School. We made tomato soup, creamed onions and baking powder biscuits, also a slip and apron. This was the only extra class we ever had.

COOKING APPLES on the radiators was great fun in the winter. Put on just before school began they were hot and delicious by recess. We got a supply from our Halloween treats. A small apple was the usual handout not the lovely assortment given to-day. I cannot remember any trouble over apples. Everyone seemed to know their own and we shared.

THE SCHOOL NURSE: Ours was a Scot and we were afraid of her. For that once-a-month visit I'd wash my hands at the drinking fountain and dry them on my petticoat then shine my teeth with the hem. On short notice that was the best I could do. Anything to prevent a note sent home.

MILK: How I remember the milk! Underprivileged children were given one-half pint of milk each morning at recess provided, I believe, by the Edmonton City Dairy. Miss Moraw, my teacher, thought I was too thin and, if any was left over, I was given a bottle. My old friend Mima Templeman remembers that she too sometimes enjoyed this treat.

ARMISTICE DAY was real for us. Many had lost fathers or someone close. The two-minute silence was really silent. We sang our Anthem, prayed and listened to serious words from the principal.

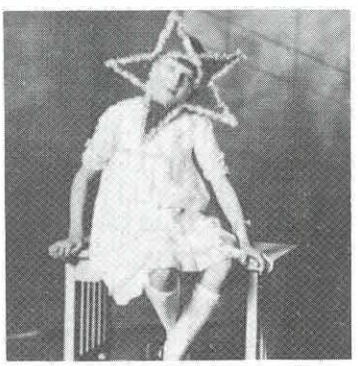
CHRISTMAS was special in a small way. Woolworths did well selling vases one holiday season. We grew bulbs on the window sill for our Mothers. It was cold, many froze on the way home. The poor were not forgotten. We collected "White Gifts". A can of something was the usual gift. One Christmas Herb Ingram's mother sent two pieces of material. We were impressed by the generous gift. Not many had material to spare.

JULY 1, 1927 was the sixtieth birthday of our great country. There was no celebration for the half-century birthday in 1917 as Canada was at war. McKay Avenue School was right in there. The senior girls, under the direction of Miss Inkster and Miss Chalmers presented a display. For the Grand Finale we placed red, white or blue squares on our backs and knelt on the ground heads down. The people on the hills at Victoria Park were to be awed by the beautiful flag thus formed. My mother remarked that all she saw was the little girls with their behinds in the air. We were rewarded with free coupons for pop, ice cream and chocolate bars. In addition each pupil was presented with a medal to commemorate Canada's birthday.

MONEY was no worry. Most of the time no one had any but if you had a cent or two it was down the hill to Hencher's Store. The going down was easy but the climb back up was hard work. The trip took most of the recess.

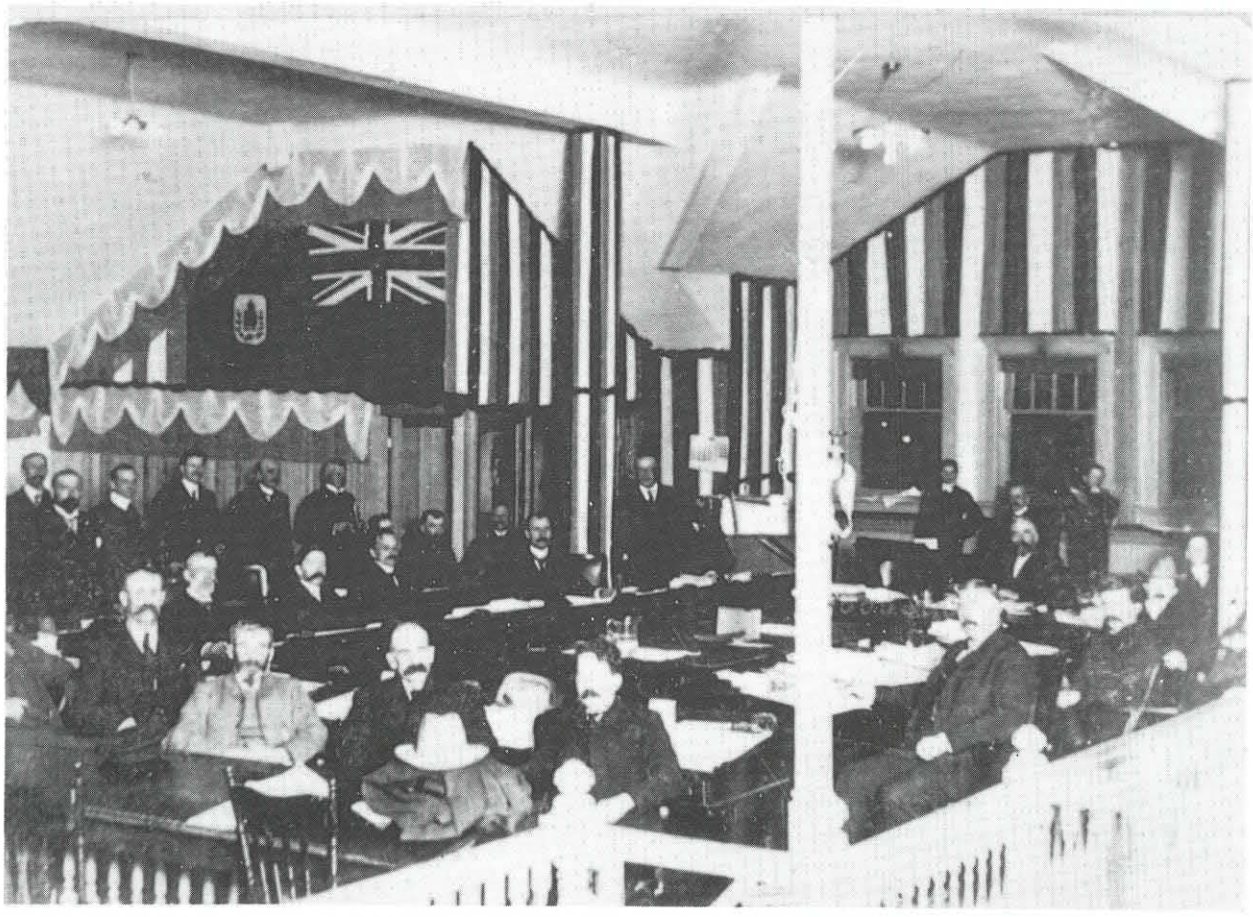
JAZZ GARTERS were popular in 1928-29. Copying our flapper sisters we wore them too. Made of lace and ribbon, frilled with two small bells on each. These were turned under for silence but when out they tinkled - only in the school yard, never in the schoolroom.

AUTOGRAPH ALBUMS, always popular, were at their peak in Grade VII. Hours were spent on Art Work. The better the friend the bigger the effort. "Alberta Groves, I had your book for years, too bad I didn't return it". The poems were mostly sentimental but sometimes quite unkind.



Evelyn Jones Powell as Star of Bethlehem at McKay Avenue School Concert, 1925

How I wish I could give the children of to-day the relaxing, peaceful days we had in public school at McKay Avenue.



Members of first Alberta Provincial Parliament in McKay Avenue School, 1906

Six months after its opening, McKay Avenue School became the temporary home of very special guests – the newly-elected members of the Provincial Parliament of the Province of Alberta. The first and second Legislatures of the new province met in the spacious assembly hall of the school in 1906 and 1907. Rent for the accommodation was set at $400 per session, exclusive of caretaking costs. As well, the government was responsible for placing protective coco matting on the stairs and hallways leading to the third floor legislature.

A young graduate of the Alberta College School of Stenography was hired as the official typist for the Members of the Provincial Parliament. Kate McCauley was only 17 years old when she occupied a small office on the school's second floor. On her 100th birthday in 1989, the spry centenarian recalled her experiences with the humorless black-coated Members of the Provincial Parliament. One of these M.P.P.s was her grandfather, Matthew McCauley, who represented the constituents of the Vermilion electoral district. McCauley sat in the Alberta Parliament for only one session. He resigned in 1906 to accept wardenship of the new penitentiary which was being constructed in Edmon-



Kate McCauley, secretary for Members of Provincial Parliament of Alberta, 1906

ton. Observers of the early Alberta scene speculate that McCauley's appointment was one of the first political patronage appointments effected in Alberta.

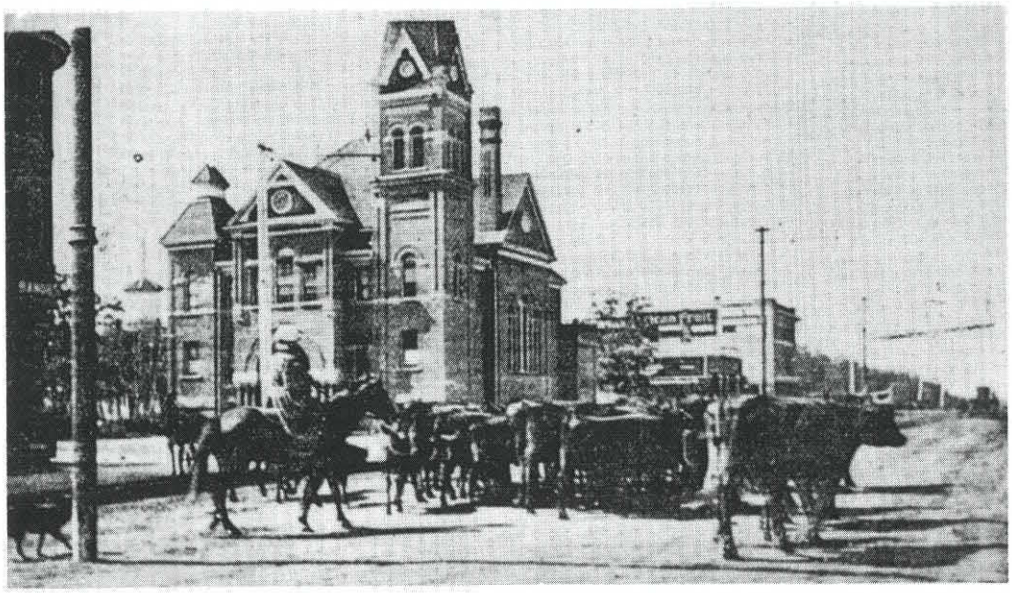
McKay Avenue School was located near the city's centre. Queen's Avenue was not; it was located just outside the northern limits of the hub of the city. James McGregor in *Edmonton, A History* provides a good description of the city's central core in 1905:

> The hub of the city extended west from about today's 94 Street to 106 Street, and from the river bank to 103A Avenue. At the corner of Jasper and 98 Street, stood the new Alberta Hotel, while the General Hospital formed the focus of an extension west from the main town. The intersection of 101 Street and Jasper was the heart of the shopping area, holding this distinction by virtue of McDougall & Secord's brick buildings on two corners, and the Windsor Hotel on another. Along the four streets radiating from this point occasional three-storey brick buildings or two and three-storey frame buildings towered over the smaller, false-fronted stores and the intervening lots still covered with their original trees. Some of the small shops were shacks no bigger than the modern kitchen, and the space taken out of their front by a normal sized door left room for only a narrow window. Cheek by jowl along the few main streets were banks and livery stables, saloons and stores, poolrooms and office buildings, Chinese restaurants and laundries. At the corner of Jasper and 103 Street stood the Hudson's Bay Company's store built in 1892, while across from it was the Presbyterian Church of 1902 vintage, and overlooking the river bank on the east side of 101 Street was George McDougall's whip-sawed lumber church dating back thirty years.

In the early 1900s trustees were criticized for building schools, such as Queen's Avenue, far away from the city centre – in the bush. The two temporary Norwood Schools, which were built in 1906 just north of the present Norwood School, were more than a mile north of the central core of the city. The critics were right: there was certainly more bush and unoccupied land than home sites in the vicinity of these one-room schools.

Pioneer Edmontonian Mrs. J. L. Cleary recalled the Norwood area in the early 1900s. "You would think that Norwood was in the country at that time. There were no streets, no sidewalks and no roads – only wagon trails and paths through the bush where people lived. Rat Creek flowed to the south of the school and it was out-of-bounds for all of us." Mrs. Cleary was one of the school district's first nurses. For many years she travelled by streetcar to visit schools in all corners of the city.

Some residents referred to the first Norwood schoolhouse as the Rat Creek School. But the name never became popular, much to the delight of residents of the area.



Cowgirl herding cattle on Jasper Avenue, September, 1908
(In background – Old Brick Presbyterian Church on 103 Street)



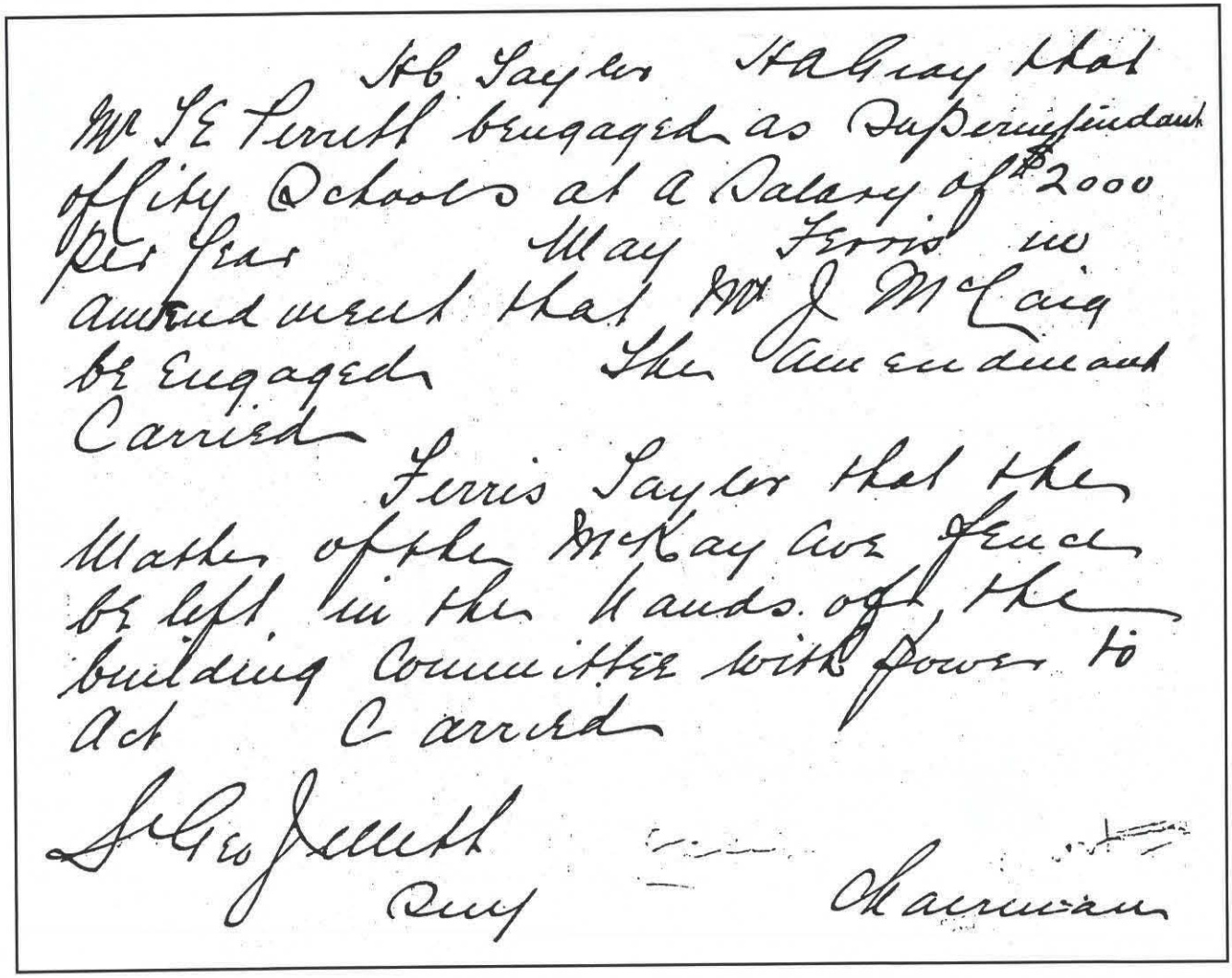
Real estate advertisement, 1906

Farsighted trustees such as Alex Taylor, H. C. Taylor, A. E. May, Dr. W. Ferris, and the Rev. H. A. Gray were certain the city would expand in all directions, creating the need for many more schools. And expand it did, at a pace that brought joy and prosperity to the real estate traders. As soon as new subdivisions were surveyed, advertisements appeared in the papers, extolling the benefits of purchasing property away from the din and clamor of the inner city.

By 1905, Edmonton's public school population had grown to over 1,200 students, an increase of 25% over the previous year. To deal more effectively with the growing demands on the Board, trustees adopted the committee approach to school administration. Four trustee committees – finance, management, buildings, and supplies – were organized in 1905, but a year later it was obvious that the matter of overseeing the work of the schools and the planning for new schools was more than the five-man Board could handle. The time had come for the appointment of a full-time Superintendent of City Schools. The successful applicant for the position would be one of Alberta's most prominent educators. He would also be one of the most controversial chief executive officers in the history of the Edmonton Public Schools.

Chapter Six

The First Superintendent: James McCaig



So recorded Secretary-Treasurer St. George Jellett, in almost illegible handwriting, the appointment of James McCaig as the first Superintendent of City Schools. The date was July 20, 1906.

The irregular amendment through which McCaig was appointed leads to the speculation that Board Chairman Alex Taylor was not too conversant with the rules of parliamentary procedure, or that he chose to ignore them.

But legal motion or not, James McCaig would become the Board's first school superintendent at a salary of $2,000 per annum.



James McCaig, first Superintendent of Edmonton Public Schools, 1906

Edmonton Bulletin editor, Frank Oliver, welcomed the appointment of McCaig, and commented that "there is probably no one in the province better qualified for the work." The new superintendent's qualifications were impressive: B.A. and M.A. degrees from Toronto University; a Bachelor of Laws degree; Honors and First Class Professional Public School Certificates; a Professional Certificate in English and History; a High School and Collegiate Institute Principal's Certificate and a Public School Inspector's Certificate.

Prior to his arrival in Alberta, McCaig taught in Ontario public and high schools. For almost six years he was head of Lethbridge Schools. In 1903, he was the highest paid principal of an Alberta School, earning a salary of $1,200. While at Lethbridge, McCaig purchased a large sheep ranch which he continued to operate after his Edmonton appointment.

Following his service in southern Alberta, James McCaig enjoyed a brief appointment as Provincial Inspector of the Edmonton District, which included all the territory from Wetaskiwin to Athabasca and from Lloydminster to Lac la Nonne. Much of the provincial inspector's travel at this time was by horse and buggy. McCaig's rig would be a familiar sight on Edmonton streets after he assumed his new office.

At the time of his appointment, James McCaig was vice-principal of the Calgary Normal School and an active member of two provincial curriculum committees. Early in his tenure he was elected to the Senate of the University of Alberta and, in 1908, served as the first secretary of the newly-formed Alberta School Trustees' Association.

Superintendent McCaig's duties, in the beginning, were somewhat diverse. In addition to the supervision of teaching and the organization of classes, he was also the purchasing agent for the Board. As well, he supervised the equipping and repair of all buildings. An office was rented for the superintendent in the Bulletin Block on Jasper Avenue.

Amiable and witty, the new chief executive officer soon established rapport with the staff of 30 teachers in the five Edmonton public schools. McCaig organized the first Teachers' Club in the public schools, and as its first president was active in promoting the club's social and educational objectives.

Evident in the early Annual Reports of the Board was the superintendent's penchant for charts and statistics. In one report, McCaig carefully analyzed the ethnic origins of the pupils enrolled in the public schools. He concluded that of the 2,531 pupils on the registers, 1,280 were born in Canada; 617 in the British Isles or other British possessions; 442 in the United States; 84 in Germany; 102 in other countries of Europe; three in South America and three in South Africa.

In terms of educational philosophy, there is little doubt that Superintendent McCaig was a progressive thinker. "The ultimate end of school work," he wrote in the 1906 Annual Report, "is character building. The work of the school should result in a heightening of the intelligence accompanied by a fostering of imperative impulses toward honesty and useful service."



Jasper Avenue East 1907

The dropout rate of "half-grown boys and girls," particularly boys, concerned the new superintendent. Because he was alarmed by statistics revealing that only 30% of the high school (Standards 6, 7, 8) population was male, McCaig urged the Board to add subjects such as stenography and bookkeeping to establish closer relation between the work of the school and the vocation of its graduates. In his 1909 Annual Report, McCaig stated:

> A curriculum containing other subjects than the 3 R's is richer in material, more varied in its appeal and in the qualities of character developed, broader in the range of insights and activities revealed, and more helpful in making choice of vocation.

On the local and provincial levels, McCaig lobbied for the expansion of the manual or industrial arts program. He criticized those who referred to the programs as fads, and insisted that manual arts was a suitable vehicle for "certain natural tendencies in the student. The taste for some kind of handwork at home is often the means of keeping boys off the streets." McCaig promoted the establishment of commercial courses which were developed at College Avenue School in 1907, and introduced into the Edmonton High Schools in 1912. Expanded household science, music, and physical education programs were also proposed by the superintendent in the belief that a richer curriculum would help keep pupils in schools.

But the new superintendent was also a strong proponent of the need for a truant officer to assist in maintaining high attendance statistics. The permanent position of truant and attendance officer was established in 1911, when George Donnolly became the terror of city's public and separate school hookey players. Prior to Donnolly's appointment, city police constables were the bane of school truants.

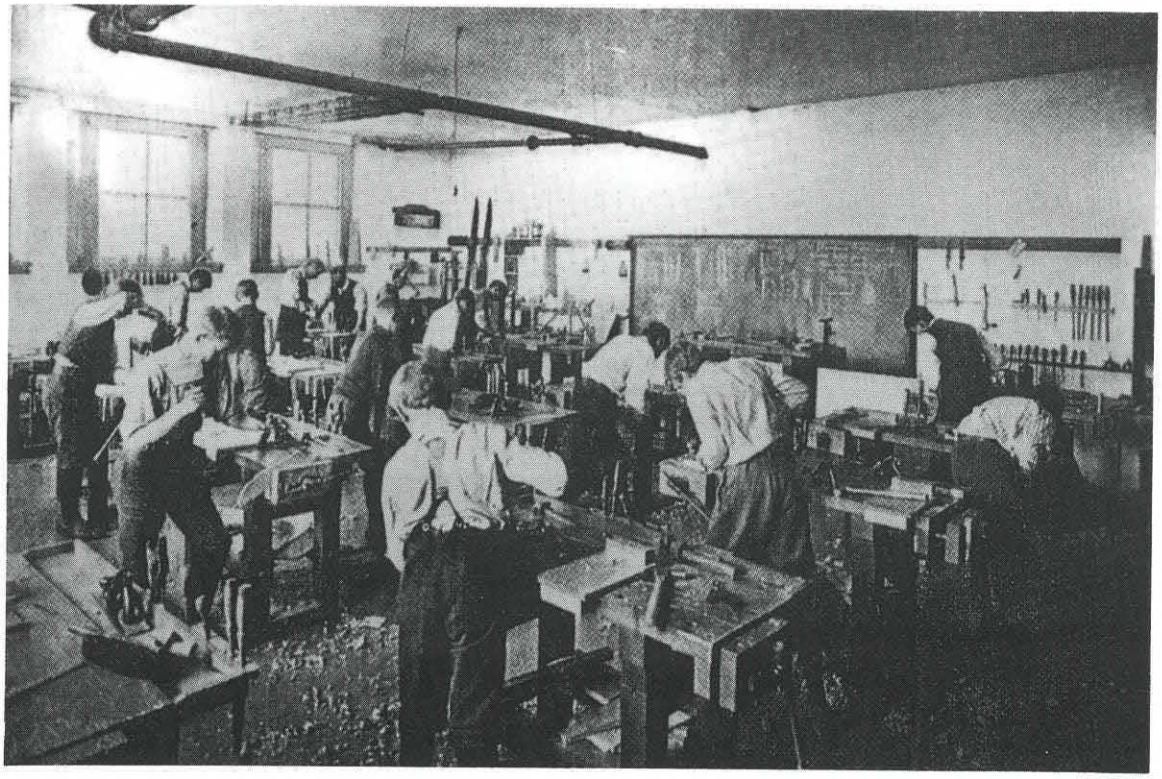
Special subject supervisors were appointed to staff shortly after the arrival of the new superintendent. The first of these was A. E. Hutton, who, in 1906, was responsible for overseeing the work of penmanship, drawing and brush work. In 1907, C. K. Flint was appointed Supervisor of Physical Education for the Edmonton School District #7. The word "Protestant" was, from this time on, no longer used in the district's name. The first female supervisor, Miss A. Bligh was appointed in 1908, to improve the teaching of household science. A year later, Kate Chegwin and A. H. Webb were assigned to supervisory positions in music and manual training, respectively.



A. E. Hutton, first supervisor of special projects – penmanship, drawing and brush work, 1906



C. K. Flint, first supervisor of physical education, 1907

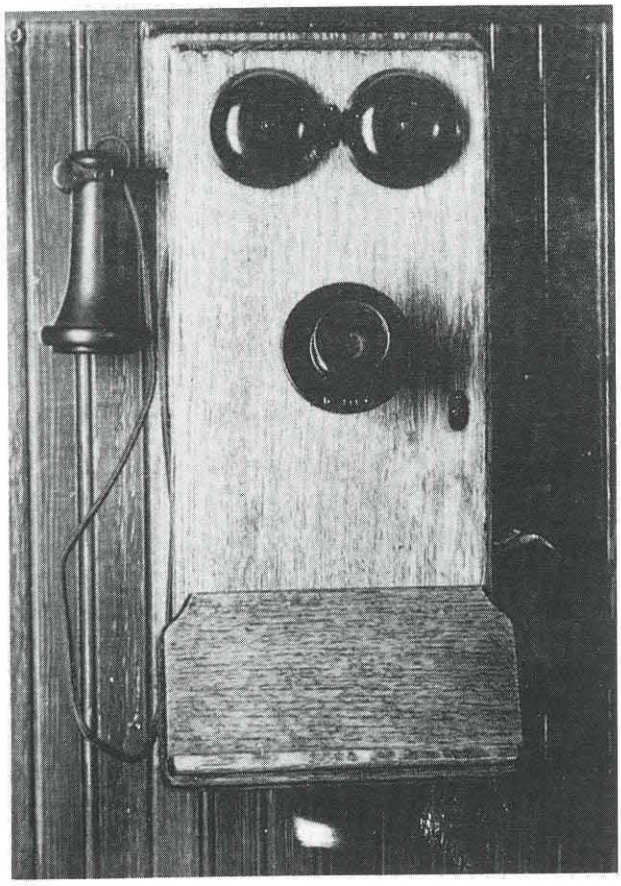


Manual Training Class – McKay Avenue School, 1907

A full-time secretary-treasurer, W. D. Bradey, was hired in 1908 to assist the Board in their new headquarters in the Mortlake Block on Rice Street (101A Avenue).



W. D. Bradey
Secretary-Treasurer of
Edmonton Public Schools
1908-1921



Long box telephone, circa 1908

A wall telephone, the first ever installed in the Board's premises, was provided in 1908 for the superintendent and new secretary-treasurer. In the same year, phones were also installed at McKay Avenue, College Avenue (High), Norwood, Alex Taylor, and Queen's Avenue Schools. A "party line" system linked these schools and the School Board office. A code system of ringing — one ring for McKay Avenue, two rings for College Avenue — was used, but every time a 'phone rang, the bell was heard at all six locations! This system was used until 1912 when the school principals involved requested changes because of the "incessant ringing" and the "long waits" due to others using the 'phone.

In 1909, architect G. E. Turner was appointed as the Board's Building Commissioner. Turner accepted the $2,000 position with the understanding that he "be authorized to hire an automobile or a horse and buggy when he finds the street cars inadequate to suit his convenience, and that he get whatever conveyance is needed at as reasonable price as possible."

Only three brick schools — College Avenue, McKay Avenue and Queen's Avenue, graced the city skyline when James McCaig was appointed superintendent. Six years later the city's population increased threefold to almost 30,000. In the same period, five brick schools were opened on the north side of the river: Alex Taylor in 1908; Norwood in 1909; Oliver and Victoria High School in 1911; and McCauley in 1912. Temporary schools with such names as Syndicate Avenue (95 Street and 108 Avenue), Saskatchewan Avenue (97 Avenue and 101 Street), Peace Avenue (103 Avenue and 114 Street), Norwood Extension (120 Avenue and 101 Street), Delton (82 Street and 118 Avenue), and Fraser Flats were also built to provide relief for the overcrowded brick schools.

The rapid growth of school population continued to be a major problem facing the Board and Superintendent McCaig. His Annual Report of 1911 indicated a teaching staff of 70 and a supervisory staff of five. Student enrolment was 3,998. Classroom pupil-teacher ratios in excess of 50:1 were not unusual at this time.

But serious as the problem of overcrowding was to Superintendent McCaig, it was minor compared to the problems he would face shortly after the Edmonton and Strathcona school districts amalgamated in 1912. At that time the number of trustees was increased to seven, including the first female to be elected, Bessie Nichols. Miss Nichols was a teacher at Alberta College at the time of her election.

Trustee Nichols was very supportive of Superintendent McCaig's administration. Trustee S. A. G. Barnes was not, and his lack of confidence in the superintendent was dramatically displayed when Barnes introduced a motion proposing that the enlarged district appoint two superintendents: James McCaig for Grades 1 - 8, and Strathcona Superintendent George McKee for Grades 9 - 12.

REPORT FOR AUGUST

Edmonton, Alta., Sept. 15th, 1910.

The Board of School Trustees,

Gentlemen:

I beg to submit the following report for August. The attendance is as follows:

School	Enrolled	Average
High School	145	134.98
Queens Avenue	421	394.31
McKay Avenue	288	276.83
Alexander Taylor	318	306.47
Norwood	409	373.5
Peace Avenue	185	172.66
Westmount	36	29
Saskatchewan Avenue	78	37.58
Second Street	17	16.83
Fraser's Flats	57	55.49
Syndicate Avenue	116	104.32
Norwood Extension	50	48
	2120	1949.97

Statistics relating to the work of the schools in the Departmental Examination at the close of last term are as follows. The record is a satisfactory one.

	Wrote	Passed
Standard V	101	94
Standard VI	66	54
Standard VII	41	30
Standard VIII	15	13
Matriculation	3	3

The Committee having charge of the school sports have decided on Friday, October 7th as Field Day. The Board is asked to consider the matter of a suitable appropriation for prizes.

Yours faithfully,

J McCaig

Superintendent McCaig's report to Board on Departmental Examination results, 1910

The motion for the dual superintendency did not pass, but it was a portent which would continue to worry McCaig.

Another attack on the credibility of the new superintendent came when Trustee Barnes produced affidavits from citizens who had grave concerns about the personal conduct of the superintendent of schools. Four special meetings of the Board were convened to hear witnesses and to examine the evidence Trustee Barnes had submitted. Reports of the investigation were printed in the three city newspapers, the *Journal*, *Bulletin*, and *Capital*, as well as the weekly tabloid, *Town Topics*. The scandal also made news in the Calgary press.

The charges against Superintendent McCaig centred on his frequenting city bars during the day. One of the affidavits provided evidence of monitoring the superintendent's movements about the city for a period of a full month. Sworn statements such as, "On or about the 2nd day of May A.D. 1911, in company with another man, I saw the said James McCaig standing in the Cecil Hotel Bar in the said City of Edmonton, drinking over the bar. The nature of the drink I should judge to



Bessie Nichols, first woman to be elected an Edmonton Public School Trustee, 1912



BOARD OF TRUSTEES, 1911
S. A. G. Barnes, W. H. Clark, P. E. Butchart, Chairman, A. T. Cushing, W. Ramsay

be porter" and "I saw the said James McCaig's rig still standing at the said hotel after the lapse of an hour and a half." These were typical of the accusations filed to protest the suitability of McCaig as superintendent of schools. Trustee Barnes insisted that the "superintendent's usefulness has been vitiated by his habit of indulging in intoxicants." He also charged McCaig with the use of profane and obscene language and with improper conduct at the recent elections for school trustees.

"There is no alternative," charged Barnes. "He must resign or he must be dismissed and, mark you, nothing is settled until it is settled right."



Trustee S. A. G. Barnes stirs up hornet's nest in school affairs. (C. H. Stout in Edmonton Plaindealer, 1912)

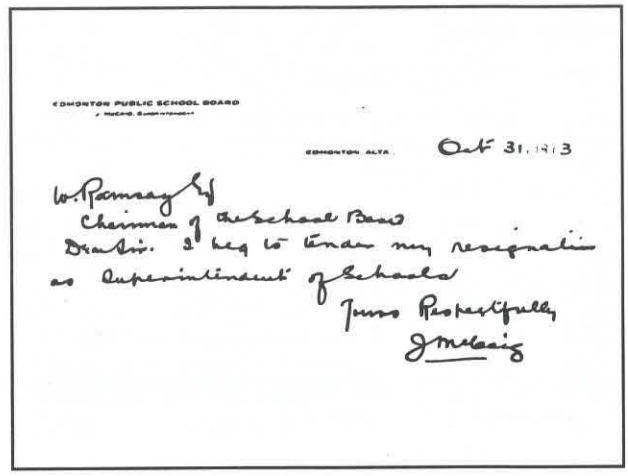
The settling, albeit a temporary resolution, came at the April 12, 1912 meeting of the Board when the "Report of the Committee of the Whole Board re: Investigation of Superintendent McCaig," was considered. Trustee W. H. Clark, in presenting the report, stated that the Investigation Committee, after long deliberations, had failed to come to any conclusion. Twice the committee had attempted to reach a decision, and twice the vote was tied. Trustee Bessie Nichols, who was receiving medical treatment at the Mayo Clinic in Rochester, was not present at all the meetings of the Investigation Committee, and as a result could not cast her vote.

Superintendent McCaig must have breathed a sigh of relief when the Board decided "that the Investigation Committee be discharged and that investigations cease unless a majority vote may be obtained." But McCaig's reprieve was to be a brief one.

Antagonist Barnes would be back within months with a motion "that Superintendent McCaig's jurisdiction over Grades IX - XII cease" and "that the Board advertise for a superintendent in well-recognized papers so that there is harmony on the Board and in the city."

But most trustees did not support Barnes. The motion did not pass, and on February 23, 1913, the Board decided "that all schools in the Edmonton School District #7 remain under the jurisdiction of one superintendent." As evidence of their support, trustees voted a $500 increase for McCaig, bringing his 1913 salary to $4,000.

McCaig interpreted the increase in salary as a vote of confidence and for eight months there was evidence of decorum and tranquility in meeting sessions. But the climax was yet to come, and come it did at a special meeting on October 31, 1913, called "for the purpose of hearing complaints against the superintendent." The special meeting was a short one, and no complaints came to the fore. Superintendent McCaig had submitted his resignation earlier in the evening:



EDMONTON PUBLIC SCHOOL BOARD

EDMONTON ALTA. Oct 31, 1913

W. Ramsay Esq
Chairman of the School Board
Dear Sir. I beg to tender my resignation
as Superintendent of Schools
Yours Respectfully
J. McCaig

No reason was given for McCaig's sudden exit but there were many rumors regarding his conduct. Six weeks later, on December 13, 1913, the *Edmonton Capital* carried news of the superintendent's moral indiscretions:

McCaig Kissed Miss Lobb; is Fined $27.35

Teacher Complains of Action of Defendant While He was School Superintendent

Before Magistrate Downs this morning in the south side police court James McCaig, who lately resigned as superintendent of the Public schools, was charged with having committed common assault on Miss Zaida M. Lobb, a teacher in the Allendale school on the Calgary trail.

"James McCaig stands charged," so ran the words of the complaint, "that on the first of October he hugged and kissed Miss Zaida M. Lobb against her will."

Mr. McCaig did not appear in person but was represented by Alex Taylor, clerk of the supreme court. A. F. Ewing, K.C., had been retained by the complainant's father for the plaintiff.

On the charge having been read, Mr. Taylor immediately entered a plea of guilty to the charge. Magistrate Downs thereupon disposed of the case by imposing a fine of $20 and costs. The latter amounted to $7.35, a great part of which was charged on account of witnesses' travelling expenses.

Among the important witnesses who were not called was Mr. Walter Ramsay, chairman of the school board.

The case made a record for time, having been opened and brought to a conclusion within four minutes.

The name of James McCaig, first Superintendent of City Schools, would not appear in Board minutes again until April 14, 1914, when the ever-vigilant Trustee Barnes would propose a long and involved resolution to remove the influence of the amorous superintendent from the educational scene:

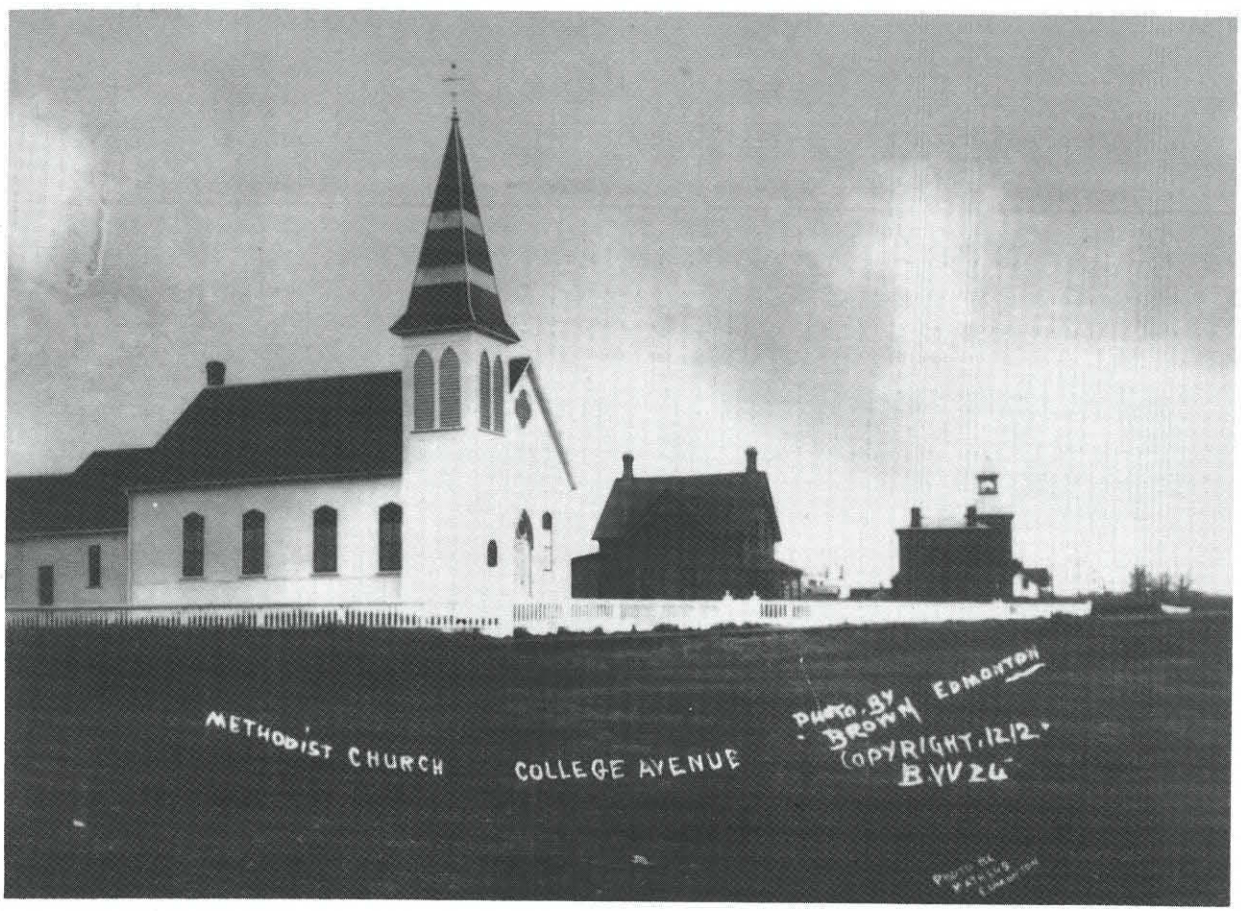
April 14, 1914

That WHEREAS the late Superintendent of Schools, Mr. J. McCaig, has been re-elected Secretary of the provincial Trustees Association, and WHEREAS that position is one of great responsibility in provincial educational matters, and WHEREAS the above mentioned secretary recently admitted guilt to the charge of assault committed by him on one of the lady teachers of Edmonton on October 1, 1913, and was fined $27.35 in the Edmonton South Police Court, and WHEREAS he previously resigned as Superintendent of Schools as a result of the offence being made known to the Edmonton Public School Board, and WHEREAS the above facts appear not to have been brought before the said Convention of Trustees at the time of this appointment, BE IT RESOLVED that we as a Board express our sincere regret that this appointment was made and further, that a copy of this resolution be forwarded to the President of Alberta Trustees' Association.

MOTION LOST

James McCaig passed away on October 14, 1921.

In the meantime, on the world scene, a greater conflict was developing. By the end of 1914 trustees would be facing the problem of providing education through economic difficulties of the Great War.



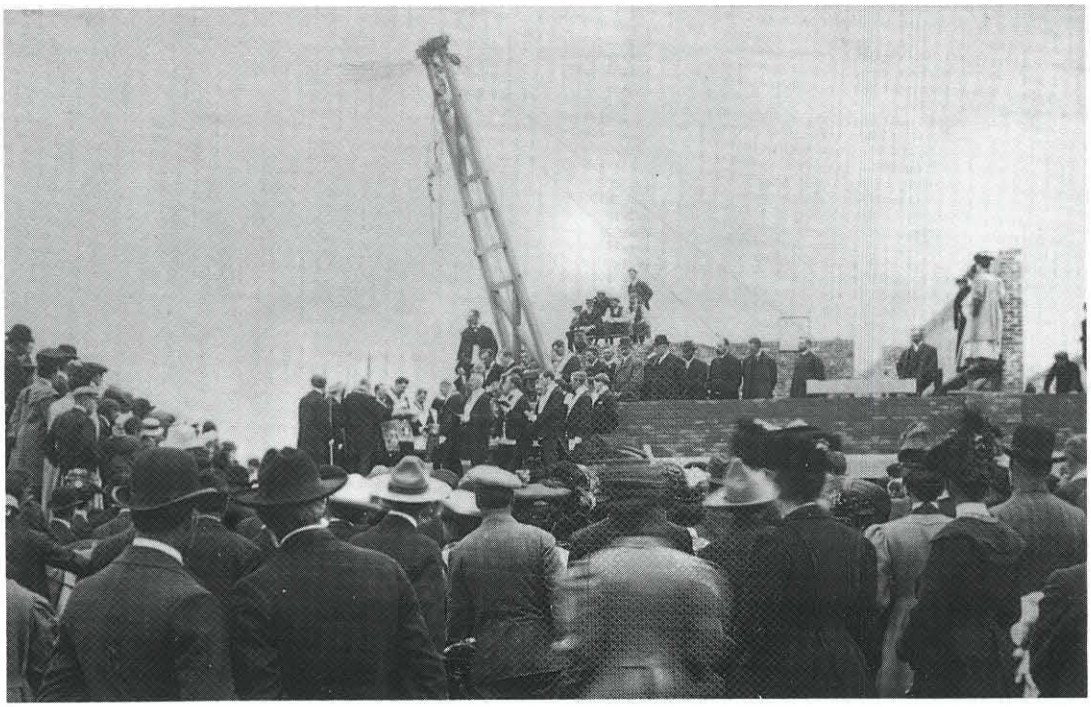
College Avenue East, College Avenue School on far right

Chapter Seven

The Permanent Schools: Alex Taylor, Norwood, Oliver, McCauley

James McCaig served the fledgling Edmonton School District as superintendent from 1906 to 1913. He held office during a period of rapid expansion in school construction, a time when temporary structures were replaced by permanent buildings. Ten permanent schools were built during the seven years of the McCaig superintendency. Five more were nearing completion at the time of his resignation.

"With the close of this year, another large public school building is approaching completion which will be a credible addition to our permanent structures." So stated Trustee Alex Taylor in the Edmonton Public School Board Annual Report of 1907. The large public school building to which reference was made would be named the Alexander Taylor School, in honor of the



Cornerstone laying ceremony for Alex Taylor School, 1907

trustee who would serve as Board Chairman for 12 consecutive years, from 1898 to 1909.

Alex Taylor was the first trustee in the history of the Edmonton Public Schools to be so honored while serving as an elected official. Only two other trustees, Dr. M. E. LaZerte and Frank Scott would, while holding the office, have schools named in their honor. Scott's recognition would be short-lived. Protests and petitions by ratepayers would force the School Board to rename the Frank Scott School the *Eastwood School.*

The need for building Alex Taylor School had been strongly supported by Superintendent McCaig, and the building was the first permanent school completed during his term of office.

A colorful ceremony marked the beginning of construction of Alex Taylor School. The August 13, 1907, issue of the *Edmonton Bulletin* reported the impressive stone-laying ritual conducted by the Grand Master of the Masonic Lodge in great detail, even to listing the contents of a time-capsule embedded in the foundation.

This box contains: Grains of the Province of Alberta; a set of postage stamps of the present day; the school report for 1906; the *Edmonton Bulletin,* the *Edmonton Journal*, the *Saturday News, Le Courier de l'Ouest, The Alberta Herald, The Wheat Belt Review* and a scroll.

The casket was delivered to Acting Grand Secretary J. J. Dunlop, who deposited it in a receptacle underneath the cornerstone.

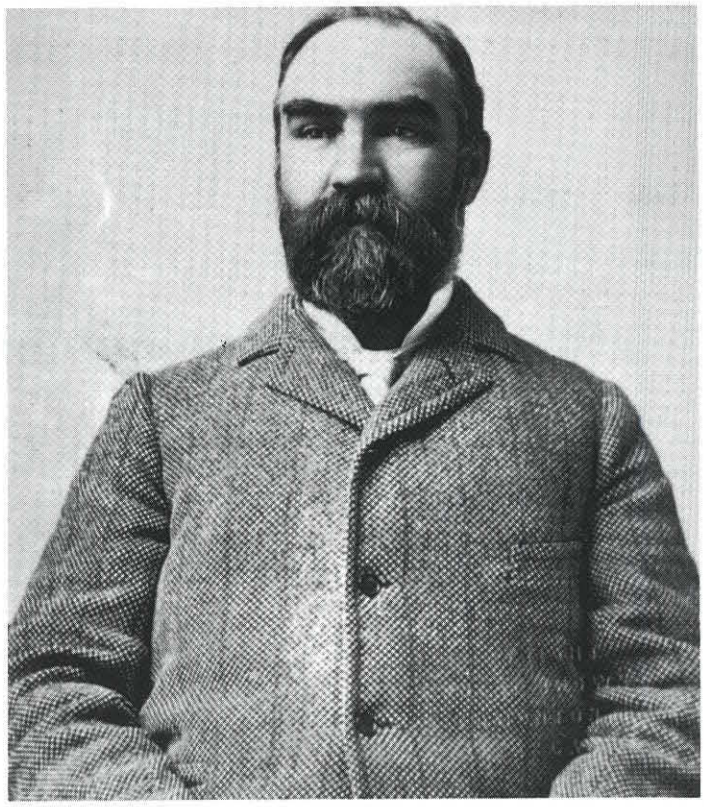
Impressive Ceremony

As the stone was laid in position by the workmen, the Grand Master pronounced the words: "May the Great Architect of the Universe grant that ages shall pass away ere this casket be seen of men." Past Grand Master Dr. E. A. Braithwaite then laid the square to the stone, and found it square; Grand Senior Warden Dr. A. E. Jamieson laid the level on the stone and found it so. The plumb was put to the stone by Grand Junior Warden J. T. Macdonald. When it was found to be laid true by the instruments of masonry, these officers received the elements of consecration, corn, wine and oil, from the three past masters W. Bros. Barnes, Harland and Flavin, and poured them upon the stone.

Three times the Grand Master struck the stone with his silver mallet, and called for the grand honors. These given, he delivered the square, level and plumb to the architect, R. W. Lines, M.S.A., F.S.L., charging him to complete his work, and expressing confidence that with his skill and tact a fabric would arise on the foundation so truly begun as would give justice to the city and province. Grand Master of Ceremonies Cope concluded the elaborate ceremony with the proclamation:

"This stone has been tested by the proper instruments of masonry. I find that the craftsmen have skillfully and faithfully performed their duty, and I declare this cornerstone to be well formed, true and trusty, and correctly laid, according to the rules of our ancient craft. May the building here to be erected be conducted and completed amid the blessings of plenty, health and peace."

The brethren replied: "So must it be" and the cornerstone of the new Alexander Taylor public school was proclaimed to be proved "square, level, plumb, true and trusty," and laid according to the rules of the Craft by the Grand Master of Masons.



Trustee Alex Taylor, Board Chairman, 1898-1909

Following the pomp and splendor of the stone-laying ritual, the Honorable A. C. Rutherford, Premier of Alberta and Minister of Education, delivered the ceremonial address. "It is an ideal school," said the witty Premier, "and as free from criticism as the Government of Alberta." Rutherford then paid tribute to Alexander Taylor, referring to him as a citizen who had always been unselfish, faithful and capable in furthering the cause of education in Edmonton.

Seven months after the laying of the cornerstone, the March 7 issue of the *Edmonton Bulletin* reported on the official opening of the school and highlighted the main address of Dr. Tory, president of the recently-established University of Alberta.

Reflecting on the differences between the old and the new schools, Dr. Tory commented, "The main difference in the old and the new is that the public refuses to admit there is any distinction in class. Every opportunity must be open to every boy and girl in the land. The ideal is to put within the reach of every child a system of education that will enable him or her to reach out to the largest possible life, a life that makes for happiness, prosperity and usefulness."

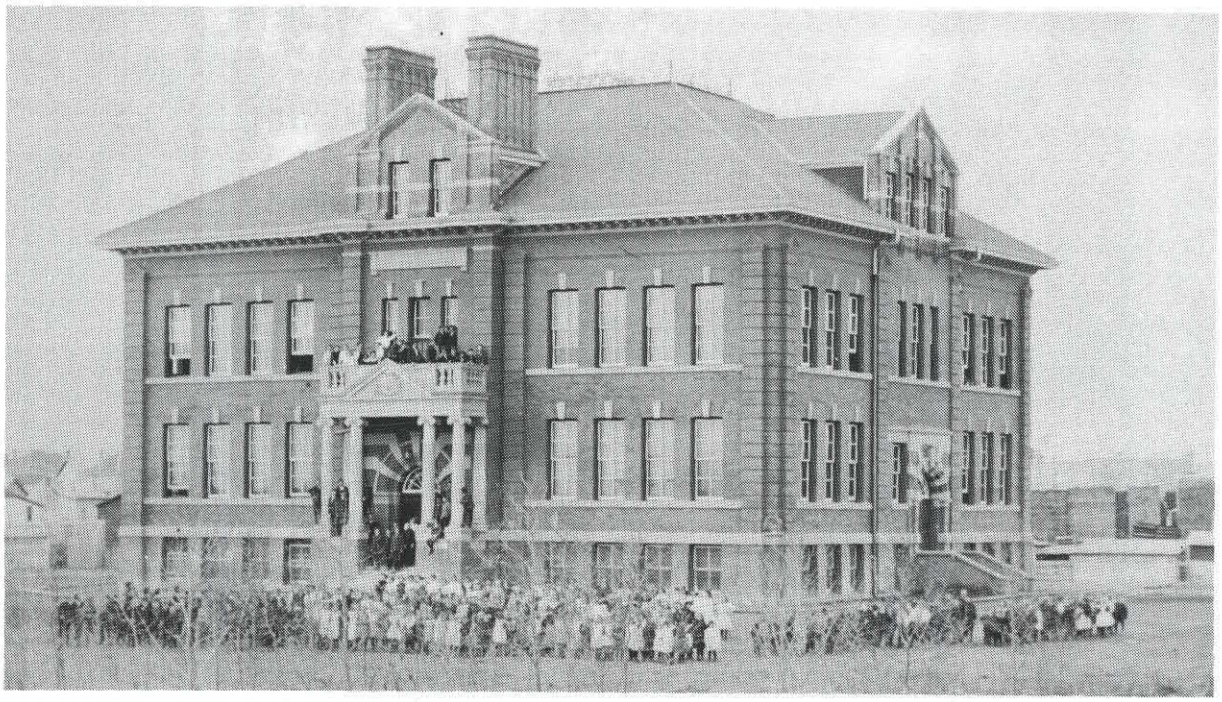
Sharing the spotlight at the opening was a former school trustee, Matthew McCauley, who delivered a short speech appropriate to the occasion. McCauley was then warden of the Edmonton Penitentiary, an institution which stood near Rat Creek, a scant half-mile northeast of Alex Taylor School.

Built at a cost of $65,000, the eight-room Alex Taylor School was the most expensive building yet constructed by the Board. Its 27'x34' classrooms with 13-foot ceilings provided spaciousness that educators of the day would envy.

A Miss G. McDonald, who was the head teacher at the Syndicate Avenue School, served as acting principal of Alex Taylor School until a principal was appointed.

Alex Taylor School was officially opened in March, 1908, with a staff of eight teachers:

R. H. Roberts, B.A., Principal
Miss J. E. Sinclair
Miss V. M. Lang
Miss N. Wintersgill
Miss E. Reid
Miss M. O. Buchanan
Miss L. F. Munro
Miss A. Bligh



Alex Taylor School, 1908

Four rooms were added to the school in 1912, the same year the McKay Avenue School addition was completed. One of the laborers who earned $2.50 a day operating a horse drawn fresno on the Alex Taylor addition was the late William E. Gunn, a 98-year-old resident of Ardrossan. Gunn recalled in 1990 the 10-hour days he spent shaving away the hard-packed clay to prepare a base for the foundation. He also remembered the hundreds of tents that dotted the river valley, serving as homes for not only construction workers but for entire families of Edmontonians as well. One of these was his temporary residence during the winter of 1911-1912, "I'll never forget how cold those canvas tents were. We couldn't cook in them but you could get a good meal then in any one of the Chinese cafes on Jasper Avenue for two-bits."

As the addition to Alex Taylor was being completed, a tragic accident was reported: one of the students was killed by a passing street car. The accident prompted a petition of appeal from over 300 parents and residents in the area:

PETITION Nov. 1912

To the
Trustees and Commissioners
of the City of Edmonton. SCHOOLS

Gentlemen

Petition of appeal from the parents and guardians of the children attending Alexander Taylor School supported by the ratepayers and residents of the district immediately adjoining.

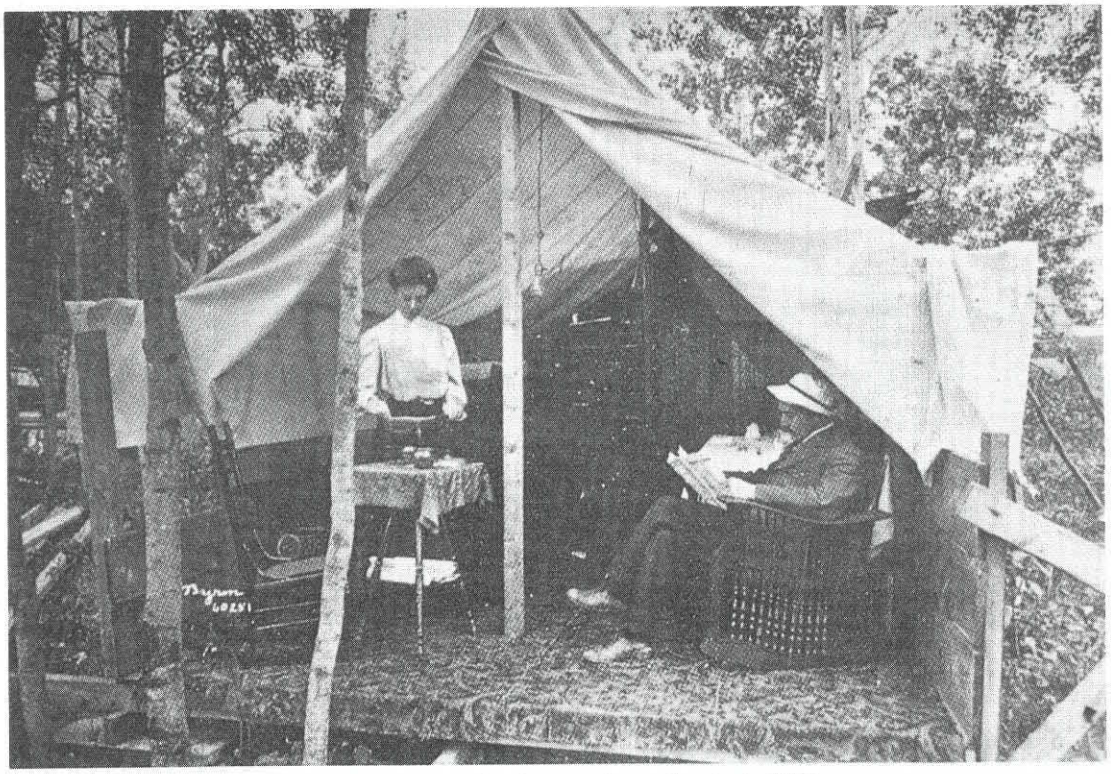
To the undersigned submit our request and petition, praying that you will give practical consideration thereto, as the safety of the children attending the school is a sacred trust reposed upon the Trustees.

1st. The children are in daily danger in going to and leaving school through having to cross Jasper Ave. at one consentrated point. One child as you are aware was killed by the passing trams on Nov. 18th 1912, and others have been seriously injured by the improtected bank upon the east and south sides of the limited play ground.

2nd. There is an opportunity now to avoid this danger by acquiring a safe approach and exit to the school into Julia Ave., and we pray that as Trustees you will secure it for the sake and safety of the children.

NAME	ADDRESS	PARENT or GUARDIAN

As a result of the petition, trustees took immediate action to acquire additional property for playground purposes.



Interior of one of Edmonton's tent-homes in 1908

By 1914, the population of Alex Taylor School rose to over 500 pupils. Many of the children attending came from impoverished families, prompting a Reverend Potter to bring to the attention of the Board a scheme whereby noon lunches could be served to poor children. He asked to be allowed to experiment in two of the schools – McCauley and Alex Taylor. The lunch served would consist of a cup of hot milk and several slices of buttered bread. The milk supplied by the Edmonton City Dairy, and the bread, specially prepared by the bakery firm of Hallier & Aldridge, were to be purchased at wholesale prices. Cost of this lunch to pupils able to pay would be 2c for a cup of milk and 1c for each slice of bread; children unable to pay were provided with free lunches.



Edmonton City Dairy, 1936

Fifty-six years later, Principal Steve Ramsankar again responded to the need for adequate nourishment for underprivileged pupils of Alex Taylor School. A noon lunch program, funded by his school and community groups, soon spread to other schools in the city. Ramsankar, who in 1983 received an Order of Canada Award and in 1989 an honorary doctorate from the University of Alberta, has expanded lunch and community programs at Alex Taylor School for over two decades. The school has been cited world-wide as a model of community involvement in the operation of an inner-city school.



Steve Ramsankar, Principal Alex Taylor School

While the pupils of the Alex Taylor School were enjoying such amenities as running water and indoor toilets in 1908, students in the temporary Norwood School buildings, a mile to the north, had to be content with water pails and dippers, and primitive outdoor conveniences.

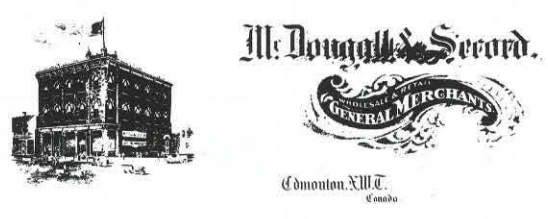
Only a few feet away from the outdoor privies of the school was a piggery. The sty, along with the nuisance-ground, a slaughterhouse, and other unnamed hazards, caused some parents to complain about the unsanitary and unsavory aspects of the Norwood area to which their children were exposed. Board Secretary Bradey initiated commendable action to deal with the unsanitary business of the pig corral:

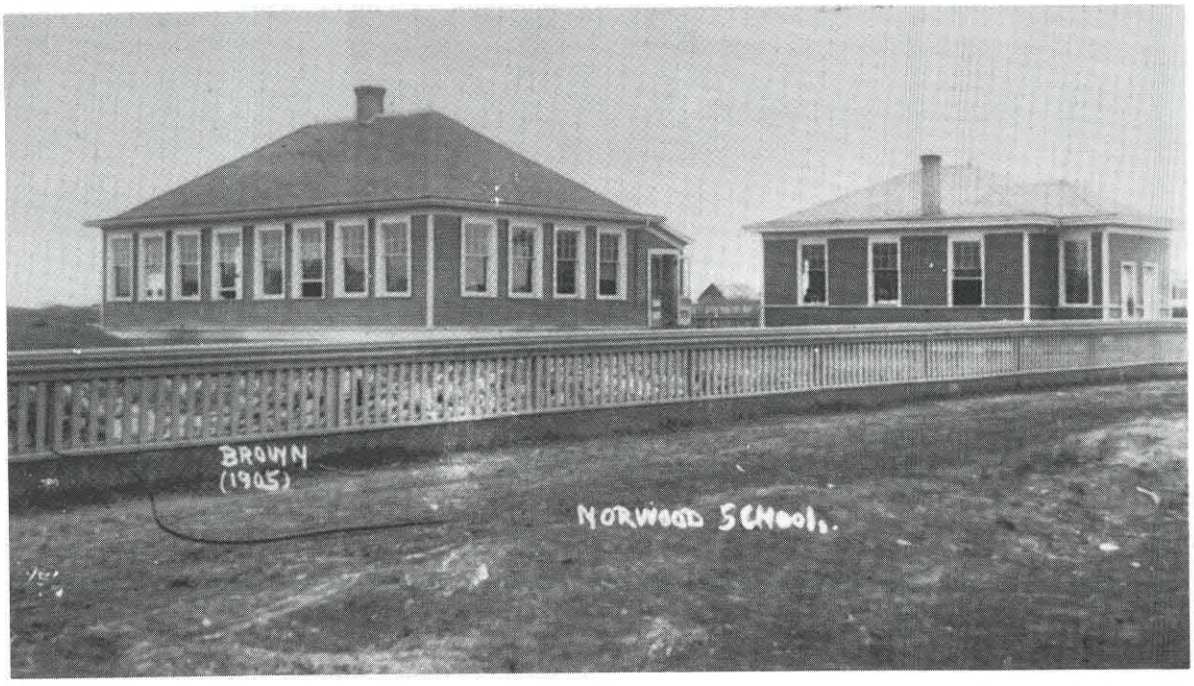
> J. S. Samis, Esq.,
> Norwood Extension
> Edmonton, Alta.,
> Dear Sir:-
> It has come to the knowledge of the Board that you are using their property in Norwood Extension for a pig corral. This has been done without obtaining permission from the Board, or of entering into any arrangement with them for the use of this property. You will take notice that the Board desires to use this property and accordingly warn you that unless your property together with all manure and debris is removed from Block No. 3 of Norwood Extension within one week from this date of this letter action will be taken against you.
> Yours truly
> Secretary-Treasurer

The matter of the nuisance-ground was referred to the Provincial Health Officer.

Resolution of another unsavory aspect of the Norwood community, a problem of a house of ill-repute, required the assistance of city police before the "business" establishment was moved to the northern outskirts of the city.

Norwood students would soon have a permanent school in their neighborhood that would be even more impressive than the Alex Taylor structure. Land for the new building was purchased from the firm of McDougall and Secord, the latter partner of the firm being Richard Secord, a pioneer teacher in Edmonton's first public school.





Norwood Temporary Schools, 1905

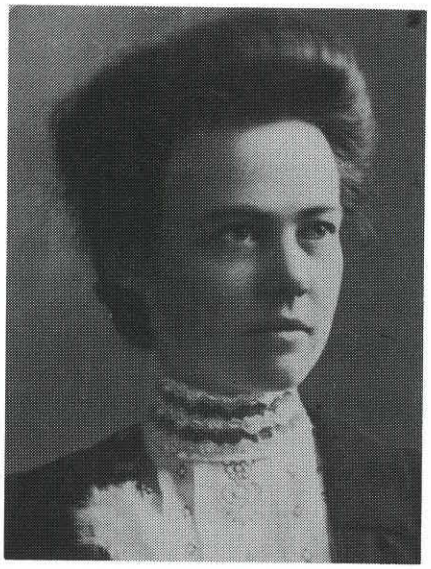


Norwood School Physical Education Class, 1908

When the cornerstone for the new Norwood School was laid in 1908, the following articles were placed in a hermetically-sealed box and embedded in the foundation:

- the Edmonton Public Schools Report of 1907
- a set of postage stamps used in the British Empire
- copies of the *Edmonton Journal, Edmonton Bulletin, Saturday News, Le Courier de l'Ouest*, and the *Alberta Herald* (German newspaper)
- a historic scroll
- grains of the Province of Alberta

On February 26, 1909, the school was formally opened with J. M. Clindinnin as principal and a staff of nine teachers: A. H. Meneely and the Misses J. MacNeil, K. E. O'Brien, J. Hartley, I. K. Sheppard, H. MacNeil, E. Roberts, W. Perkins and Margaret McCauley, daughter of school trustee Matt McCauley.



Margaret McCauley, an original member of Norwood School staff, 1909



Norwood School, 1909

FORMAL OPENING OF THE

Norwood Public School



February Twenty-Sixth

Nineteen Hundred and Nine.

at Eight Thirty O'clock p.m.

COMMITTEE.

A. TAYLOR H. A. GRAY A. E. MAY

J. McCAIG, Secretary.

On opening day, speeches by trustees revealed that Norwood School construction costs were almost $100,000, making the building even more expensive than the Alex Taylor School. Trustees pointed out, however, that the location of Norwood School had been chosen with foresight. The Norwood area was growing rapidly. Classrooms in the temporary Norwood School to the north of the new building had become overcrowded with enrolments averaging 51 pupils per room.

At the opening ceremonies, much praise was bestowed upon incumbent trustees Alex Taylor, W. H. Clark, Walter Ramsay, Rev. H. A. Gray, and A. E. May. A year earlier, the same elected officials had been criticized for building such an expensive school in the wilderness. The skeptics had been proven wrong – the city was growing much faster than had been predicted and other school sites in the city had to be obtained quickly.

Evening Journal, May 5, 1906

GROWING SCHOOL POPULATION

So heavy is the demand for school accommodation, that the School Board have found it necessary to open a ward school in the East End, and a rented building has been transformed into two school rooms. The building is on Syndicate Avenue, between Clara and Boyle streets. Miss McCauley has charge of the primary division and Miss Swarbrick of the senior. The two rooms in the Norwood school, which were opened last January, are crowded and the rooms of all the central schools are well filled. If it were not that the attendance was so irregular, the rooms of all the schools would be packed.

But while irregular attendance tends to prevent over-crowding, it is a source of discouragement to the teachers. Scholars who come one day and are absent the next, make no progress and retard the work of the class in which they are graded.

Principal Russell states that parents are allowing their children to lose the advantage of the good scholars and efficient instruction afforded them by the public spirited generosity of the ratepayers, when they permit their children to become irregular in attendance, with its consequent lack of interest in their studies.

THE EDMONTON PUBLIC SCHOOL BOARD

EDMONTON, ALTA., Nov 30 1909

To the ~~Secretary~~-Treasurer. Syndicate Avenue School

Kindly furnish the following supplies for the use of this school.

G. Gibson Principal.

QUANTITY	DESCRIPTION
	Kindergarten Sticks (1 inch)
	Charcoal
	Stationery
✓	Blackboard Erasers.
✓	Blackboard Crayons
✓	Ink.
	Stove Polish.

The two Syndicate Avenue temporary schools, which had been hastily refurbished, north of 108 Avenue on 95 Street, could not carry on much longer without some relief. Another two-room school would have to be built a block south on 107 Avenue. Like its sister school, it would be a simple two-storey frame building with a classroom on each floor. In later years, the schools would be sold to Edmontonians who would modify the structures for residences. The two Syndicate Avenue schools still exist today as private residences at 10830 and 10764 on 95 Street.

By 1910, the Peace Avenue temporary school on 103 Avenue and 114 Street had also become overcrowded

and it was apparent that at least two more permanent brick schools would have to be constructed to meet the needs of the rapidly growing city.

The Edmonton of 1910-11 was literally bursting with development. The estimated population of the city was 22,000, an increase of almost 30% over the 1908 figure. Real estate trade was gathering momentum and some commercial lots on Jasper Avenue near 101 Street were selling for over $150,000 apiece. Ninety-seven real estate firms were operating in the city at this time.

A select residential area was developing south of Jasper Avenue between the present 102 and 109 Streets, and pockets of residential developments were appearing west of the Hudson's Bay Reserve in the area of 122 Street.

THE PUBLIC SCHOOL BOARD

EDMONTON, ALTA., Nov. 19 1908.

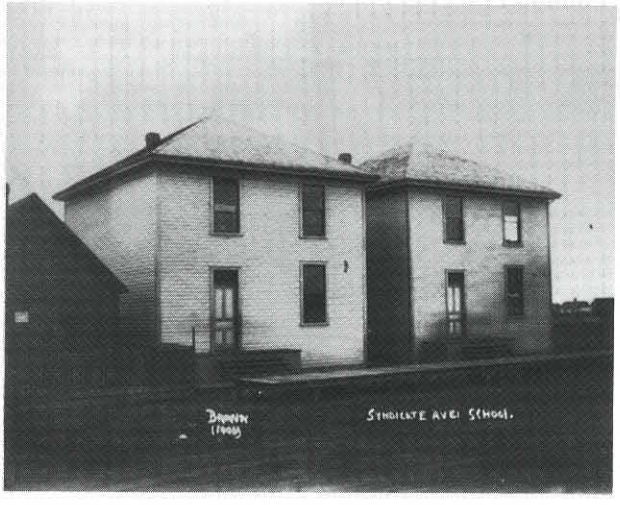
To the Superintendent of Schools:

The following supplies are required for this school.

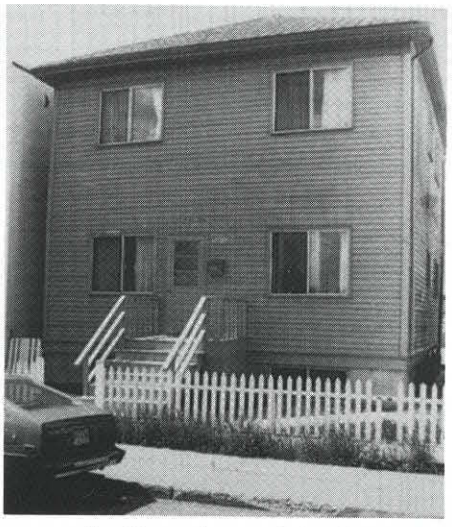
A. D. F. Menneely Principal.

QUANTITY	DESCRIPTION
✓ 6	towels.
✓ 6	double bars castile soap.
✓	Note: The lanterns & coal oil (from Acme Co.) have not come yet. Neither have the packing boxes from Lundy & McLeods.

Stove polish, lanterns and coal oil were often requisitioned for schools such as Syndicate Avemue



South Syndicate Avenue Schools, 1908

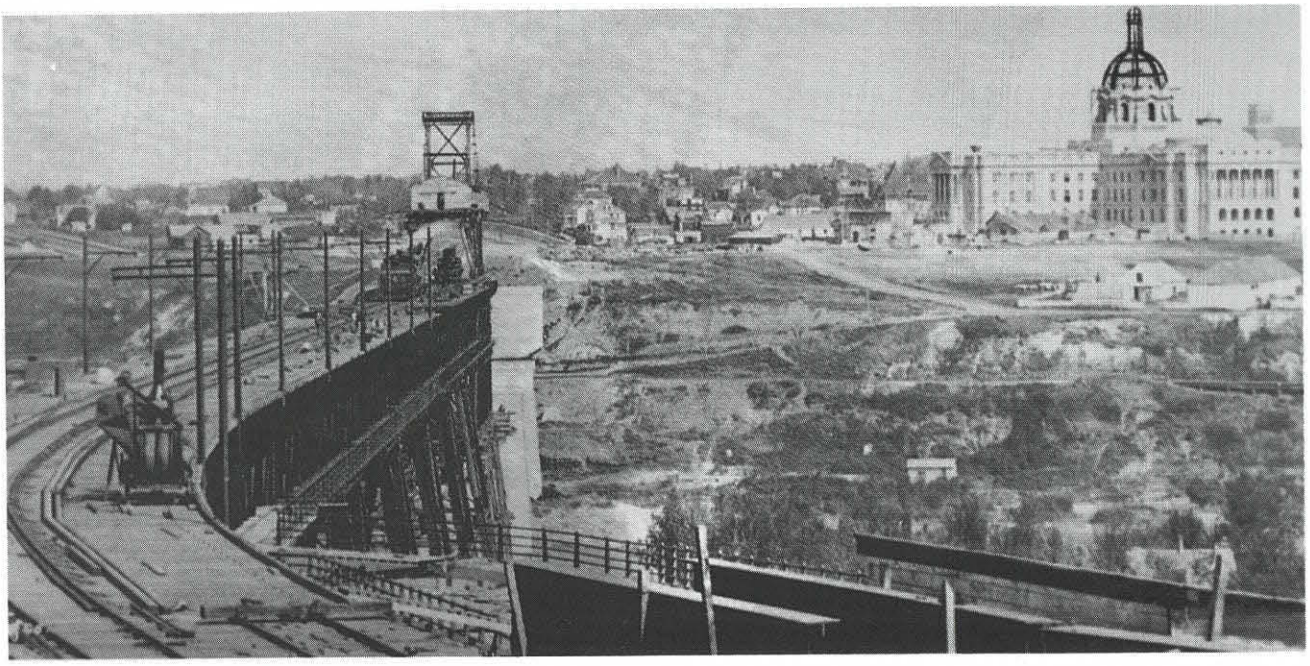


Syndicate Avenue School — now a family residence at 10830-95 Street

Construction of the new provincial legislature building was on schedule. The building of the Royal Alexandra Hospital was underway and plans for construction of the High Level Bridge were being completed. In downtown Edmonton, the new Royal George Hotel would soon be erected on a site now occupied by the Hilton Hotel.

Half a mile west of Alex Taylor School, a new moving picture house, the "Dreamland," tempted both youngster and adult to escape into the exciting world of the silent silver screen.

Settlers were pouring into and through the Edmonton region in quest for what government advertise-



Edmonton scene in 1912

ments promised: the finest land on earth, the boundless prairie, a bracing climate, equitable laws and good schools. Many settlers, whose prime objective was the ownership of 160 acres of land, were sidetracked in their pursuits, and took residence and ready jobs in the thriving city. Some found work in the building trades.The construction of schools during the 1910-1913 period provided many employment opportunities for carpenters and builders.



Queue to purchase Hudson's Bay Company lots in 1912

Oliver was the first of the schools in Edmonton to add to the 1910-1913 building boom.

The school was named in honor of Frank Oliver, federal Minister of the Interior and former school trustee, newspaper editor, and Northwest Territories councillor. The new building, located on Seventeenth Street (117 Street) was completed in 1910 at a cost of just over $100,000.

Officially opened on March 31, 1911, Oliver School contained 12 classrooms, each designed to accommodate 50 students. In addition to modern conveniences such as indoor toilets and electric lights, a miniature rifle range was incorporated into the design of the building. The new range was eyed eagerly by scores of school cadets anxious to sharpen their marksmanship skills.

The original ventilation system of Oliver School, complete with its huge electric motors, is still operating efficiently eight decades after its installation. Only the oil cups which lubricate the shafts of the huge fans require periodic attention.

One male teacher, Principal James MacGregor, was listed in the original Oliver staff of 1911. Other members of staff were unmarried females. The emancipation of women educators, allowing them to teach after marriage, had not yet been achieved.

Staff Member	Certificate
J. A. MacGregor,	B.A. First Class (Principal)
Miss K. Chegwin	First Class (Vice Principal)
Miss M. McDonald	Second Class
Miss K. Martell	First Class
Miss C. M. Thomson	Second Class
Miss M. Bennett	Second Class
Miss M. McLean	Second Class
Miss A. M. Porter	Second Class
Miss A. Crozier	Second Class
Miss E. M. Rife	Second Class

Oliver School continues to hold the record for city schools by having had two of its teachers on staff for a total of 85 years. Robina McMillan who joined the Oliver staff in 1919, remained there for 43 years; her colleague, Helen Raver, served from 1922 to 1964, a total of 42 years. Principals who served a decade or more at Oliver included C. G. Elliott, A. O. Millions and Loran Nichols.

The late W. P. Wagner, Superintendent of Schools, speculated that the school held another enviable record. During Wagner's superintendency, more Governor-General medals for proficiency in provincial Grade 9 examinations were awarded to outstanding students from Oliver than to students from any other city school.



Oliver School, 1910



Oliver School class, circa 1930. Principal C. G. Elliott – back row, centre; Catherine McMillan, teacher – front row, centre

A year after Oliver School opened, a crowd of 500 people gathered in the assembly hall of yet another new school. The date was March 7, 1912; the new school was McCauley, named in honor of Matthew McCauley, an original member of Edmonton's first school board and the Board's first chairman.

A number of prominent educators, including Board Chairman Walter Ramsay, Minister of Education C. R. Mitchell, and J. A. Fife, Inspector of Public Schools for the Edmonton area, participated in the opening program. All pointed out in great detail the many prominent features and modern conveniences of the new school. However, the speaker who captivated the large audience was Matthew McCauley. The veteran trustee delighted the gathering with nostalgic reminiscences of the problems relating to the building and financing of the first Edmonton School. Problems of collecting money for school upkeep, the inability for many years to pay off a school loan which carried a 12% interest rate, the stove crisis, and the difficulties of getting good teachers, adequate books and school supplies were humorously highlighted by the 62-year-old dean of the public school trustees.

McCauley School's first principal was Major Hector Kennedy. He was followed by Locksley McKnight who later enlisted to serve his King and country in World War I. McKnight was killed in action, the first of four Edmonton Public School Board staff members to make the supreme sacrifice in the Great War. Other early principals at McCauley included Len Humphreys, who headed the school from 1916 to 1936, A. J. H. Powell,



Major Hector Kennedy, D.S.O.
Principal, McCauley Public School, 1912



Locksley McKnight, Principal of McCauley School and first Edmonton Public School Board staff member recorded as a casualty in World War I

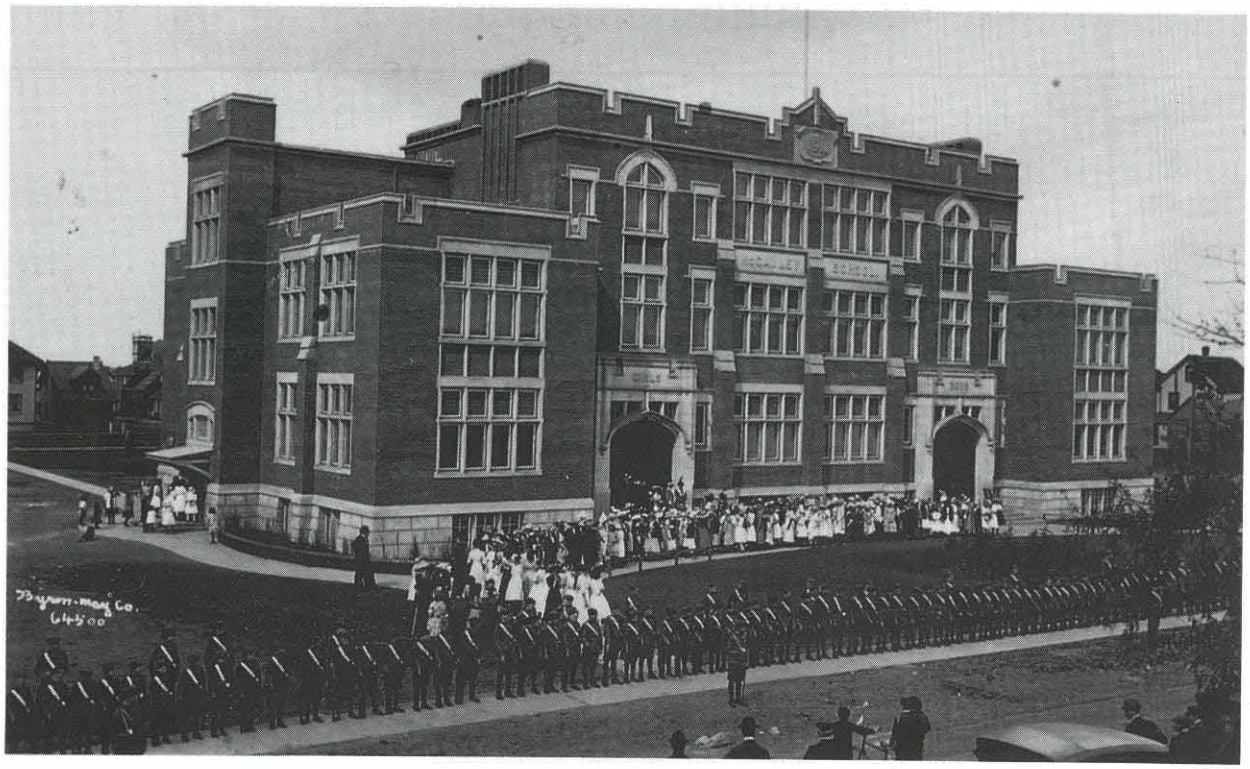


Ray Barson, retired assistant principal of McCauley School and veteran of 46 years of service in Edmonton Schools

Harold Gerry, Frank Edwards and Ross Bishop. Ray Barson, who retired as assistant principal of McCauley in 1976, served with the Edmonton Public Schools for 46 years, a record equalled only by one other teacher, Charles Allison. Allison retired in 1975 after serving the Board in many capacities, including positions in the central administration office.

A. V. Cameron, assistant principal of McCauley from 1929 to 1942, when asked to relate some highlights of his career, recalled the fine sports teams and the number of trophies won by the school.

Cameron was particularly proud of McCauley's soccer team which won city championships for five consecutive years in the 1930s.

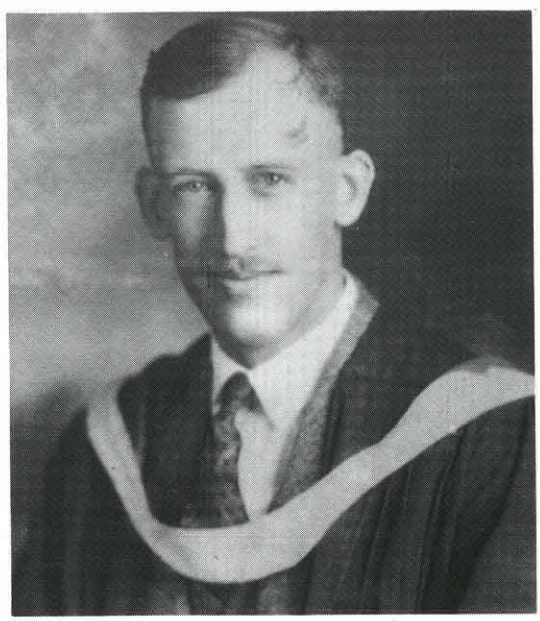


School cadet corps inspection at McCauley School, 1912



McCauley School hockey team – city champs in 1932-33
Left to right: back row: A. V. Cameron, Harry Broadhead, Walter Ferby, Ludwig Anderson, Jack Superstein, Horace Pike, Ottavio Ciciarelli. Front row: Ian Ramsay, Lloyd Coutts, Bud Gilmore, Gordon New.

"This was the team that played well together. All knew the penalty for ignoring the rules. As the older ones dropped out there were younger ones ready to take their place. Being on the team carried with it a great amount of prestige both in school and in later life. Several of the boys went on to junior teams in the city. The strict obedience to coaching and rules of the game carried on into other fields of sport. With 15 teams in competition in the city schools, the trophy carried with it a high degree of honor among the schools for the year. At great effort the team sweaters were bought with the help of Eaton's store . . . all of this when copies of Liberty or Saturday Evening Post took the place of protectors of the legs, and quite adequate too! The quick response to rules of the game made the job of coaching an easy one over the years. To mention one of the families on the team, the boys of the Superstein family carried the game on. They learned the strict rules in Poland, before coming to Canada, playing with a determination to win every game and gave the team its desire to win from year to year . . . which they did. It was a real delight to coach the team."



A. J. H. Powell, an early principal of McCauley School

McCauley Principal Len Humphreys also took great pride in coaching school teams and was justifiably proud of their victories, especially against larger schools such as Eastwood, Westmount, or King Edward.

Students who came to McCauley School – the Deans, McClures, MacDonalds, Melnyks, Markses, Supersteins, Mansons, Falkenbergs, Paproskis, Mahs, Holes – were soon caught up in the school spirit.

The children of the Hole family were particularly conspicuous at the school. Between 1915 and 1940 nine members of the Harry Hole family – Bill, Mary, Jack, Ralph, Bob, Harry, Vera, Ted and Jim – received their public school education at McCauley School. All went on to Victoria High where they obtained matriculation standing, permitting them to enroll in programs at the University of Alberta. All nine graduated with degrees from the University of Alberta, a record of success unparalleled in the history of education in Edmonton.

Retired Edmonton businessman Ken Mah is a proud graduate of McCauley School and especially proud of his six children, five of whom also graduated from the same school. The six Mahs – Jeannie, Gerry, Richard, Henry, Carol and Cindy, are graduates of the University of Alberta – a proud record of academic achievement in Edmonton's Chinese community.

Matthew McCauley, who initiated the movement for a free public school in Edmonton, would have been pleased to learn that students from such a wide spectrum of ethnic backgrounds would be educated in the school that bears his name. The spirit that initiated the establishment of Edmonton's first school one hundred and ten years ago, lives on in McCauley School today.

Despite the completion of Alex Taylor, Norwood, Oliver, Victoria and McCauley, the new permanent schools barely kept pace with Edmonton's increasing population which soon would take a further leap forward with the amalgamation of Strathcona in 1912.



McCauley School staff, 1952

Front row (l. to r.): Fred Shonn, Annie Smith, A. J. H. Powell, T. V. (Vernon) Newlove, Ray Barson
Centre row (l. to r.): Jean Gibson, Elizabeth Thrasher, Adelle Swenson, Marian deBow, Hilda Morgan, Betty Milne, Mildred Grant
Back row (l. to r.): Roger Johnston, Oliver Murray, Rudy Melnychuk, John Taylor, Campbell Young

Chapter Eight

Amalgamation and the South Side Story



South Edmonton, looking west along Whyte Avenue, 1895

EDMONTON PUBLIC SCHOOL BOARD

W. D. BRADEY, SECRETARY-TREASURER

EDMONTON, ALTA., October 5th, 1911.

STRATHCONA P.S. DISTRICT NO. 216,
George F. Downes, Esq.,
Secretary-Treasurer,
Strathcona, Alta.

Dear Sir:

I will be pleased to have you advise me if it is possible for the Strathcona and Edmonton Public School Boards to arrange for a joint meeting at which the matter of the amalgamation of the two Districts may be discussed. Kindly present this request to your Board and advise me of your decision in regard to the matter.

Awaiting an early reply,

I am, Very truly yours,

W D Bradey

Secretary-Treasurer.

The reply of Strathcona trustees to Secretary-Treasurer William D. Bradey's letter was a simple one: "It is unnecessary to discuss the matter of amalgamation of the boards prior to the amalgamation of the cities of Edmonton and Strathcona." The decision was recorded by Strathcona School District Secretary George F. Downes in his minutes of October 6, 1911.

Two months later, Strathcona Trustee Dr. Crang moved "That the Board ask the Legislature to let this School District remain a separate district for at least one year and in the event of the request not being granted that we ask for a permanent representation of not less than four members elected from the south side of the Saskatchewan out of a total representation of ten."

Earlier in the year, Strathcona trustees reviewed the salaries of their 22-member teaching staff and awarded $50 raises to most female teachers. Some very generous increases were also given to other apparently meritorious members of the staff.

STRATHCONA STAFF SALARIES

Staff Member	*1911 Salary*	*1912 Salary*
Geo. A. McKee	$2,000	$2,500
Geo. W. Robertson	1,500	1,800
E. L. Luck	1,500	1,800
C. A. Curtis	1,500	1,800
D. P. Clarke	1,300	1,500
W. S. Fleming	1,300	1,500
Miss Bell	850	900
Miss Bleakney	800	900
Miss Lyle	800	900
Miss Lowe	800	850
Miss Maude S. Bell	750	1,100
Miss Fraser	750	800
Miss Sutherland	750	800
Miss Durrand	750	800
Miss Wark	700	750
Miss Elliot	700	750
Miss Bernard	650	700
Miss Ritchie	650	700
Miss English	650	700
Miss Johnston	650	700
Miss Chegwin	600	650
Miss Rogers	600	650

The action to increase specific salaries by as much as 47% was, no doubt, prompted by the inevitability of amalgamation.

Further concern about union with Edmonton was recorded at the December 15, 1911, meeting of trustees when Dr. Crang proposed "That the Board ask that on the amalgamation of the school districts, the work carried on in Grades 9 - 12 (inclusive) in the Strathcona Collegiate Institute be permanently continued, and enlarged as requirements warrant from time to time."



George Francis Downes, Secretary-Treasurer of Strathcona School District #216, at time of amalgamation

Truly, the Strathcona Board was like the reluctant bridegroom determined to avoid the wedding day. But the wedding had to be, once amalgamation was legislated on February 1, 1912.

Union of the two cities was big news in 1912. So was the sale of 1,400 Hudson's Bay Company lots, the completion of the Legislature Building, the near completion of the Tegler and McLeod Buildings and the Civic Block. Work on the Macdonald Hotel was also nearing completion, and construction of the High Level Bridge was well underway. A boom year, indeed, was 1912.

One of the conditions of amalgamation stipulated that at least two south side trustees be elected to the seven-member school board of the united cities. South side trustees first elected to the amalgamated Board were Dr. F. W. Crang and J. J. McKenzie. Trustees W. H. Clark, S. A. G. Barnes, W. Ramsay, Dr. J. Park and Miss Bessie Nichols comprised the north side component of the seven-member Board. Miss Nichols was the first female trustee to grace the boardrooms of Edmonton School District #7. She was also the first Edmonton woman elected to a public office. Only 17 female trustees would follow in her footsteps.

Early meetings of the joint board were often characterized by intense debates on the status of south side schools and their supervision.

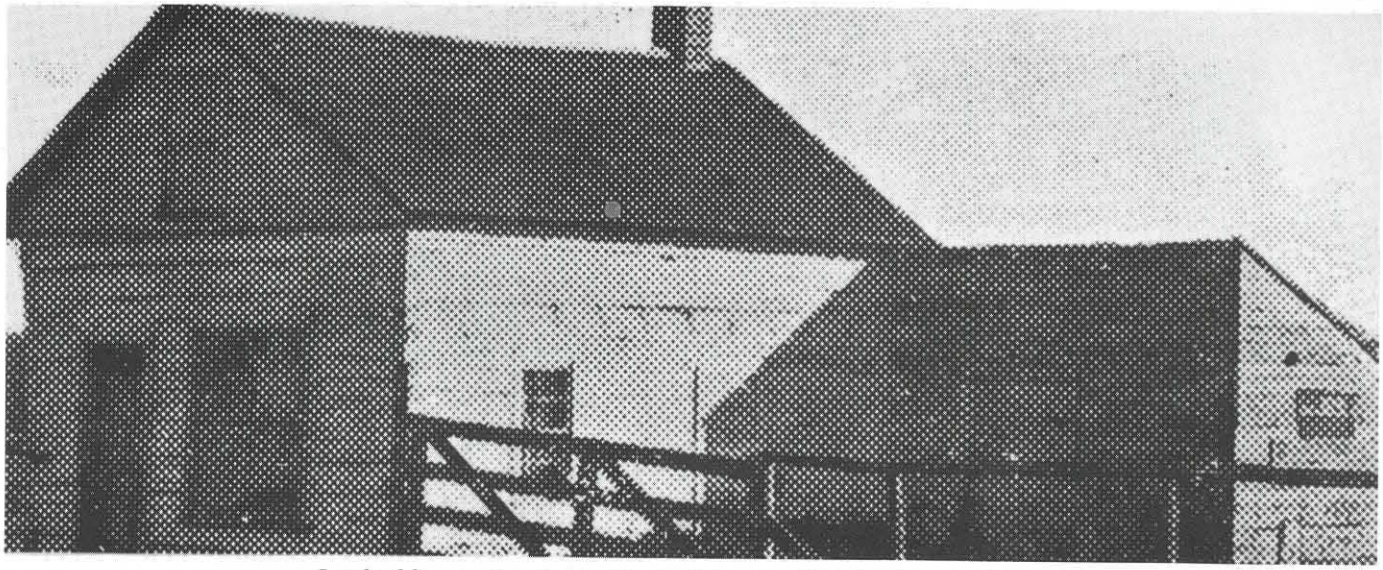
South side trustees continued to remind their north side colleagues that Strathcona had a long and proud history of educational achievement. They wished, for example, to have one of their senior administrators, George McKee continue as head of south side schools, on equal footing with his north side counterpart, James McCaig.



One of Edmonton's real estate firms, 1912

But McKee remained in office as superintendent of south side schools for only a year. Eleven years later he would be appointed superintendent of all Edmonton public schools. In 1935, McKee chronicled the proud history of the South Edmonton and Strathcona School Districts in his *Story of the Edmonton School District:*

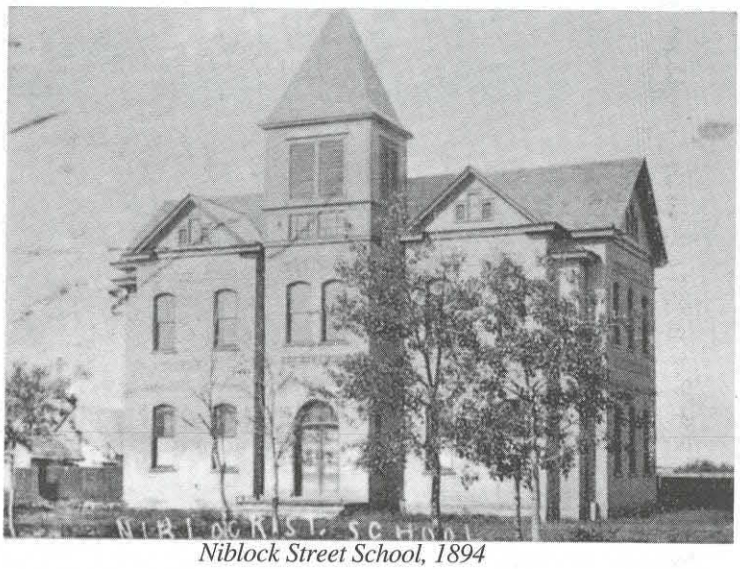
> In the spring of 1892 a few of the residents of the Village of South Edmonton, as it was then called, got together and decided that the children of the community should be provided with educational advantages. A public school district was organized and a trustee board elected. This district was known as South Edmonton School District No. 216 and was organized on June 17th, 1892. In 1899 the name was changed to Strathcona School District.
>
> The first board consisted of John Walter (chairman), Joseph McDonald and John J. McKenzie. Joseph V. Kildahl was the first secretary of the Board.
>
> A room in a frame building, where the Dominion Hotel used to stand, was secured, and Mr. Wilkie, a Presbyterian Ministerial student, was engaged as teacher. Between 15 and 20 children assembled for instruction.
>
> A few months later the school was moved to a little log house owned by Mr. Vic. Anderson, son of Mr. Thos. Anderson of Edmonton. The year was ended with the late Mr. Wm. Douglas of Leduc as teacher.



Log building used as the first South Edmonton District School, 1892



Frame building erected as the second South Edmonton District School, 1893



Niblock Street School, 1894

The number of pupils increased with the rapid growth of the village incident to the C. and E. Railway making it their northern terminus. A more commodious school building became necessary. Plans were prepared for a frame building 20x30 feet with a little porch in front.

The building was erected at a cost of $800 in the fall of 1892 on a pair of lots on Whyte Avenue about opposite the late Dr. Collison's home. Miss M. C. Clark (Mrs. C. W. Blain) became the first teacher in the new building at New Year 1893, and for six years continued to be a member of the teaching staff.

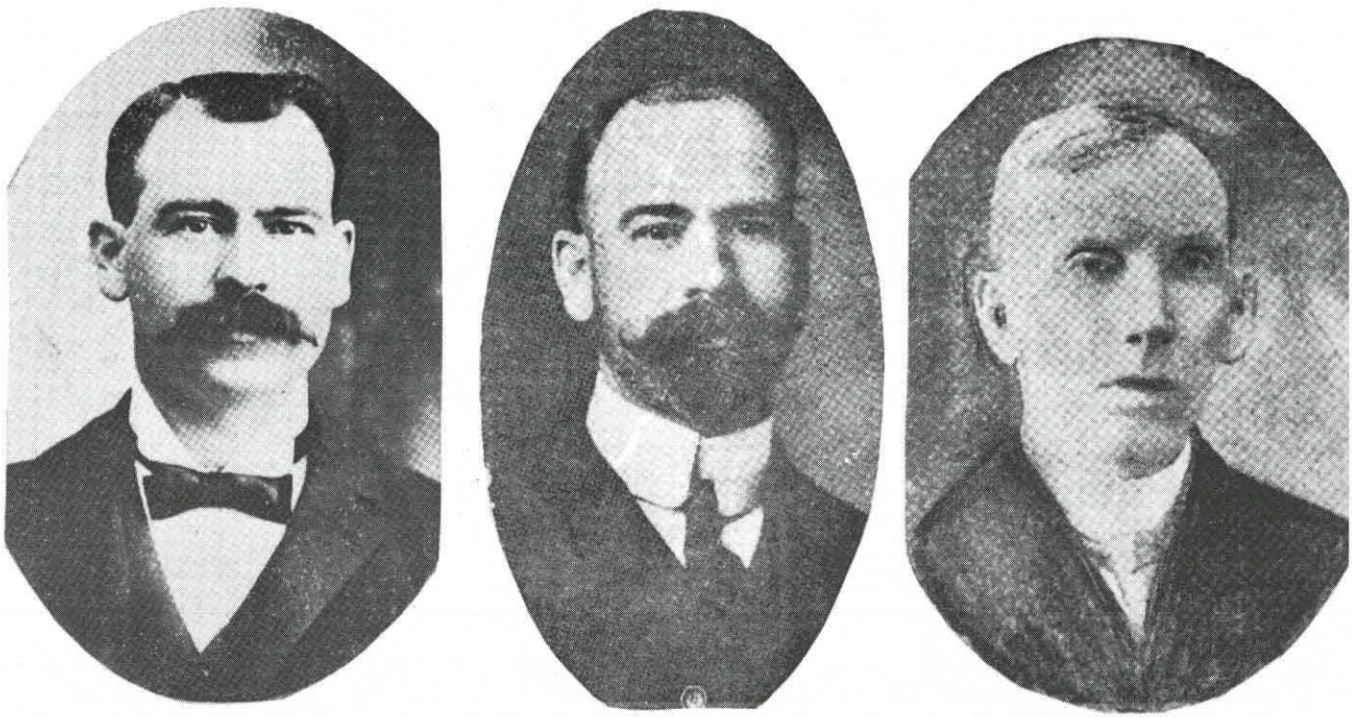
It soon became apparent that larger quarters were required, and the school board in 1894 began the erection of a solid brick four room building on the eastern half of the premises now occupied by the Strathcona High School. This school was known as the Niblock Street School.

In 1896, Mr. D. S. MacKenzie was appointed Principal of the school and began his work with two assistants. Mr. MacKenzie continued as principal for eight years, raising the schools of this city to the highest degree of efficiency. In 1900 the staff consisted of six teachers and in 1901 of seven.

In the latter year, the Grandin St. School (the present old King Edward School) was erected and was soon fully occupied.

Throughout Mr. MacKenzie's regime as principal, the late Mr. Thomas Bennett, first Mayor of Strathcona, was chairman of the Public School Board, and Dr. A. C. Rutherford, ex-premier of the Province and later chancellor of the University, was Secretary. The Bennett School is named after Mr. Thomas Bennett and the Rutherford School after Hon. A. C. Rutherford.

At New Year 1904, Mr. MacKenzie resigned the principalship and was succeeded by Mr. W. H. Thompson, B.A., who continued in that capacity until midsummer 1906 when he resigned to become first an inspector of schools and soon after, vice-principal of the provincial normal school at Calgary. At the close of Mr. Thompson's principalship, the staff numbered 12 teachers.

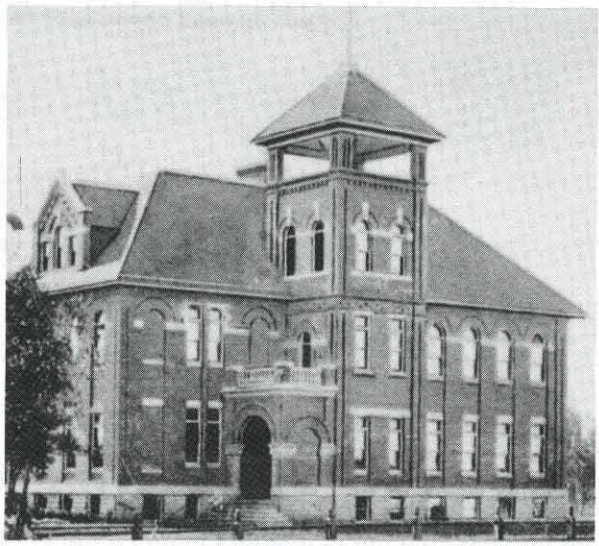


Early South Side Principals – W. H. Thompson, D. S. MacKenzie, R. S. Jenkins

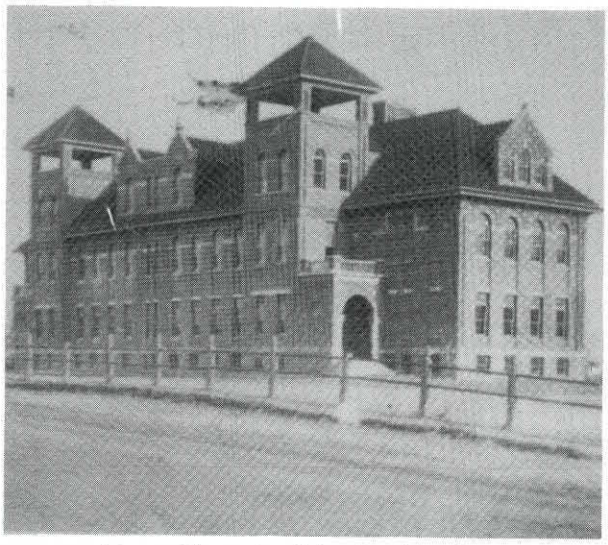
In 1906, the Niblock Street School was abandoned and the classes transferred to a new building on Duggan Street. The new school was named after Strathcona Mayor S. S. Duggan and occupied the site of the first south side dairy. Robert H. Dobson was appointed the first principal of the $21,000 school. His original staff comprised by the Misses Annie Lyle, A. L. Thompson, J. M. Thompson, L. M. Bell and J. F. Montgomery.

A reporter from the *Strathcona Plaindealer* visited Duggan Street School in April, 1906, and made some very perceptive observations:

> The phenomenon which becomes particularly noticeable among pupils who have reached these and higher grades is the marked difference between the handwriting of the boys and girls in the same grades. Girls usually retain the neat, round copy-book hand acquired in the lower grades, while boys frequently allow their handwriting to dwindle to an unruly scrawl. This is not due entirely to greater natural ability on the part of the girls. Girls naturally attach more importance to outward appearance and are less apt to deviate from prescribed methods. Boys are more independent of rules and have in some degree, a natural disregard for neatness in their work.
>
> In a reading class a teacher has three main objectives. First, to develop the vocal cords and drill the pupils in distinctness of utterance and correct pronunciation. Second, to teach the expression of the fine shades of thought and feeling by means of voice manipulation. Third, to broaden the scope of the pupil's thought to enable him to understand and appreciate the more profound thoughts contained in the matter he reads, and to give him a wider command of the language. By their reading, Mr. Dobson's pupils give evidence of efficient training in these respects. Their grasp of the subject matter of the lesson is quite evident from the intelligent character of their reading.
>
> Mr. R. H. Dobson is from Caledonia, Haldimand County, Ontario. He was educated in Chesley, North Bruce, and before coming west, spent some time as teacher near his home. In 1902 he took a Normal course in Regina after which he accepted a position in the Strathcona schools.



Duggan Street School, Strathcona, 1906



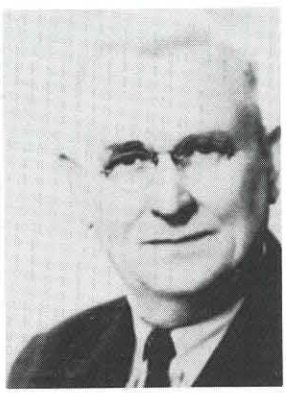
Queen Alexandra School, originally the Duggan Street School with addition, 1913

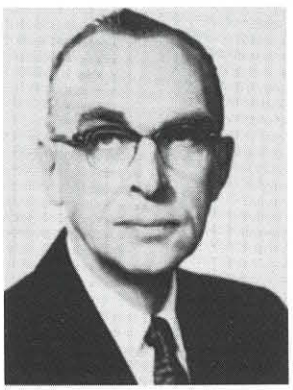
In 1910, Duggan Street School was renamed Queen Alexandra School.

Former Duggan Street School student, Mrs. Ethel Turcotte, who spoke to Queen Alexandra students on the 70th Anniversary of the school, recalled early members of the school staff. She also remembered using slates for exercise work. Lead pencils and notebooks were not used until the Grade 4 level in those days, and pen and ink was reserved for older Grade 6 students.

Reflecting on the behavior of young students then and now, Mrs. Turcotte found many similarities. "Some of the boys used to try to make smokes in the alleys." She also remembered how girls hated school uniforms – middies, and skirts which were hiked up as short as the girls dared to go.

Another former student, Mrs. Julia Raby remembered with clarity Principal Dobson and the early school. She also has vivid memories of Mr. W. S. Fleming, the frock-coated Ontario schoolmaster who guided Queen Alexandra School for 32 years. In 1942, Fleming was succeeded by Murray MacDonald, who later became Supervisor of Art for the Edmonton Public Schools and one of Alberta's most prominent watercolor artists.





Early principals of Queen Alexandra School
W. S. Fleming and Murray MacDonald

MacDonald, in turn, recollected with fondness his four years at Queen Alexandra. He recalled that one of his first chores was to clean up the dingy classrooms:

> I had my class of Grade 9s in the west room on the first floor near the office. The cloakroom walls were written all over with the names of former students and my Grade 9s wanted to clean it up themselves. One girl suggested that if the school could get some calcimine they would bring brushes themselves and do the work during the art period. Talk about your applied art! It was a very positive solution and we had it all done in two weeks – some children worked overtime to finish. It would have been a very dangerous experience for anyone who might place a mark of any kind on those walls that were clean and so very white.

MacDonald also remembered the daily custom of repeating the Lord's Prayer each morning in every room:

> Someone got the bright idea that each morning at 9 o'clock I would play a record of the Lord's Prayer as sung by John Charles Thomas on the record player near the office. Each teacher would have the pupils stand and leave the classroom door open. It worked well but one small boy in Grade 1 thought it was I who was singing, and said to his teacher, "My, Mr. MacDonald has a good voice." Naturally he was mistaken, but he was sincere.



Autographed photograph of Queen Alexandra presented to Queen Alexandra School in 1910

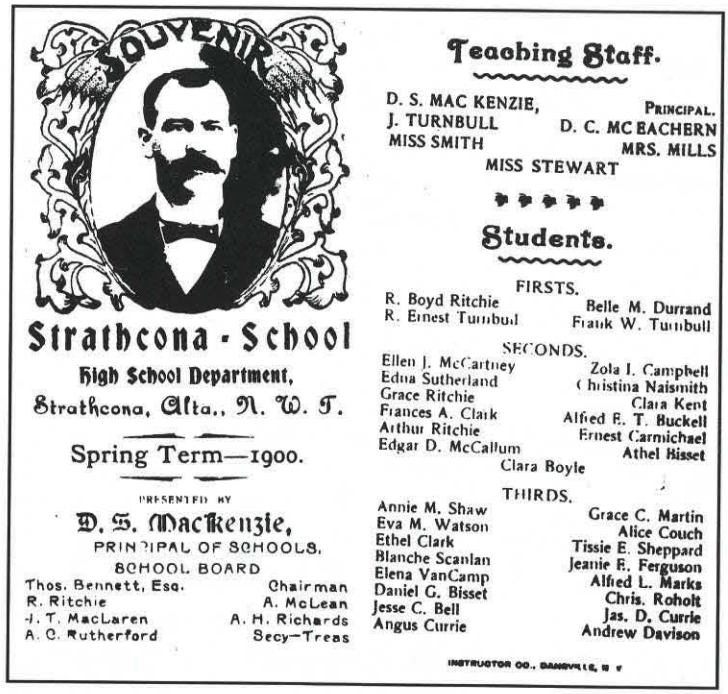
One of the prized possessions of Queen Alexandra School, an original Murray MacDonald watercolor painting, is displayed in the staff room. Another treasure is an autographed photograph of Queen Alexandra which was presented to the school in 1910 to commemorate the change of name. Veteran Assistant Principal Annie Lyle, who served at Queen Alexandra School for 35 years, is credited with having obtained the historic memento.

In 1908, some 45 students of the newly-established University of Alberta occupied the third floor Assembly Hall, using it as a temporary lecture room. The office of Dr. Henry Marshall Tory, President of the University, was also located in the school, and for many years one of the feature attractions of Queen Alexandra School was a door marked "Office of the President." The door was donated to the University to mark its 50th anniversary in 1958.

Several members of the Queen Alexandra teaching staff were prominent in other walks of life. Among them were Vice-Principal Harry Ainlay who became Mayor of Edmonton, and Vice-Principal Chester Ronning who gained world recognition as an authority in Chinese affairs.

An addition to Queen Alexandra School was completed in 1913, the same year that trustees authorized the construction of a four-room frame lumber school in the Garneau district. The successful bidder for the new school was J. W. Edinger whose $6,815 tender was the lowest of six bids received.

Situated on 84 Avenue and 111 Street, old Garneau School opened its doors in September, 1913, when 126 students enrolled for classes. W. J. Bower, the school's first principal, had to deal with a rapidly growing population in the first year of operation. By 1917 it was necessary to rent extra classroom space in the auditorium of the neighbouring Unitarian Church. Another room was made available when a portable classroom from Ritchie School was moved to the Garneau grounds. In 1919, another temporary classroom was erected on the site.


SOUVENIR

Strathcona - School

High School Department,

Strathcona, Alta., N. W. T.

Spring Term—1900.

PRESENTED BY

D. S. Mackenzie,

PRINCIPAL OF SCHOOLS.

SCHOOL BOARD

Thos. Bennett, Esq. — Chairman
R. Ritchie — A. McLean
J. T. MacLaren — A. H. Richards
A. C. Rutherford — Secy—Treas

Teaching Staff.

D. S. MAC KENZIE, — PRINCIPAL.
J. TURNBULL — D. C. MC EACHERN
MISS SMITH — MRS. MILLS
MISS STEWART

Students.

FIRSTS.

R. Boyd Ritchie — Belle M. Durrand
R. Ernest Turnbul — Frank W. Turnbull

SECONDS.

Ellen J. McCartney — Zola I. Campbell
Edna Sutherland — Christina Naismith
Grace Ritchie — Clara Kent
Frances A. Clark — Alfred E. T. Buckell
Arthur Ritchie — Ernest Carmichael
Edgar D. McCallum — Athel Hisset
Clara Boyle

THIRDS.

Annie M. Shaw — Grace C. Martin
Eva M. Watson — Alice Couch
Ethel Clark — Tissie E. Sheppard
Blanche Scanlan — Jeanie E. Ferguson
Elena VanCamp — Alfred L. Marks
Daniel G. Bisset — Chris. Roholt
Jesse C. Bell — Jas. D. Currie
Angus Currie — Andrew Davison

INSTRUCTOR CO., DANSVILLE, N. Y.



Queen Alexandra city basketball champs, 1928
Left to right: Catherine Brown, Irene Barnett, Frances Stollks, Alba Annear, Laura Bonnyman, Dorothy Pettit, Myrna Godson

Garneau School's first caretaker, Alex Wilson, also had problems of his own as indicated in his letter to school board trustees in 1913:

783 1st Ave., N.W.
Edmonton South.

EDMONTON PUBLIC SCHOOL BOARD

Dear Sirs;–

As caretaker for the New Garneau School I would like to ask your honourable body to increase my salary from $35.00 to $45.00 a month. When my duties commenced in the month of September I was to be paid $35.00 for four rooms. But there are two rooms in the basement that I have more trouble to keep clean than all the other four. In the first place the children have to play in the basement, the boys in one room and the girls in another, and when they have played a day or so, I am able to take the broom and sweep about half a pail of sand and dust off the two floors and then I have to wash them twice a week with the hose and sweep all the water into the sewer and the sewer pipe holes are put in the highest part of the floor, so you have to sweep into the sewer and that takes you from about 1/2 to 3/4 of an hour to each room of extra work, besides sweeping all the other rooms upstairs. The basement floor seems to be very poorly laid down. They could not have used the proper percentage of cement for it is very sandy on top and the drain pipes are not in the proper place. They have them in the highest part of the floor so when you wash it it gives you double work sweeping the water off it to get the floor dry again.

Hoping you give this your kind consideration,
I remain,
Yours sincerely,

The problems of school accommodation in the Garneau area were not resolved until 1924 when a permanent brick school on 87 Avenue and 109 Street was completed.

Another south side school with a long and interesting history was King Edward. Originally known as Grandin Street School, it opened in 1902 with a teaching staff of seven, and a student population of 150.



Grandin Street School, 1902

One of Grandin's most popular and effective teachers was Miss Christina Blain whose teaching of phonics was praised in a 1906 special edition of the *Strathcona Plaindealer*:

It would be impossible to crowd into the limited space of one short article an adequate description of the work taken up in any one department of the schools. This is particularly true of the primary departments conducted by Miss C. K. Blain in the Grandin School and Miss A. L. Thompson in the Duggan School. In these departments the child receives its first experience in school life. The pupil of the first grade is the "tot" of five, just emerging from the blank years of infancy. To its untaught mind the process of learning is a mystery and the word lesson conveys meaning. The method of teaching phonics, so skillfully and successfully employed by Miss Blain in these initiatory steps is most interesting. She calls up her infant class for recitation and places it with the greatest care in a straight line before the blackboard. The pupils all carry slates and these they are made to lay quietly on the floor in front of them in such a way that they cannot move without stepping on a slate.

"Now," the teacher begins, "all watch me very closely. I am going to draw a picture on the blackboard. As soon as you know what it is I am drawing, don't say anything. Just hold up your hand."

The attention of the little ones is riveted on the teacher, and as the drawing progresses, one little hand after another is eagerly raised. "Who will tell me what it is?"

"A fan."

"Right. Now all say, `fan' as slowly as you can."

The class, in chorus, repeats the word several times slowly.

"Now, just hear how slowly I can say it and watch my lips as I say it."

The class watched the teacher with bated breath as she slowly and distinctly repeats, "f-a-n" thus separating the word into its elementary sounds.



Christina Blain

"Now I am going to say it again – all listen very closely and tell me the first sound you hear when I say it." (Pronounces word very slowly and distinctly.)

A little boy holds up his hand and gives the sound of "f."

"Now tell me the next sound." (Again repeats the word very slowly.)

A little girl raises her hand and gives the sound of "a." The word is repeated again and another pupil gives the sound of "n." The pupils have taken the first step toward learning to read – have learned that a word is made up of separate sounds.

The next step: the teacher turns to the blackboard and writes the letter "f." "This," she says to the class, "is the letter and its name is `f,' and when this letter talks it says, –" (gives sound of letter). A pupil is asked to write the letter on the blackboard, the teacher assisting by guiding his hand. In like manner the other two letters are dealt with, then the three letters are put together and the sounds representing them are uttered together, making the word "fan," and the lesson is learned. First, there was the object represented by a word: second, the word made up of separate sounds, third, the sounds represented by letters and fourth, the letters placed together to represent the spoken word.

Miss Blain has innumerable little devices for maintaining interest and affording her pupils relaxation. Precision is her watchword; beneath all her methods is purpose. She has that rare gift of making the lessons the only things of interest to the pupils in the school room. Her pupils, mere infants though they are, give attention to their lessons that amounts to eagerness, yet are profound in their observance of decorum. To say that Miss Blain is a successful teacher would not be sufficient. In her profession and in this particular department she is an artist.

Retired principal of Hazeldean School, Frank Wooton, relates an unforgettable story about one of Miss Blain's Grade 1 pupils. In 1940, when Miss Blain, was about to retire, Grade 1 boys and girls heard the sad news just before the end of the term. One afternoon a little boy rose to his feet and said to his beloved teacher, "Miss Blain, you quit; we quit!"

One of Christina Blain's colleagues, Isabel Durrand, remained on staff at Grandin and King Edward until 1944, a period of 38 years; Grandin School came to be known as Old King Edward in 1911. This was the year that a new King Edward School, built on the Old Grandin grounds, was officially opened.

The *Edmonton Bulletin*, in a March 9, 1914, issue described the grand school:

PUPILS OF KING EDWARD SCHOOL REJOICE TODAY

They March to Begin Classes in Their Grand New $180,000 School – It Has 17 Classrooms, Playrooms and Baths – A Social Centre School

The new King Edward School opens today. The pupils rejoice and are glad to go to school in such a grand schoolhouse with its 17 classrooms. The truant officer will have a holiday for a while as far as the pupils of King Edward Public School, Edmonton South, are concerned, for even His Majesty King Edward, after whom the school is named, had in his boyhood days no such grand school to attend. When Victoria's eldest son went to school in Old England, schoolhouse architecture and construction was not as complete as it is today in Edmonton.

Five Trainloads of Material

The children will tell wonderful tales to their folks at home about the new school, the construction of which required a million pounds of cement and one long trainload of gravel, millions of bricks, miles of pipe, carloads of glass, and in all about five trainloads of material. But there is very little lumber or wood in the building for it is built to be fireproof. It is quite different from the pioneer school built of a few wagon loads of lumber or logs.

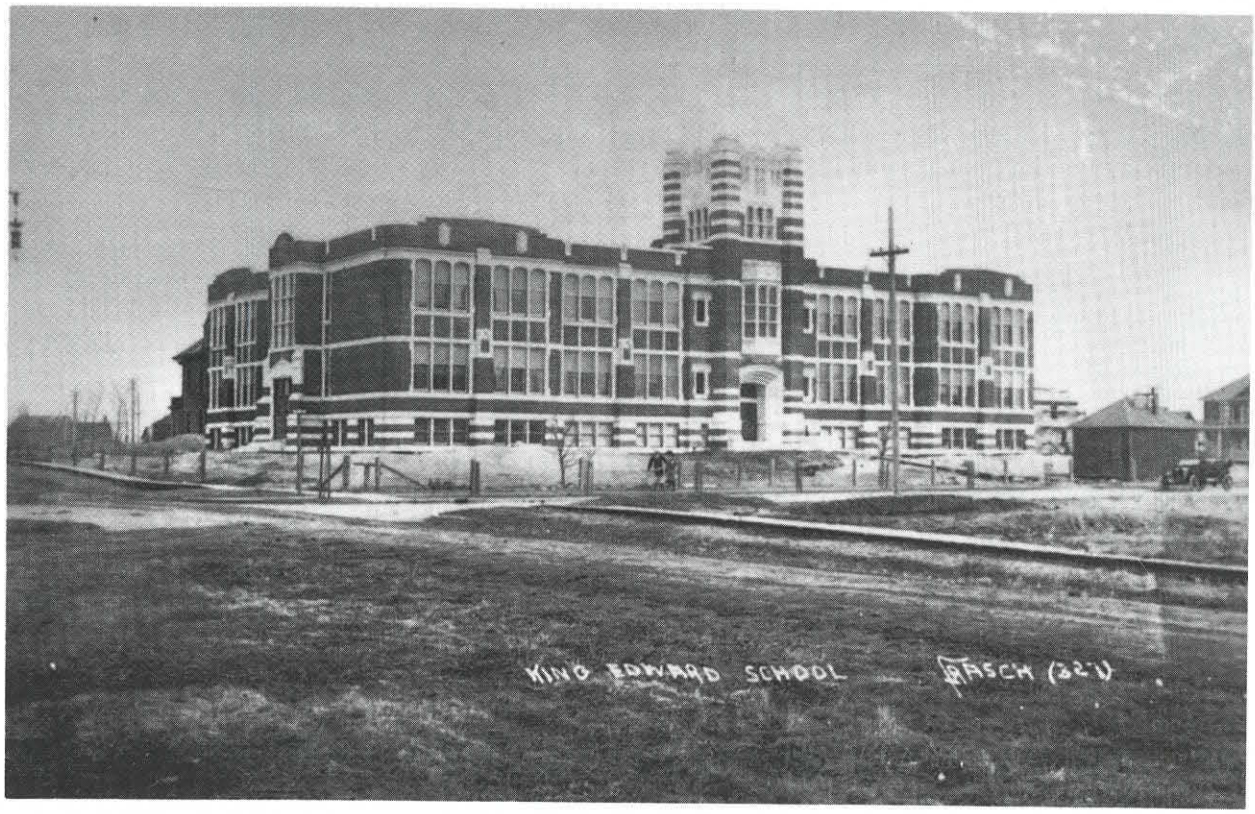
The pupils will leave their old school, to which their older brothers or sisters went when its six rooms was sufficient to accommodate the whole school population of Edmonton on the south side of the river only a decade ago. Some classes which have been crowded out and had to be held in other buildings, will today, reassemble in their own King Edward School.

Automatic Heat Regulator

No grand formal opening will be held, for the opening of a new school is getting to be a common place in Edmonton, even if King Edward School does cost $180,000. The children will just gather up their books and leave their old carved-up desks and march rally to their new classrooms to sit in new seats at new desks and breathe the fresh air which has been washed and automatically heated and ventilated by the complex mechanism in the basement to the degree decreed by the thermostat regulator in each room. A turn of a set-screw on the thermostat alters the degree of temperature which the apparatus automatically delivers steadily to each room. Clean, pure fresh air comes in and foul air is drawn out. Yet the windows need never be opened.

The grounds are still littered and covered with the mud from the excavation, but if the hallways become muddy they can be easily cleaned. The hallways and basement floor are laid with asphalt pavement and the hallway is as wide as some streets in ancient cities.

With such a clean school and two such modern lavatories in the basement, the boys and girls will delight to wash and be clean. If the grounds are muddy or the weather stormy, the children can play in their large, airy playrooms – separate for boys and girls. There is plenty of room in each playroom for such games as basketball or indoor baseball. Then connected with the playrooms are the lavatories, where the tired athletes may have a refreshing shower-bath. This will be a novelty to many of the children who never before saw hot water come down like rain.



King Edward School, 1914

The late Herb Thompson, who served as vice-principal and principal of King Edward School for 21 years, was intrigued with Grandin School's remarkable fire escape inherited in 1926 from the abandoned old Queen's Avenue School. The fire exit was a fearsome looking black tube, three storeys high. Inside the black cylinder was a circular slide and when the fire bell rang, students stepped into the escape tube to enjoy the fastest ride of their lives:

> It was as dark as a stack of black cats inside the spiral. The boys loved it but the girls screamed as they swirled through it. A teacher was always at the exit to catch those that came head first and I could never figure out how some of the children managed to reverse from bottoms-first to heads-first during the descent.

Thompson also remembered the narrow tunnel that linked the old and new schools. A favorite prank of the boys was turning off the lights when a class was passing through the tunnel for gym instruction in the new King Edward School. During World War I, the old Grandin School was turned over to the Second Service Command to serve as a barracks. Part of the old school was also used by the 19th Alberta Dragoons.

At the height of the 'flu epidemic of 1918 all Edmonton Schools were closed from the middle of October to the end of the year. Grandin School was used as a nursing centre, and many Edmonton teachers who succumbed to the virus were nursed back to health by area residents. Other Edmonton schools used as nursing centres were Victoria and Oliver.



King Edward School staff, 1925
Left to right: George Marion, principal, Margaret McAllister, May Switzer, Marion Cato, Jean Howard, Giles Clark

In 1959, a new King Edward School was built across the street from the 1914 building. At this time Grandin School was abandoned and five years later demolished.

Herbert Thompson served as principal of the King Edward School for 19 years. His predecessor, George Marion, served the school for 34 years, from 1915 to 1949. During Marion's tenure the population of King Edward and Grandin School reached a high of 862 pupils, making the school the largest in the city.

King Edward School, under principal George Marion, became the city's fourth experimental junior high school in 1920. Edmonton Public Schools Superintendent, W. G. Carpenter, related some details of the experimental junior high to a Regina colleague in 1922:

May 15th, 1922.

G. R. Dolan, Esq.,
Principal, Collegiate Institute
Regina, Sask.

Dear Sir,-

You inquire about our experience with the Junior High School. I really do not know that I can say that we have had experience with what might be called a regular Junior High School. What we have been experiencing is an accommodation adaptation which we have termed a Junior High School. There are four of them in operation. The first was organized three years ago this September in Westmount. In these schools we departmentalized VII, VIII and IX and organized a staff in a regular high school, nearly all of whom are University graduates, but not necessarily with honor standing.

School assembles at 9 o'clock in the morning and dismisses at 11:45, there being no recess. The reason for the elimination of recess was that between periods the sum total of times of freedom practically equalled that of the recess, and although we did not allow the pupils the privilege of leaving the room, yet it gave a slight relaxation between periods. This has worked fairly satisfactorily even for grade VII, although there is a feeling that the grade VIIs under this organization are not as definitely brought under discipline as in the old organization of the one teacher. In the afternoon they gather at 1:45 and dismiss at 4. Since there are elementary grades below VII in all cases, this avoids clashing between the two groups. The only times they would meet in common would be nine in the morning and four in the afternoon.

The Manual Training is handled in the same way so far as grade VII and VIII are concerned as in the other VIIs and VIIIs, either in their own schools or in an adjacent school. The grade IX Manual Training is handled in the same way as the IX Manual Training in the high school i.e. they either go to the Technical School or have it handled on the same plan doing the same work as they would be doing in the Technical School.

There is a little talk in the community that the institute costs are too high for VII and VIII under this plan. On the other hand the institutional costs for grade IX is less, but on the whole the cost is a little more than the old type of organization. These schools are popular. The people like them, and I do not believe it would be easy to change back to the old order. I have two children attending grade VII in the Westmount school, and I must say from my own experience I am pleased with the type of organization although so far as strict discipline is concerned I do not doubt but some of our other schools with less academically qualified teachers could bring about more definite results in this respect.

With kind regards.
Yours very truly,

Carpenter's prediction about the permanency of junior high schools in the 1920s was wrong. The experiment was carried on until 1925 when it was abandoned, only to be reintroduced on a province-wide basis in 1936.

In 1928, six rooms of King Edward School were rented to the government and used for teacher training purposes. The King Edward Normal School operated until 1930 when the Provincial Normal School (Corbett Hall) was completed.

Another large school operating in Strathcona at the time of amalgamation was Rutherford, named after the Honorable Arthur Cameron Rutherford, first Premier and Minister of Education of the new Province of Alberta. Rutherford was appointed the first treasurer of the town of Strathcona and had been an early secretary-treasurer of the school district. It was fitting, indeed, that the school was built on a site that was once farmland owned by the Rutherford family.

According to the June 3, 1910, minutes of Strathcona Public School District #216, one block of land was to be purchased for the Rutherford School at a price not to exceed $600 per acre. A $17,000 debenture was approved at a subsequent meeting to cover the cost of purchasing the site and erecting a four-room school.

Rutherford School opened its doors to a small group of pupils in 1911. Principal Maude Bell and Miss Annie Rogers constituted the teaching staff. The pupils of the new school came from as far south as Whyte Avenue and as far north as the brow of the river hill. Children also came from as far east as the city limits and from as far west as Mill Creek Ravine.

"No mention of Rutherford School would be complete without a eulogy to the late Maude Bell," wrote Mrs. B. L. Saunders in her 1955 pamphlet, *Reminiscences of Rutherford*. The strict but compassionate Maude Bell was Rutherford's first principal, a position she held for 30 years – until her retirement in 1941.

"Rutherford's first principal was a resourceful woman," comments Mrs. Saunders, "not one to sit around waiting for Fortune to smile. When no sports equipment was forthcoming from the School Board, she took action herself, and arranged to have the field west of the school plowed. There the children planted potatoes in the spring, they hoed them at the right time, and in the fall they gathered in their harvest. When the potatoes were sold, the proceeds amounted to enough for the needed sports equipment."

Not only was Maude Bell resourceful, she was also very colourful; particularly when she was garbed in officer's dress as she headed her school cadet corps in the 1930s. On one occasion the honorary officer marched her troop proudly from Rutherford School to the South Side Athletic grounds for an official inspection. What



Rutherford School, 1911



A. C. Rutherford, first premier of Alberta, 1905

made the march particularly memorable was that Miss Bell had also organized a drum and bugle band to accompany her proud cadets. A small southside park in the King Edward Park district has been named in Miss Bell's honour.

In addition to the permanent schools on the south side, several other temporary buildings were in operation in Strathcona at the time of amalgamation. One of these was the one-room Walterdale School just east of the High Level Bridge. Another was Riverside or Bridge School which was located just south of the Low Level Bridge. The Douglas Block on Whyte Avenue also housed temporary classrooms on the second floor.

In 1913, the enlarged City of Edmonton boasted a school enrolment of 5,346 in its 20 permanent and temporary schools. A teaching staff of 101 teachers and a supervisory staff consisting of Superintendents McCaig and McKee, along with six subject specialists, were responsible for the schools' educational programs.

Henderson's Directory devoted two full pages to the enlarged Edmonton public school district in its 1912 issue:

Edmonton Schools – 1912

Queens Avenue School—Ten Rooms, Isabella Street, near Queens Avenue.
Principal—J. J. Stapleton, B.A.
Vice-Principal—Miss A. Watt.
Teachers—Emma Chegwin, Gladys Rockwell, Agnes McConnell, Marion Mackay, Mabel Clark, Vera Moran, Marjory Barker, Evelyn Roberts.
Caretaker—E. Stone.
McKay Avenue School—Nine Rooms, Fourth Street and McKay Avenue.
Principal—P. S. Bailey, B.A.
Vice-Principal—Miss C. E. Hyndman.
Teachers—Catherine Burgar, Lila Bachelder, Jane Draper, Ena Smith, Mary McGurk, E. E. Buchanan, A. Sier.
Caretaker—C. A. Maddison.

Alexander Taylor School—Eight Rooms, Corner Ottawa and Jasper Avenues.
Principal—W. H. Pedley.
Vice-Principal—Nellie Wintersgill.
Teachers—Jean S. McGregor, V. M. Lang, E. Reid, M. O. Buchanan, Clara O'Brien, Susanna Harms, Winnifred Hustler.
Caretaker—Henry Parsons.
Norwood School—Ten Rooms, Norwood Blvd. and Kirkness Street.
Principal—A. D. Cowper, B.Sc. (London).
Vice-Principal—Eugene Drader.
Teachers—Ruth Carlisle, Bessie Hyndman, Hazel McNeil, Anna Smith, U. Williams, Janet Harley, Jessie Manser, Josephine McNeil.
Caretaker—Arthur Fowler.
Riverdale—Two Rooms, Corner Christabelle and Richards Streets.
Principal—Olive M. Walker.
Teacher—Della Dewar.
Caretaker—T. Craft.
McCauley School—Twelve Rooms, Heiminck Street near Syndicate
Principal—Hector Kennedy.
Vice-Principal—G. Gibson.
Teachers—Marion McDonald, Eda Harrison, Etta Stanley, Florence Spackman, Florence Linden, Pearl McConnell.
Caretaker—Wm. Orchard.
Saskatchewan Avenue School—Two Rooms, Corner First Street and Saskatchewan Avenue.
Principal—Mary McIvor.
Teacher—Lillian Tidsbury.
Caretaker—Mrs. H. Archbold.
Norwood Extension School—Two Rooms, First Street and Spadina Avenue.
Principal—Lucille McLaren.
Teacher—Tina Harms.
Caretaker—Mrs. M. Lowe.
Westmount School—Two Rooms, Twenty-eighth Street, near Muskoka Avenue.
Principal—Florence Potts.
Teacher—Velma Ironside.
Caretaker—Frank Maynard.
Second Street School (Primary Rooms in Edmonton High School Building).

Teachers—**Lily F. Munro and Mary Seaburn.**
Oliver School—Twelve Rooms, Peace Avenue and Seventeenth St.
Principal—J. A. Macgregor, B.A.
Vice-Principal—Kate Chegwin.
Teachers—Margaret McDonald, C. Thomson, Maytie Bennett, K. Martell, Mary McLean, Alice Porter, Alma Crozier, E. M. Rife, Mabel Lyall.
Caretakers—Frank A. Terry.
Delton School—Four Rooms, Corner Alberta Avenue and Yonge Street.
Principal—Jessie M. Sutherland.
Teachers—Pearl Farrell, Hilda Bowles, Edna Thorpe.
Caretaker—John Wrench.
Highlands School—Two Rooms, Corner Alberta Avenue and Johnstone Street.
Principal—Miss Nellie B. Scarth.

Schools (South Side)

Strathcona Collegiate—Corner Second Avenue and First Street.
Principal—G. A. McKee, B.A.
Masters—C. A. Curtis, B.A.; G. W. Robertson, B.A.; E. L. Luck, B.A.; Miss C. Scott, B.A.
Caretaker—James Douglas.
King Edward School—Eight Rooms, Third Street East and Third Street.
Principal—L. B. Yule, B.A.
Vice-Principal—Jessie E. Fraser.
Teachers—L. Bleakney, L. Gerry, V. Bernard, M. Reith, I. M. Durrand and A. Wark.
Caretaker—Wm. McGee.
Queens Alexandra School—Eight Rooms, Fourth Avenue and Second Street West.
Principal—W. S. Fleming, B.A.
Vice-Principal—A. D. Lyle.
Teachers—M. Darby, J. Porter, W. Murray, B. English, M. S. Bell, and B. Sutherland.
Caretaker—Thos. Emeny.
A. C. Rutherford School—Four Rooms, Fourth Avenue North and Rutherford Street.
Principal—Miss L. M. Bell, B.A.
Teachers—A. Rogers, Hattie Bell and E. R. Robinson.
Caretaker—Wm. Schmidt.
Walterdale School—One Room, Thomas Street, near Second Street West.
Principal—Miss B. R. Watson.
Caretaker—Mrs. A. E. Harling.
Riverside School—One Room, Saskatchewan Avenue, near Bridge.
Principal—Miss Jennie Johnston.
Caretaker—Mrs. J. Vogel.
Collegiate Primary (Primary Room in Collegiate Institute).
Teacher—Miss M. Chegwin.

At the time of amalgamation, the outstanding civic debt of the cities of Strathcona and Edmonton amounted to $1,728,000. However, Secretary William Bradey gleefully pointed to a surplus of over $1,600 in the Edmonton School District's $270,000 budget. Little did he know that World War I would soon create financial and human problems unprecedented in the history of the Board.



Teaching staff of Southside (Strathcona) Schools, 1902
Back row (l. to r.): D. C. McEachern, Miss Stewart, Mr. Kerr, Miss Currie, Mrs Smith.
Front row (l. to r.): J. F. Bryant, Miss C. Blaine, D. S. MacKenzie.

Chapter Nine

The First High Schools: Strathcona Collegiate Institute and Victoria High School

> Gazella, gazella, gazella, gazay
> Get out, get out, get out of the way
> Reebo, reebo, rickety-rye
> S.C., S.C., S.C.I.!

The chant was a "nonsense cheer" that George Davies's Strathcona Collegiate Institute class of 1915 gladly repeated. Though a nonsense ditty, it represented the pride that the students of the school still have. Former Old Scona High School students, Karin Edie Capri and Miranda Lynn, have incorporated reminiscences of earlier students and teachers in highlighting much of their school's history.

Construction was begun in 1907, of what was described as the best-equipped school in Alberta, Strathcona Collegiate Institute. Total cost of the imposing and impressive structure was $86,400. The souvenir booklet of the official 1909 opening described the building in glowing terms:

> The institute is a fine building of four storeys, upwards of one hundred feet in length, with a splendid foundation of gray sandstone from the upper Saskatchewan River. The superstructure is of red pressed brick with plinth of Kootenay marble. The entrances are all faced with broad columns of the sandstone and prepossess the visitor at once. Massive approaches of stone topped with marble lead up to these entrances. Above the main entrance is a central dome which carries the flagstaff and gives balance to the whole. Architecturally, it is a handsome building and makes a valuable addition to the group of pleasing and substantial structures which Strathcona is yearly erecting.

Passing into the building off Second Avenue one enters a broad, roomy vestibule and ascends to the first floor by a flight of six steps. Here the general plan of the building becomes clear as the visitor glances along the spacious corridor extending east and west through its

entire length. A similar corridor from which the various rooms open is found on the second floor. On these two floors are ten rooms fully equipped for teaching purposes, three rooms intended as private studies for the masters, a principal's office and a combined board room and library. In the top of the building is a large assembly hall and in the basement the heating and ventilating apparatus.

The interior is finished in oak throughout, while the walls are wainscoted in dark green burlap giving the whole a soft and restful effect. Above the doors leading from the corridors are large transoms with glass in small squares, giving the old English effect of lighting and the corridor a dignified and stately appearance. On all the stairways inside the building a specially prepared cement step has been placed, which not only adds to the general appearance of the stair, but does away with any danger of unsightly steps through constant wear.

No. 54 **City of Strathcona**

Building Permit.

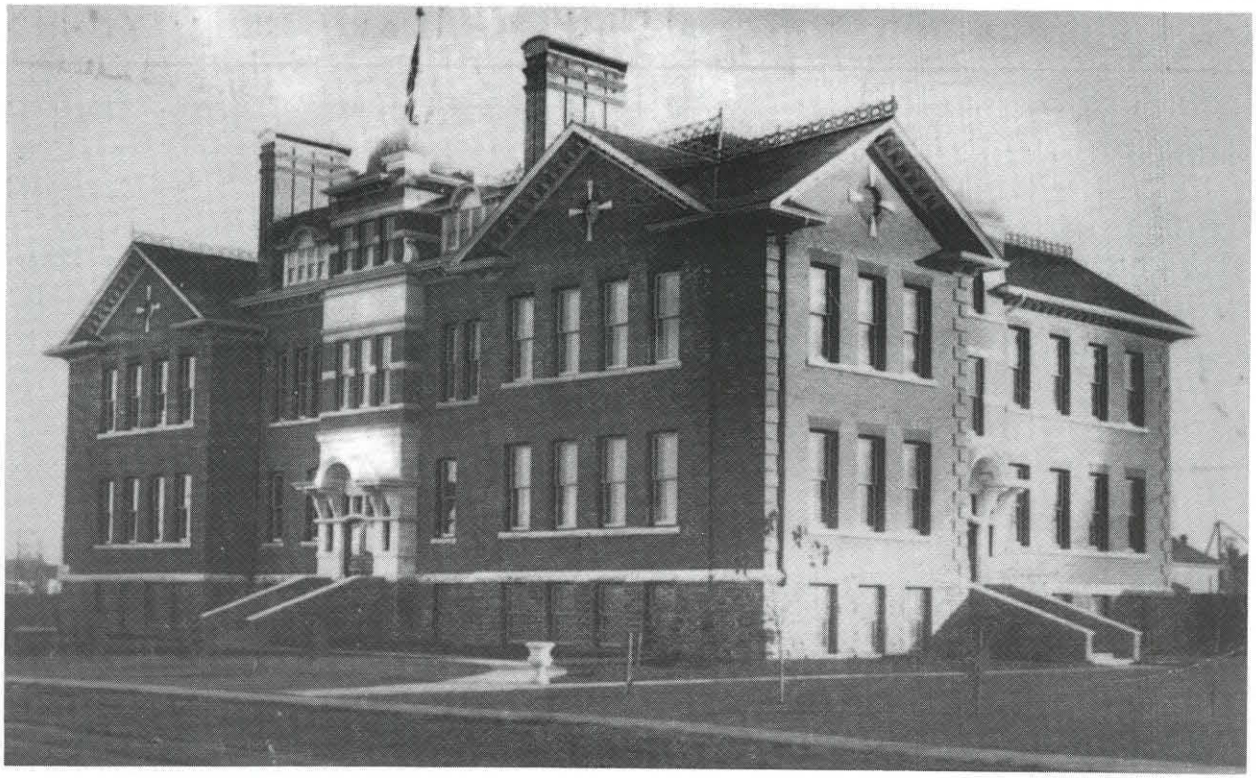
Strathcona, Alta. May 23rd 1907

Permission is hereby given to Board of Trustees Strathcona School District of Strathcona to erect Collegiate Building on ~~Lot~~ North 1/2 Block 81 in Strathcona, according to plans approved by me.

Cost of Building $ 68,113.00 xx

Remarks Brick Construction. Stone foundation. (3 Stories)

T. W. Davies
Building Inspector



Strathcona Collegiate Institute, 1908

Twenty-nine letters of the school's name along with the interwoven letters "S.C.I." were carved in relief above the main entrance of the building. In 1913, trustees voted to change the name "Collegiate Institute" to "Strathcona High School." Shortly thereafter, Scottish stone-masons were hired to chisel away the raised letters spelling Strathcona Collegiate Institute so that the new name could be displayed. A discerning eye, however, can still detect the hallowed letters "COLL" of the old Collegiate just to the left of the new name. Old graduates of the school take particular delight in pointing out this vestige.

In selecting a principal for Strathcona Collegiate Institute, South Edmonton trustees sought the advice of Mr. John Seath, Superintendent of Education in Toronto, Ontario. Secretary-Treasurer A. T. Mode's letter of request lists the Board's expectation in detail:

July 15th 1908

Mr. John Seath,
Supt. of Education
Toronto, Ont.

Dear Sir,–

The Board of Education of this city have requested me to write you with regard to certain applicants for the position of principal of our collegiate institute.

What we require is a young man of good appearance, but with sufficient experience to warrant the appointment, as he will have 16 teachers under him. The Board are not particular as to what department he will take, for, if we can secure a strong organizer and disciplinarian, we will make the other teachers fit in to suit his department. As stated above he will have under him 16 teachers and three schools. What we require in chief is a man with ability to organize the different standards properly, and of such character as will hold the respect and affection of all the teachers, pupils and in fact the general public. Would you therefore be kind enough to give me your personal opinion of each of the following six gentlemen who have applied for the position: – E. T. Seeton of Caledonia, Alex M. Shields of Brampton, Robt. Reid of Sarnia, J. H. Sexton of Campbellford, G. F. Rogers of Seaforth, and G. A. McKee formerly of London.

In asking you for your private opinion of each of the above gentlemen, with a view to the position which I have endeavored to explain, I must assure you that your opinion will be treated as absolutely confidential by the Board.

An early reply will be greatly appreciated.

Yours truly,
A.T. Mode (signed)
Secy-Treas.

The principal selected for the new school was George McKee, who, 16 years later would become the first of three Strathcona High School staff members to be appointed Superintendent of Edmonton Public Schools. Principal McKee, assisted by teachers G. Fred McNally and George W. Robertson, constituted the first staff of Strathcona Collegiate Institute. McKee served as principal until 1920 when Ross Sheppard took over. Sheppard held the post of principal until 1938, when he was appointed assistant superintendent. Two years later he became Superintendent of Edmonton Public Schools.

Seventy-one students enrolled at the school in its first year of operation; in addition, there were the University of Alberta students, newly migrated from the upper floors of Queen Alexandra School. While a portion of the building was occupied by the University, an honorary Doctor of Laws degree was conferred on Lord Strathcona in the very building that bore his name.

In 1913, Strathcona Collegiate Institute was renamed Strathcona High School. After the name change, there followed a period of unsettled activity. Enrolments were divided and redivided to create additional school annexes. In 1938, however, the high school students of Garneau High School and Strathcona High School were placed under the principalship of G. W. Robertson, and a composite type of high school program was offered at the venerable school.

Robertson was succeeded as principal by Duncan R. Innes.



Duncan Innes, appointed principal of Old Strathcona High School in 1949





Two members of the original Strathcona Institute staff – G. W. Robertson and G. F. McNally

After guiding the old school for five years, Innes was appointed principal of the new Strathcona Composite High School on 104 Street and 72 Avenue. His successor at Old Scona was Harold Tanner, formerly principal of the University High School.

In 1958, all high school students at the Old Strathcona High School were transferred to the new Strathcona Composite and Bonnie Doon Composite High Schools. From this time until the mid '60s the Old Scona High School housed junior high classes with R. E. Patterson as principal. Later it served as a special education school, a continuing education centre for adult students, and an annex of Grant MacEwan Community College. In 1976, Old Scona reopened as an academic high school with Leif Stolee as principal.

When it was completed in 1908, Strathcona Collegiate Institute was described as the most modern school in Alberta. Among its many features was a well-equipped chemistry and physics laboratory, and the newest device in heating – a thermostat. Although the school was roundly acclaimed at its opening, a few years later, students were complaining that the facilities of the school were somewhat limited.

Strathcona Collegiate offered a wide range of sports: football, hockey, soccer, and track and field. Only the best scholars were chosen for the school teams. Teachers such as Olympic athlete Ross Sheppard closely monitored the homework assignments of the students before they were permitted to play in interschool games.

Former Strathcona Collegiate Institute teacher, Bill Wagner, who became the fifth superintendent of Edmonton Public Schools, recalled the fierce competition that existed between Strathcona and Victoria, the top teams in hockey and track and field. A graduate of Victoria High,Wagner trained the Strathcona baseball team, taught musketry during noon-hours and instructed the school cadets during school hours. Strathcona's gym was on the third floor, and at times athletic activities interfered with academic classes on the lower floors.

Although school sports were important, there was a very strong emphasis on academic achievement at Old Strathcona. Athletics and academics seem to have been an acceptable mix. Ninety-two-year-old George Davies fondly recalls how much he enjoyed being a pampered hockey player on the Scona team which often played at the South Side Sports Centre or at Danny's Rink. It is not every day that a teacher massages a student's feet, as physics and chemistry teacher W. Curtis did on occasion after a gruelling 30-minute period of hockey. Davies also remembers the thrilling soccer games between Scona and Vic. Two staff members, Ross Sheppard and John Barnett, were allowed to play on the Scona team at the time, and the tall John Barnett was the player to watch. His size 12 soccer boots often propelled the ball from one end of the field to the other, prompting the startled Vic athletes to warn their teammates never to play the ball in the general area of "Old Whiskers" Barnett. Davies also recalls that one of his classmates was forced to postpone his final pre-meet track practice until his neglected math assignment was completed to Principal Sheppard's satisfaction. Thus, it seems that the academic has always had first priority in this school.

Another Strathcona teacher remembered by George Davies was Elmer Luck, the modern language master at Strathcona Collegiate Institute. In 1912, Luck applied to the Strathcona School Board for leave to pursue a doctoral program at Leipzig University in Germany.

The request for a two-year leave, the first ever directed to the Board, was refused. However, the Board did promise to do everything possible to return Luck to a teaching position on his return providing a vacancy was available. Encouraged by this assurance, the young teacher registered in a Ph.D. modern languages program in Leipzig.

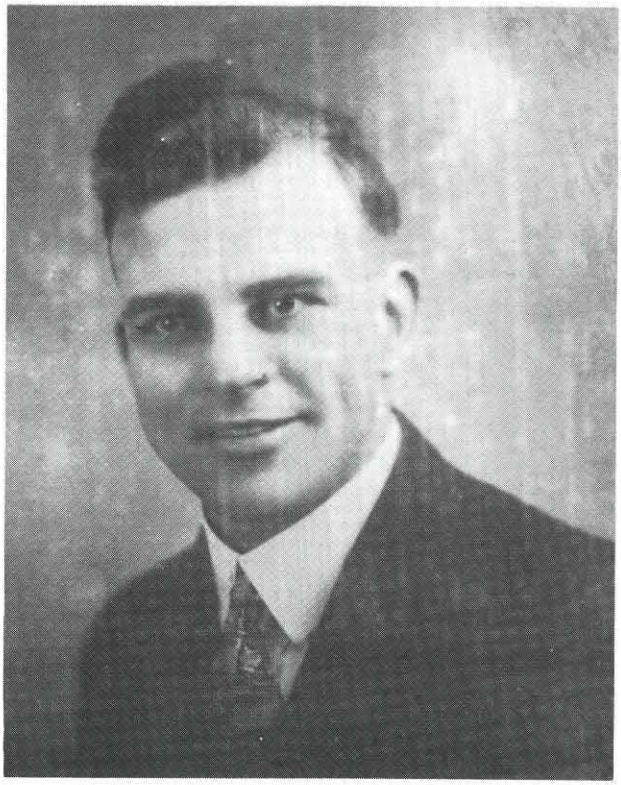
The two-year course at the German university was suddenly terminated in 1914 with the outbreak of World War I. Just two weeks short of completing his doctoral studies, Elmer Luck was interned as an enemy alien. After his return to Canada, in 1915, he was placed on the staff of Victoria High School where he served as a teacher of modern languages until 1932.



Elmer Luck, a member of Strathcona Collegiate Institute and Victoria High School staffs

Many old graduates of Scona are convinced that its curriculum was too demanding. The late Herb Thompson, junior high principal and one of Scona's early students, related a litany of woes he experienced when he registered at Strathcona High School in 1918:

> On inquiry I learned that there were only two high schools in Edmonton – Victoria on the north side and Strathcona on the south. As Victoria was quite close to the Canadian National Station I took my two heavy suitcases and lugged them there. After a long wait in the hall I was admitted to the principal's office. Having completed Grade 10 in North Dakota's best high school on the University Campus of Grand Forks, I felt certain that I would have no difficulty in getting into Grade 11. The principal looked at my credentials and advised me that I would have to repeat Grade 10. But I said that I had an average of 86% and an honors certificate. Surely I would qualify to enter grade 11. Then he said that it had been his experience that pupils from the States were at least one year behind those in Alberta schools. He seemed quite disturbed when I thanked him and picked up my suitcases and started for the door. Just before I shut it he advised me to go to the Department of Education and get my subjects equated. Eventually I arrived at the Education Office and was advised to go to Strathcona High. As I didn't have the foggiest idea where it was I was taken to a window and shown the building in the distance. The Principal, Mr. G. A. McKee, invited me into his office where I related my tale of woe. He was most sympathetic and said that I would be required to take some extra subjects in addition to Grade 11 and enumerated them: British and Canadian history, physical geography and Latin.
>
> In the high school I attended in Grade 10 we had the semester system. If a student failed in a subject he could write a supplemental examination.
>
> At first I felt regimented. The girls came and went through the west entrance and the boys the east. The teachers used the main entrance on 84 Avenue.
>
> The pupils marched from rooms in straight lines. If a class was going to the second floor a teacher stood on the landing at each end and the Almighty have mercy on your soul if you talked on the way. In my Grade 10 year we walked from room to room as we do now.
>
> Only a few optional subjects were offered. I can think of only two, art and music – neither of which appealed to me. Vocational and commercial subjects were not given at Strathcona then. The composite high school came later.



A veteran of 44 years of service, Herb Thompson, an early Strathcona High School student

I have the highest praise for the principals and teachers. The first year I had Mr. McKee as principal. In the fall of 1920 he became inspector of the Edmonton Public School system, and Superintendent of Schools in 1924. Mr. R. S. Sheppard succeeded him. Three of our schools are monuments to the memory of three fine principals, all from Strathcona High School: McKee, R. S. Sheppard and W. P. Wagner. All three educators were kind, considerate and very understanding.

I feel, too, that I was privileged to have had such dedicated teachers. Mr. Sheppard taught mathematics, Mr. Niddrie – Latin, Miss Girdler – French, Miss Nash – Composition, Miss Going – Art, Mr. Edmunds – British and Canadian History, Mr. Edwards – Literature. Mr. Munroe – Science, and Mr. Mattern – Physical Education.

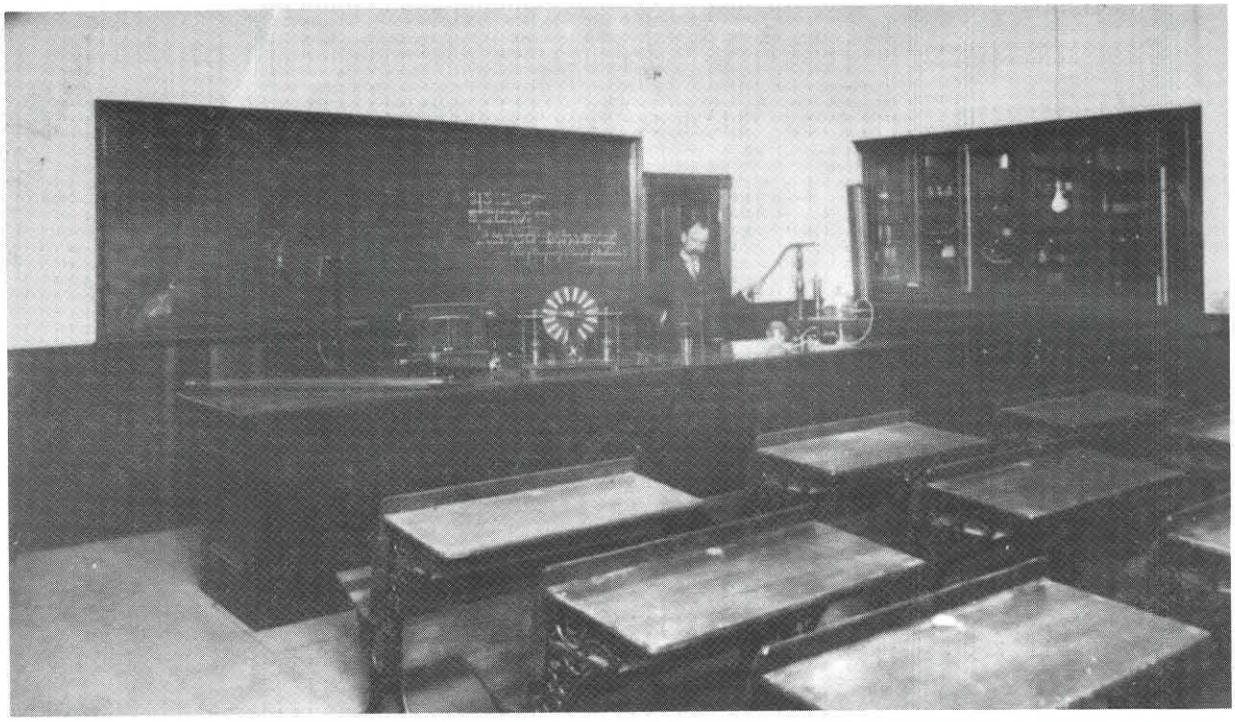


Strathcona High School football team, Provincial Collegiate Champions, 1913-14 John Barnett, third from left in back row: Ross Sheppard, centre row – extreme right

George Davies's recollection of early teachers and the demanding curriculum is similar to Herb Thompson's. Classes stayed together all day in the early years, moving as units to various classrooms. The movement from class to class was really more of a march, with class leaders preceding the lines of silent students through the hallways of Scona. If a student was not enrolled in the particular course in session, he would take a seat in the back of the room and do homework. George Davies learned a little French this way.



George Davies, a graduate of Strathcona Collegiate Institute and a member of Edmonton Public Schools staff for 40 years



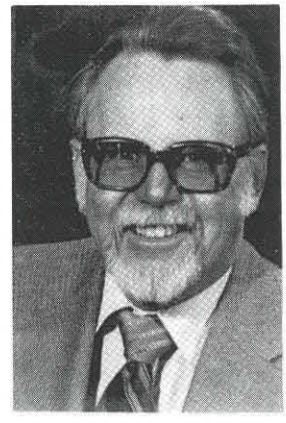
Strathcona Collegiate Institute teacher, E. Wild, 1913

Although there have been many changes in the high school curriculum, students have not changed much, according to Mr. Davies. The old Scona student still recalls coining humorous Latin vocabulary terms such as "pig, piggerie, squealie, gruntum" and having his friends nudge him whenever he stood up to answer. Such deviltry would guarantee a burst of laughter from young Davies.

School discipline was more strict than it is now, but that did not prevent the students from playing their share of tricks. Herb Thompson recalled how he dressed up as Little Red Riding Hood and visited the girls' washroom. Another graduate, Mel Downey, recalled escapades of climbing through windows to "preview" test questions on the blackboard.

A close relationship appeared to exist between school staffs and School Board committees and administrators in the early years. In November, 1914, the Committee of Buildings and Grounds received complaints that new mats purchased for the student entrances had been placed at the teachers' entrance. The consequent buildup of ice was declared hazardous to student safety. Orders were issued that the return of the mats be supervised by either the superintendent or the chairman of the committee. The following year, the Buildings and Grounds Committee gave the janitor permission to shoot pigeons with a .22 rifle. Even as late as 1941, the Board's Finance Committee dealt seriously with a teacher's request that his suit, ruined during a chemistry experiment, be replaced.

In the early 1970s, the Edmonton Public School Board adopted a policy of open boundaries and alternative programs. One result of this policy in 1976 was that the Edmonton Public School Board spearheaded by its chairman Shirley Forbes, responded to parents' requests for an alternate academic high school program by recommissioning Old Scona. The old building was to witness yet another renaissance. In 1979, trustees would debate a suggested name change for the school. The old name of Strathcona Collegiate Institute was proposed as was the name John Niddrie High School, as well as several other suggestions. However, the recommendation to continue with the name Old Scona prevailed.



Leif Stolee, principal of Old Scona High School, 1976

Continuing with the name was the tradition for academic excellence. Writing with pride about their school, former students Karin Edie Capri and Miranda Lynn reflect on their alma mater in the early 1980s.

> With the staff of 13 and a student body of about 200, the school, despite the 21-year interruption, has retained its tradition of pride and academic excellence. The marble entrance welcomes one into the building, its dignity little diminished by the shabby halls and painted doorways. For Old Scona is regarded by its devotees as a thinking entity, one that knows all that has happened within, one that appreciates being appreciated. Old Scona, true to its purpose, is a school that knows.

Students of Old Scona continued to excel in academic subjects, particularly in the International Baccalaureate program which was introduced into the school's curriculum in the 1980s.



Lord Strathcona, recipient of an honorary Doctor of Laws degree in the building that bore his name



Hockey Champions, 1922
Strathcona High School staff members John Niddrie and Ross Sheppard (back row – extreme left and right)



Edmonton High School, 1910, later renamed Victoria High

Two years after the official opening of Strathcona Collegiate Institute, north-side high school students attending the old College Avenue School on Macdonald Drive and its annex in the Travis-Barker Exchange Mart Building on the site of the present Macdonald Hotel, were anxiously awaiting the opening of the new Edmonton High School. As in the case of Strathcona Collegiate, the Edmonton High School would have its name changed to Victoria High in 1913. "Vic," too, would boast of a colorful history and records of scholastic achievement equal to Scona's. Retired Assistant Principal Mary Lobay chronicles the school's story:

> The indomitable spirit of Vic really began in the high school on College Avenue; however, land title documents indicate that in 1909, land "containing eight (8) Acres and two hundred and sixty four thousandth (264/1000) of an acre more or less in consideration of the sum of Fourteen thousand and forty-eight Dollars and Eighty cents (14,048.80)" . . . was acquired from the Hudson's Bay Company for a new high school. Officially opened as the Edmonton High School, it was a showpiece of the Edmonton School District.
>
> A "crowning piece of work," the $150,000 school stood on the north side of Churchill Avenue just west of First Street, in all its collegiate Renaissance splendor on a site that was two blocks long. The 1911 souvenir booklet issued at the opening of the impressive building noted that it "contains twelve regular classrooms in addition to the natural science suite. . . . There is a fine library and good offices and waiting rooms. An auditorium which will seat six hundred people is entered from the first floor. A fine gymnasium occupies a sub-basement." The headlines of the *Edmonton Daily Capital* greeted the opening as "EXERCISES BEFITTING THE OCCASION HELD IN THE HANDSOME

STRUCTURE – Premier Sifton and other Prominent Citizens Participate." After the physical move down First Street from College Avenue by students carrying equipment and supplies (among which were boxes of butterflies and bugs) and the fanfare of the official opening, the school settled down to the serious business of education. Regular subjects were the primary offerings, but within a year stenography, typewriting and household science became part of the curriculum. Principal F. S. Carr and teachers J. M. Clindinnin, R. H. Roberts, C. P. A. Keffer, E. L. Fuller and Miss L. Galloway had charge of 150 students.

Shortly after the school's change of name in 1913 there was a change in staff as well. Principal Carr, who resigned to study medicine in Toronto, was replaced by W. G. Carpenter.

In 1913, the staff was increased to 14 – including C. O. Hicks, Miss K. Teskey, as well as J. Percy Page who headed the new Commercial Department.

Dr. Marshall Mallett, of the class of '16 recalls those beginning years vividly for it was the time of establishing the tradition of hard work, fair play, and respect for authority at Vic. "The staff was law. We never questioned them. There was not one teacher I did not respect." Dr. Mallett entered the school for Grade 8, and wrote departmental exams every year till he graduated. Among his classmates were Punch Dickins, Wop May and Herman Trelle who later became the world's wheat king. As the city grew, so did the population of the school. From October 18, 1918, to January 2, 1919, the school was temporarily closed and used as a nurs-

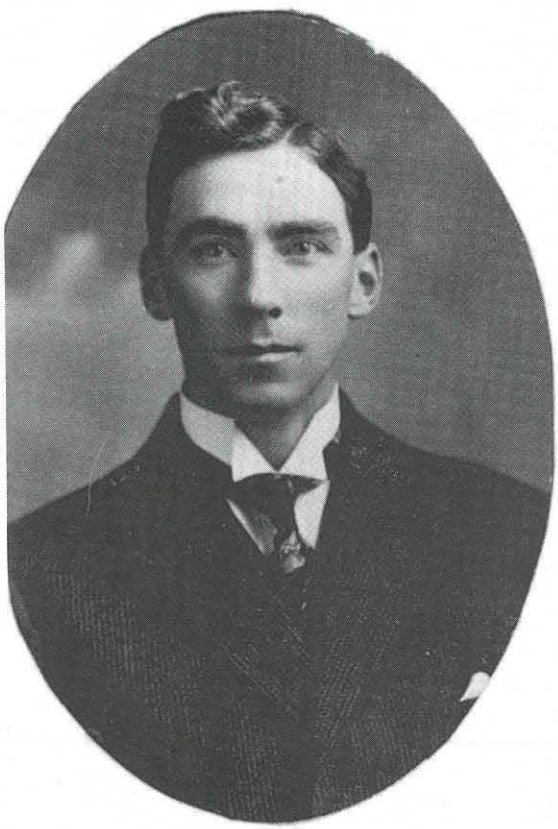


Victoria High School Nature Club, 1912, with F. S. Carr, first principal (front row left)

ing station for influenza patients. When it reopened, McDougall School was used as its annex, as was the Prince of Wales Armories a short time later. It was during this period that C. O. Hicks assumed the principalship, first at McDougall in 1919, and a year later at Vic. Hicks retired as principal in 1953, after 44 years of service with Edmonton Public Schools.

Under Hicks's leadership, Vic enjoyed its golden years. In spite of the Depression and the war, it was a period of great stability. Many teachers became an institution to be remembered by legions of students for their dedication and selfless service. Miss K. Teskey taught French and tried in vain to keep boys and girls segregated. Delbert Shortliffe taught algebra and geometry, and his booming voice emanating from Room 5 resounded through the hall, "Infinity, Miss Fox, (or any other victim of the moment), Infinity! Surely you know its meaning by now." Shortliffe not only taught the prescribed course, but taught students how to think. Mary Crawford, an ardent C.C.F.er, was Dean of Girls, and taught history. Eva Howard produced a three-act play every year and paved the way for the Performing Arts Department.

Class of '29 student Steve Hawrelak recalled that "any student who had Miss A. F. Robinson (Annie F or Flapper Fanny, to distinguish her from the other Miss Robinson) had to be good, as she made you rewrite your assignment till she felt it was satisfactory." Captain H. J. Towerton (later Major Towerton) who taught physics, was the very epitome of a gentleman. There were others: Richards, Scarborough, Robertson, McGuire, Hedley, Hegler and Cameron, the latter a teacher of French – with a Scottish accent no less.



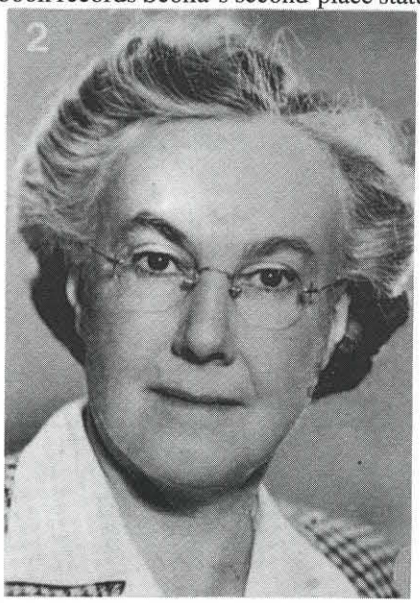


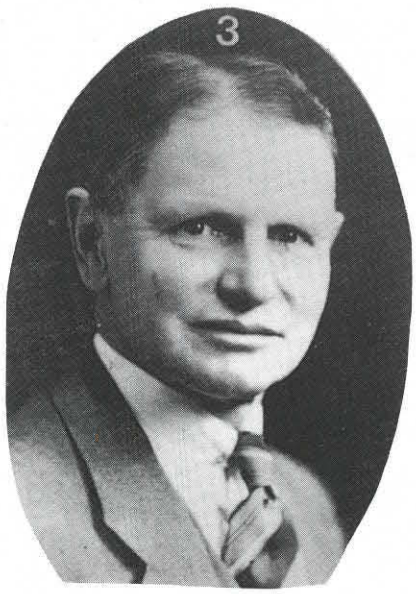
E. L. Fuller and C. O. Hicks, early principals of Victoria High School

During the early years at Vic the Literary Society flourished and countless students were given the opportunity to use their talents at the "lits." The Students' Union, earlier dubbed the Students' Parliament, became very effective in giving leadership to student activities. In the field of sports, Vic captured many city championships with Scona its close rival. The 1929 Vic Yearbook records Scona's second-place status:

Hallelujah, poor old Scona
Hallelujah she's all in
Hallelujah, give her a handout
To revive her again.

Tom Shandro, Class of '26, recalls that Principal Hicks and Captain Towerton often played with the teams since the rules permitted each school to play two staff members.





Early Victoria High School teachers Eva Howard and R. E. Dobson



Victoria High School Girls' Basketball Champions, 1927
(Left to Right): Margaret Kenney, Evelyn Holgate, Annabel Michael, Anne McDonald, Isabel Tockney, Peg Hardy, Doris McAvoy, Dolly McLeod, (Miss) Lorrain McGuire

For most of Vic's history, inadequate classroom accommodation plagued the school. In the 1930s, two portables, two basement rooms, the library, and one floating class were used to provide for the school's ever-growing population. The need for another school was becoming increasingly evident. Principal Hicks fervently believed that a composite-type school was necessary to accommodate vocational as well as academic students. Consequently, he argued, avenues leading to the world of work ought to be brought into the curriculum. His active lobbying, strongly supported by Superintendent Ross Sheppard, resulted in plans for the construction of a new school to be planned by architect Maxwell C. Dewar.

Although held up by a shortage of structural steel, the first unit of the new $3,000,000 Victoria Composite High School officially opened in 1949. It was regarded as one of the nation's most complete teaching institutions. Among its outstanding features were the technical wing, the household economics wing, an auditorium–theatre with a seating capacity of 750.

The new building also boasted a recreational wing with a uniquely tiled swimming pool. The cafeteria and an academic wing completed the main building.

Old Vic, at that time known as the "red building," having absorbed McDougall Commercial School, continued as a commercial unit. A composite high school was now firmly entrenched in the Edmonton educational system.

H. A. McFarland, who joined the Vic staff in 1943, succeeded C. O. Hicks as principal. McFarland had been a chemistry teacher and was one of the first of Edmonton's high school counsellors. He had also been the principal of the Night School, which offered classes in basic English and extension courses.

The *Edmonton Journal* reported on February 4, 1950, that a 75-year-old man walked in to night class one evening and asked about the age limit for class enrolment. "Ninety-nine," replied Mr. McFarland. "Well, I guess that lets me in," answered the man, registering in a welding course. McFarland probably never dreamed the Night School would grow to such proportions that some years later it would take over much of the space in the composite high school under the name of "Continuing Education." (In the 1980s, programs sponsored by the Continuing Education Centre were offered in 34 school locations in Edmonton. In 1991 over 60,000 Edmontonians registered in Continuing Education courses ranging from conversational German to auto mechanics.)



H. A. McFarland, B.A.
Victoria High principal, 1953-61

Change had been a way of life for Victoria, and once more another concept for its use was being planned. On April 19, 1962, the students of the Red Building were informed that the old school was being demolished to make way for the vocational school. As the last classes straggled out, others came to pay tribute to a school that was much more than a building. One such person was Mrs. Dorothy Poulsom, then Dorothy Cliff, who had been appointed head secretary of the school in 1925.

Dorothy was only 16 years old when she was hired by the Edmonton School

Board to serve four schools: Scona, Technical, McDougall and Vic. She was the only secretary in the system until 1929 when another secretary was hired.

Her job at Vic, she recalled, was "to make sure students were in class and on time."



Dorothy Poulsom, head secretary of Vic for 35 years

The affable secretary served under eight principals at Vic. Many truant students, feeling she was the school head, often trembled in her presence. But the real principal was the thoughtful and considerate Cedric Hicks. Dorothy Poulsom recalls hearing his friendly voice urging the neighboring M. H. Institute students to become proficient in English. "When you go home, speak English. Not only you but your parents will become more fluent in the language".

The late Edith Rogers recalled Victoria Vocational School as the most outstanding project undertaken during her 15-year tenure as school trustee.

In 1960, the Conservative government led by the Right Honourable John G. Diefenbaker, passed legislation which empowered the federal government to enter into agreement with the province to provide financial assistance for the costs incurred for providing technical and vocational programs.

The federal government provided up to 75% of the cost of the new facilities and equipment. There was a penalty if the building was not completed by March 31, 1963. Encouraged by the generous grants the Edmonton Public School Board proceeded at once to build the Victoria Vocational High School.

Three architectural firms were appointed: Rule, Wynn and Rule; Aberdeen and Groves; and John McIntosh. The general contractor was Universal Construction Co. Ltd. The contract price was $2,947,421. The separate foundation cost was $601,994, and the equipment approximately $930,000.

Most of the building was constructed during the winter months. John Rule, who served as the architect, completed the building within the prescribed time and it opened in September, 1963.

According to Vic historian Mary Lobay, the new vocational high school was the largest and most modern in the province.

It offered new courses such as beauty culture, commercial food preparation, graphic arts, electronics, electricity, and television technology.

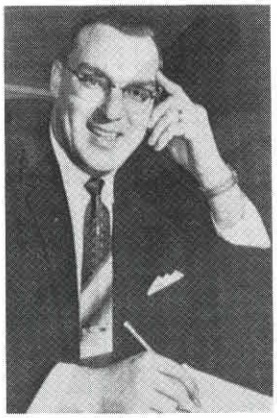
John Karpoff was appointed as principal of the new vocational school. New teachers were recruited from industry in all parts of the world; new students arrived from all over the city with no familial ties to Vic. The staid tradition-bound teachers and students of the old wing were not at all impressed by the often unorthodox approach of the occupants in the "Voc" wing. "Nevertheless," recalled Irene Benedict, a school counsellor, "it was really good for us. We were injected with new life and vigor."

The difference between the two schools appeared to be growing in emotional intensity, prompting the School Board, in 1965, to amalgamate the two units as Victoria Composite High School under one principal. Some trustees felt that the vocational student would come out second best, but that prediction would not be evident in the future.

Following the union of the two

schools, great changes were witnessed at Vic. First, there was the problem of the ever-growing population – 2,700 students and 168 teachers at the peak. Then, suddenly and dramatically the school population dropped, and subsequently because of low enrolments, courses were dropped particularly in modern languages, music and performing and visual arts.

D. F. Terriff, principal from January, 1971, to June, 1979, led his staff and his students to meet new challenges. Again, Vic opened her doors to different types of students. Some were adults who came as day students to the Continuing Education Centre, formerly the east academic wing of the Composite High School. Trades and Services students who needed special type of education also enrolled at the school. Terriff's often-stated philosophy "school is for kids" saved many a student who had fallen from grace.



J. T. Karpoff, first principal of Victoria Vocational High School, 1963



Former Vic Assistant Principal Mary Lobay receives Order of Canada from Governor-General Sauvé, 1988

VICTORIA
HIGH SCHOOL
EDMONTON

TERM REPORT

PUPIL'S NAME

EDMONTON SCHOOL DISTRICT No. 7
of the Province of Alberta

To Parents or Guardians:

Parents or Guardians are requested to inspect the term reports carefully, sign and return them at once. If further information is required it can be secured by consulting the Principal, either by telephone or in his office.

Parents or Guardians are requested to co-operate with the school staff in securing punctual and regular attendance, and proper attendance to home study on the part of the pupil.

GRADING:

75% and above,	EXCELLENT
67% to 75%,	GOOD
50% to 67%,	FAIR
35% to 50%,	LOW
Under 35%,	POOR

W. G. CARPENTER
Superintendent

E. L. FULLER
Principal

TERM REPORT
VICTORIA HIGH SCHOOL

Grade.....Term.....191..Teacher.....

SUBJECTS	Marks obtained	Highest marks obtained by any pupil	Average marks obtained by class	SUBJECTS	Marks obtained	Highest marks obtained by any pupil	Average marks obtained by class
Reading				German Gram.			
English Com.				German Authors			
English Lit.				Greek			
English Gram.				Art			
English Lang.				Bookkeeping			
History				Stenography			
Geography				Typewriting			
Arithmetic				Penmanship			
Algebra				Spelling			
Geometry				Com. Law			
Trigonometry				Rap. Calculation			
Biology				Business Forms			
Physics				Commercial Correspondence			
Chemistry				Manual Training			
Agriculture				Dom. Science			
Latin Grammar				Physical Culture			
Latin Authors				Music			
French Grammar							
French Authors							

Percentage.....*No. in Class*.....*Standing in Class*.....

No. of days in term.....*Days absent*.....*Half days absent*.....*Times late*.....

General Remarks:.....

.....

.....

.....*Signature of Parent or Guardian*

SEE INSTRUCTIONS INSIDE COVER PAGE

Vic report card, 1916



Edmonton Public Schools Annual Commencement

High School Assembly Hall
Friday Evening, Oct. 11th
at eight o'clock

1912
PROGRAMME

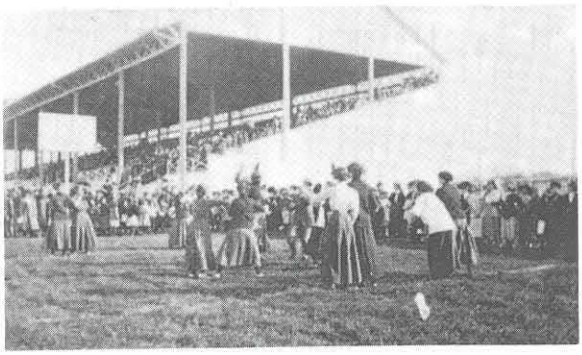
PART I.

1. ORCHESTRA.
2. CHAIRMAN'S ADDRESS - - - - - MR. W. RAMSAY
3. SONG, "Fiona" - - - - - - - - - MISS EDNA PARSONS
4. PRESENTATION—
   (a) Grade VIII Diplomas
   (b) Grade IX Diplomas
   MR. W. G. CARPENTER.
5. CORNET SOLO (Selected) - - - - - - - MISS R. S. CUTLER
6. PRESENTATION—
   (a) Grade X Diplomas
   (b) Grade XI Diplomas
   (c) Grade XII Diplomas
   (d) Matriculation Diplomas.
   MR. JOHN T. ROSS.

PART II.

1. ORCHESTRA.
2. PRESENTATION—
   (a) Prizes to Public School Girls.
   (b) Prizes to Basket Ball Teams.
   MISS B. NICHOLS.
3. MANDOLIN SOLO, "Our College Boys" - MISS SADIE MCCRIMMON
4. PRESENTATION—
   (a) Prizes to Boys under Ten.
   (b) Prizes to Junior Public School Boys.
   (c) Prizes to Senior Public School Boys.
   MR. J. MCCAIG.
5. READING, "The Family Plate" - - - MISS R. S. CUTLER
6. PRESENTATION—
   (a) Prizes to Junior High School Boys.
   (b) Prizes to Senior High School Boys.
   (c) Team Prizes, Medals and Cups.
   J. W. WARD.

GOD SAVE THE KING.



Edmonton High School sports day at exhibition grounds, October, 1911



Edmonton High School (Vic) Basketball team, 1912
Back row: Eva McKitrick, Edna Lewis, Eva Bell, Winnifred Heathcote. Front row: Gladys Dunlop, Gladys Cairns, Marion Hodgins, Mary Bell



City soccer champions, 1924. (Captain Towerton, back row, centre)

(In the late 1980s under the direction of Principal Bob Maskell, Victoria Composite High School was transformed into a school focusing on the performing and fine arts.Today the school boasts of one of the finest television studios in Canada, as well as a modern art gallery.)

From a small red brick high school to a large and modern composite high school was a transition indeed. But another transition was in the making. In 1984 a large blue building melded with Victoria Composite High School. This was the impressive new home of the Edmonton Public School Board, officially known as the Centre for Education. The two buildings are now one. This linking of an operating high school with the administration building of a city school board is a unique accomplishment in Canada.

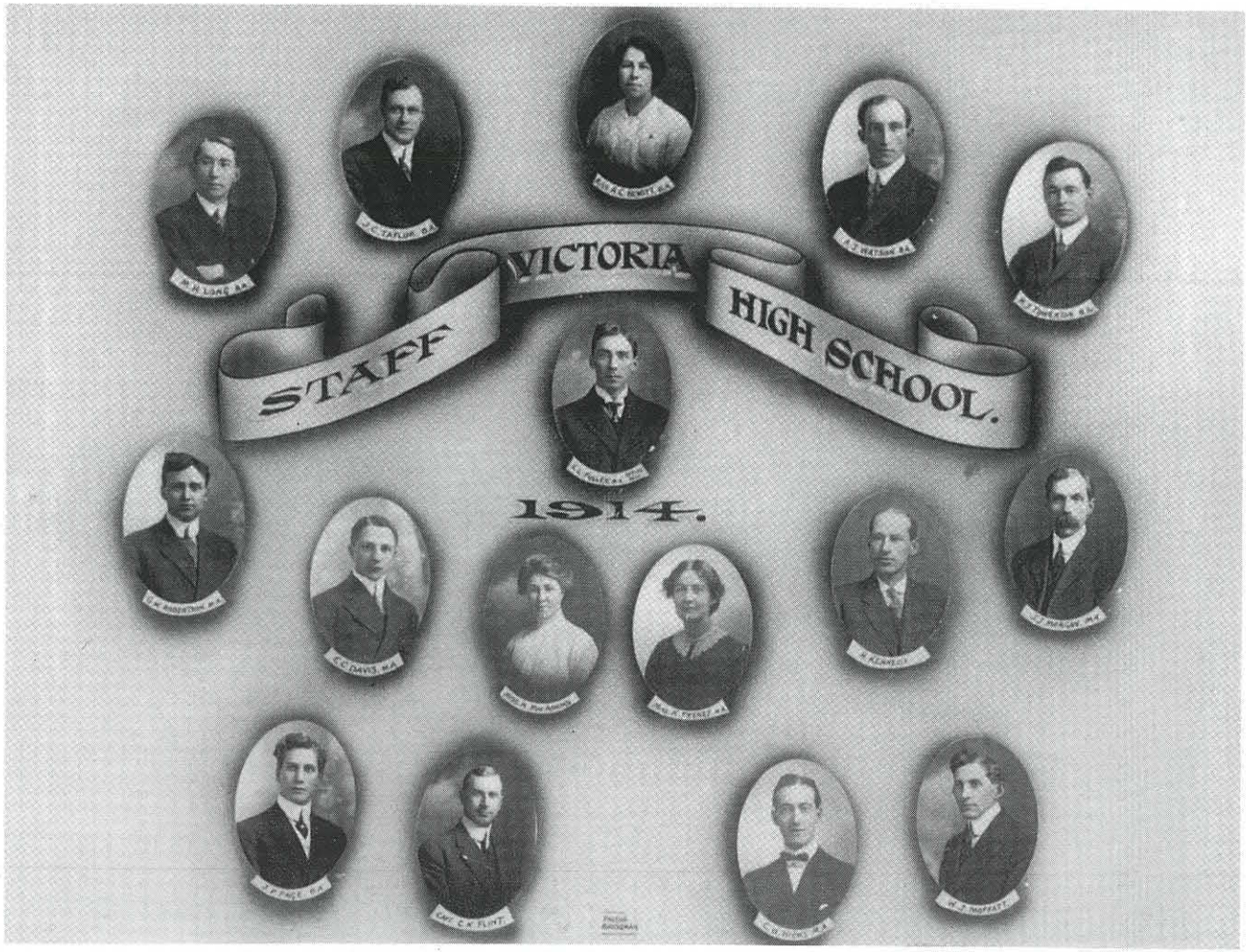
"The old order changeth yielding place to the new" can be truly said about

Vic. However, one aspect of Vic has never changed – the indomitable spirit which touched the lives of teachers and students who walked its halls.

The words "I went to Vic" bring back memories to thousands of graduates, among them judges, doctors, lawyers, athletes, plumbers, mechanics, nurses, accountants, electricians - people from all walks of life.

Thus, by 1912, only 30 years after the opening of the first school, Edmonton could boast: two high schools, Strathcona Collegiate and Victoria; the amalgamated schools of the south side, Queen Alexandra, Grandin (King Edward), Rutherford, and Walterdale; and the new permanent schools of the north side: Queen's Avenue, McKay Avenue, Alex Taylor, Norwood, Oliver and McCauley. Temporary schools named Delton, Norwood Extension, Highlands, Westmount, Saskatchewan Avenue, and Riverdale were also operating at this time.

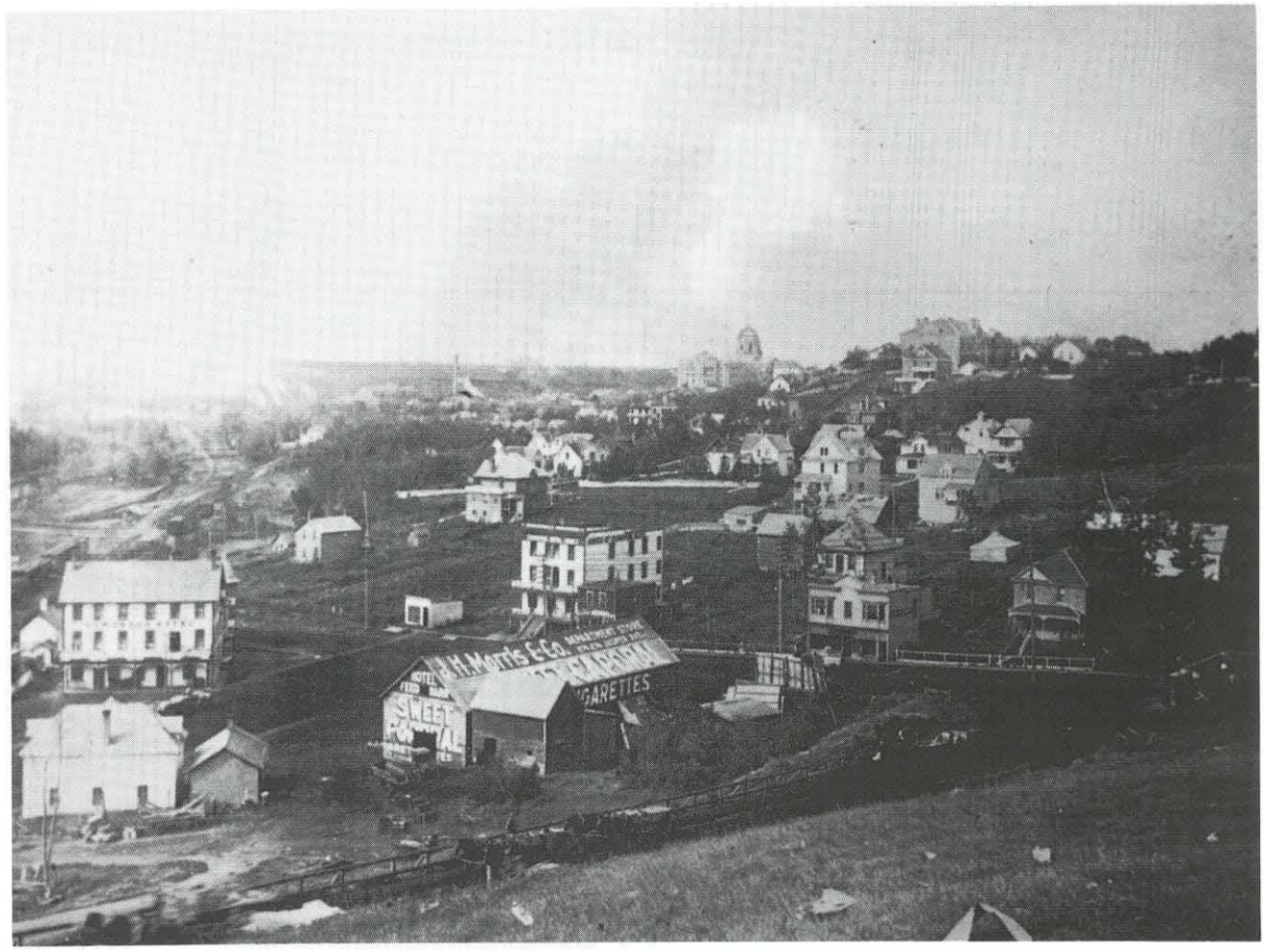
However, even those grand schools were insufficient to meet the demands of booming city growth. The final year of the McCaig era, 1913, saw unprecedented expansion in school construction.



Victoria High School staff, 1914

Chapter Ten

The Boom Continues: Thirteen Schools in 1913



Looking south-west from the present site of the Macdonald Hotel, 1912 – McKay Avenue School upper right, Donald Ross's Edmonton Hotel, left centre

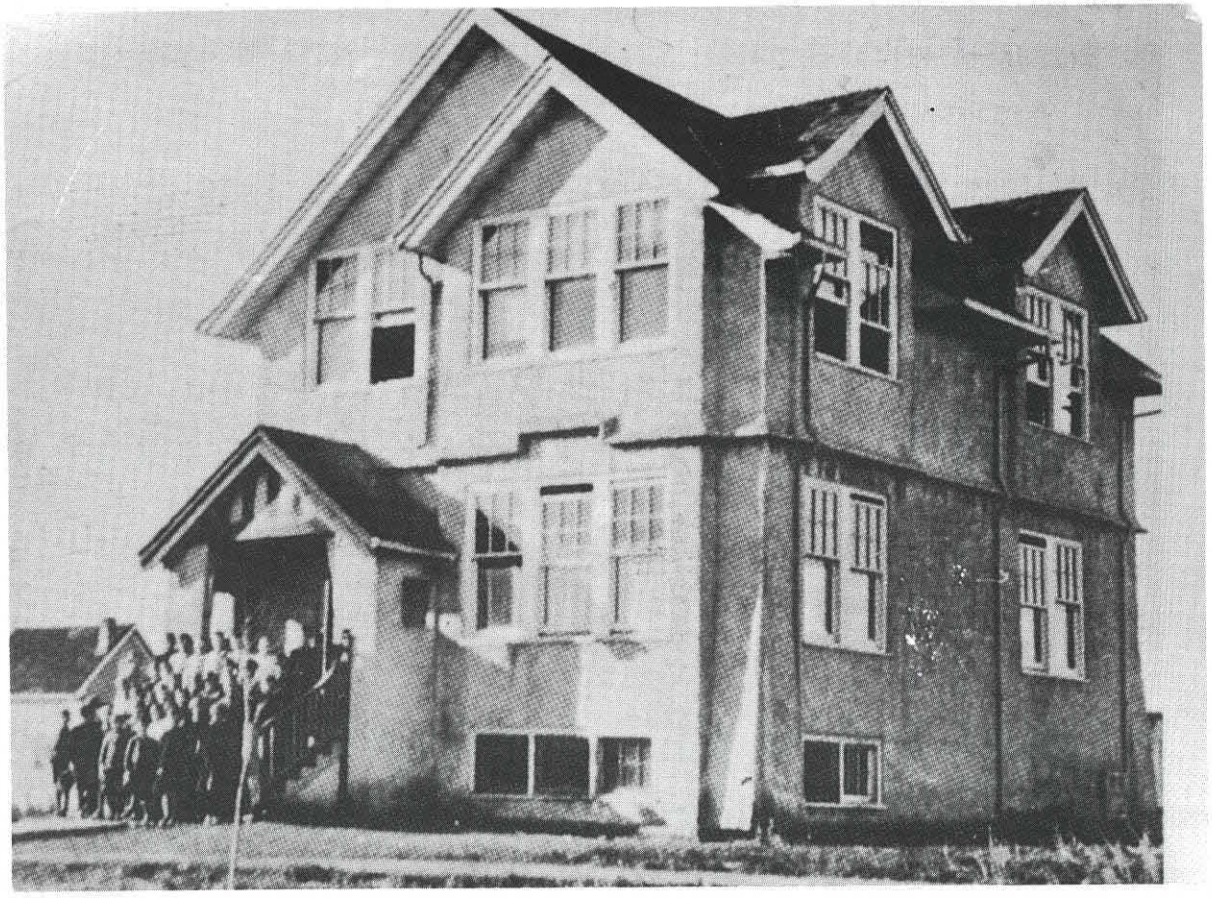
Thirteen new names appeared on the list of Edmonton Public Schools in 1913. Most of these new schools were temporary structures designed to meet the needs of rapidly-developing areas of the city. Typical of the temporary buildings were the two frame-lumber Irvine Estate Schools situated about where 73 Avenue and 98 Street intersect today. These two hastily-erected buildings served the needs of the area until Ritchie School was completed at the end of the year. The two-room Vermilion Avenue School (106 Avenue and 113 Street) and the first Allendale schoolhouse on 63 Avenue and 106 Street also opened in 1913.

A four-room wooden structure named Garneau School was built on 111 Street and 84 Avenue to accommodate the heavily-populated university area. To the southeast, a two-storey, room-over-room school named King Edward Park, was built on a site east of the present-day Donnan School. The two-room Eastwood School (80 Street - 120 Avenue) was also built in 1913, as was the temporary Elm Park building in the Calder area at 116 Street and 129 Avenue. In the same year, down in Ross Flats, a single classroom was opened in the large three-storey Children's Shelter building for delinquent and neglected children. Miss Neppa Russell was in charge of 29 pupils in this setting. On Syndicate Avenue (95 Street) and 109 Avenue, the old street-car barns were converted to house the Edmonton Technical School in yet another temporary structure.

Before the end of World War I, a number of other temporary schools would also be completed or moved from one location to another to accommodate the shifting population of the city. In 1914, following the amalgamation of a portion of the Jasper Place School District with Edmonton, old Jasper Place School, on 148 Street and Stony Plain Road, became a city school.



Real estate advertisement, 1913



Elm Park School – 116 Street, north of 129 Avenue



Children's Shelter, Ross Flats

In the North Edmonton area a temporary school was established in a building designed as a library. Yet another unit added during the World War I years was the Dunvegan Yards School which accommodated the children of residents employed by the Edmonton Dunvegan and B.C. Railway Company:

Edmonton, Alta.
Aug. 4th, 1915.
To the Board of Education,
City of Edmonton

Dear Madam & Sirs:

We the undersigned, residents of the Edmonton Dunvegan & B.C. Railway terminal, being at present subject to some hardship in providing for the public education of our children, inasmuch as we have to send them a very considerable distance in almost every case and have to pay high tuition fees, petition you to take whatever steps you think may be necessary without delay to erect a new school district in our midst and thus make provision for our needs.

We would respectfully suggest that in the event of the Presbyterian Church erecting a building for church purposes on their site, Lots 22 and 23 Block 48 Brown Estate, this school building might be secured at a reasonable rental for public school purposes until such time as you erect a building for us

A. Johnson	(2)
D. McCormick	(2)
F. C. Zimmer	(2)
R. Weir	(3)
W. F. Johnson	(3)
C. F. Gage	
Mrs. H. Hoff	(2)
R. P. Christian	(2)
Ida Barker	(1)
Sophia Dembrawski	(3)
Eva M. Russell	(1)
William Hood	(1)

The year 1913 was significant for another reason: it marked the introduction of a kindergarten program into the Edmonton Public Schools. On May 6, 1913, Trustee S. A. G. Barnes moved that the Board publish the following letter in the press:

To the parents of Edmonton:

Kindly take notice that the Edmonton Public School Board is providing kindergarten instruction free to any child in the city between the ages of five and six years.

These kindergarten classes are in charge of experienced teachers, and are held in the following schools:

1. Oliver School – corner 17 Street and Athabasca Avenue
2. McCauley School – between Kinistino and Syndicate Avenues on Heiminck Street
3. Strathcona Collegiate Institute – 2nd Avenue. N.W.

Apply to the kindergarten teacher at any of the above schools at 8:45 o'clock a.m. on any regular school day and applications will receive every consideration.

The program was not extended to all schools, and as one of the Board's austerity measures, was discontinued in 1921. In 1968, the Edmonton Public School Board approved an experimental kindergarten program at Oliver School, and today, kindergarten programs operate in most of the district's elementary schools.

Four permanent brick schools – Bennett, Donald Ross, Parkdale and Ritchie – opened in 1913. Another, the North Edmonton School, appeared on the list of Edmonton Public Schools as a result of amalgamation with the village of North Edmonton. In addition, five other permanent schools – King Edward, Westmount, McDougall, H. A. Gray, and Highlands – were nearing completion and would be opened during the World War I years.



Bennett School

Bennett School, named for Strathcona's first mayor and early school trustee Thomas Bennett, opened as a four-room brick school on Gallagher Flats in 1913. The first principal was Edward Bell, and his original staff consisted of the Misses Anna McDonald, Jean Johnston and Zaida Lobb. Prior to his appointment at Bennett School, Bell taught in the two-room temporary Riverside School which served the area. His experiences at Riverside, or Bridge School as it was sometimes called, are recollected in a 1963 letter:

> . . . When classes opened in 1912, they opened a temporary classroom in a frame two-storey house behind and, I believe, on the property owned and operated by the Edmonton City Dairy, a few hundred yards from the low level bridge. The teacher was Miss B. Cook and so many pupils turned up at the opening that she just could not cope with them. The School Board then made immediate plans to convert the upstairs of this home into a classroom and supply an outside entrance by a stairway. I arrived in Edmonton from Ontario about the middle of September and made application as a teacher on the Edmonton school staff. My application was accepted and as Edmonton and Strathcona districts were being amalgamated I was assigned to this room with the promise that I would be principal of Bennett when it was opened in the spring of 1913.
>
> Both rooms were crowded and conditions for teaching were very difficult from both the pupils' and teachers' standpoints but with the new school ahead we made the best of it.
>
> Bennett School was completed and turned over to the School Board for occupancy at Easter, 1913, and on our last day of school, before Easter, we organized a grand march to the new school, each carrying his own books etc. and also as much of the classroom supplies as they were able.
>
> I am sure the pupils of that day still remember the pride they had in their new school, as they inspected it and

planned to return to it after Easter vacation.

I handed in my resignation to the School Board on February 10, 1914, to take effect the end of the month, and during the first week in March 1914, we left by caboose, on a horse-drawn sleigh, for a 350-mile trip to the Griffin Creek district, North of Peace River.

Mail and news were very slow reaching us for the first couple of years and we soon lost touch with the doings at Bennett School, but I did hear that Miss Johnston became Mrs. Fraser. I was succeeded by Mr. George Hustler, who was later principal of Bennett for many years. We also heard of the disastrous flood in 1915 that destroyed so many homes of my former pupils.

When the North Saskatchewan River flooded its banks in 1915, nearby residents fled to the upstairs assembly hall of the Bennett School where they waited until the water receded. One of the buildings that was almost washed away in the flood was the 1881 Edmonton School which had been converted into a family residence situated on a riverside lot two blocks east of Donald Ross School. According to David Mawhinney who lived in the old schoolhouse at the time, the building, as well as an outdoor privy, had to be tied to some sturdy trees to prevent them from being carried away.

No story of Bennett School would be complete without reference to one of the city's most colorful teachers, George F. Hustler, who was Bennett's principal from 1924 to 1945. Hustler was a thorn in the raw side of those in authority at the Board's Civic Block offices, as attested to by many of his letters challenging directives or complaining about his lack of success in applications for more lucrative positions. But Hustler, a bachelor and an avid sportsman (who later was inducted into the Edmonton Sports Hall of Fame) lived for his school and the Bennett community. During the Depression he often purchased footwear or skates for needy students. As a result of his generosity he was frequently broke and had to leave his lodgings in the Yale Hotel and live at the school, preparing his meals in the boiler room. When funds permitted, the popular principal would move back to more comfortable quarters at the Yale.

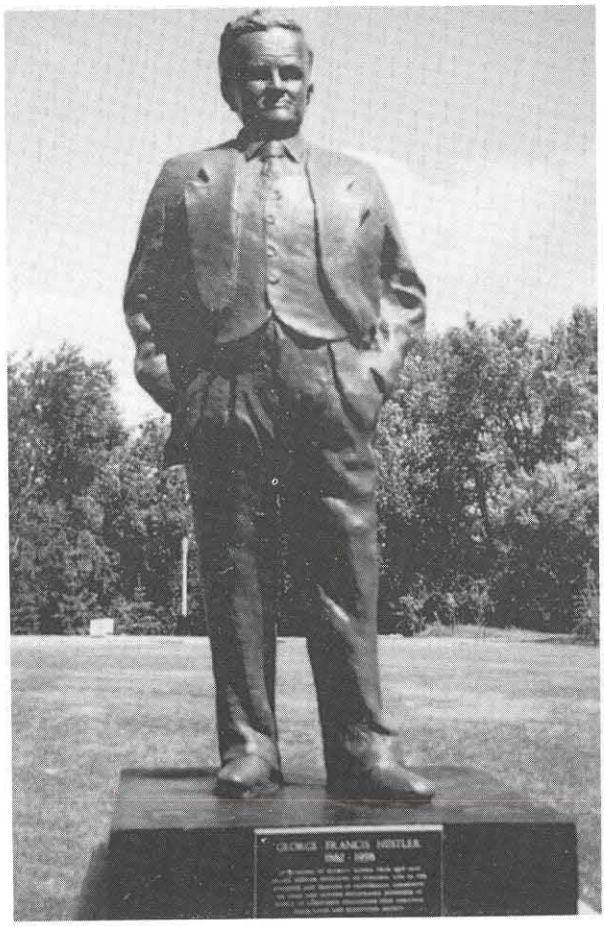


George Hustler, principal of Bennett School, 1924-45



1915 flood – 1881 schoolhouse on extreme left

Forty-six years after his retirement in 1945, George Hustler was immortalized as an educator and humanitarian. A statue of Principal Hustler was proudly unveiled in the Cloverdale area in a ceremony on June 8, 1991.



G. F. Hustler statue, 1991

Several hundred former students contributed to the cost of casting the bronze memorial. Among them was Bessie McAvoy, a 1940s tennis and badminton star and later a Home Economics Supervisor for the Edmonton Public School Board. Miss McAvoy recalls her association with George Hustler:

> I joined the Edmonton Public School staff in September 1930 and was assigned to Bennett School in Cloverdale Flats to teach Grades 2 and 3. Mr. George F. Hustler was the Principal. My sister, Doris, was teaching at Riverdale. I was glad to be so close to home (where Woodward's is now located in Edmonton Centre) so that I could get home every noon hour as my Mother was alone.

The red and green street car ran along Jasper Avenue to 109 Street, south to 97 Avenue and over the Low Level Bridge on a single track along with the Edmonton Yukon and Pacific Railway track.

(When a train came, a crew member of the train got off and stopped the oncoming traffic.) It went up Scona Hill to Whyte Avenue. In winter the street cars were heated by a single coal-burning stove just behind the conductor. Tickets were 5 for 25 cents. To catch the street car from up town one could go down McDougall steps (about 230 of them) and catch the tram at the bottom. This would save the roundabout journey via 109 Street. As there was no street car east of the Low Level to Cloverdale, I walked to and from school four times a day.

For the three years I was at Bennett, I did all the girls' sports and Mr. Hustler (I never did call him anything else) took care of the boys, and I must say we spent a great deal of time on this, not only at recess, after 4 and during the noon hour, but a great deal of school time as well. I think Mr. Hustler was more interested in the human element than in learning. We had a very fine elderly teacher, Mrs. E. M. Kerr, (Scottish) and she did a great deal to keep Mr. Hustler in tow.

Mr. Hustler did not like to work under forced conditions and so had many differences with the top officials. I have known him to ring the fire alarm and either give a long recess or send the children home, especially if the music supervisor came.

We had long assemblies every morning and also at noon. I remember we had a jacks tournament during these assemblies and the children would compete. This went on for several sessions until we eventually had a winner.

Mr. Hustler had a seven-passenger Studebaker car which he used to transport various teams to play other schools,

my sports as well as his. I remember after our girls won a city championship we were entertained at a home in Windsor Park. Mr. Hustler dressed up and was a perfect gentleman the whole evening. (Not that he was otherwise, but that evening really impressed me.)

He lived in the Yale Hotel on the south side of Jasper Avenue near 100 Street when he could pay the rent; otherwise, he moved into the school. His lack of overcoat was always a topic at our assemblies, but he always wore a suit, shirt and tie. He had been in the Army, in the trenches in the First World War, was in hospital in London, and came home with trench feet so he had an odd walk. He spent money on children's clothes, and uniforms for the sports and equipment.

Twice when I slept in I phoned the school. He would say, "No problem, I'll come and get you." Anyway, at that time he did come and get me. In those days we never heard of teachers' aides, and we had 40 or so pupils in each class. I can't remember but I assume he left his class when he came for me.

Before becoming a teacher Mr. Hustler was a minister. He preached at Rundle Church in Riverdale, and even then he was interested in young people's sports.

At the end of my third year (and before this) the other teachers were uneasy with Mr. Hustler spending so much time out of the classroom (including theirs) they all three decided to go to see the Superintendent and ask for transfers. I did not go.

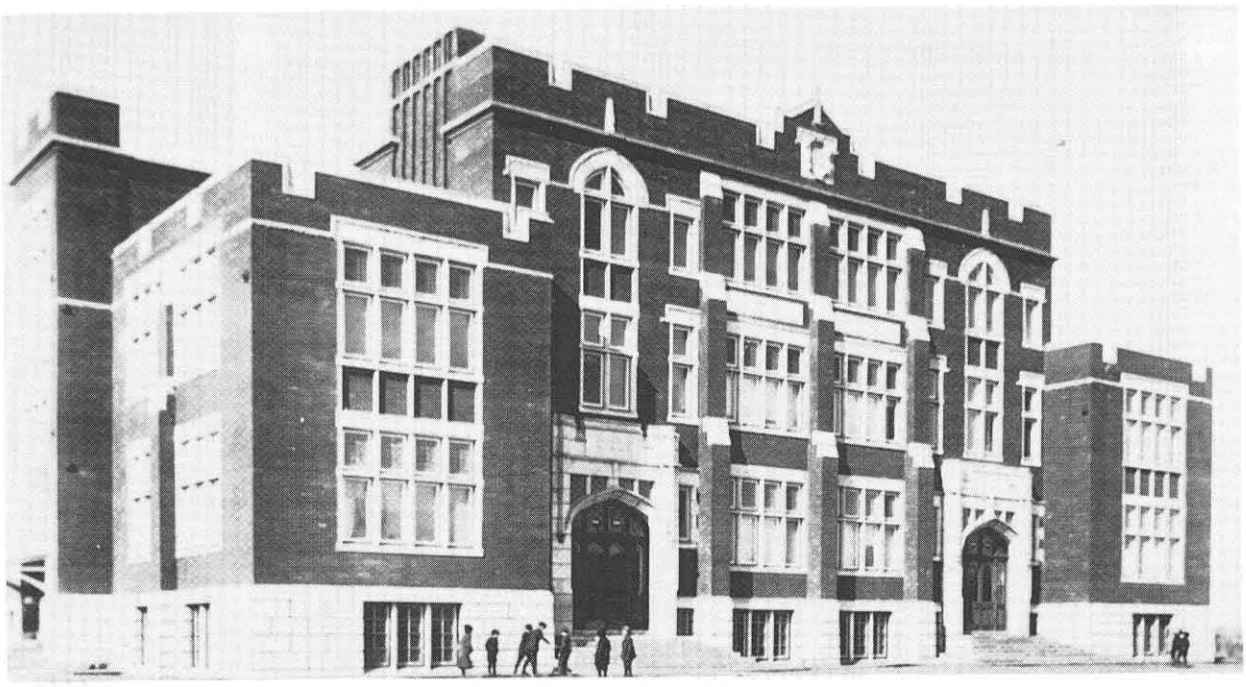
We never knew where we would be placed until the *Journal* came out the night before school started.

When the paper came out with the listings, after three years at Bennett I was placed at North Delton, three and a half miles from home, and Doris, my sister, was sent to North Edmonton, from Riverdale. Mr. Hustler read this and phoned me to see if I had asked for a transfer and when I told him no, he was furious. (The other three teachers were left at Bennett.) He went to the School Board which was in the old Civic Block and consisted of only the Superintendent and his secretary, a secretary-treasurer and perhaps one more person. I heard afterward that it was quite a scene that he created. On Monday morning Mr. Yule, the Assistant Superintendent, came to North Delton to speak with me. He asked me if I would stay one year and he would move me closer in and that he would put my sister, Doris, back to Riverdale. I agreed and so began my sister's 40 years at Riverdale teaching the same grade in the same room. (During her time there she had 18 principals.) I knew that if I insisted on going back to Bennett I would probably be left there indefinitely.

As carpenters were adding the finishing touches to the small Bennett School, another large south side school neared completion. Built at a cost of $120,000, Ritchie School would soon replace the two temporary wooden structures known as the Irvine Estate Schools. Named after Robert Ritchie, owner of the Northwest Mill, and an early Strathcona school trustee, the school was opened early in January, 1913, but was immediately plagued with the problem of a sinking basement which took a full year to repair.

Because Ritchie School was the only large building in the area, it was also used as a community centre where functions such as teas and club gatherings were held. Before World War 1, Ritchie School had the only baseball diamond and football field in the area. In winter the Ritchie School grounds were flooded for a hockey rink. During World War I, the baseball diamond and football field were plowed up for a potato field to aid in the war effort.

Miss Louise Gerry, formerly the principal of the Irvine Estate School, was appointed the first head of Ritchie School – a position she held until mid-1914 when George Clayton was appointed to the post. Miss Gerry remained at the school as vice-principal and teacher until 1935, a period of 23 years.



Ritchie School, 1913



George Clayton, early principal of Ritchie School



Sue Brushett, veteran teacher of Ritchie School

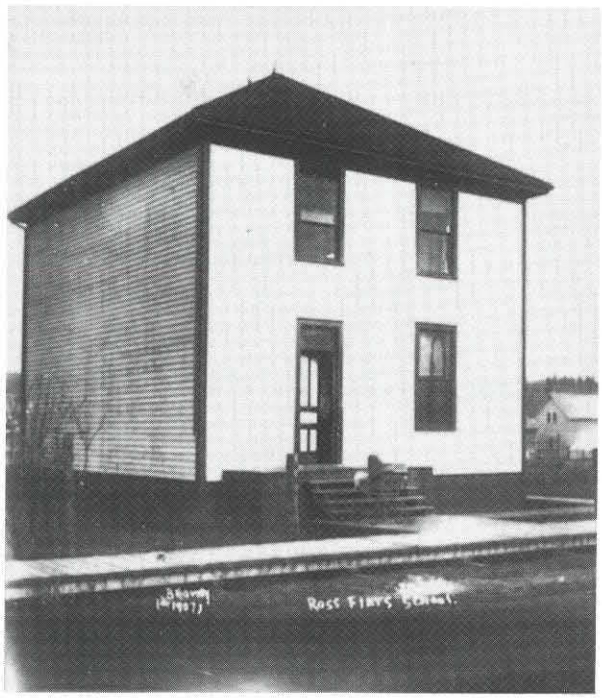
Another veteran of the Ritchie staff, who taught at the school for 31 years, was Sue Brushett. Miss Brushett retired in 1959, to the accompaniment of well wishes from hundreds of Ritchie students. Among those students was former Wellington School Principal Mike Bulat, who, in 1934, was in the "Bluebird" group of Miss Brushett's Grade 2 brood. Bulat recalled his Grade 2 teacher as a warm and considerate person. "Everyone liked and respected her. Miss Gerry was respected, too, as a just and firm disciplinarian. She was held almost in as much awe as Rutherford's spinster principal, Maude Bell."

Another impressive building completed in 1913 was the Donald Ross School. Named in honor of a pioneer Edmonton resident, hosteler and early school trustee, the school accommodated the children of the heavily-populated Ross Flats area. Prior to this time, students attended the temporary Saskatchewan Avenue school. The principal of the old Saskatchewan Avenue School, Mary McIvor, was appointed to head Donald Ross School when it opened, and served in this capacity for a record 41 years.



Donald Ross School

David Mawhinney, who lived at 9647-100 Street in the converted building which had been Edmonton's first public school, remembers Principal McIvor as a strict disciplinarian and an excellent teacher: "She didn't let you get away with anything. I got the strap from her quite often and it wasn't in the privacy of the cloakroom. I got it good-- right in the classroom in front of everyone, and if you cried you got some extra slaps."



Ross Flats or Saskatchewan Avenue School, 1912

Donald Ross School operated until 1973 when its enrolment dropped to a low of 44 students. Following closure, the school served as the headquarters for the 1978 Commonwealth Games, and for the City's 75th Anniversary Celebrations in 1979. Currently the historic school is leased to the City of Edmonton Parks and Recreation Department.

On February 6, 1913, the Board's School Management Committee recommended "that the Board advertise for a male principal for the new Parkdale School, the advertisement to state salary and advise that the applicant must be a University graduate or First Class Certified teacher, duties to commence after Easter; such advertisement to be inserted in the *Winnipeg Free Press, Calgary Herald* and *Toronto Globe*."

Unlike many of the early principals who were recruited from Eastern Canada, the successful applicant for the principalship of the permanent 12-room Parkdale School was George McDonald of Coleman, Alberta. The new principal was to have opened the school on April 13, 1913, but a fire which caused damages amounting to more than $10,000, delayed the opening for almost a month.

ADDRESS YOUR REPLY TO
THE DEPUTY MINISTER
DEPARTMENT OF EDUCATION
EDMONTON
AND REFER TO
FILE
DO NOT WRITE ABOUT MORE THAN
ONE SUBJECT IN ANY LETTER

DEPARTMENT OF EDUCATION ALBERTA

High River, Feb.27, 1913.

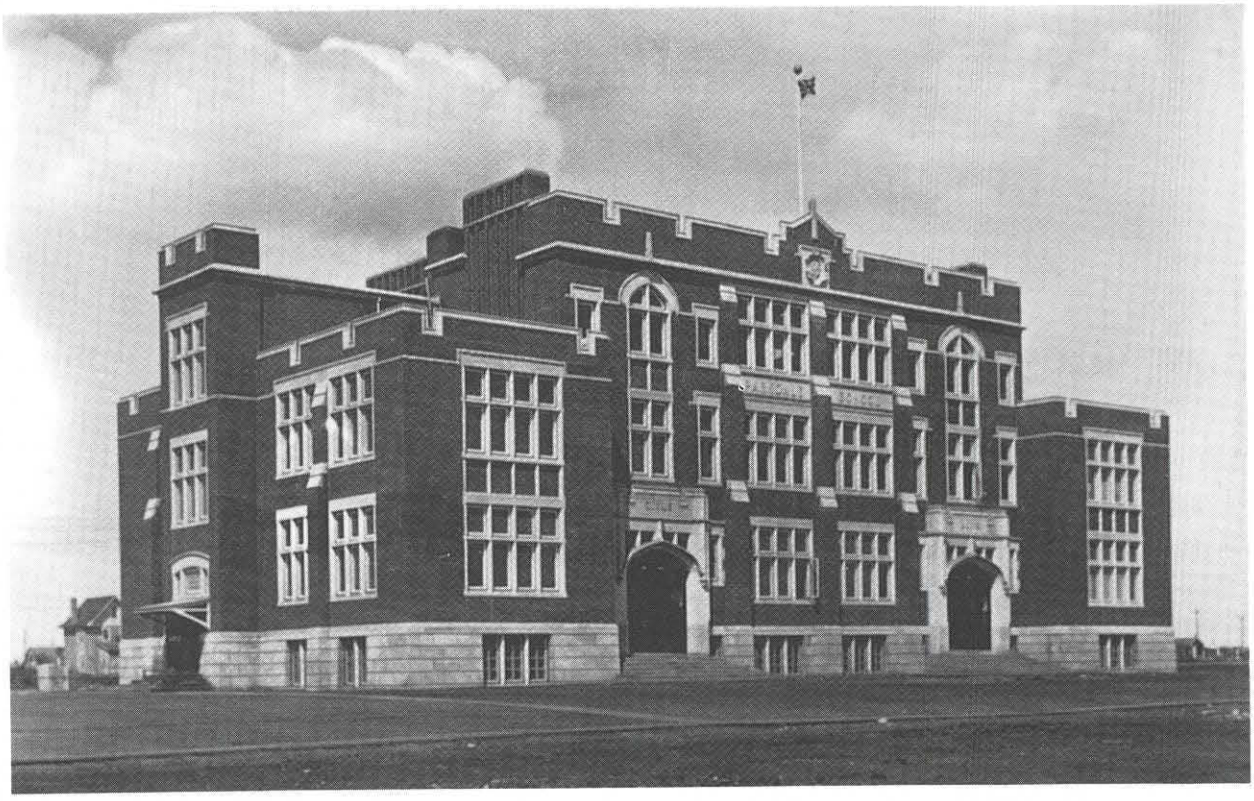
J.McCaig, Esq.,
Edmonton.

Dear Mr. McCaig:-

I have received your letter asking for an estimate of the work of Mr. Geo. McDonald of Coleman. I know of his work only from one inspection of the Coleman school and you will know from this that I cannot speak very authoratively in regard to him.

Mr. McDonald is a young man, appearance good, studiously inclined, ambitious. He is conservative in his general attitude. If it should be that he lacks initiative I am by no means assured that this constitutes a fault in him,-- I am not sure in fact that it can be said of him at all. He is not brilliant and he does not try to be. I should take him to be steady and reliable. He does not attempt the spectacular and I believe there is little danger of his achieving the ridiculous. He had his school in good running order when I was in Coleman.

Yours truly,

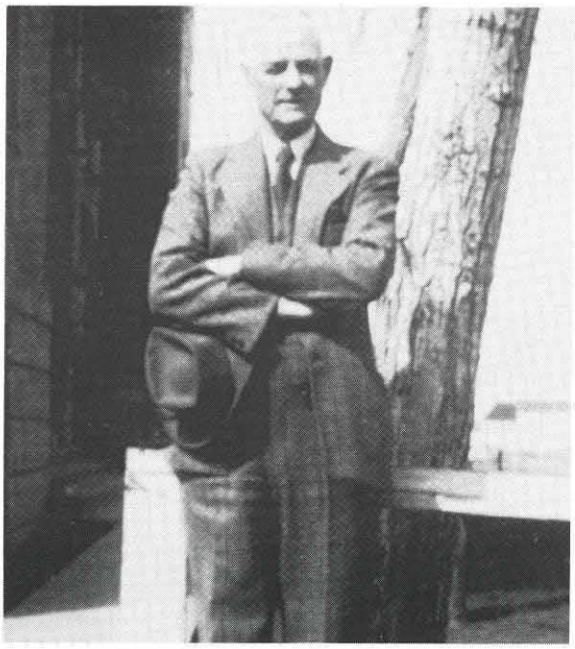


Parkdale School, 1914



Parkdale Junior High School Staff, 1951
Front: Mrs. Lee Phipps, Mrs. R. Leslie, J. E. Somerville, Miss Olive Moore (nurse), Miss Mary K. Smith, Miss M. J. Michie.
Back: K. Smith, E. B. Souch, M. W. Nicholls, A. W. Chrysler, R. E. Houglund

The Parkdale building, similar in design to McCauley School, relieved overcrowding in the temporary North Delton School; as well, it eased over-enrolment in the temporary Eastwood School. Between 1913 and 1919, when a four-room addition was added, Parkdale had no fewer than five principals. But the short-lived tenure of principalships was to end with the arrival of J. E. Somerville who directed the school for 32 years.

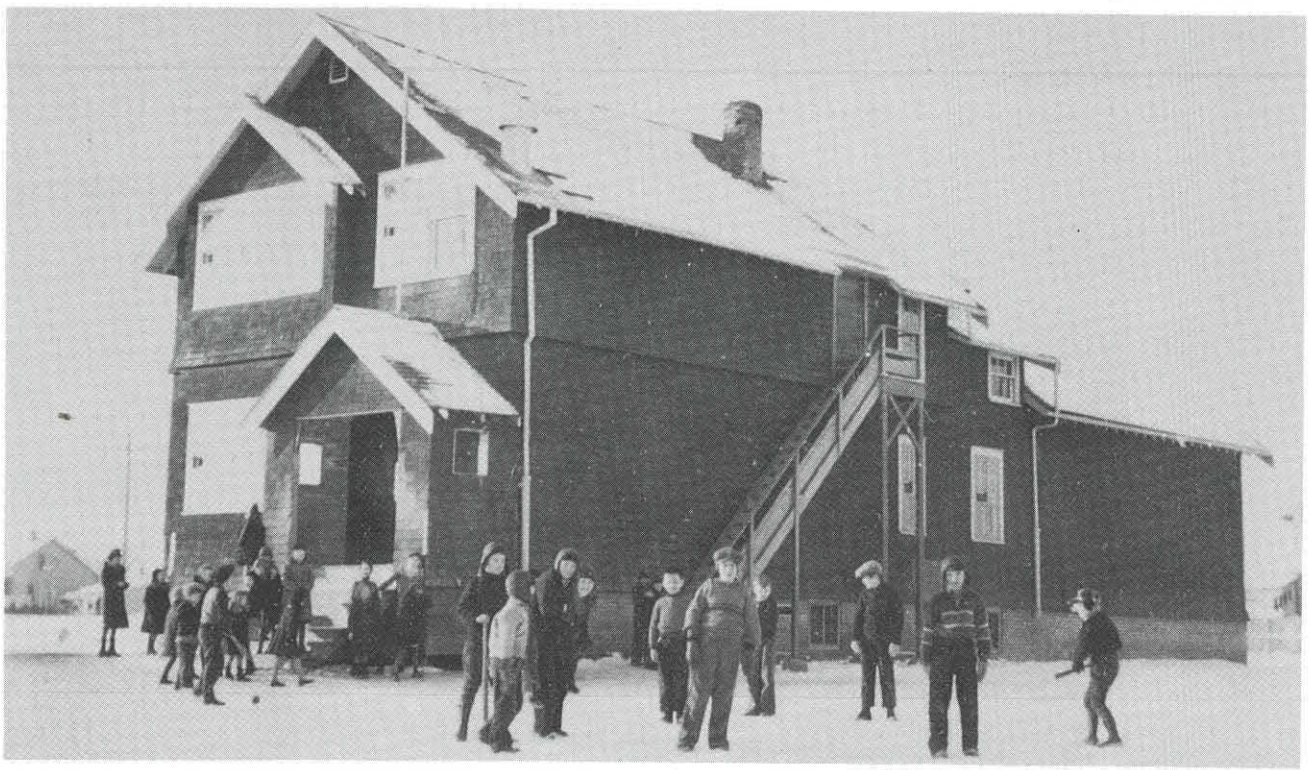


J. E. Somerville, principal of Parkdale School for 32 years

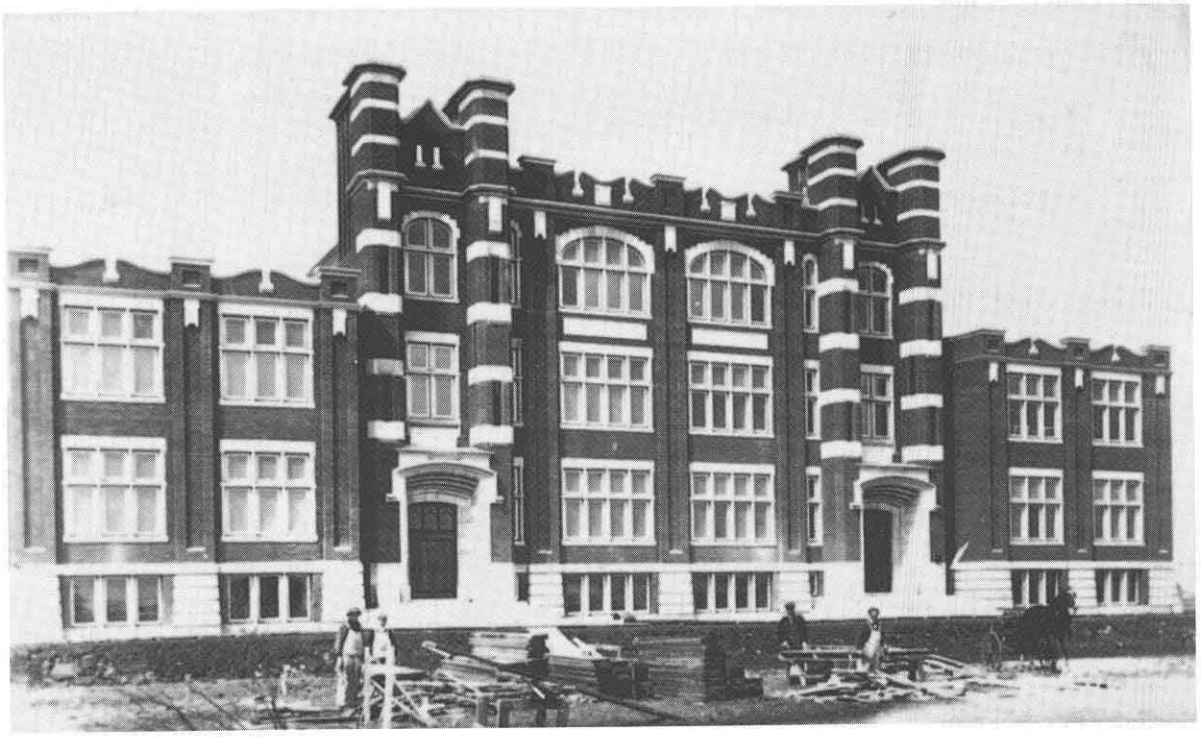
Jeffrey Brown, a graduate of Parkdale School in 1919, remembered Principal Somerville as a very warm and compassionate person: "He was a wonderful man who always treated you right and took a real interest in the boys and their careers. Even after I was out of school he would bring in his 1921 Studebaker to the garage in which I worked."

One of Jeff Brown's most memorable recollections of his days at Parkdale is of the cadet troop which won the Dominion of Canada Shield for marksmanship. He recalls, too, the school closing during the influenza epidemic of 1918, and the gauze masks soaked in oil-of-eucalyptus which the City Health Department insisted be worn in all public areas.

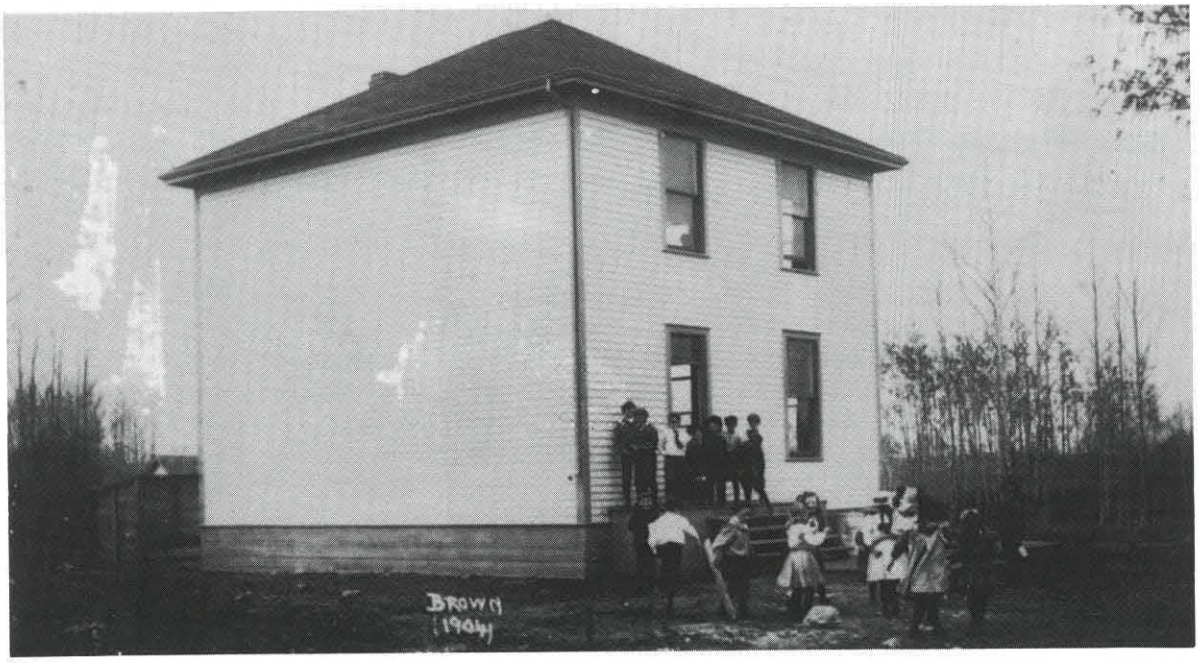
Another large brick edifice nearing completion in 1913, was the H. Allen Gray School. H. A. Gray School was named in honor of the first Anglican Bishop of Edmonton, who later became a school board trustee and a provincial judge. The $135,000 structure did not open until the fall of 1914, when its 10 classrooms were completed. Previously, students in the area attended temporary schools about a block south, and three blocks east of the present structure.



North Delton School, 1940



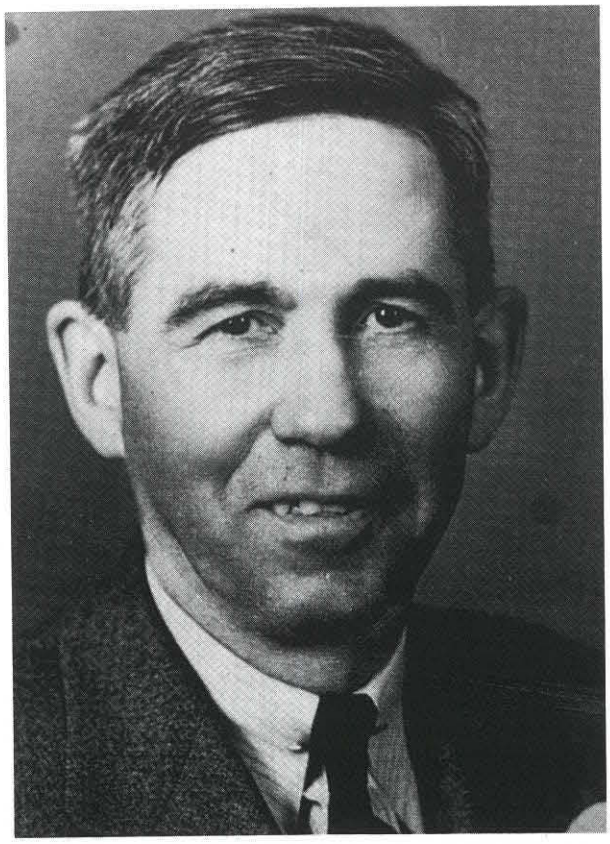
H. Allen Gray School, 1913



Vermilion Avenue School, 113 Street and 106 Avenue

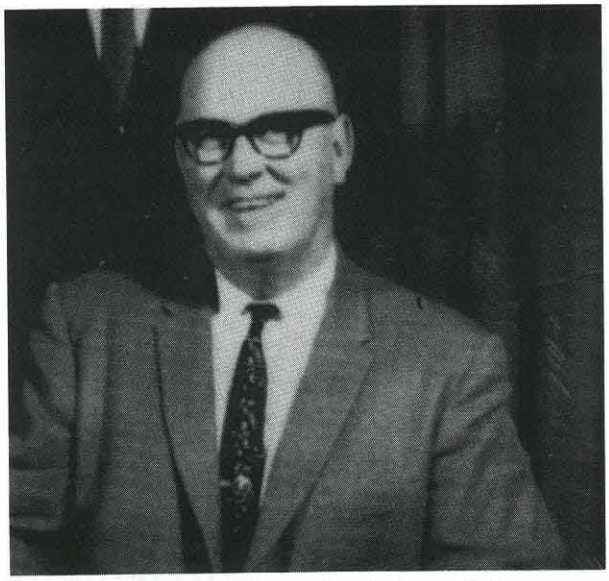
C. B. Willis, the school's first principal, recalled his early years in a 1963 letter to the 50th Anniversary Committee of the H. A. Gray School:

> When I first went to the school, I wondered where all the pupils would come from. The block of land due east of the school had two houses. In one of the houses there was a man and wife with no children, and in the other (really only a shack), a bachelor. There was one little settlement of 5 or 6 houses about 3 blocks to the north-west on a little rise in the ground, and hardly any houses to the north or west, and a few close ones to the south or east for some blocks. The east boundary of the school district was 91 Street, and the south boundary was 116 Avenue. Most of the children came from an area 3 or 4 blocks from the corner of 118 Avenue and 95 Street. Sidewalks were very few and were board except for some south of 118 Avenue. Most of the streets were simply ungraded trails, but 97 Street was graded and gravelled. One could cut across on almost a straight line from the corner of 95A Street and 118 Avenue and the path led through bushes at one or two spots.
>
> There was water and sewer in the building, but we were not allowed to use the sewer in the building on account of an injunction granted someone along the river, about 82 Street. Outside facilities were in use for a few months.
>
> I had a Grade 7 class the first year and the same pupils with a few changes in 1915-16. There were 28 in the Grade 8 class and 25 of them passed the departmental examination.
>
> I went in as principal, and the only man teacher in the school, at the age of 23. My salary was munificent, $1,800 a year, even though I had a degree. The war was on, so the school board cut our salaries 10% to save money, and I was down to $1,620 a year after October 1, with another cut of a further 5% bringing me down to $1,530 after January 1, 1915. Teachers' salaries were $900 to $1,200 with an extra $200 for a degree, and a lady vice-principal got $200 additional. We were rather high class as we had ladies with degrees at the start: Miss L. Kaulbach who taught Grades 5 and 6, Miss E. Chauvin who taught Grade 5 and Miss E. O. Howard who taught Grade 4. Miss Kaulbach was lady vice-principal for the first year and transferred to another school; Miss Chauvin was lady vice-principal for half of the second year, and then went to high school, and Miss E. O. Howard was the lady vice-principal for the balance of the second year. The two latter teachers were both graduates of McGill University and were on the basketball team there. They coached the girls' basketball at H. A. Gray.
>
> The second year, 1915-16, we had a man, not as vice-principal, but as a classroom teacher – Mr. W. H. Todd, who was vice-principal for a year with me at Alex Taylor, for the year 1916-17, and later became principal of Queen's Avenue School. The male vice-principal was actually designated as male assistant in those days.
>
> H. A. Gray was in a small sectional league with Norwood and Parkdale in basketball (girls), football (soccer) and baseball. We lost every game we played the first year, but the second year won our section in soccer and basketball. In 1915-16, our cadet team tied for second place among the school cadet teams in the city (about 12 in number), even though we had 3 different captains during the year.
>
> At cadet inspection, after all the names on the list had been called, and the cadets had answered "present" and stepped forward, a humorous incident occurred. One boy was left standing alone. The inspector asked, "What is your name?" He replied "Johnson." "What initial?" The answer "J." A roar of laughter went up. The world's heavyweight fighter was Jack Johnson at that time.



C. B. Willis, first principal of H. A. Gray School, 1914

C. B. Willis, in later years, became Superintendent of the Jasper Place School District, and became an early authority on intelligence testing in Western Canada. He remembered other early principals of H. A. Gray School – Everett Ooley and Harold Gerry, the latter once mayor of Beverly.



Harold Gerry, appointed principal of H. A. Gray School, 1952

Willis was followed by H. Dobson, who remained head for 22 years. Dobson's principalship saw the rapid growth of H. A. Gray School and the accompanying problems of such growth. One of those concerns, although not so weighty as overcrowded classrooms and serious discipline cases, was nuisance littering:

H. A. Gray School
Edmonton, Alberta
March 17, 1930

Building and grounds Committee
Edmonton Public School Board
City

Gentlemen:

Kindly permit me to draw your attention to the condition of the front of our school building on account of the numerous pigeons nesting on the roof. I would be glad if the members of the committee could come here and see what a nuisance these otherwise delightful birds have become.

I understand that some attempt has been made in the past to chase them away but without success. We have been discussing the matter for some time at the school and different suggestions have been made to remedy this disfigurement to the building's exterior.

May I suggest a solution for this nuisance. Since .22 bullets do no injury to the brickwork, permit us to drive them off by this means and donate the birds that fall to some very needy families. In approving of this plan you will confer a twofold blessing on this district of H. A. Gray.

Very sincerely yours
H. E. Dobson (signed)
Principal

Although trustees were sympathetic to Principal Dobson's request, they felt the matter should be referred to the City Parks Department.

An active Parent-Teacher Association, one of the city's first, was organized at H. A. Gray School in 1918. A year later the school became one of the first to house a branch of the City of Edmonton Public Library – in the principal's office.

While the students of H. A. Gray School were settling into their new building, residents of the city's east-end were somewhat disgruntled because work on the 16-room brick school in the area was being delayed. After all, one of the terms of the 1912 amalgamation talks with the independent Highlands School District #2922 just outside the city's boundary was that a large permanent school would be built in the area. The Highlands area was growing rapidly at this time as a result of the 1912 building boom in Edmonton.

Overcrowding of the two temporary Highlands schools forced trustees to complete a second-storey classroom in one of the buildings. As well, another temporary structure, known as the Highlands Cottage School, was erected across the street to the west of the present school. By the fall of 1913, the number of temporary Highlands classrooms grew to five – all taxed to capacity.

Twenty years later, one of the temporary Highlands schools was sold and moved to 118 Avenue and 50 Street where, for many years, it housed Odynski's General Store. Another, used as the janitor's residence, was moved to the Cromdale area and converted into a classroom.



Highlands School, 1912



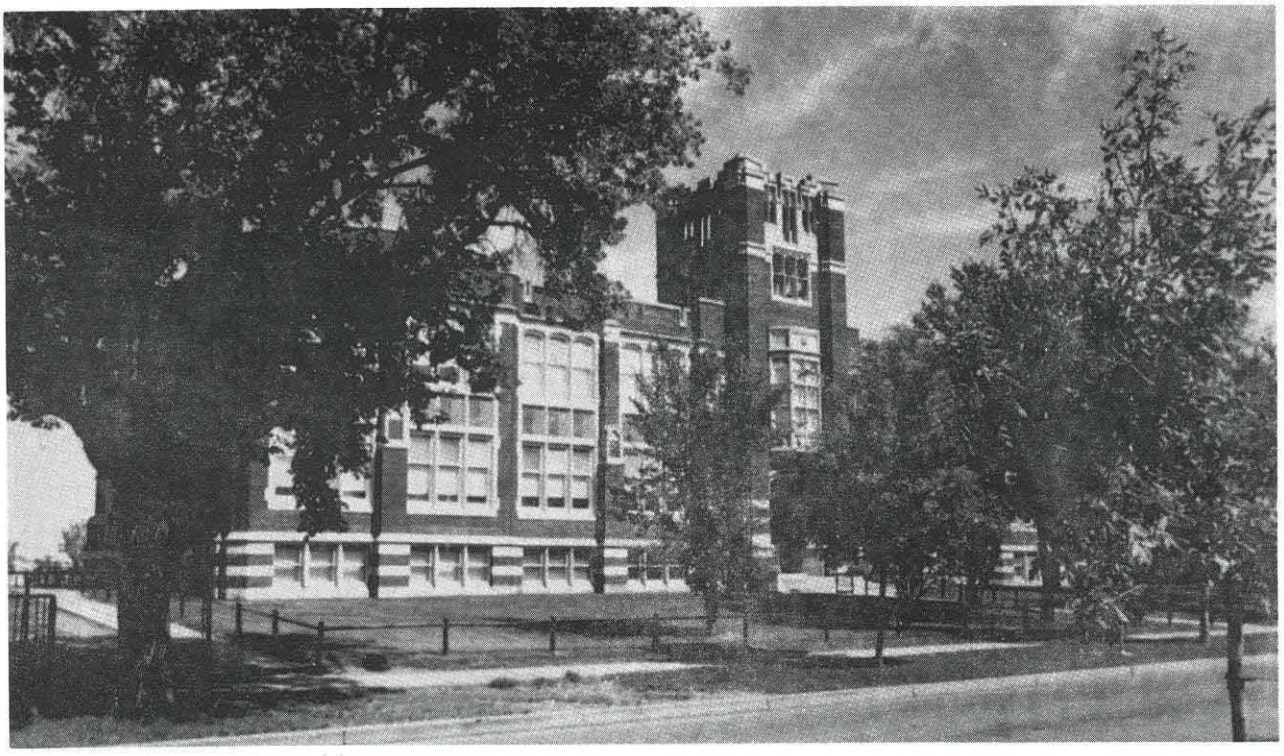
Gordon Botsford, principal of Highlands School, 1952-69

Enrolments at the Highlands schools were among the heaviest in the city at this time. Maggie McPherson Watt of Sherwood Park recalled her crowded classroom and the concern her parents expressed over the cramped conditions. The McPhersons had every right to complain. A 1912-13 school register, currently in Edmonton Public Schools Archives files, indicates young Maggie was definitely in an overcrowded Grade 1-2 classroom of 73 pupils. By November the enrolment in Miss Scarth's split Grade 1-2 class was 78 pupils.

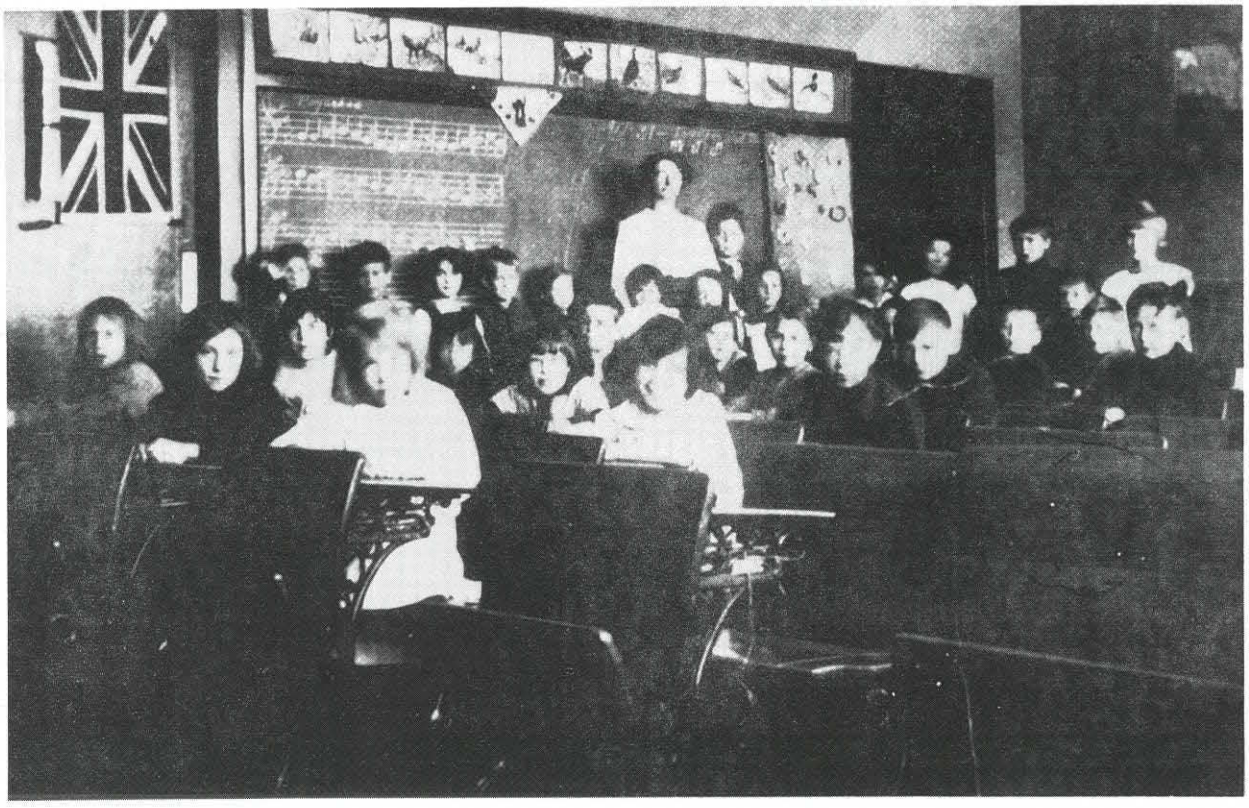
A large permanent school was desperately required in the area, and the Board decided to approve its construction in 1913. The 16-room, Highlands School valued at $135,000, was to be similar in design to the gracious and aesthetically-pleasing King Edward School also being planned.

Although construction of the school was authorized in 1913, only the first floor had been completed by 1915. Financial difficulties facing the Board during World War I forced a halt to all school construction. It was not until 1920, that most of the second floor was finished and the building connected to city sewer and electrical services.

H. E. Balfour was the first principal of the temporary Highlands Schools shortly after amalgamation in 1912. Other principals who recorded long tenure at the school included W. J. Kelly who served almost continuously from 1924 to 1944, and Gordon Botsford who retired in 1969



Highlands School



Teacher Adelle Philp and Grade 4 class at Highlands School, 1921

Highlands School population increased dramatically in 1920, but this time most of the new students were young adults aspiring to become teachers. One hundred and ten students were registered in the first 12-week teacher-training classes organized at Highlands Normal School. At the conclusion of the three-month program the budding teachers, granted Third Class Certificates, were off to rural areas of the province to practise their pedagogical skills.

A few months after Normal School classes commenced, the Highlands Cottage School was used as an evening study centre for student teachers. Economic conditions forced the Province to close the temporary Normal School in 1923, but not before 1,000 students had graduated from the first teacher-training institution in Edmonton.

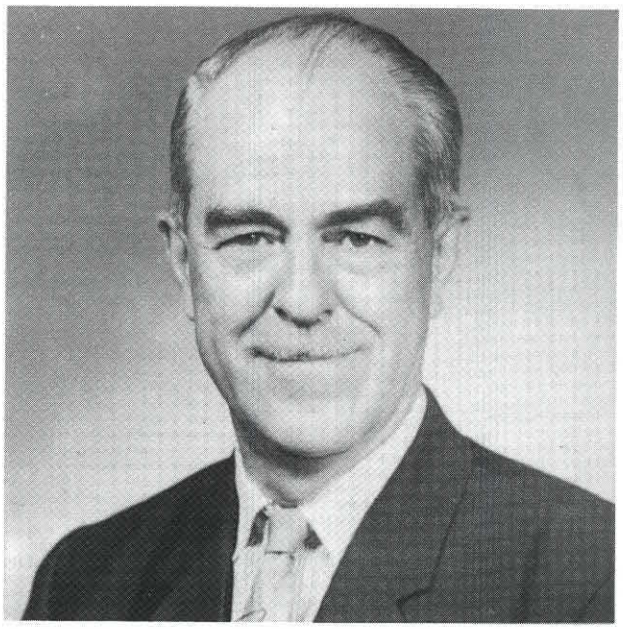
A kindergarten and Grade 10 classroom were established in Highlands School in 1920. But the desperate economic situation of 1921 forced closure of the kindergarten program. A high school program involving Grade 9 students continued until 1928.

Due to heavy enrolments in the 1930s, double shifting of Grade 1 pupils was scheduled at Highlands School as well as other crowded public schools including Eastwood, McCauley, Alex Taylor and McDougall.



Anne Carmichael, vice-principal of Highlands School, 1931

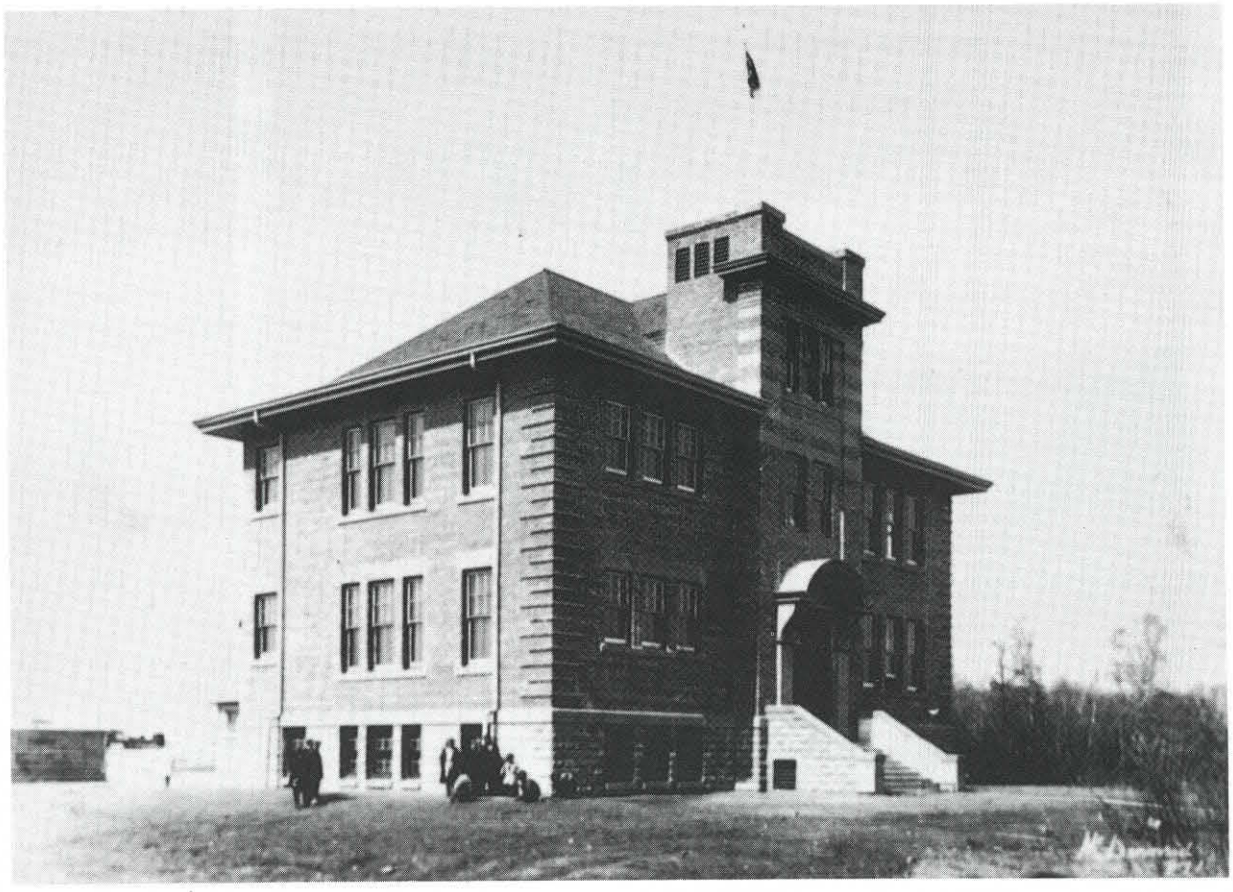
Anne Carmichael, appointed vice-principal of Highlands School in 1931, (and in 1965 the first female to be appointed a Director in the Board's central administration) recalled parent pleas and petitions urging the Board to revert to full-day programs for beginning students. "There was no alternative," suggests Miss Carmichael. "Because of the large number of students registered, it was better to have the teacher divide a very large class into two groups and teach each group for half a day." Teachers who taught two separate half-day classes were paid an extra $250 at this time.



A. George Bayly, member of Highlands School staff, 1936

The late George Bayly, Assistant Superintendent of Elementary Education, recalled double shifting and large classes when he was a staff member at Highlands School in 1936. Bayly, appointed Supervisor of Elementary Schools in 1943, introduced the Continuous Progress Plan into Edmonton schools. The plan, which enabled students of varying abilities to complete the six-year elementary program in five, six, or seven years, operated until the early 1970s when it was abandoned. The Continuous Progress Plan was the first real attempt to modify the rigid grade structure of the Edmonton Public Schools, a structure that was introduced in 1912.

A year after Highlands School District joined the Edmonton Public Schools, the provincial government authorized yet another union. This time it was the amalgamation of the Village of North Edmonton with the City. Some of the residents of the small village were not anxious to unite, claiming that Edmonton's real interest was in acquiring tax revenues generated by the Swifts' Packing Plant. After all, they pointed out, the North Edmonton School District #2305 had commenced the construction of a four-room permanent brick building just north of 128 Avenue on 68 Street and residents were reluctant to agree to the merger - unless Edmonton promised to build a public library in the village. City fathers did agree, and on January 1, 1913, the two municipalities and school districts became one.



North Edmonton School, 1913

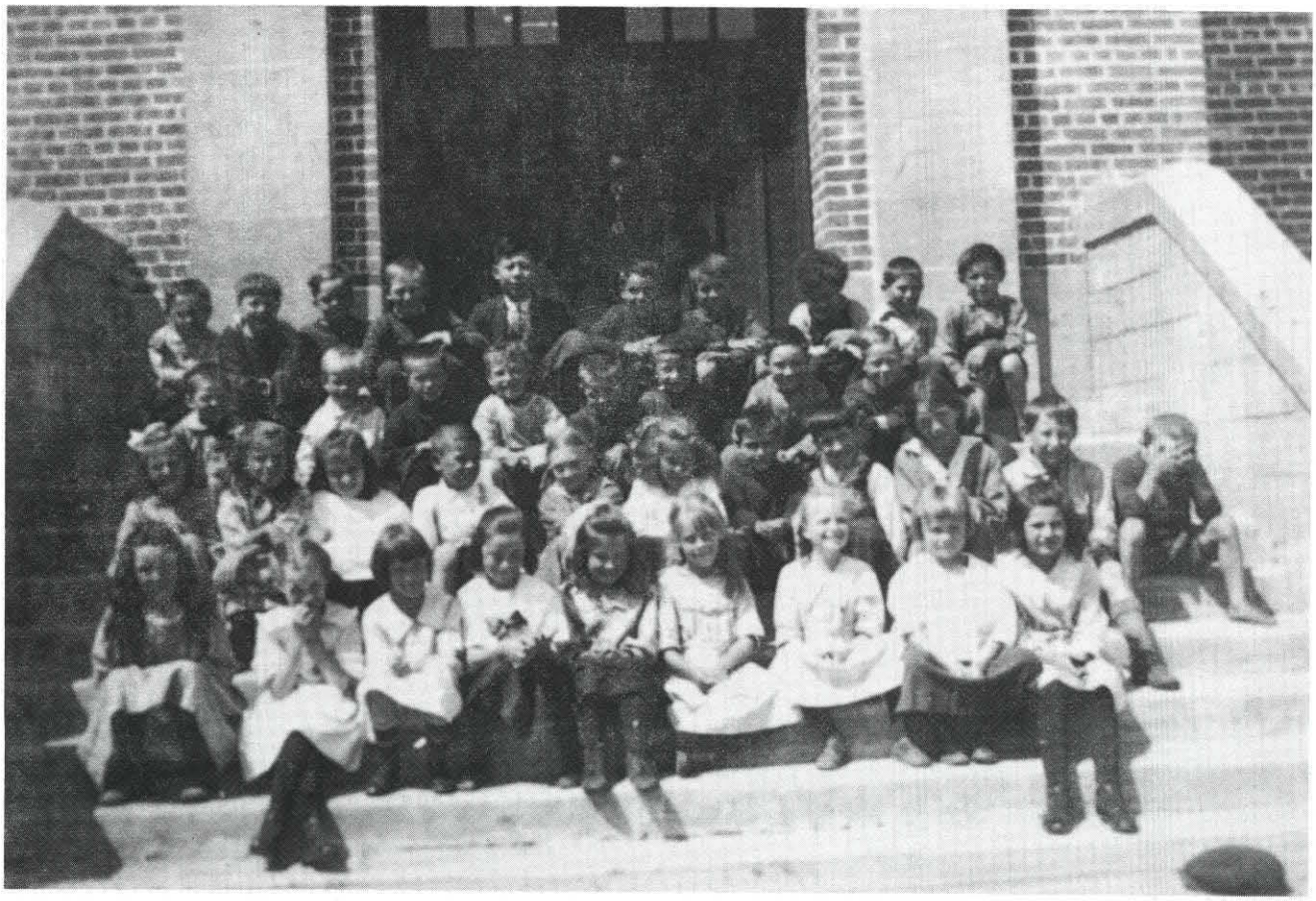
Veteran educator J. Gordon Sinclair was North Edmonton's first principal. Sinclair was assisted by the Misses Paskins and Gillespie. The small staff taught some 150 youngsters at the remote North Edmonton school until 1915, when, indeed, the promised library was completed, only to be used as a school annex for many years.

Retired principal Dave Adams, who attended the North Edmonton (Library) School, recalls that winter attendance of pupils was sporadic. The heating system left much to be desired, and young Adams enjoyed many winter holidays whenever cold weather forced closure of the temporary school.

"We were a close-knit community," states Adams, "and had one of the first parent-teacher associations in the city. Our cold little school was really like a country schoolhouse and was used for most community activities, including the Christmas concert which was the most exciting event of the year." According to Adams, North Edmonton was a very sports-minded community and boasted one of the city's finest hockey rinks.



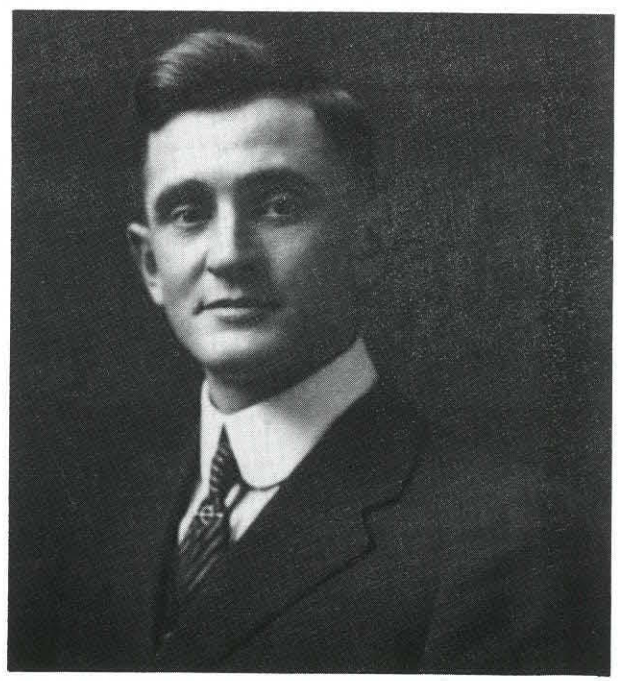
J. Gordon Sinclair, first principal of North Edmonton School, 1913



North Edmonton School Grade 4 class, 1922

Ben Hager, North Edmonton school principal from 1924 to 1957, promoted community involvement. So did Art Skitch, once principal of Eastwood School and an early North Edmonton headmaster. Skitch, a member of the Edmonton Eskimos football team, often arrived at school on crutches to the cheers of his admiring students, who were extremely proud of their football-hero.

A four-room addition to North Edmonton was authorized in 1914, but little progress on the building was made during the war. Additional classroom space was obtained at the McQueen Presbyterian Church and two primary classes continued at the Library Building. The addition to the school was finally completed in 1923.



Ben Hager, principal of North Edmonton School for 32 years

Edmonton, Alta. May 3rd 1911.

M North Edmonton School

IN ACCOUNT WITH

H HARDY

H. Crockett

WATERMAN

From Sept. 1st 1911	8 00
To ~~Dec~~ May 31st 1912	~~7~~ 00
at $1 per month	~~8 00~~

Received $8.00 eight with thanks

Herbert Crockett

Water bill for North Edmonton School, 1911

Bought of.... **W. H. Martin & Co.**

MANUFACTURERS OF CONCORD AND TEAM HARNESS

Direct Importers of and Dealers in Trunks, Valises Saddles

Horse Blankets, Whips, Curry Combs, Brushes, etc.

Terms Cash Repairing Promptly Attended to

Edmonton Alta. Feby 2 1911

M North Edmonton School

PATENTS OF THE MERCHANTS COUNTER CHECK BOOK CO., LIMITED, TORONTO

To 2 Straps	40

Paid

20 cents per strap, 1911

NORTH EDMONTON SCHOOL DISTRICT, NO. 2305

Sec.-Treasurer

EDMONTON, Alta. J Feby 7th 1911

Duties of Janitor

Sweep schoolroom out each night, bring in enough coal, wood &c to last over following day. Carry out ashes & wash water, clean basins &c

Morning. Open up school in time to dust all benches, tables &c. Light fires & have schoolroom warm by 9 o'clock. Scrub floor at least once in two weeks, preferably on Saturday. Clean all windows when necessary. Keep clean the insides of closets.

No children to be allowed in school room till 9 o'clock (notify janitor)

Roll Book for Teache & agreement

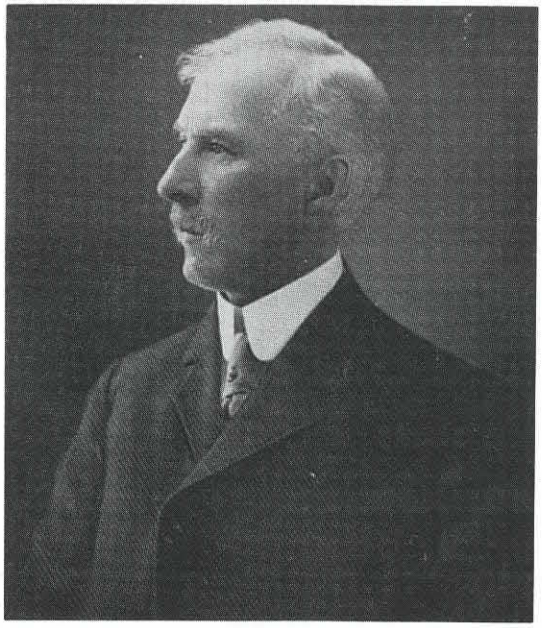
Copy sent to Gerald McVeigh

Gerald McVeigh janitor $10 from Jan 1st to Feby 1st

Duties of Janitor, 1911

While North Edmonton and Highlands Schools were built to meet the needs of the northern and eastern areas of the city, two new permanent schools were required to meet similar growth in the north-central and western sections of the city. One of these permanent facilities, completed during the 1913-14 school year, was John A. McDougall School. The school was named in honor of an Edmonton pioneer, prominent in the social, political and commercial life of the city. McDougall arrived in Edmonton in 1879, and shortly thereafter opened one of the city's first stores. In 1897, he entered into partnership with Richard Secord and the firm's name became prominent in the business life of the community. John McDougall was twice elected mayor of Edmonton. He also served as public school trustee from 1890 to 1894 and was elected in 1909 as a Liberal member to the Provincial Legislative Assembly.

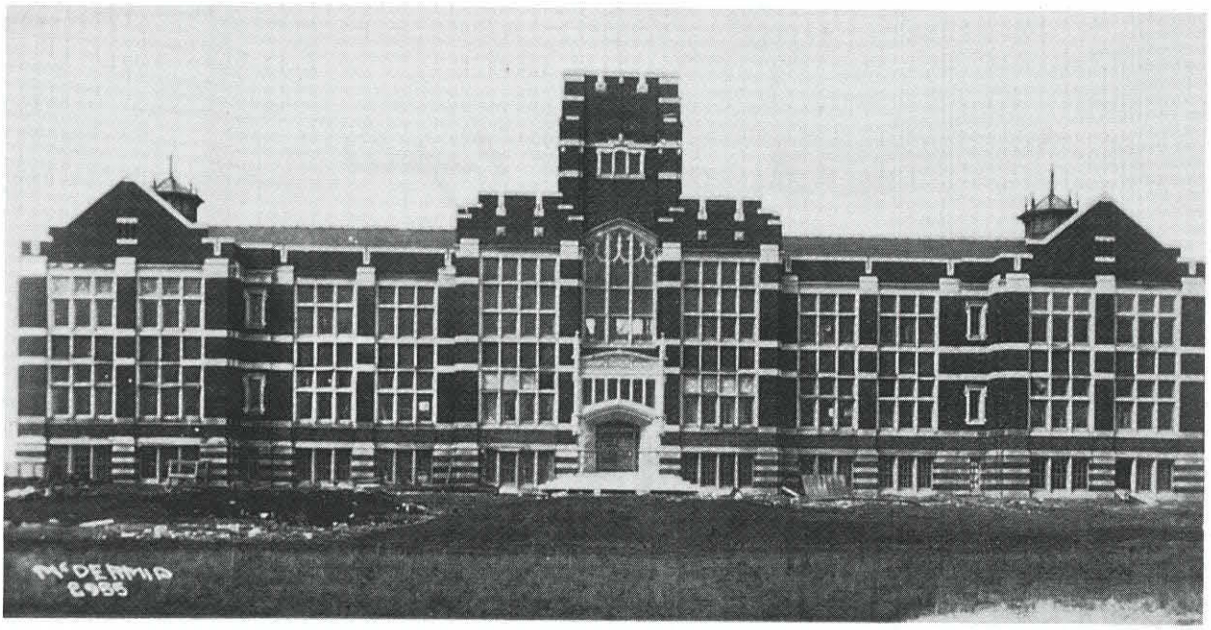
History was made in 1914, when the appointment of Kate Chegwin as McDougall's first principal was announced. Miss Chegwin was the first female principal appointed to head a large permanent school. A year earlier, Mary McIvor had been designated principal of Donald Ross School which opened with only three classrooms. McDougall School opened with nine classrooms and an all-female staff.



John A. McDougall



McDougall & Secord store advertisement, 1906



John A. McDougall School before 1929 fire

Shortly after the school opened, the commercial classes, first introduced into Victoria High School in 1912, were transferred to McDougall School and for several years the section housed on the second floor of the school operated as an annex of Victoria High School. Physical education was a compulsory subject at this time, and because no woman teacher was available, 24-year-old Percy Page was selected as instructor. Basketball was becoming very popular, and Page entered the Commercial School girls' team in the city high school league. The team easily won the city championship and the following year proceeded to win the provincial final. For 24 years the team, under the name "Commercial Grads," held the provincial championship, losing it only once, in 1921, to the University of Alberta.

After winning the first provincial championship there was no looking back. Percy Page's "Grads" dominated basketball circles and achieved world-wide fame for 25 years. The team won its first national championship in 1922 and retained it until 1940. For 17 years the Grads held the Underwood Trophy, symbolic of international basketball supremacy. Of the 522 games played, many against men's teams, the Grads won 502.

Although basketball was not officially recognized in the Olympics, the Grads were invited to exhibition contests at the 1924, 1928, 1932 and 1936 games held in Paris, Amsterdam, Los Angeles and Berlin. The Grads played a total of 51 games at the Olympics as well as in European exhibitions and won all of them.

The Commercial Grads set many records. Among them were two winning streaks of 78 and 147 games.

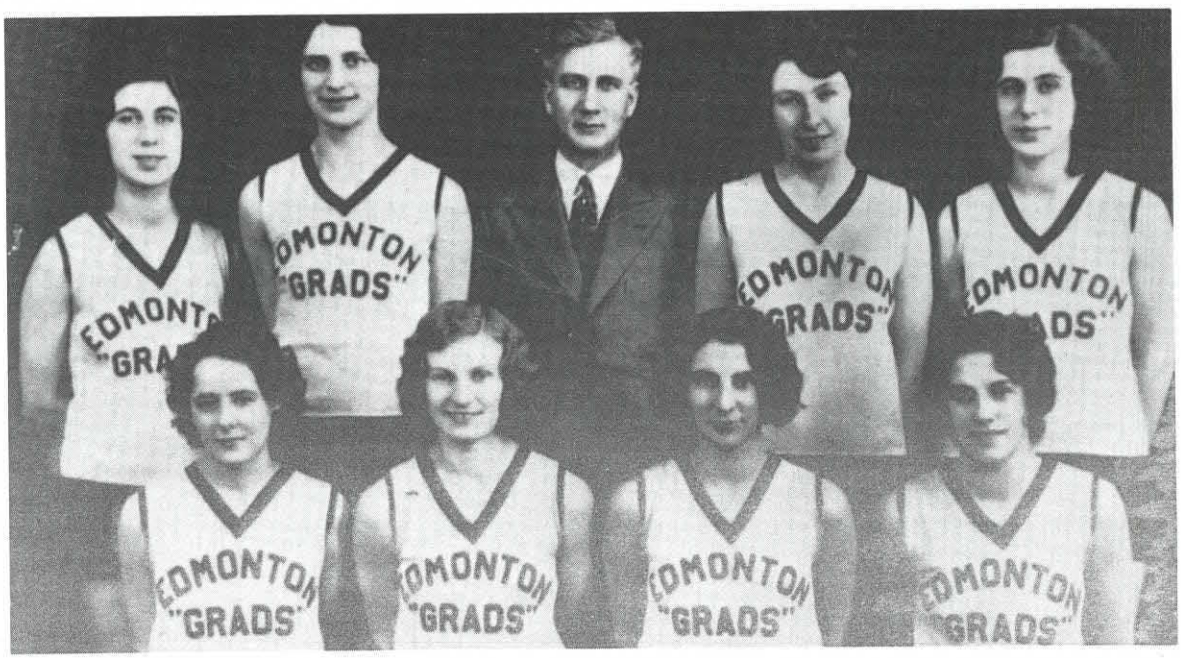
One of the Grad's captains, Margaret McBurney, established a world free-throw record in 1931 by scoring in 61 consecutive tries. Teammate Noel MacDonald scored an average of 13.8 points per game.

Only seven teams scored more than 50 points against the Edmonton team while the Grads totalled more than 50 in 162 games.

One of the teams that nearly upset the supremacy of the Edmonton Grads was the Wichita Thurstons. Ruth "Ott" Gregory, one of the Thurstons' stars, expresses the thrill of playing against the Grads in 1942.

January 1992

> The thrill of getting to make the 3-day 2100 mile trip to play the Edmonton Grads is beyond the true description. Of course, we made the trip knowing this was our no pay vacation from work – but who would give up such an opportunity as this.
>
> The trip we made in 1942, and it was the last trip we Thurstons made to Edmonton, had such a specific meaning – it was the "Milk for Britain" fund. The two games were played in the Arena of the grounds of the R.C.A.F. boys and the



International Basketball Champions, 1931
Back row: Helen Stone, Gladys Fry, J. Percy Page (coach), Elsie Bennie (captain), Edith Stone.
Front row: Babe Belanger, Mildred McCormack, Margaret McBurney, Doris Neale.

official party consisting of the Lieutenant Governor, the Premier, the Mayor and the Wing Commander were in attendance also, along with all the pomp and circumstances, the flag ceremony and music of the R.C.A.F. Bands. Oh! this was a thrill beyond words.

Our last game with the Grads had a thrilling finish, and it should have been in that manner – even though we lost by only one basket. With this series though we made it possible for at least 20,000 quarts to be available for the "Milk for Britain" Fund.

Again a thrill of a lifetime – basketball - the greatest game and thank you Edmonton and the Grads for such an honor and experience – I enjoyed it to the fullest.

Sincerely
Ruth "Ott" Gregory
A Thurston ball player

It is little wonder that Dr. James Naismith, the Canadian who invented basketball, described the Grads as the greatest basketball team in the world.

Much of the team's phenomenal success must be credited to the 38 girls who donned Grads uniforms in the 25 years of competition. They stuck to the basics of the game, perfected after many hours of practice. But the catalyst in the success story was Coach Percy Page, Principal of McDougall Commercial High School from 1920 to 1949, and an educator in Edmonton's public schools for 40 years. Page later served terms as an Independent and Conservative member of the Legislative Assembly, and as an Edmonton School Board trustee. He was appointed Lieutenant-Governor of Alberta in 1959, and served as the Queen's representative until 1962.

Percy Page's quiet but firm guidance, together with iron discipline, was the key to the Grads' success. The esprit-de-corps that Page was able to generate in the team was envied by coaches all over Canada, and few were surprised when Percy Page was elected to the Canadian Sports Hall of Fame in 1955.



Wichita "Thurstons" enroute to Edmonton, 1942 (Ruth Ott, centre)

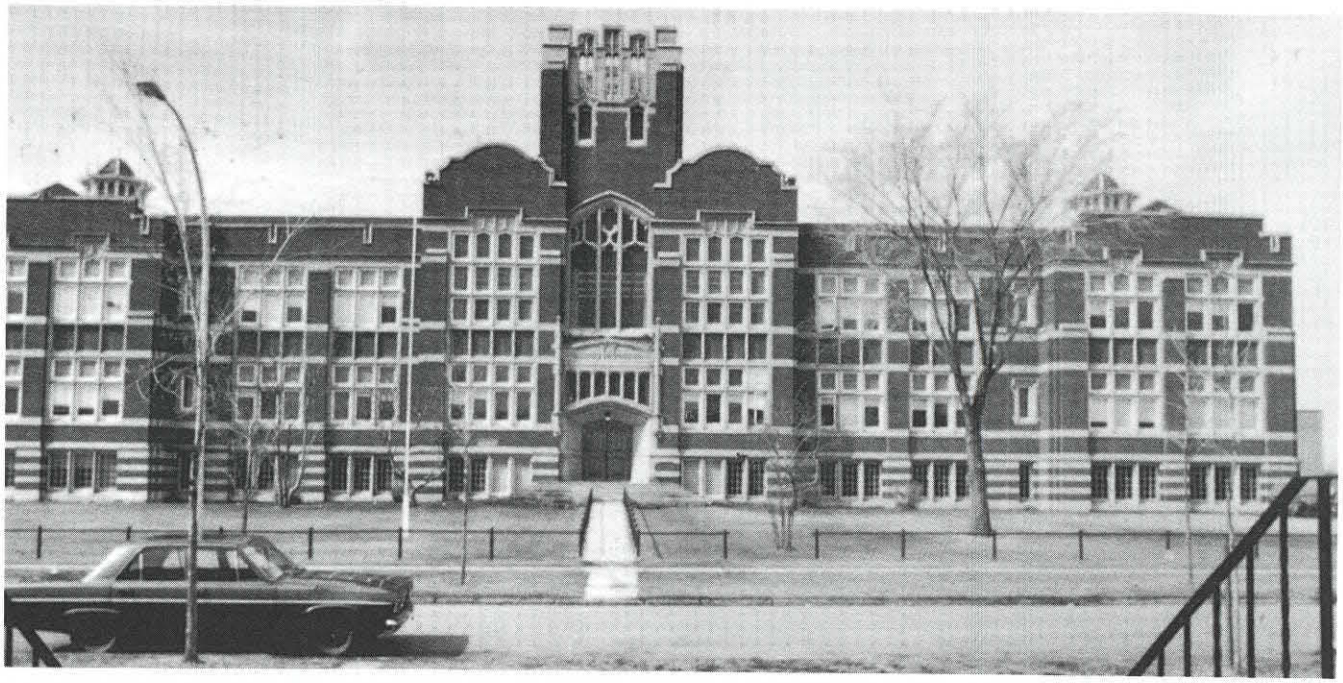
J. Percy Page and F. G. Sutherland were principals of McDougall Commercial and Public School, respectively, in 1929 when a fire of undetermined origin destroyed most of the building. As a result of the fire, McDougall Commercial classes were transferred to Old Garneau School on 111 Street and 84 Avenue, while nearby St. Mark's Hall accommodated some public school classes.

During the rebuilding and restoration of the school, at a cost of approximately $150,000, Board carpenter J. M. McAfee was appointed the supervising Clerk of Works. McAfee served with the Edmonton Public Schools in many capacities for 41 years.

McDougall Commercial High School ceased to operate in 1949, when its commercial program was transferred to Victoria Composite High School. Normally, an assistant principal would have been appointed to administer the program, but the Board agreed that J. Percy Page would continue as principal of the Commercial division at Vic until his retirement.



Old Garneau School students ready for May 24 parade, circa 1920



Westmount School

In 1915, a year after McDougall School was officially opened, the *Edmonton Journal* reported that Westmount School in West Edmonton had been completed. "It has 17 classrooms and embodies the latest in school planning and exterior design – a free treatment of Gothic which is more or less traditionally associated with collegiate work."

The new school was built on land formerly part of the old Norris farm, a block of which was purchased for $3,200 in 1909.

Prior to the opening of the permanent Westmount School, children of the area attended temporary schools. The first of these was a two-room, two-storey frame structure built in 1909, between 110 and 111 Avenues on 128 Street. The first teacher of this school was Adelle Bremner whose Standard 1, 2, and 3 class numbered only 19 pupils. By 1913, eight classrooms were in operation in the Westmount area. One of these was located over a store on 124 Street.

Construction of the new school, which was to cost over $200,000, commenced in 1913, but completion was delayed because of the financial difficulties of the Board as well as a shortage of building materials.

In January, 1915, John Scoffield was named principal of the new school and during the Easter holidays the various scattered classes in the Westmount area were reorganized and moved into the new building. Scoffield's staff consisted of seven female teachers, including Marjorie Barker who remained on the Edmonton Public School staff for 42 years, 27 of which were served at Westmount. Other veterans of long service were Magaret Livingstone, who taught at Westmount for 37 of her 41 years, Ernest Anderson and Agnes Alexander – both of whom remained at Westmount for 26 years.

In 1918, Westmount School was selected by the School Board to serve as the first junior high school in the city. The junior high school was really an accommodation adjustment at that time. High school enrolments were increasing rapidly and the transfer of the Grade 9 program from the high school sections to schools such as Westmount created additional space for senior students. Percy S. Bailey was placed in charge of the Grades 7-9 project; he was assisted by Gordon S. Harman, who served for 25 years as Westmount's principal.

A strict disciplinarian, Harman used the strap liberally to maintain law and order within his large school and the immediate environs. On one of Principal Harman's regular noon-hour patrols in the Westmount School area he discovered several students marking up the sidewalk with chalk, and apprehended them. Instant justice was administered by the popular principal who always carried a strap, which he called the "harmonizer," in his hip pocket. Next morning as Harman arrived in his office, he was confronted by several angry parents demanding an explanation. Harman soon discovered, much to his chagrin, why the parents were so irate. The graffiti artists who had been strapped were not Westmount students – but pupils attending a nearby Catholic school.





Early principals of Westmount School, Percy Bailey, Gordon Harman, J. C. Taylor

The Westmount Junior High School organization was strongly supported by Superintendent Carpenter.

One of the requirements called for in the new junior high organization was the inclusion of at least one female teacher on the staff. The female teacher assigned to the Westmount Junior High School was Felicia Graham.

Shortly after school opened in the fall, an epidemic of Spanish influenza plagued the city. All city schools were closed from October 18, 1918 to January 2, 1919 to prevent the spread of this disease that was fatal to 450 Edmontonians. Just as the flu epidemic struck, Miss Graham disappeared. In an attempt to locate her, notices were placed in several Canadian newspapers seeking her whereabouts. The notices which appeared in English, German and Ukrainian solicited several responses, but none of them led to any clues about the mysterious disappearance of the attractive teacher.

Rosser, Man., March, 3rd, 1919.

THE PUBLIC SCHOOL BOARD OF EDMONTON.

In January I went on the train from Rosser ot Winnipeg and it was then I Miss Graham and she offered me seat beside her in the train and we talded for one half hour.

The lady told me she lived in Portage La Prairie with a friend and she she said she has been in Alberta and that she has been sick with the Spanish Influenza but not very severe and did not believe the doctors knew how to treat the disease.

I told her I gargled my throat with Peroxide and water for sore throat and she said that is something I can neverde since I had an operation for goiter and I noticed the mark on her neck.

The description of Miss Graham taly to a t all except the clothes, she ore a black velvet dress trimmed with black silk and a black sailor hat, and a dark green long coat and a black neckle s.

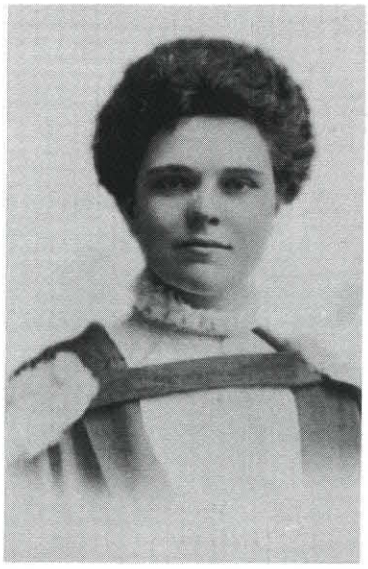
I am satisfied that the lady I saw on the train is Miss Graham and I believe she does not wish to be known b the way she looked at me when she asked me if I have seen the notice in the Free Press about the missing Woman, The lady looked well and happy but a little thinner than the phota of Miss Graham I seen in the Free Press.

Yours truly,

Mrs. J. McLachlan,

Rosser, Man.

One of several letters received in response to reward for location of Felicia Graham



$500 REWARD

$500.00 REWARD
Miss Felicia Graham disappeared from Edmonton on November 15th, last year. I will pay Five Hundred Dollars to the one who will find her alive.
She is 33 years old, 5 feet 7 inches high, has grey eyes, and dark hair, likely thinner than the picture. Money payable at Imperial Bank. Report to Chief Constable Hill, or father.
GEORGE GRAHAM
Oakwood, Ontario.

$ 500 НАГОРОДИ.

Панна **Феліція Грагам** пропала з Едмонтону дня 15 падолиста минувшого року. Я заплачу $ 500.00 комунебудь хто знайде її живою.

Она э 33 роки стара, 5 фітів і 7 інчів висока, маэ сиві очи і чорне волосэ. трошки тоньша чим на образку.

Гроші зложені в Імперіял Банку. Голосіть ся до Чіфа поліц'ї, в Едмонтонї або до її батька **Джорджа Б. Грегам**, Овквуд. Онтерійо.

Fräulein Felicia Graham verſchwand von Edmonton am letzten 15. November. Ich zahle Fünf Hundert Dollars dem, der ſie findet.

Sie iſt 33 Jahre alt, 5 Fuß 7 Zoll hoch, hat graue Augen und dunkles Haar, iſt wahrſcheinlich magerer als ihr Bild. Das Geld iſt zahlbar in der Imperial Bank. Bericht zu ſchicken an Polizei-Cheſ Hill oder an ihren Vater George B. Graham, Oakwood, Ont.



Teachers, nurses and other unidentified volunteers serving at Victoria High school nursing station during 1918 influenza epidemic



Westmount Junior High School Cadets, 1929 — Winners of Edmonton Journal Trophy for First Aid

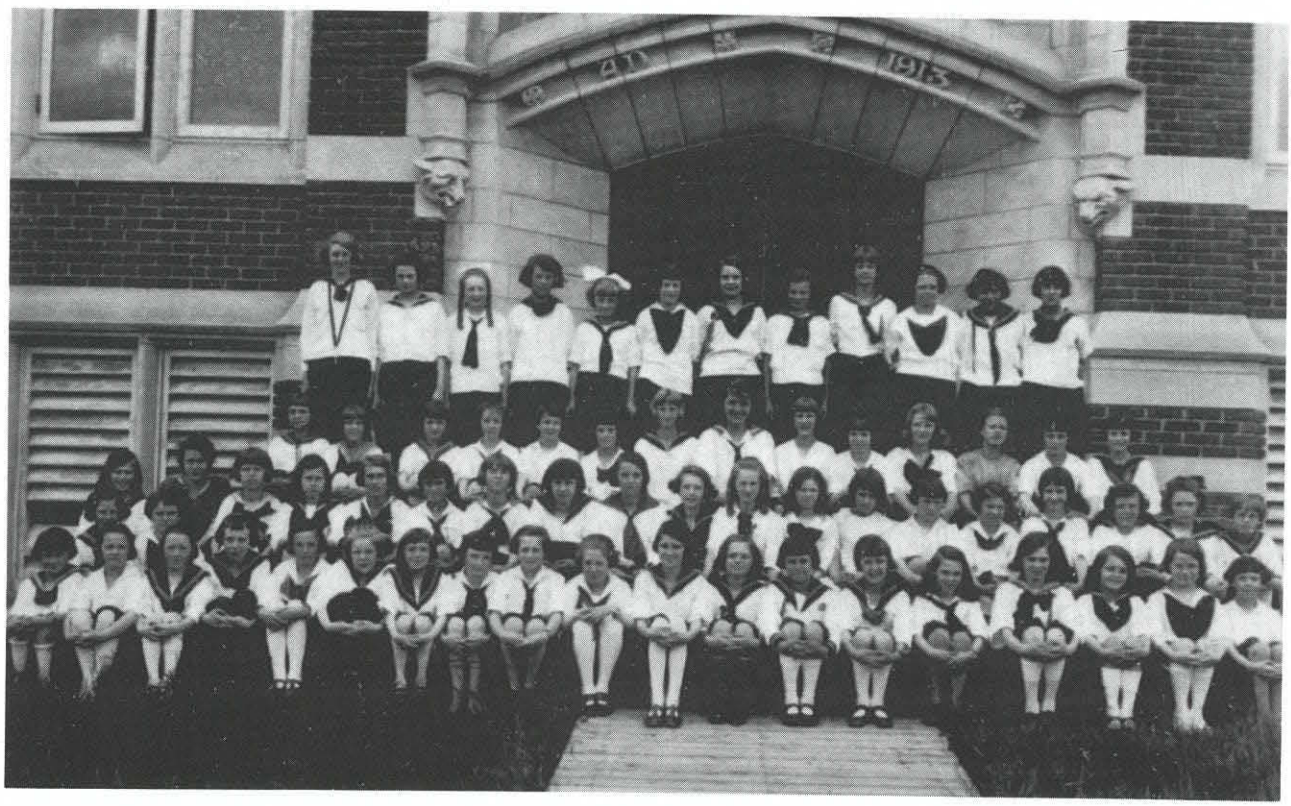
A high school section was established in Westmount School in 1927 under the principalship of John C. Taylor. Taylor headed this section until 1939, when he retired and was replaced by John Niddrie, who witnessed the closing of the high school section and its move to Westglen a year later.

In 1936, Westmount became three schools in one: the high school under Taylor, the junior high under Harman, and the elementary under Major D. Petrie. Serving on the Westmount High and Junior High School staffs at this time were George Conquest and Raymond Shaul.

In the 1950s, Conquest would become the School Board's first Assistant Superintendent of Secondary Education, while Shaul would be appointed the first Supervisor of Junior High Schools. Shaul would propose that Westmount School be organized into a large junior high school and that elementary classes be accommodated in neighboring schools. Westmount School, which germinated the city's first experimental junior high school classes in 1918, became a school organized exclusively for junior high school students in 1970.

Spiralling enrolments produced a system bursting at the seams. The explosion of new school buildings set a record in 1913: Building Commissioner George E. Turner would report that the costs of building construction in the boom year had exceeded $1,000,000, mostly for the construction of the solid and permanent brick schools. But in the euphoria of the million-dollar building program, little did the trustees realize that the year 1914 would see the outbreak of the Great War. The building of permanent schools would grind to a halt and no new schools would be in the blueprint stage for almost 10 years.

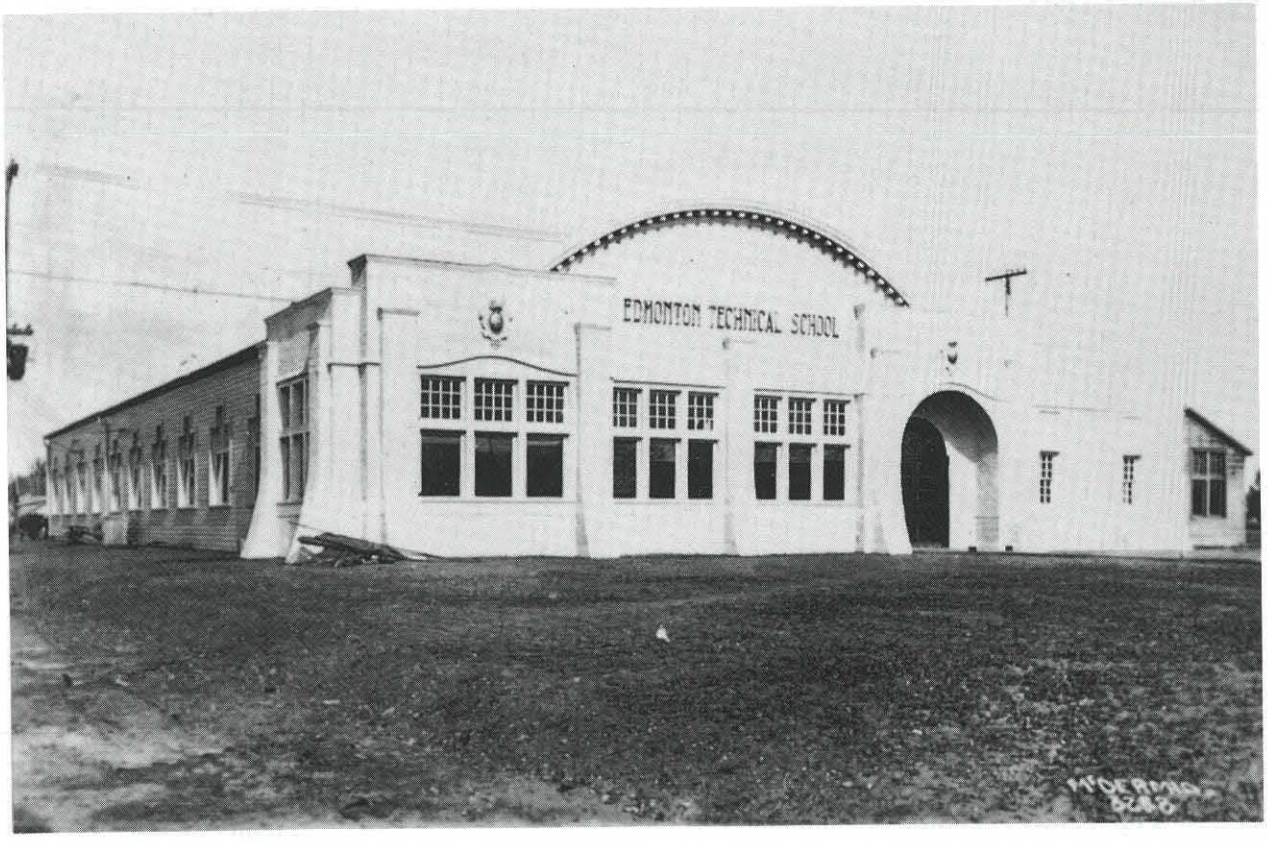
Only one other school – the Edmonton Technical School which offered a different kind of education, would be established before 1914.



Westmount School girls' physical education classes, 1924 — winners of Captain Flint Shield for junior physical education training

Chapter Eleven

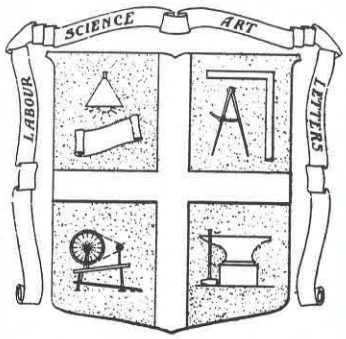
The Technical School Story: Tools In The Classroom



Edmonton's first Technical School, 1913

"Labour, Science, Art, Letters." These four words appeared on the first crest designed for the Edmonton Technical School, an institution that served the needs of thousands of city students for almost 30 years. The late Bill Robinson, Supervisor of Industrial Arts, and Wilf McLean, retired principal and former staff member of the old Tech, provided much of the background for the history of the first technical school in Edmonton.

EDMONTON PUBLIC SCHOOL BOARD



EDMONTON TECHNICAL SCHOOL

PRELIMINARY ANNOUNCEMENT
1913-1914

NINETY-FIFTH ST. (SYNDICATE AVE.)
EDMONTON - ALBERTA

The Edmonton Technical School was established at a regular meeting of the Board on December 19, 1912, when it was moved by Dr. John Park "That provision be made for technical instruction by the erection and equipping of a technical institution high school at as early a date as possible." Early in 1913, the Board hired W. L. Richardson as head of their proposed school. Richardson, whose initial salary was $2,750, obtained much support for the new technical school program from Superintendent of Schools James McCaig, an early advocate of the need for non-academic programs for high school youth.

The necessity and purposes of the school were clearly outlined in the Preliminary Announcement of the school in 1913:

Technical Education



THE Edmonton Public School Board wishes to announce that the facilities for free public instruction in the City of Edmonton are being enlarged by adding Technical Education to the usual elementary and High School academic courses. This departure, new to Edmonton, has been thoroughly developed in the great cities of the Old Land, and in the United States no other educational question during the last decade has received equal attention, while quite recently, the cities of Ontario and Quebec have endeavoured to bring their school systems up-to-date by the addition of Technical Education. Winnipeg has two large well-equipped technical schools. Since the whole question of Technical Education is of great importance and is made up of numerous contributory problems everywhere engaging the attention of educators, the Edmonton Public School Board, with the hearty support of the citizens, it is believed, is devoting much attention to it this year in an effort to provide an effective commencement in the work.

The Necessity

The reasons for adding technical instruction to the usual school room practice are essentially the same the world over.

1. More than ninety per cent. of the girls and boys of the City ultimately find places in pursuits industrial. They ought to be definitely trained for their life work.

2. Most girls and boys leave school at thirteen or fourteen years of age to enter the work-a-day world. They have very little practical training for the work which they will be called upon to do and consequently are apt to enter the ranks of unskilled labor and become an economic loss to the country. It is advisable to hold these pupils a year or two longer in school and give them a broad, theoretical knowledge of constructive processes and practical experience with tools, machinery and materials.

3. Canada yearly imports from other countries many skilled departmental heads for commercial, factory, structural and building activities of all kinds. Our own boys and girls should be trained to fill these positions which more and more demand the broad scholarship which comes from study at a University. For such pupils the four year course of Technical Schools has proved the best matriculation into the Applied Science courses of our Universities.

4. It is very generally admitted that the modern changed home and business conditions make necessary certain adjustments in the preparation of women for work. Since many girls must of necessity accept situations for a few years at least, and the majority of the same girls eventually become home-makers, this problem is a two-fold one requiring two very different kinds of instruction. The proper training of girls along both these lines is part of the business of a Technical School. It is a difficult task, but rightly performed, one bound to produce valuable immediate results, while the effect on the next generation may only with difficulty be estimated.

Purposes of the School

The Edmonton Technical School is Designed

1. To assist those whose systematic instruction cannot be carried on past or even to the end of the secondary school period, and whose future activities will be along industrial lines;

2. To prepare boys for matriculation who wish to pursue advanced University courses in civil, mechanical and electrical engineering; in architecture; in industrial science and art and in commercial management, and to prepare girls for matriculation who wish to pursue advanced University courses in household economics.

3. To assist by means of evening classes in practice and theory those who are employed during the day.

In selecting a site for the first technical school, some thought was given to using the abandoned high school on College Avenue. The condition of the building, however, negated this consideration. Old King Edward School was also proposed as a site for a South Side technical school, but most support was garnered for a more central location. The old street railway car barns on Syndicate Avenue (95 Street) and 108A Avenue were to serve as Tech's first home. After some remodelling at a cost of $8,000, ten brightly-painted classrooms, laboratories and workshops were prepared for classes. Five of the rooms even had basins connected to hot and cold water. The yearly rental for the building was a modest $120.

In addition to Principal Richardson, the following teachers constituted the original staff: Miss N. F. Andrews, household art, sewing and dressmaking; Ralph T. Bishop, mechanical drawing and printing; Frederick Ellis, cabinet-making, pattern-making, and carpentry; L. W. Goben, machine shop; Miss Blanche Olin, household science and cooking.

On the opening day, October 15, 1913, 12 pupils registered for instruction, but by February, 1914, the enrolment had climbed to 84. Evening classes commenced with instruction in a variety of subjects. To publicize the new programs, postcards were distributed to Edmontonians encouraging them to state subject preferences.

Edmonton Technical High School

The Night Classes at the Technical School start on Thursday evening, October 11. The school will be open for registration on Tuesday and Wednesday evenings, October 9 and 10.

As a very large enrolment is expected and as many of the classes will be limited it is advisable that you should register on these nights if you wish a place reserved.

If you will put an X opposite the subjects you wish to take and mail the attached card it will greatly assist us in the formation of classes and also assure you a place.

School Telephone 71595

J. M. Clindinin, Headmaster

Courses of Instruction

Architectural Drawing
Mechanical Drawing
Free Hand Drawing and Art
Commercial English and Arithmetic
Bookkeeping
Printing
Chemistry
Assaying
Forge Shop
Machine Shop
Gas Engine
Cooking
Sewing
Dressmaking
Millinery
Knitting and Fancywork
Elementry Woodworking
Cabinet Making
Carpentry and Joinery
Pattern Making
Electricity and Magnetism
Shop Mathematics

Marticulation Subjects

English Composition
English Literature
History French
Chemistry Physics
Geometry Algebra

Would you like a prospectus mailed?

From.....

Five more instructors were soon engaged to offer additional courses. By the end of 1914, the school boasted an enrolment of 322 students.

After two years of service, Principal Richardson left his post to pursue studies at the University of Chicago. Richardson was succeeded by J. M. Clindinin who continued as head of the school until the summer of 1920, when he also resigned to take a position with a manufacturing firm. At this time Percy S. Bailey, formerly of the Westmount experimental Junior High School, was appointed the third principal.



J. M. Clindinin, principal of Tech, 1914-1920

During the fall of 1916, an addition was made to the existing buildings and a gas engine department was opened in November, with H. H. Curtis in charge. A dressmaking department, headed by Miss Clara Smith, was added to the school in September, 1917.

Shortly after the opening of the school there were concerns expressed about the curriculum offered. The school was expected to offer a regular high school program as well as a number of special technical subjects. By 1920, the principal and staff developed a new curriculum which would prepare students for entry into the University of Alberta Departments of Applied Science and Household Economics.

Enrolments continued to increase at Tech, and by 1922 the old car barns were inadequate for the growing program. The need for a new building was obvious. Spurred by Board Chairman Frank Scott, trustees approved the location of a new home for the school in the Old Market Building north of 107A Avenue on 101 Street.

Bailey would witness a dramatic increase in the population of the Technical School. By 1923, the school's enrolment increased threefold to almost 300 day students.

Classes commenced in the new building on January 3, 1923, and official opening ceremonies were held one month later. Prominent at the opening ceremonies were Honorable Perren Baker, Minister of Education, and the Board's first female chairman, Mrs. E. T. Bishop.

The three-storey market building was a big improvement over the car barns, and the shops constructed immediately to the north of it were the most modern in the city.

But problems continued to plague the school. Rooms in the market building were small and ill-designed for classrooms. Walls of the brick building were far from being soundproof and the screeching of streetcars as they rounded the corner of 101 Street and 107 Avenue disrupted lessons regularly, particularly in frosty weather. As well, students and parents complained about the lack of gymnasium and auditorium facilities in the school.



Playground scene, Edmonton Technical School, 1913



The new Edmonton Technical School, 1923



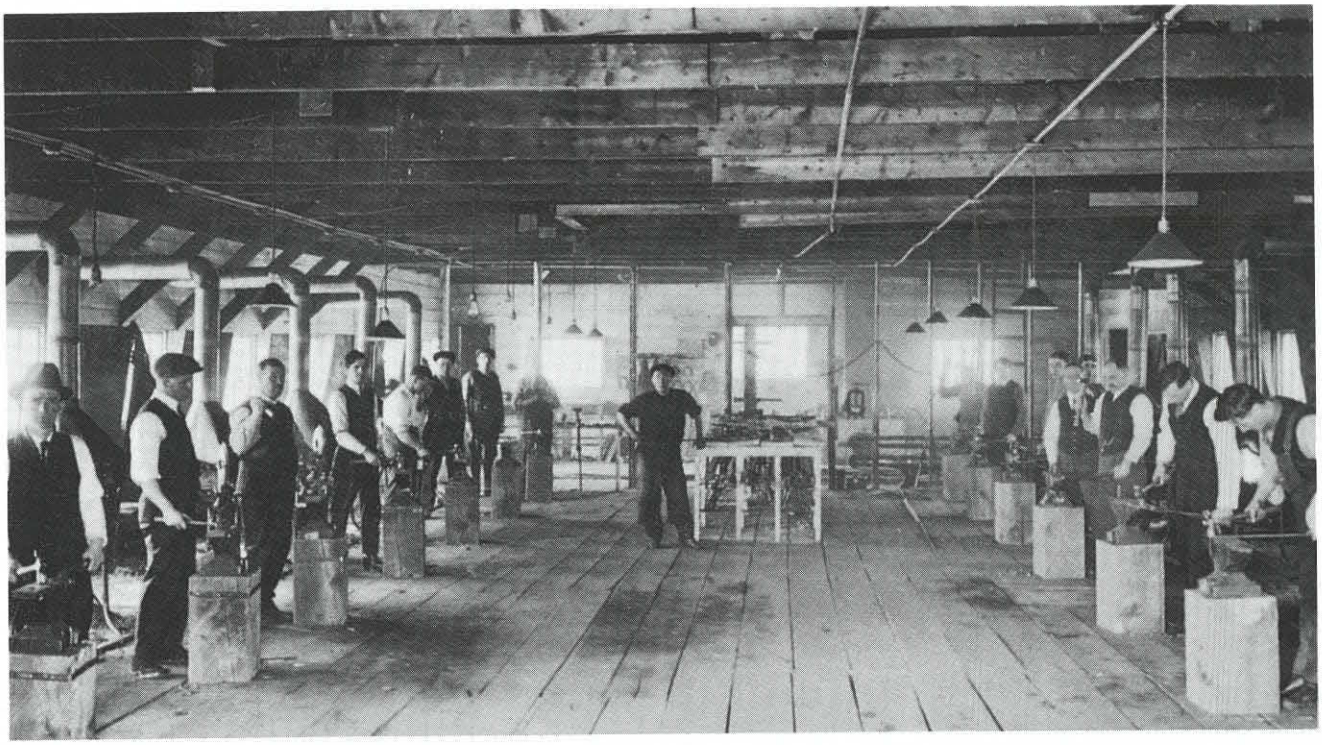
Tech print shop



Tech sewing class



Woodwork shop, Edmonton Technical School



Forge and blacksmith shop, Edmonton Technical School

In addition to the physical limitations of the building there developed an unfavorable attitude of many parents towards the status of the school. Some taxpayers looked upon Tech as a school for "dumb-bells." Others pointed to the high cost of educating students at the institution. Per pupil costs at Tech were, indeed, considerably higher than the costs of educating students in other high schools.

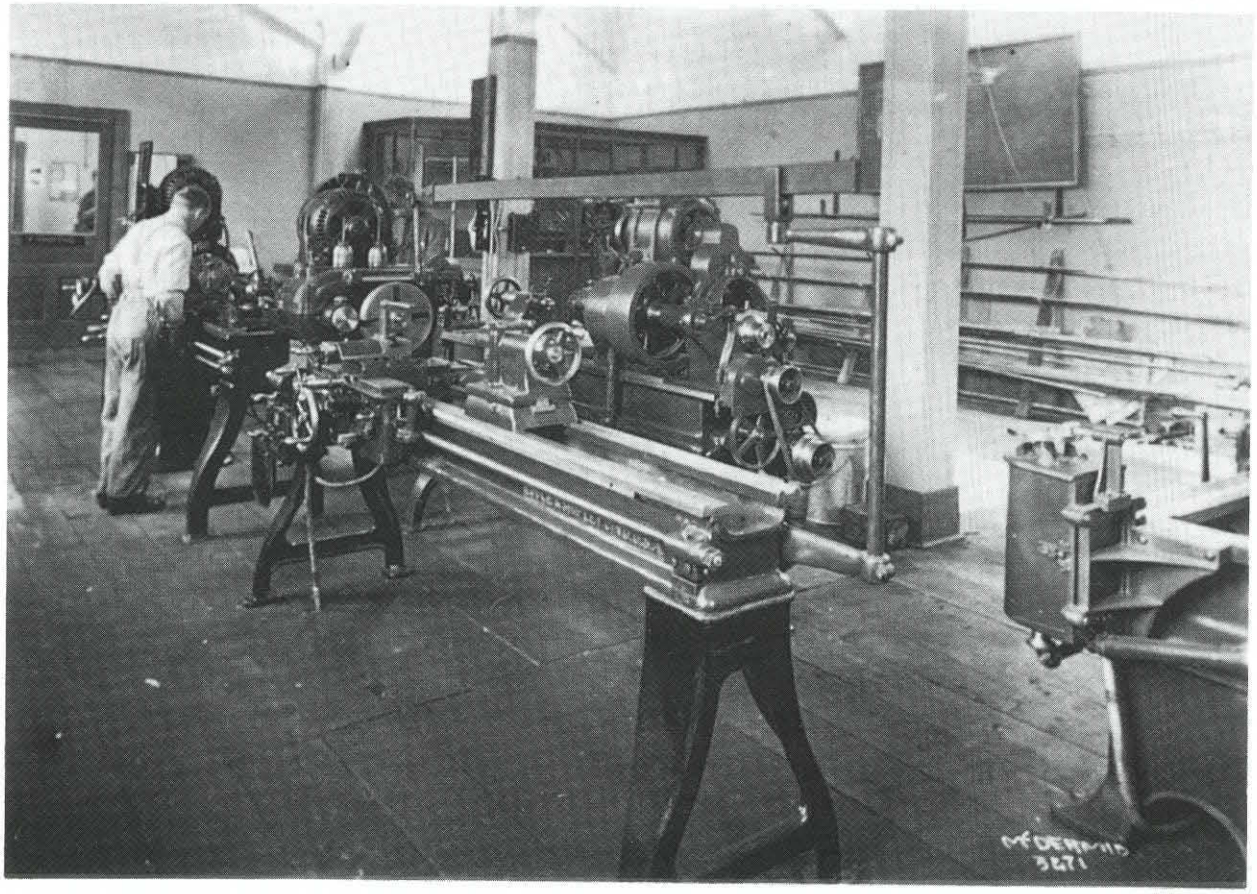
Years later, Provincial Director of Technical Education, W. G. Carpenter defended the higher costs in a 1932 message printed in "Tech," the official school yearbook:

> It is interesting to note that in these days of criticism on educational programs and proposed curtailments, no serious onslaught has been made on the program for technical education. Notwithstanding the fact that this program is costing more per pupil than is the program of the academic schools, there is no great tendency to eliminate it for financial reasons. On the other hand, educational authorities are commending it as a hope in High School education. Superintendent Scott of Calgary has recently said in a public address that in his opinion 50 per cent of the present enrolment in the High Schools should be in the Technical and the Commercial departments. This is significant as a sign of the times. Lethbridge School Board will, at an early date, give consideration to a motion already before it which proposes the introduction of technical work in that city. Great hope is being held out for technical education. A complex social order is increasingly challenging the youth of these later days. Never were there such necessities for thorough training in creative abilities, and in those qualities which enable an individual to adequately adapt himself to his environment. Much has been devised for easing the stress in man's labor and for his comfort, but perhaps the great task that present youth will be called upon to assume will be that of devising rules and regulations to govern business, industrial, and social relationships. Never was there a time when the simple but fundamental rules for living were of greater moment, all of which points again to the fact that good character is the one goal of greatest moment in the life of the individual and of the race.

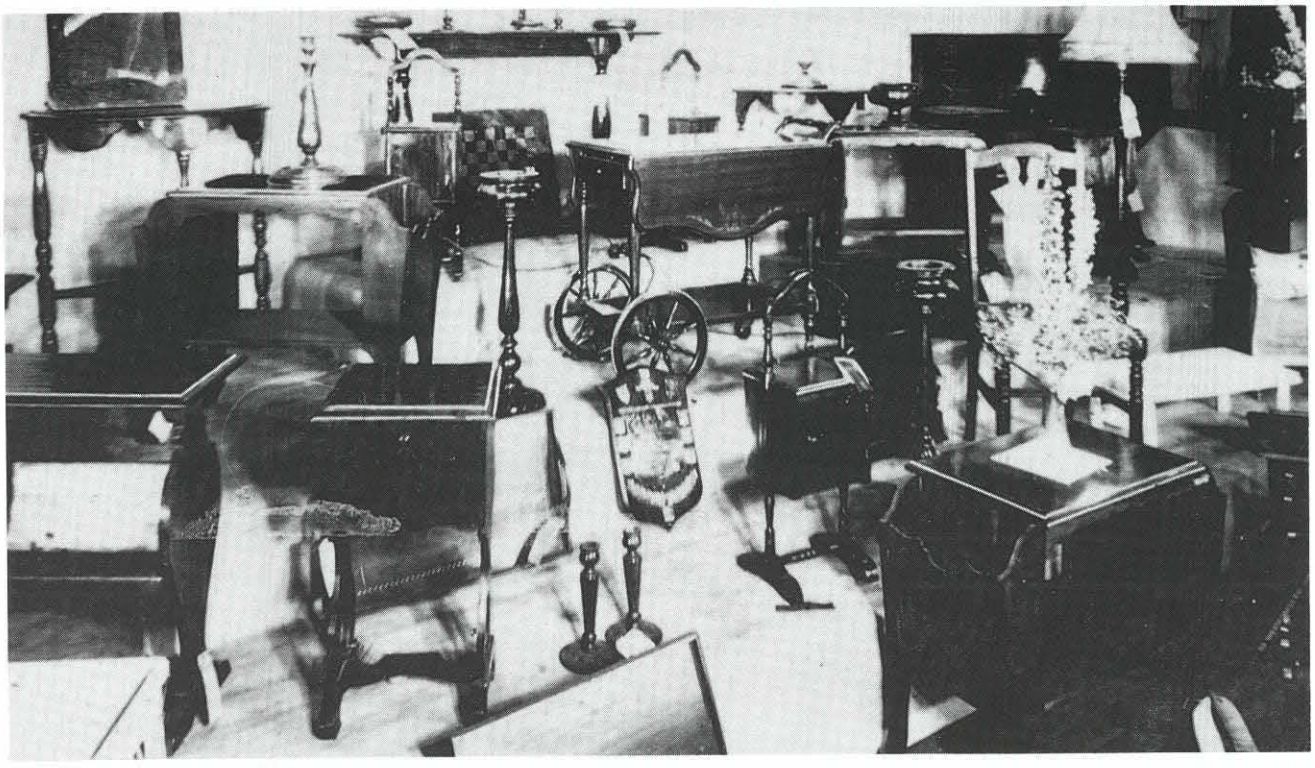
In spite of the criticisms, no one could deny that the school was offering a wide range of programs for students interested in technical education. There were Grade 7 and 8 classes for students who had dropped out of regular schools and wished to obtain their high school entrance. For older students interested in the trades, shop courses were offered in machine work and tool-making, auto mechanics, blacksmithing, printing, mechanical and architectural drafting, and sheet metal. Girls could pursue programs in sewing, dressmaking, millinery and cooking. Students seeking matriculation standing could enrol in a full academic program.

The Edmonton Technical School was a manual training centre for the other high schools as well. As early as 1920, students from Vic, Westmount and Eastwood attended Tech a half-day per week for shop courses. The service to other schools was not expanded, however, as a result of austerity measures taken by the Board in the mid-'20s.

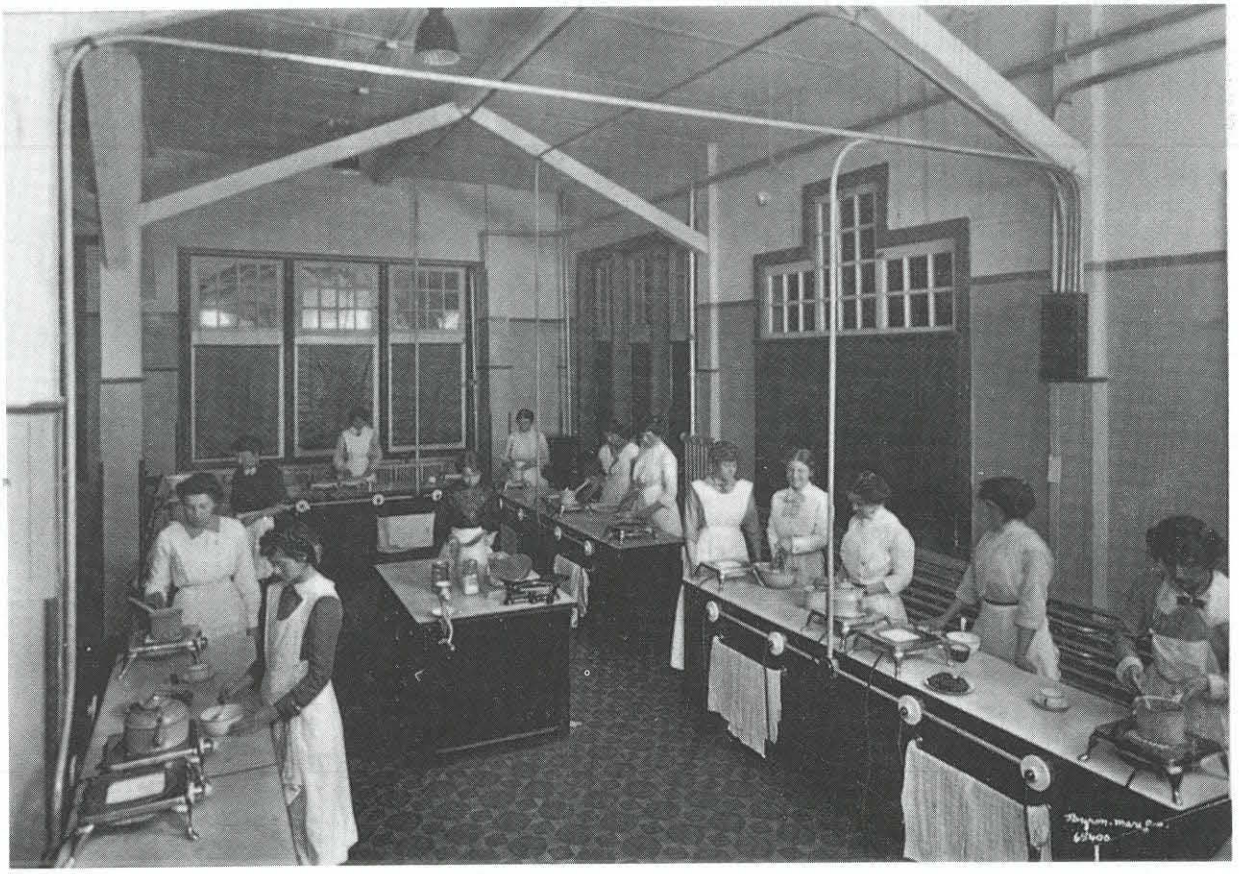
Night school courses were an important feature of the Technical School. Enrolment statistics which rose from 322 in 1914 to 1,432 in 1923, attest to the popularity of courses such as dressmaking, art, needlework, millinery, basket-weaving, general cooking, nursing science, invalid cooking, dietetics, machine shop, forge shop, motor mechanics, cabinet-making, pattern-making and foundry methods, woodturning, carpentry, mechanical and architectural drawing, steam engineering, coal mining, freehand drawing, watercolors, oil painting, sign painting, printing and bookbinding. Some academic high school subjects were offered in the evening programs as well. English for new Canadians was also taught, as were bookkeeping, typewriting and shorthand. Tuition fees ranged from $2 to $4 per course depending on the number of times the subject was offered during the ten-week term.



A steel lathe in the 1923 Technical School



Woodworking class exhibit, 1935



Girls' cooking class

ARE YOU

Going to be an Engineer?

ANY BOY who wishes to become an engineer will be interested in the following:

¶ The University of Alberta will allow students from the Technical High School to matriculate into the Faculty of Applied Science without an examination in a foreign language, and credit will be allowed for Shop Work and Mechanical Drawing. A special course of study for Technical Schools is now in effect by which students whose work is satisfactory may pass from one grade to another without a departmental examination.

¶ All students who enter the Faculty of Applied Science must complete Grade XII. This means a four year High School course.

¶ In the Technical High School the following is the new course. About one-half the time is spent in the practical work of the shops and drafting rooms.

ENGINEERING MATRICULATION COURSE

(Extract from Memorandum respecting Matriculation Requirements)

FIRST YEAR, GRADE IX

Mathematics—Arithmetic, Mensuration, Algebra, Geometry.
English—Literature, Composition, Grammar, Spelling.
Penmanship
History—British.
Science—General Science, Physical Geography.
Mechanical Drawing—Elementary.
Shopwork—Carpentry, Cabinet-Making, Forge Shop.

SECOND YEAR, GRADE X

Mathematics—Arithmetic, Algebra, Geometry.
English—Literature, Composition Debating, Grammar.
History—Canadian and Civics.
Science—General Science, Commercial Geography, Chemistry.
Mechanical Drawing—Advanced.
Shopwork—Advanced Carpentry, Gas Engine, Pattern Making, Foundry, Machine Shop.

THIRD YEAR, GRADE XI

Mathematics—Arithmetic, Algebra, Geometry.
English—Literature, Composition, Debating.
History—General, British Empire and Industrial.
Science—Physics and Chemistry.
Mechanical Drawing—Machine Design, Machine Drawing, Structural Drawing, Building Construction.
Shop Work—Machine Shop, Gas Engine.

FOURTH YEAR, GRADE XII

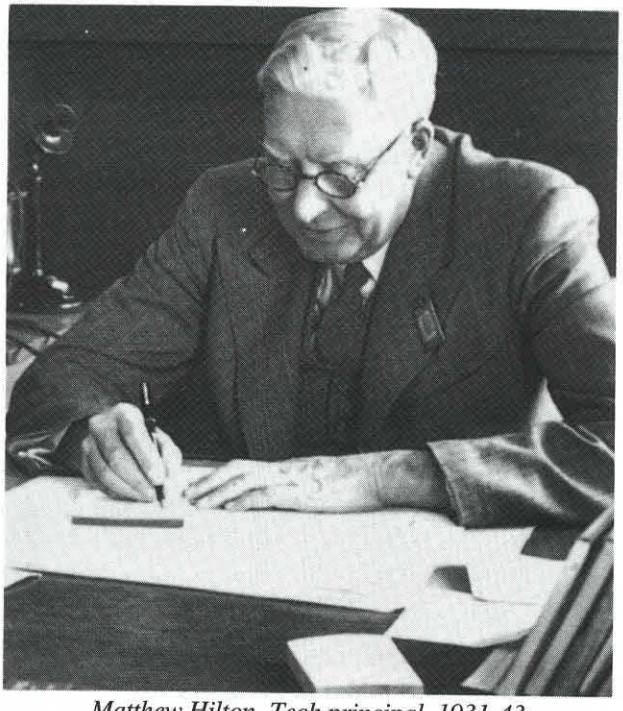
Mathematics—Algebra, Geometry, Trigonometry, Applied Mechanics.
English—Literature, Composition, Elementary Economics.
Science—Physics, Chemistry.
Mechanical Drawing—Engineering Drawing and Design, Graphic Statics, Architectural Design, Group and Town planning, Shop Work Machine Shop, Power.

For Further information write P.S.Bailey, B.A., Principal, Technical High School, Ninety-Fifth St., Edmonton. Phone 23095

Although the enrolment at Tech increased during the 1920s, so did public criticism of the school. The Applied Science Matriculation Program was questioned, and critics pointed to the duplication of course offerings at other high schools. Despite growing criticism, trustees decided to continue operating the school.

In 1929, Superintendent McKee reported to the Board on the desirability of combining academic, commercial and technical courses into the curriculum of a single high school. One of the suggestions in his report was that such a school could be incorporated into Victoria High School. No action was taken on McKee's recommendations as the Depression brought other more serious problems to the Board's attention.

In 1931, Tech Principal Percy Bailey was transferred to Ritchie School and a new head, Matt Hilton, appeared on the scene. At the time of Hilton's appointment, Board retrenchment policies resulted in the trimming of most school budgets. The budget for Tech was closely scrutinized and cutbacks in programs such as printing were effected. As a result, trustees were able to reduce per-pupil costs from $251.78 in 1918, to $176.11 in 1932.



Matthew Hilton, Tech principal, 1931-43

Tech students were affected by the Depression in other ways, too. At the staff meeting of November 19, 1932, teachers were asked to "be mindful of underfed or underclothed children and send them to the office." It was rumored that one teacher, Mr. Soutar, bought more than one suit of long underwear for needy boys in his class.

Principal Matthew Hilton fought hard for the continuation of the Edmonton Technical School during the depression years, and his efforts fostered a growing appreciation of the institution. Some of this was reflected in statements made by various officials including Board Chairman L. Y. Cairns, who, in 1933, stated: "It is safe to say at the present time that technical education in the City of Edmonton has reached a peak never attained before, but the most gratifying feature of the situation is that people generally are coming to realize the tremendous value of education of this type."



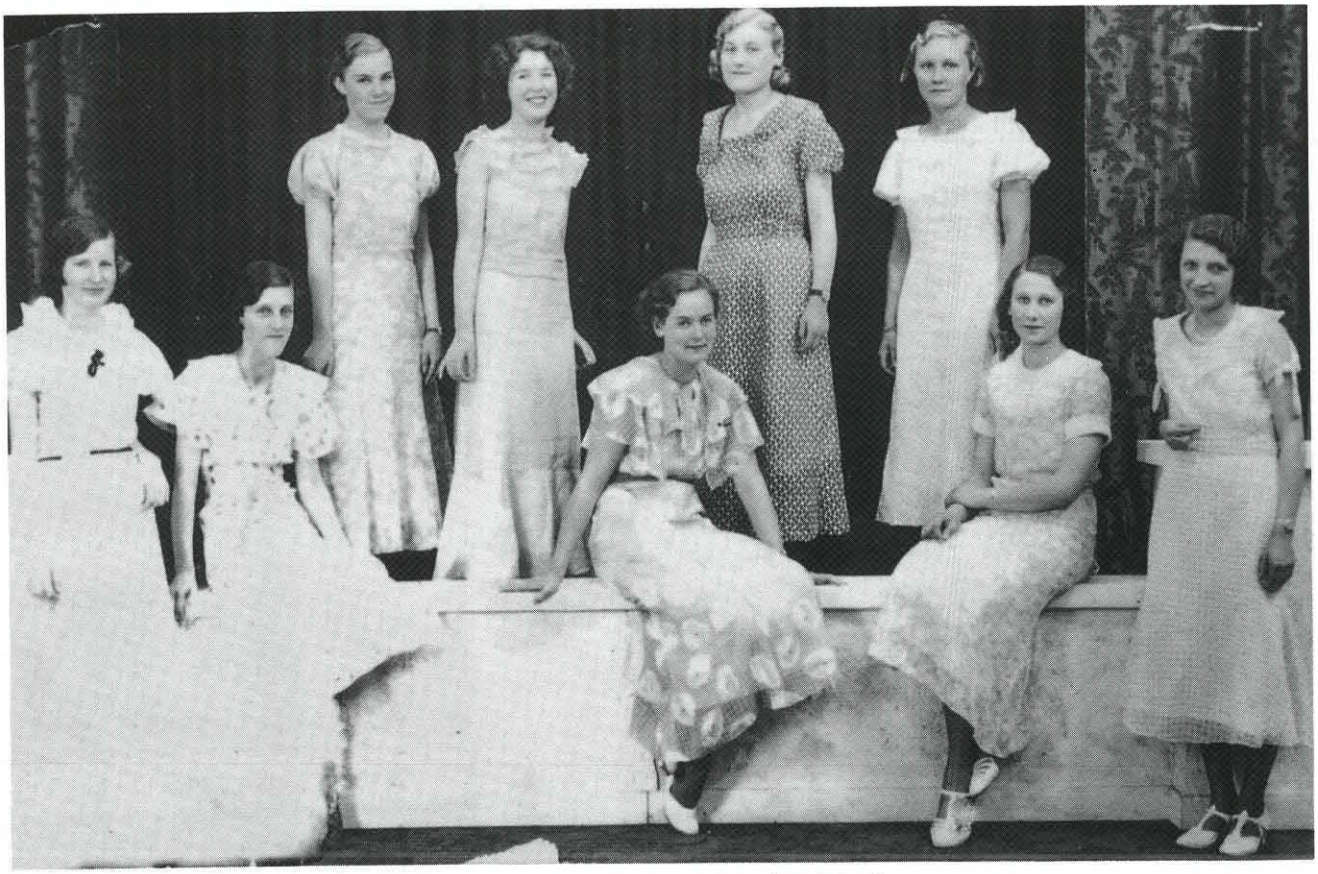


Trustees Dr. W. Morrish and L. Y. Cairns, proponents of technical school education

Comments by Dr. W. G. Carpenter, a former superintendent of Edmonton Public Schools, were also most supportive: "The day of this type of work being considered as fit for those born short in mental ability is past. The projects in the program of studies in the Technical School have been proven to be as challenging to mentality as are those of her older sister, the academic."

By 1935, Tech's enrolment had increased to 661 and the need for more space was urgent. Board Chairman, Dr. Walter Morrish, in a speech to graduating classes, supported the need for new facilities. "As a Board we have regretted the fact that we have not been able to furnish you with a building commensurate with the wonderful work being carried on by your principal and staff. We realize that our technical buildings are somewhat of a disgrace and it is my fond hope that sometime in the not too distant future, a new school will be available." Superintendent G. A. McKee voiced similar sentiments when he stated that certain types of extra-curricular activities were practically impossible in the old building.

The school's senior students also supported the need for a new building. One student wrote in the school yearbook: "We look forward now to the time when the public will realize that a tried and proven institution of great value has been in existence for 21 years, and it is time this institution was given building



Tech students model dresses designed in night classes

quarters suited to its needs, and planned not for the storage of tram cars or the vending of cabbages, but for a purpose which a technical school of its worth is fulfilling."

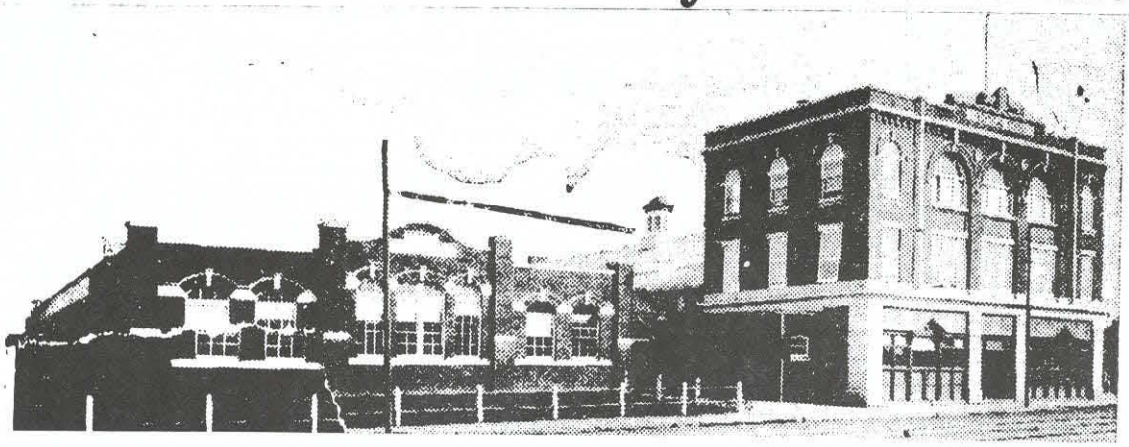
In spite of all these hopes and platitudes, trustees took no action for a new building.

During World War II, the school became involved with the war effort. Night classes in aircraft repair, welding, aircraft woodwork, aircraft metal repair work, aircraft machine shop, aero-engines, aircraft electricity and ground-school maintenance were introduced. Model planes were built for the air force and used for aircraft recognition. A letter from #4 Training Command in Calgary congratulated the students on their models and stated that they were of the very best manufacture. Bill Robinson, who was in charge of the woodworking shop at the time, recalled the manufacture of not only wooden airplanes but wooden rifles and machine guns, as well.

Despite the prominent role Tech played in the war effort, all was not well with the school. Enrolments dropped drastically to a low of 193 students in 1943. Jobs had become plentiful and many students left school; others enlisted in the armed forces. To deal with declining enrolments and financial problems, the Board considered three alternatives: to operate the school with a reduced staff; to amalgamate with Victoria High School; or to close the Technical School. None of the alternatives was acted on because the Department of National Defence had requested the use of the entire school for the War Emergency Training Plan.

* * JUNE 23, 1943 EDMONTON, ALBERTA

30 Years' Service to Civilians Ending As Technical School Joins War Effort



TECHNICAL SCHOOL – ORIGINAL BUILDING AND ADDITION

After 30 years of service, the Edmonton Technical school is closing its halls and classrooms to the civilian youth of the city and district. It is being turned over to war training for the duration.

No more—until the war is over—will boys and girls handle power latnes, study machine drilling, learn details of brake maintenance, probe the "wiry" electric system of a sturdy truck, assemble three-tube radio sets, practice with circular and band saws, concentrate on sheet metal drafting, ream, plane, forge, solder. No more will the girls take lessons in lunch box planning, how to refinish furniture, get advanced training in food and nutrition, plan quantity cookery, be taught the beauty of a perfect buttonhole or just how to "finish" that hem in wartime "remade clothing."

Both day and night classes are over for civilian boys and girls, men and women, who desire practical, technical training in Edmonton.

Taught Army Men

During the First Great War, technical classes for the armed forces were conducted in the building, along with regular Technical school courses. In the Second Great War, personnel of the army and air force already have received instruction in motor mechanics, electricity, filing and fitting, and blacksmithing.

Opened in September, 1913, Technical school has offered five branches of training. It provided: entrance to higher technical schools which offer aeronautical, electrical, mechanical and other branches of engineering; general high school course: high school preparation for hospital nursing schools; Normal school entrance; senior matriculation with provision for university entrance in Arts, Sciences, Engineering and the professions.

Fourteen On Staff

The teaching staff includes 14 members. M. J. Hilton has been a member for 26 years. He was appointed principal in September, 1930.

Early in July the school will open to trainees of the War Emergency Training services, under direction of J. H. Ross, provincial supervisor. The building will be used under this training scheme "for the duration of the war, and six months afterwards."

Workshops and equipment already installed in the "Tech" will be kept in constant use, as well as equipment from dominion and provincial Youth Training program, which has been housed at 114 st. and Jasper ave.

Thus, the year 1943 brought an unhappy ending for the Technical School. Trustees and newspapers were besieged with letters of protest, but to no avail. Tech instructors were transferred to other schools, resulting in the further displacement of staff. Tech's respected principal, Matthew Hilton, refused to transfer and submitted his resignation in protest.

After the war the school was used for refresher courses for ex-servicemen preparing for university entrance. Then, in 1947, the school was returned to the School Board to be used mainly as a warehouse. A few shop classes continued for a short time in the old building but these were closed when the new Victoria Composite High School was opened in 1949, absorbing tech as well as McDougall commercial students. The original vision of Superintendent McKee and others had been finally realized: technical students had at last found a suitable home.

Edmonton Journal, March 19, 1949

36-Year `Tech' School Career Comes To An End This Spring

Edmonton Technical School, one of the city's pioneer education institutions and a second home to thousands of pupils over the past 36 years will end its career this spring.

Next fall, "Tech" students will move into the new Victoria Composite High School.

To the present "tech" supervisor, W. E. "Bill" Robinson, the new structure is fulfillment of a dream of the past 20 years – the combining of all school training under one roof.

Regarded as one of the most advanced schools in Canada the new "Vic" will fit the new generation in nearly any field of endeavor, Mr. Robinson believes. Three schools will be joined to provide academic, commercial and vocational training. The "Old Vic" High and "Tech" will combine in the new composite school while McDougall Commercial will move into the present "Vic" building.

Mr. Robinson, supervisor of the Technical school since 1947, and woodworking instructor there since 1930, will be in charge of the composite high school workshops.

Familiar Landmark

A familiar landmark to the thousands of students passing through its walls, "Old Tech" will be sorely missed. To many its history reads like the obituary of a departed friend.

Veteran of two world wars, teacher of vocations, the school was "born" in October 1913. Built as a city market, it was taken over as Edmonton's first technical school.

During the First Great War, it was converted into an armed forces training centre. Following Armistice, it again became the seat of academic and technical school classes.

In 1923 an addition on the north side was completed and in 1936 courses were broadened. They offered a wider field of vocational training, covering sheet metal, wood working, electrical and machine shop training. This was in addition to regular academic classes.

"It was from this period the technical side of school life was made a regular part of school training," Mr. Robinson recalls.

Second Wartime Job

With the Second Great War the school was again turned over to the government for war emergency training. Until 1947, when it was turned back to the school board, "Tech" and its staff provided technical teaching for hundreds of young men and women entering war industries.

At the close of the war hundreds of war veterans came to the school to take refresher courses before entering university.

Since its return to "civilian" life two years ago, a staff of four is all that remains. The vocational school now is using only three large training rooms, the rest being taken over by commercial firms for office space.

Though one era of vocational training is ending, Mr. Robinson said the dream of all fields of training coming under one roof will be realized.

1,200 Students Soon

For September he predicted the new composite high school will have 1,200 students enrolled. Instead of a separate school for academic, commercial and vocational training there will be special instructors for each field.

As new vocational supervisor when the present staff moves this fall Mr Robinson said six large workshops capable of training 600 pupils annually will be opened. Each shop will be equipped with new machines estimated to cost $60,000. The technical school will be housed in one wing and will operate as a regular part of the school.



Wilf McLean, Tech staff member, 1941

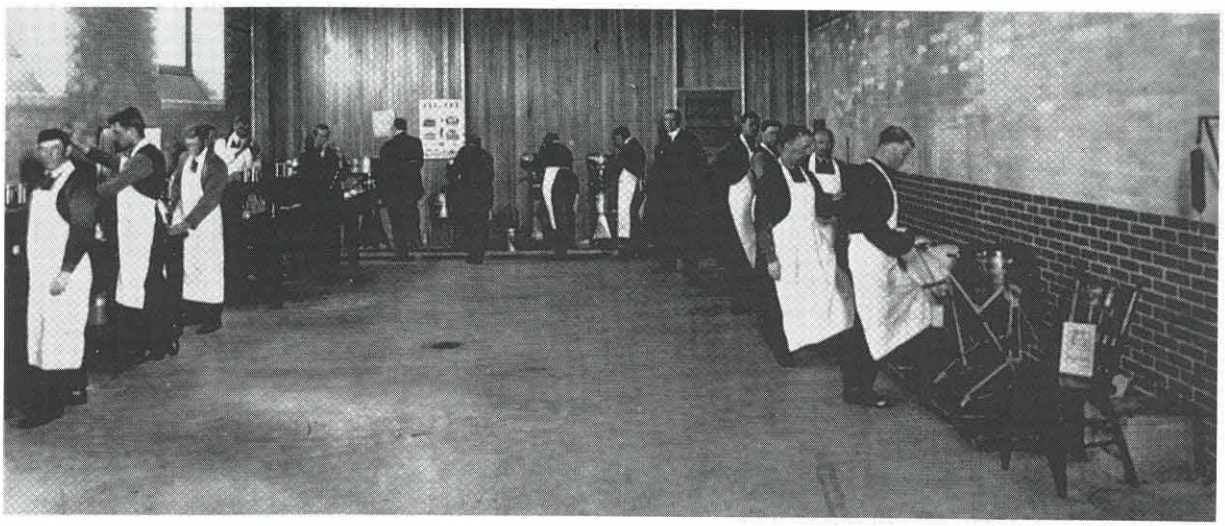


W. E. Robinson, Supervisor of Industrial Arts, 1946

Edmonton Technical School graduates still speak fondly of their old school. Former school trustee Jim Falconer, who probably attended Tech longer than any other city student, started his Grade 7 program at the school in 1930. As he progressed, the administration added additional grades and new programs to the curriculum. As a result, Mr. Falconer completed high school and obtained advanced credentials in electrical and construction fields.

Another prominent Edmontonian, Steve Hrudey, still cherishes such mementoes as the Cora Hind Challenge Shield for woodwork craftsmanship. The retired construction manager recalls with gratitude the many skills he mastered which made him one of Edmonton's most knowledgeable building tradesmen. Hrudey credits the combination of devotion, skill, and sense of duty of the Tech instructors for the school's success. "They were a fine group of men and women who treated us with respect. I'll always remember them and be indebted to them."

The old Edmonton Technical School had been one of the last schools to be established in the 1913 expansion. Supported and promoted in its initial stages by Superintendent James McCaig, technical education opened new dimensions for city students before the war years restricted further educational opportunity.



Butter making demonstration Edmonton Technical School, circa 1923



The staff of the Edmonton Technical School, 1922
Back Row: Mr. Thompson, Mr. Goodwin, Mr. Simpson, Mr. Sinclair, Mr. Bertrand, Mr. Gibbs, Miss Smith, Mr. McFadyen, Miss Bowman, Mr. Soutar, Mr. Gamble, Mr. Hilton, Mr. Moffatt: Front row: Miss Jackson, Mr. Ellis, Mr. Bailey, Mr. Potter, Miss Howard

Minute Book
Page 100
Date 3/4/12
Disposition Let granted

EDMONTON PUBLIC SCHOOLS

High SCHOOL

EDMONTON, ALTA. Apr. 2 1912

Edmonton School Board,
Edmonton,

Dear Sirs – I desire to express to you my thanks for the increase in salary I have received, according to your new schedule – Nevertheless, I feel that, inasmuch as I do work exactly similar in amount and nature to that done by the male teachers on the staff, it is only just that I should receive the same salary. Hence I beg to request you to put my salary on the same basis.

Hoping that this may meet with your favor,

I am,
Respectfully yours,
Ruby C. Heirstt.

Female Night School teacher pleads for equal pay



Edmonton Technical School Senior Intercollegiate Hockey League Champions, 1922
W. William Thompson (coach), Kenneth McLennan, James McPherson, Mike Reisik, Cameron Smith, Alfred Foster, Weslie Stanton, Frank Slate, Jack Humphryes, C. Ferguson



Former Tech student Steve Hrudey examines Cora Hind Shield at McKay School, 1992

Chapter Twelve

The World War I Years

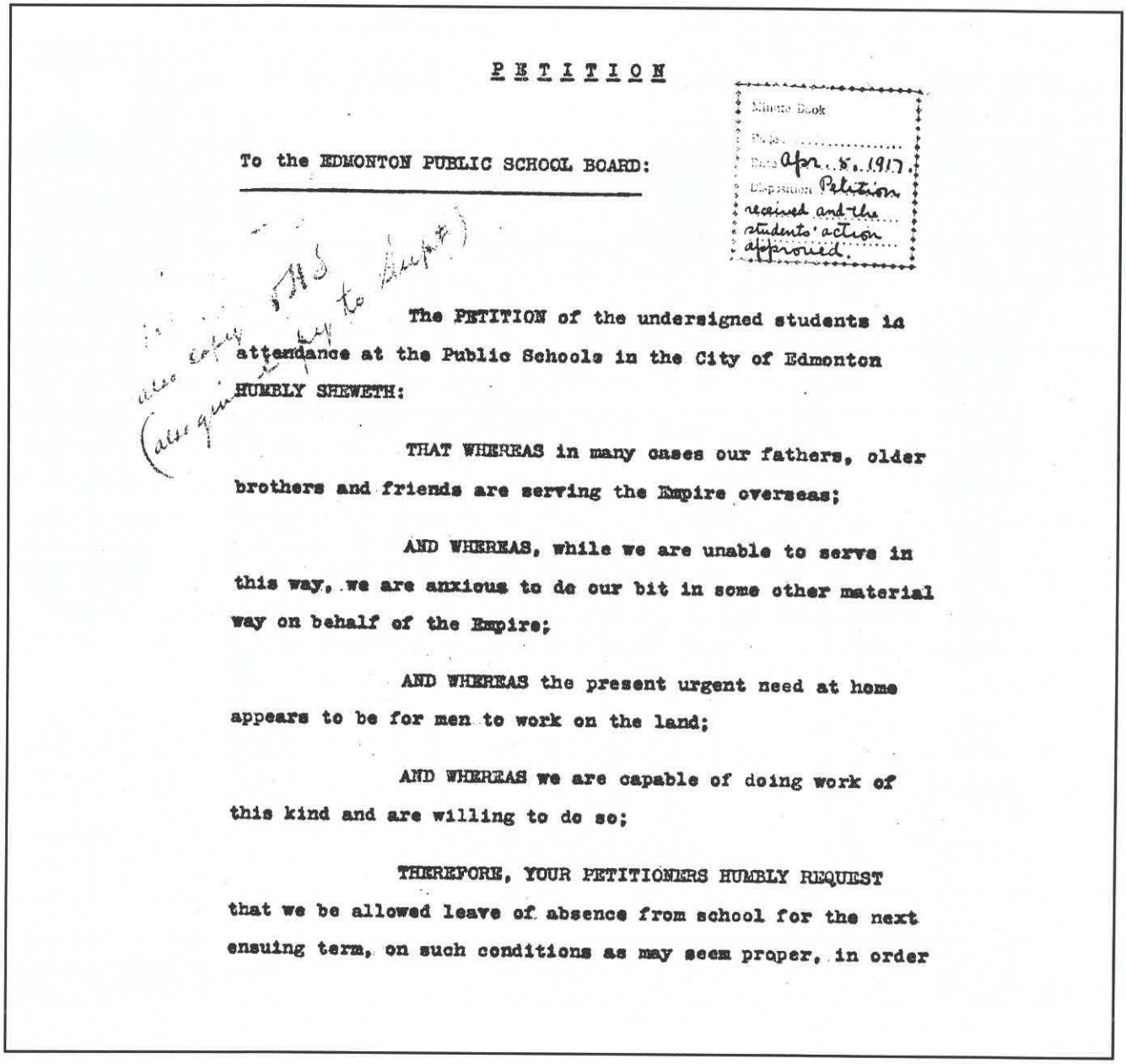


Crowd reading war news, corner of Jasper Avenue and 101 Street – August, 1914

The outbreak of World War I on August 4, 1914, brought a sudden end to the rapid expansion of Edmonton's public schools. The war forced an austerity program in school construction, supplies, equipment, and in staff salaries that was to last almost five years. During the 1914-18 period the population of the city declined by approximately 15,000. Some of the decrease was due to enlistment in the armed forces; much of the decline, however, was the result of a population exodus to other parts of the country that were not so adversely affected by the recession.

Because of the difficult economic times, many Edmonton property owners defaulted on property tax payments, resulting in the acquisition by the city of thousands of lots and residences.

Surprisingly, however, school enrolment increased by almost 1,000 students during the war years. Average monthly attendance fluctuated predictably during this time: spring crop planting and fall harvesting seasons lured thousands of secondary students to farms and potato fields to assist the Country and Empire in food production. In 1917, for example, a delegation of Victoria High School students, headed by Alex Watt, R. J. Hunter and Harry Webb, appeared before the Trustee Board with a petition signed by 46 of their classmates. The petition begged the Board to grant students leaves of absence so that they could assist in the war effort.



PETITION

Minute Book
Page .....
Date Apr. 8, 1917.
Disposition Petition received and the students' action approved.

To the EDMONTON PUBLIC SCHOOL BOARD:

The PETITION of the undersigned students in attendance at the Public Schools in the City of Edmonton HUMBLY SHEWETH:

THAT WHEREAS in many cases our fathers, older brothers and friends are serving the Empire overseas;

AND WHEREAS, while we are unable to serve in this way, we are anxious to do our bit in some other material way on behalf of the Empire;

AND WHEREAS the present urgent need at home appears to be for men to work on the land;

AND WHEREAS we are capable of doing work of this kind and are willing to do so;

THEREFORE, YOUR PETITIONERS HUMBLY REQUEST that we be allowed leave of absence from school for the next ensuing term, on such conditions as may seem proper, in order

that we may be able to contribute to the agricultural production of the Province by working on the land,

And your Petitioners, as in duty bound, WILL EVER PRAY.

Dated at Edmonton, Alberta, this 30th day of March, A. D. 1917.

Alex Watt
Gregor McFarlane
Clarence Morehouse
Alfred E Poole
Donald Stanton
Claude Anderson
Colvin Hamley
Freeman Frazer
R. J. Hunter
R. McNaught
G Wilson
R. Stewart
W D Craig
C. B. Dagg
[illegible]

Harry Pickford
S. Nielson
Den. Skiles
L. Sansbury
R. Watson
S. Johnston
E. Thompson
Harry R. Webb
Bramley Moore
Cecil L Higgins
R A Kirkpatrick
J. E. Edgar
G Purcell
R. V. Stanton
Ed MacDonald

Hearle Hall
Don. Skiles
R C Potter
G. A. Lowry
Geo. D. Spargo
Chas. K. Watts
Horace Harris
Robert Dickson
Jack Miller
Thomas Hyder
J. Maccabe
Wm Armstrong
A. Goff
D. Philp
E. Stutchbury
Dudley Pigeon



Many notebook covers depicted war scenes

The Board received the petition favorably but recommended the students keep in touch with the school and return to write examinations. Government legislation was drafted at this time to allow, and in fact encourage, students to engage in activities to further Canada's war effort.

First reference to the War in the official minutes of the Board was recorded on August 6, 1914, when it was moved by Trustee S. A. G. Barnes that "the action of the chairman of the Committee on Buildings and Grounds ordering the suspension of the building operations temporarily, owing to the outbreak of the war in Europe and the financial panic condition that has ensued, be confirmed." The suspension referred to the projected need for more classroom space in North Edmonton, McCauley, Victoria High and Rutherford schools. Planning was suspended for permanent schools in the Eastwood, Cromdale, Glenora and University sections of the city. Some construction work continued on Westmount School, but the inability of the Board to raise money for sewer connections for the brick school delayed its completion. For the better part of a year some classes were held in a store on 124 Street.

The inability of the Board to make scheduled payments on the new Highlands School and the Rutherford School addition brought threats of legal action from contractors.

Early in 1914, Superintendent of Plant, R. L. Haskell, had been appointed to oversee the extensive building program. Haskell would serve only a few months before becoming a victim of the Board's retrenchment policy initiated on August 29, 1914. As a result of this policy, teachers, janitors and all others in the employ of the Board were notified that owing to the stringent financial situation, salaries and wages would be reduced by 10% for 12 months commencing September 1, 1914. All caretakers at this time had their salaries reduced by amounts ranging from $100 to $500.

The Board's retrenchment move in 1914 disturbed newly-appointed Superintendent W. G. Carpenter, whose $3,600 salary was also reduced. In addition to the 10% general salary cuts, further reductions of $100 or more were ordered in the salaries of other senior employees. Some positions, such as the Clerk of Works and the Consulting Architect, were eliminated altogether.

Although there were protests, most employees accepted the salary and wage cuts as necessary austerity action. Little did they know that within a year, trustees would be forced to take even more drastic steps in their drive to cut costs of school operations. On April 8, 1915, trustees voted to reduce the salary of supply clerk Herbert Story to $1,000, to eliminate the position of Assistant Truant Officer, and end the services of the two instructors of art. Norman Eagleson, Supervisor of Music, suffered a salary cut of $500 and was informed that, in addition to his supervisory duties, he would have to assume a half-time classroom teaching assignment. Two years later, the talented Eagleson, who held the position of supervisor for a record 37 years (1912-1949), would succeed in his appeal to restore his music post to full-time status.



Norman Eagleson, Supervisor of Music, 1912-49

But the most dramatic action of the austerity program came December 8, 1915, when further retrenchment moves were approved, including a 5% cut in salaries over $1,250. Report #6-1915 of the Committee of the Whole Board announced the action as follows:

> Moved by A. E. May that report No. 6-1915 of the Committee of the Whole, as follows, be adopted:-
>
> Your Committee, composed of the Whole Board, beg to recommend as follows:-
>
> (1) That the salaries paid to teachers receiving a total salary of from $1,250.00 to $2,500.00, be subject to a further reduction fixed at a rate of five per centum per annum, in addition to the ten per cent reduction already in force.
>
> (2) That the bonus of Vice-principals be fixed at the rate of $50.00 per annum, instead of $100.00 per annum, as obtains at the present time.

(3) That the salaries paid to High School Principals be subjected to a further reduction fixed at the rate of five per centum per annum, in addition to the ten per cent reduction which obtains at the present time.

(4) That the salary of the Medical Inspector of Schools be reduced by $350.00 per annum, for the year 1916, and also be subject to the regular discount of ten per cent which obtains at the present time.

(5) That the salary of the Superintendent of Schools be fixed at the rate of $3,333.33 per annum, and be subject to the regular discount of ten per centum per annum which obtains at the present time.

(6) That the salary of the Secretary-Treasurer be reduced by an additional two and one-half per centum per annum, in addition to the ten per cent reduction obtaining at the present time.

(7) That the salary of the Director of Technical Education be reduced by an additional five per centum per annum, in addition to the regular reduction of ten per cent obtaining at the present time.

(8) That the salary of the Building Commissioner remain as it is at present, and be subject to the discount of ten per centum per annum.

(9) That the salary of the Truant Officer be reduced by an additional five per centum per annum, in addition to the ten per cent reduction obtaining at the present time.

(10) That the above deductions become effective January 1st, 1916.

Respectfully submitted.

Carried.

No longer docile, Edmonton's 230 teachers and supervisors complained bitterly about the latest cutback, pointing out that, in addition to the elimination of positions and cuts in salaries, many staff members were now receiving 15% less in salaries than the 1913 agreement stipulated. All this, they pointed out, was occurring at a time when living costs were escalating. The financial sacrifice, they were convinced, was just too great.

EDMONTON PUBLIC SCHOOL BOARD SCHEDULE OF SALARIES

Commencing March 1st, 1913

HIGH SCHOOL PRINCIPALS

Minimum 1st yr.	2nd yr.	3rd yr.	4th yr.	5th yr.	Maximum 6th yr.
$2500.	$2600.	$2700.	$2800.	$2900.	$3000.

HIGH SCHOOLS ASSISTANTS

	Minimum 1st yr.	2nd yr.	3rd yr.	4th yr.	5th yr.	Maximum 6th yr.
Male	$1600.	$1900.	$2000.	$2100.	$2200.	$2300.
Female	$1600.	$1700.	$1800.	$1900.	$2000.	$2100.

PRINCIPALS OF PERMANENT SCHOOLS, who hold First Class Certificates and University Degrees. (Public Schools of 8 or more rooms)

	Minimum 1st yr.	2nd yr.	3rd yr.	4th yr.	5th yr.	Maximum 6th yr.
Male	$1800.	$1900.	$2000.	$2100.	$2200.	$2300.

PRINCIPALS OF PERMANENT PUBLIC SCHOOLS, who hold First Class Certificates but no University Degrees. (Public Schools of 8 or more rooms)

	Minimum 1st yr.	2nd yr.	3rd yr.	4th yr.	5th yr.	Maximum 6th yr.
Male	$1600.	$1700.	$1800.	$1900.	$2000.	$2100.

VICE-PRINCIPALS ON PERMANENT SCHOOLS, of 8 or more rooms.
The standing of a grade teacher, plus $100.00 per year.

PRINCIPALS OF PUBLIC SCHOOLS, of less than 8 rooms.
The salary of a grade teacher, plus $100.00 for a one or two room school, and $50 for each additional room.

GRADE TEACHERS

	Minimum 1st yr.	2nd yr.	3rd yr.	4th yr.	5th yr.	Maximum 6th yr.
Male	$850.	$900.	$975.	$1050	$1125.	$1200.
Female	$750.	$800.	$875.	$950.	$1025.	$1100.

SUPERVISORS.

	Minimum 1st yr.	2nd yr.	3rd yr.	4th yr.	5th yr.	Maximum 6th yr.
Male	$1500.	$1600.	$1700.	$1800.	$1900.	$2000.
Female	$1300.	$1400.	$1500.	$1600.	$1700.	$1800.

SALARIES-1913
EDMONTON PUBLIC SCHOOL
BOARD DISTRICT #7

MAR.1, 1913

Grade Teachers of not less than two years teaching experience, one year of which shall be in graded town or city school, shall receive a salary equivalent to salary of second year of this schedule, when entering service of the Board.

Grade teachers other than principals of small ungraded schools or temporary schools shall receive a bonus of $25.00 per annum above their regular salary.

All increases in salary of all principals, vice-principals, teachers and supervisors in the employ of the Board, shall be reckoned from the commencement of the month upon which they entered or will enter the service of the Board.

All teachers shall be paid one tenth of their annual salaries monthly for ten months of the year, such payment to be made upon the last Saturday of each month, with the exception of the months of June and December, when salary shall be paid on presentation of duly signed certificate half yearly or other report.

That the salaries of the various caretakers of the Board shall be as follows:

(a) Caretakers of small schools of one room shall receive a salary of $15.00 per month; two rooms $20.00 per month; three rooms $27.50 per month and four rooms $35.00 per month, such salary to be paid for twelve months in the year.
(b) That the caretakers of four-roomed permanent schools shall receive a salary of $720.00 per year and be subject to the same regulations as the janitors of larger permanent schools, but with no deduction at commencement of service as in the case of caretakers of large permanent schools.
(c) Caretakers of the large permanent schools of the Board shall receive the following salaries:

Queens Ave. rooms for caretakers with heat, water, and light free of charge and	$ 786.60 per yr.
McKay Avenue	$1225.00 per yr.
Alexander Taylor	1250.00 " "
McCauley	1250.00 " "
Norwood	1175.00 " "
Oliver	1300.00 " "
Edmonton High School	1800.00 " "
Parkdale	1250.00 " "
Collegiate Institute	1400.00 " "
Queen Alexandra	1225.00 " "
King Edward	1100.00 " "

All caretakers of large permanent schools shall receive $150.00 less than salary stated at commencement of service, and at the end of one year to receive maximum salary.

And that notice of motion be given to include the revised schedule in the By-laws and Rules of Order of the Board.

Soon after the news of the additional 5% cut in salaries was announced, the Edmonton Teachers' Association, spearheaded by John Barnett, George Robertson and Clara Hyndman, circulated a petition asking that the reduction be reconsidered. The petition, signed by almost every teacher, was perfunctorily referred to the Board's Committee on School Management. Earlier, the Teachers' Association had asked that some of the original 10% cut in salaries be forwarded to the National Patriotic Fund as a staff contribution to the war effort. Trustees disagreed, however, and pointed to the financial plight of the district. Emphasizing that a recent meeting with the Minister of Education brought no positive results regarding more provincial grant assistance, trustees announced that the cut would have to be endured.

The state of school board finances received yet another setback in 1917, by a dire report from the office of the Mayor. The communication informed the Board of

the city's inability to further finance the School District during the balance of the year:

Edmonton, Alta., August 16, 1917
W. D. Bradey, Esq.,
Secretary, Edmonton Public
School Board,
City.

Dear Sir:-

Owing to the fact that the City are unable to borrow against the arrears of taxes, or from any other source at the present moment, we very much regret to inform you that we will be unable to provide for the requirements of the School Board for the balance of the year. We regret exceedingly this state of affairs, but we wish to inform you we have done everything humanly possible to secure the necessary money with which to carry on the City's activities for the balance of this year.

I might say, however, that in the event of the market improving between now and the end of the year (which is hardly likely) we may be enabled to borrow the issue against the arrears of taxes, in which case we will be very pleased to pay the School Board the full balance due.

Would you kindly lay this matter before your Board at the earliest possible moment, so as to advise them of the conditions.

Yours truly,
W. T. HENRY
Mayor and Finance Commissioner.

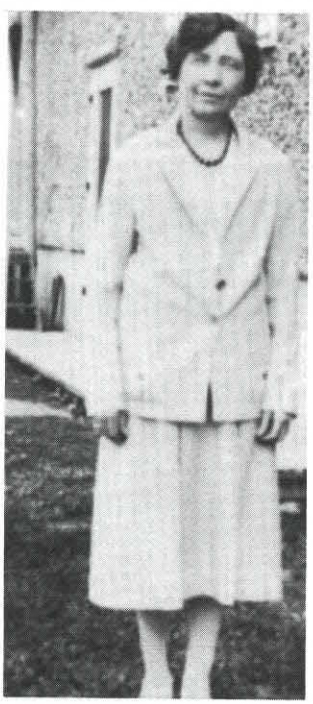
A financial crisis of unprecedented consequence was posed in the letter from the Mayor. Staff would not be paid if revenues could not be obtained. Teachers' pay cheques had already been delayed by two weeks earlier in the year, and trustees appealed again to Minister of Education J. R. Boyle, for financial assistance.

The Minister proposed a complex plan whereby monies raised by the School Board for capital building projects would be used to purchase City of Edmonton bonds, thus enhancing the credit rating of the city in financial borrowing circles. Although the use of Board monies for such investments was not allowed at the time, the resourceful Minister promised to enact legislation to make the temporary arrangement legal. Thus, the city could borrow on the open market again and honor the request from the School Board for much-needed revenues. Thanks to the Boyle plan, the Board was able to carry on without additional retrenchment action for the 1917 year.

Some financial relief finally came on January 1, 1918. On this day the Board announced the good news: the 10% salary reduction instituted in 1914 would be rescinded. Bad news came on this day too, as this was the date selected for the introduction of a new federal tax on income. The new income tax was to be a temporary measure to help finance Canada's participation in World War I.

Encouraged by the elimination of the 10% reduction in salaries, the Edmonton High School and Public School Teachers' Associations now sought to raise minimum and maximum salaries which had remained unchanged since 1913. A new provincial organization of teachers, The Alberta Teachers' Alliance, organized in 1917, assisted in the cause. Trustees refused, however, to consider any changes in the salary scale.

In addition to some very serious financial problems, the Board did experience difficulty in recruiting staff during the war. Twenty-five Edmonton Public School teachers, representing more than 10% of the teaching staff, volunteered their services in the Great War; of this number, four made the supreme sacrifice. As the result of the shortage of teachers, married women were hired on temporary contracts. Grace Martin McEachern, who passed away in 1988 at age 108, was one of those married female teachers. In 1917, Mrs. McEachern served at Oliver School. Prior to this time she taught at another school named Oliver, a one-room building in the Ellerslie district.



Grace Martin
as a young teacher



Grace Martin McEachern on her 100th birthday, 1979

In spite of the financial crisis affecting the schools during the war years, classes continued as normally as possible under the circumstances. Free school supplies, budgeted at $1.06 per student, were authorized by the Board in 1915. Although this action eased the financial burden on parents, it imposed a great deal of monitoring on the part of teachers as indicated in the complex rules issued by the Board in 1915:

RULES AND REGULATIONS
REGARDING SCHOOL
SUPPLIES 1915

(1) All supplies are loaned to the pupils for legitimate use in school work. In case of careless damage to any supply the principal has the authority to demand that the article destroyed or disfigured be replaced by one of equal value and service.

(2) No names or disfiguring marks shall be written on any supply such as rulers, penhandles, paintbrushes, paintboxes, crayolas, etc., that may be used by other pupils at other times.

(3) Such supplies as School Writing Books, School Music Books, School Drawing Books, paints and crayolas shall be collected and distributed for each lesson in these subjects.

(4) When a pupil leaves a school (not a room as in promotion) the supplies issued to him shall be returned to the teacher in charge of the room he leaves and additional supplies will be issued him in the school in which he will register. This rule will not apply to note books containing valuable notes of a permanent nature. In the case of notebooks with unused paper the unused leaves may be torn from the books to be used as general purpose material in the room.

(5) When a pupil is promoted from one room to another in the same school he shall take all his individual supplies with him.

(6) Special care shall be taken to guard against the promiscuous use of supplies by pupils in view of the danger in the spread of disease. Before supplies once issued and then returned, such as rulers, penholders, paintbrushes, etc., are again issued, they shall be subjected to a fumigating process by the caretakers. All supplies gathered at the end of the term that may be issued at the beginning of the next term shall be fumigated during the midsummer holidays by the caretakers.

(7) In the case of junior pupils, notebooks, pencils, etc., shall be left in the schoolroom and not taken home without the special permission from the teacher in charge.

(8) Teachers shall keep an individual tally list on the form prescribed of the supplies issued pupils and shall at the end of the term in December and in June hand these to the Principal who shall file them for future reference.

(9) Teachers shall report to the Principal at the end of each month the quantity of supplies on hand at the beginning of the month, the quantity received during the month, the quantity issued during the month, and in use, and the quantity on hand at the end of the month.

(10) The principal for his school shall report the same details as in File No.9 to

the Superintendent, promptly at the end of the month.

(11) Teachers shall requisition the principal for the supplies required at such times as will not interfere with the class work of the principal's room. The principal shall keep a tally sheet of the supplies issued individual rooms and shall exercise a supervision over the general use of supplies in his school.

(12) The principal shall carefully check up the supplies received and promptly inform the Supply Commissioner of any shortage occurring.

(13) At the end of the year in June the principal shall make a report to the Superintendent of the supplies in his school which are suitable for issuance the following term. The supplies gathered from the various rooms shall be tied in separate bundles and marked for issuance to that room at the beginning of the next term after they have undergone the fumigating process during the midsummer months.

(14) Teachers shall see that the supplies are used economically but yet to obtain maximum efficiency.

Carried.

Patriotic exercises, including support for the British Empire, were common in most Edmonton schools during World War I. Large (18"x36") Union Jacks were ordered for all classrooms in 1915, and various campaigns to raise money for the war effort were encouraged by trustees. In 1916, a directive from the Alberta Department of Education demanded that all teachers, regular or temporary, were required to take an oath of allegiance. All Edmonton teachers complied with the directive.

Empire Day ceremonies in Edmonton schools featured cadet drills, the singing of patriotic songs, and the awarding of prizes for proficiency in essay writing on war effort topics. An estimated 4,000 students attended the 1915 Empire Day ceremony held in Victoria Park. They were reviewed by the Honourable R. G. Brett, Lieutenant-Governor of Alberta.

Few changes in school curriculum were introduced during the war years. Perhaps the most significant educational development was the establishment of technical education in the hastily-organized Edmonton Technical School on Syndicate Avenue (95 Street). As indicated in the letter below, one of Tech's new steel lathes was to play a significant role in Canada's war effort:

Western Shells & Box Co., Ltd.:
North Edmonton, Alberta,
June 27th, 1918.

William Rea, Esq.,
Chairman, Edmonton School Board,
Edmonton.

Dear Sir:-

We are favored with an order for 83,000 Anti Air-craft Shells for the U. S. Government, to be made in Edmonton. These munitions are urgently required to replace the "dumps" captured at the Front, and the subsequent shortage of shells.

We are altering our present machines, and manufacturing a number of new lathes to handle this order, as it is impossible to purchase the necessary tools in the market. To help us to tool up speedily will you lend us the large lathe at the Technical School, and also three chucks for same?

We guarantee to return this machine in first class condition.

If you are agreeable to oblige us, you will be doing something more for the common good.

Yours truly,
WESTERN SHELLS & BOX CO. LTD.
R. Topping,
Manager.

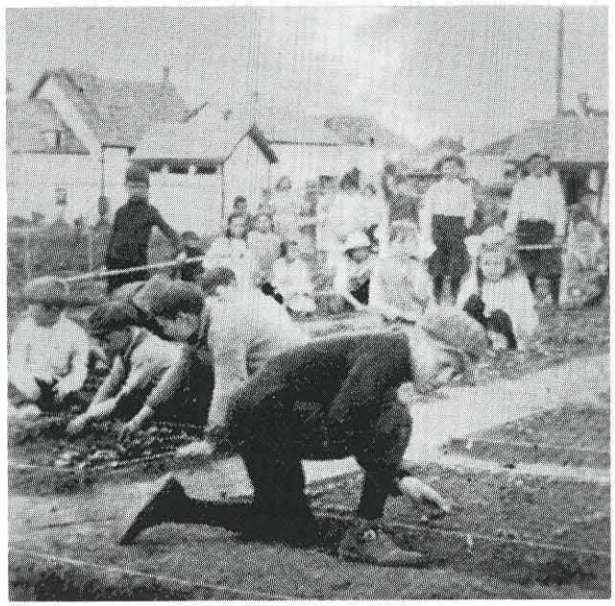
Trustees acceded to the request for the lathe but insisted on certain guarantees as indicated in Board minutes of July 4, 1918:

Moved by R. C. Frost that the request made by the Western Shells and Box Company, Limited, of this City, for use of the twenty inch by ten feet individual motor driven Reed & Prentice lathe, at present at the Technical School, be granted until Sept. 3rd, 1918, on the understanding that the Board will be protected and guaranteed against loss or damage through fire or other cause

while this machine is in transit from the Edmonton Technical School; and further that a guarantee be given by Messrs. W. J. Magrath and R. Topping, and that the machine be fully insured while used and during transit or removal and return by the Western Shells & Box Company, Ltd., and further that the removal and the return of the machine to its position in the school be done under the supervision if possible of Mr. M. F. McFadyen, instructor in Machine Shop Practice.

The teaching of agriculture and nurturing of school gardens were other educational and patriotic thrusts during the war years. A newly-authorized agriculture text book authored by former Superintendent of Schools, James McCaig, and special summer school programs for teachers wishing to teach the new course, stimulated real interest in the subject. Before the end of the war, most schools had gardens of their own, and in 1915 the Department of Education's Annual Report singled out teacher Elizabeth Cumming for her exemplary work in this area of curriculum:

> In the city, a real start was made this year in school gardening. Under the leadership of Miss E. Cumming the staff of the Highlands School secured the use of some vacant lots, in area about .638 of an acre. The Board ploughed the plot and purchased material for fencing it and some of the seeds required for planting it. The fence was built by the principal of the school, assisted by the janitor. All the rest of the work, consisting of cultivating, seeding, weeding, etc., was done by the teachers and pupils; and it was well done. The garden consisted of 250 plots, 10 ft. x 4 ft., with paths 2 ft. wide between them and an outside path 3 ft. wide, and a border 3 ft. wide outside of all. Many of the citizens took a keen interest in the garden and contributed liberally in seeds for planting and plants for decorative purposes.
>
> This garden was one of the best in the Province and was an attractive spot in the city during the summer and fall.
>
> An important feature of the garden work was the development of a keen interest among the pupils on account of its being their garden. The healthy rivalry among the classes in keeping their plots clean and well cultivated was good for the children and added zest to their labour.



School garden at Donald Ross School, 1915

By 1917, fifteen staff members, mostly teachers, had enlisted in His Majesty's Forces. The first of these was H. J. Towerton, a Victoria High School teacher who was holidaying in England at the time the war broke out. Senior students volunteered for military service, too. In the first six months of the 1916 school year, 46 students from Victoria High School signed up for active duty.

Superintendent Carpenter kept in close personal contact with most of the staff members who were serving King and Country. His warm and moving Christmas letter to McCauley School principal, Lieutenant Hector Kennedy, is typical of the many messages he mailed to staff members overseas:

Dec. 16, 1916

Lieut. H. Kennedy,
31st Battalion,
France.

Dear Mr. Kennedy:

It is some time since I have had a line from you but hope you are still safe although I am sure you must have had some most thrilling experiences. The people out here on the plains scarcely know a war is going on. We feel a little excited when the papers issue an extra but there is no feeling comparable to the sentiment of August 4, 1914 – you remember that. That possibly was our greatest thrill. We contribute a little to the Patriotic Fund and we see some of the three or four hundred crippled boys who have returned and we hear about big things that are doing across the water, but business is going on just the same, schools are growing and the ordinary routine is very much as it was before. I mention this with a certain amount of shame. Possibly we are experiencing the supreme weakness of democracy. We are slow, terribly slow – when there is such an issue at stake we should be roused. More men should be going, more money should be given, more sacrifices should be made, less selfish desires should be catered to than are.

We had a couple of stirring addresses Wednesday night from R. L. Borden and R. B. Bennett. The latter made the case quite plain in his characteristic way. Some say he was entertaining, some say it was a great speech but some hung their heads in shame that we have not done more and are not doing more. Many of us should be with you across the way. May the time soon come when if we don't go of our own free will, we are compelled to go.

The biggest thing for man to do now is to safe-guard the advances gained through centuries past and who knows but what a man's greatest work may be done in a day rather than be spread over regularly allotted time.

I would like to congratulate you upon the signalling honors you won. We have been sharing this honor with you and rejoice that we have been privileged to associate with such men as represent our organization at the front. The memory of Drader and McKnight and Goddard shall not be affected and their example should be a stimulus to every intelligent man citizen of Edmonton.

I suppose you hear all the news from Edmonton. We hear occasionally of you indirectly. May you be safe-guarded through this horrible affair and may it not be long before you return to the comforts of your Canadian home.

With best wishes for the merriest Christmas possible

Yours very truly

In an earlier letter to Lieutenant Kennedy, Carpenter expresses his concern about the war effort in Quebec:

> I had a letter the other day from Stanley Walker who I suppose you sometimes run across, who when speaking of the pleasant trip they had across referred to the coolness the troops experienced in passing through Quebec. I don't mean the coolness of climate but the coolness of reception on the part of the people. Some out there are very much concerned over Quebec and feel that there is rapidly developing in Canada a situation which will not be pleasant. There is a feeling on the part of some French that they are the true French people since old France broke away from the Catholic Church. Fanaticism of this sort, especially dealing with religious matters, often lead to serious trouble and men like Bourassa and Laverne might almost be placed in the category of dangerous men at the present time.

Teachers' Conventions continued during World War I. Among the many topics discussed at the 1916 Convention was one dealing with the "Problems of Composite High Schools." An interesting version of "O Canada! – Our Father Land of Old" was printed prominently in the same program:

Seventh
Annual
Convention

THE
ALBERTA EDUCATIONAL
ASSOCIATION



To Be Held in the FIRST PRESBYTERIAN CHURCH One Hundred and Fifth Street EDMONTON - ALBERTA

TUESDAY, WEDNESDAY *and* THURSDAY
APRIL 25th, 26th *and* 27th, 1916

PROGRAM

THURSDAY, APRIL 27TH, 1916

GENERAL SESSION, 9.30 A.M.

Election of Officers.

Reports of Committees.

Address.
NATHANIEL BUTLER, A. M., L. L. B., Professor of Education, University of Chicago.

O CANADA! OUR FATHERS' LAND OF OLD.

(Canadian National Song)

O Canada! Our home, and native land,
True Patriot-love in all thy sons command.
With glowing hearts we see thee rise,
The true North, strong and free;
And stand on guard, O Canada,
Stand aye on guard for thee.

CHORUS:
O Canada! O Canada! O Canada,
We stand on guard for thee,
O Canada! O Canada! O Canada,
We stand on guard for thee.

O Canada! Where pines and maples grow,
Great prairies spread and lordly rivers flow.
How dear to us thy broad domain,
From East to Western Sea,
Thou land of hope for all who toil,
Thou true North, strong and free!

O Canada! Beneath thy shining skies
May stalwart sons and gentle maidens rise;
To keep thee steadfast through the years
From East to Western sea,
Our Father land, our Mother land!
Our true North, strong and free!

PROGRAM

WEDNESDAY, APRIL 26TH, 1916

GENERAL SESSION, 9.30 A.M.

Address.
NATHANIEL BUTLER, A. M., L. L. B., Professor of Education, University of Chicago.

MEETING OF SECTIONS, 10.45 A.M.

Secondary School Section:
"The Junior High School."—DR. COFFIN, Principal Normal School, Calgary.
The Teaching of Latin—Aims and Methods—W. H. ALEXANDER, M.A., PH.D., University of Alberta.

Address.
Impressions from the Superintendents' Section N.E.A., Detroit, 1916.—J. T. ROSS, Esq., B.A., Chief Inspector of Schools.

Senior Public School Section:
ART. Interpretation of the Public School Course of Study in the Senior Public School Grades.—LEO. PEARSON, Esq., Normal School, Camrose.

Agriculture in Urban Schools.—J. H. HUTCHESON, B.A., Normal School, Calgary.

Junior Public School Section:
Conference on Exceptional Pupils:
1. "The Foreigner."—MISS E. C. ROBERTSON.
2. "Acceleration and Retardation."—MISS N. E. SMITH.
3. "The Deliquent."—MISS M. SWITZER.

Junior Nature Study:
1. "Material by Grades." { MISS H. MARQUIS. MISS E. BEDARD.
2. "Field Work."—MISS L. CUMING.

GENERAL SESSION, 2 P.M.

Sidelights on German "Kultur"—ELMER L. LUCK, M.A.

MEETING OF SECTIONS, 2.45 P.M.

Secondary School Section:
Changes in the High School Course of Study. Grades IX and X.
Grammar: G. R. DOLAN, B.A.
Arithmetic: G. W. ROBERTSON, M.A.

The Problem of the Composite High School.—DR. MILLER, Prov. Director of Technical Education.

Election of Officers.

Public School Section:
Symposium on Physical Welfare:
1. "Safe-guarding Health."—DR. D. J. DOWN.
2. "Teaching of Hygiene."—MISS N. E. ROSS.
3. "Indoor Physical Exercise."—MISS H. ONIONS.
4. "School Lunches."—MRS. GLADYS HOYT.

Elections of Officers.

EVENING SESSION, 8.30 P.M.

"Some Lessons from the War."—DR. MICHAEL CLARKE, M.P.

Musical Numbers.

Teachers' Convention program, 1916

DEPARTMENT OF EDUCATION ALBERTA

Certificate of Attendance at Teachers' Convention

This is to certify that Miss Laura Johnston teacher

in Edmonton S. D. No. 7 attended the

Convention held at CALGARY on

APR 19 1917

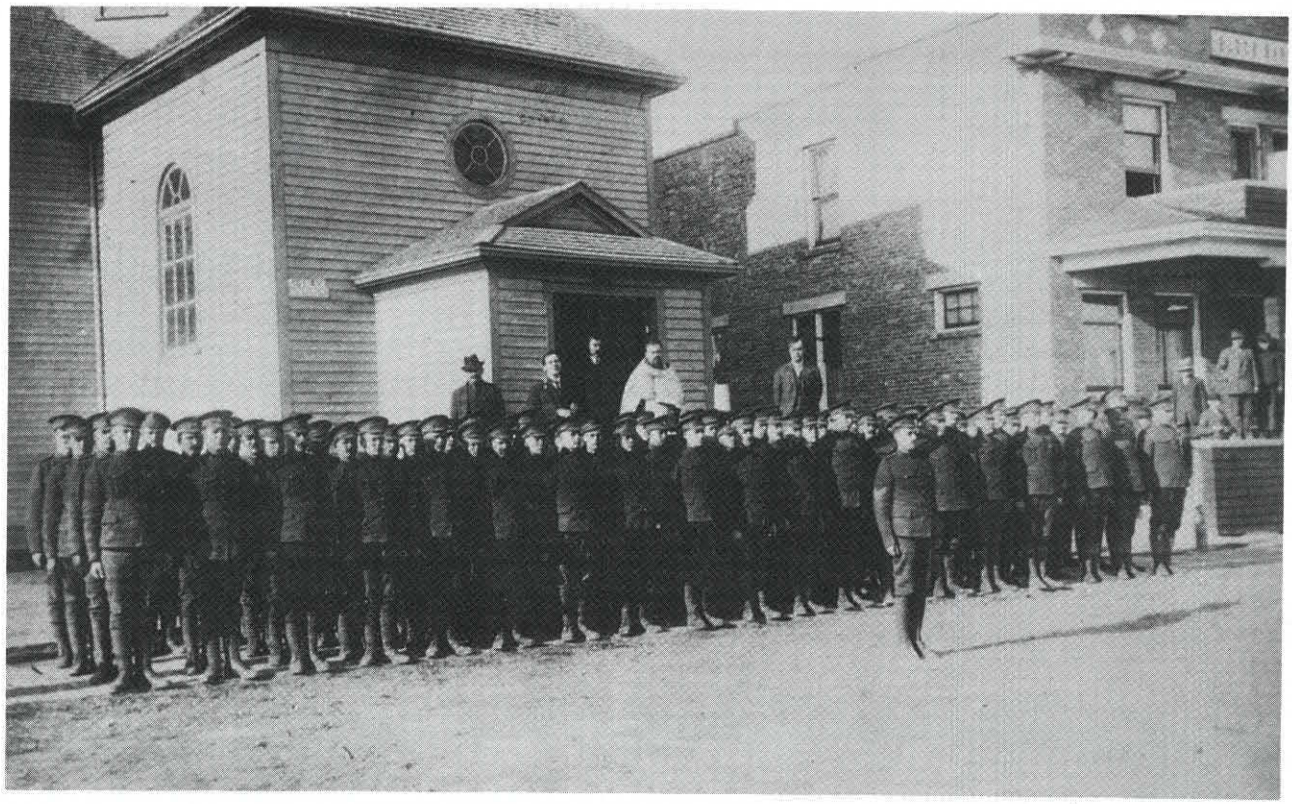
Secy. of Association.

NOTE. (a) Any district whose school was closed on account of the absence of the teacher in attendance at a teachers' institute or convention held under the regulations of the department shall be entitled to all grants as if the school had been actually in operation during such period. (Sec. 12, School Grants Act.)

(b) A teacher is entitled to salary for days he is necessarily absent from his school in order to attend any teachers' convention or institute approved by the Minister. (Amendment Sec. 155 of The School Ordinance.)

(c) **This certificate must be returned by the teacher to the Secretary-Treasurer of the school district to be forwarded by him to the Department with the term return.**

FORM 175. 3000—Oct., 1916



First-and second generation of Russian-Canadians wait for final blessing from their priest outside their church on Jasper Avenue East in Edmonton, in October, 1914.



School children help harvest potato crop on Hammond's farm, near Edmonton, during World War I



Special motion pictures rally Edmontonians during World War I

Other glimpses of school activities and the problems during the Great War are revealed in the Superintendent's special report to the Board on February 17, 1916:

> Since the first of December, eighty-eight budgets containing clippings from newspapers and general news from home have been prepared by pupils in the public schools and forwarded to the men at the front by the St. John's Ambulance Association. The Public School Teachers' Association provided the funds for the purchase of the paper for the making of these scrap-books. Hearty letters of commendation have been received from the men at the front and those convalescing in the hospitals of the Old Country.
>
> During the past year heavy burdens have been thrown upon the teachers in the public school grades. Their classes have been made heavy and they have been deprived of much of the assistance of the special instructors and supervisors, but they on the whole have taken hold of the new work with most commendable energy and with splendid spirit. The head of the Physical Culture department is sorely missed. The Art and the Music Supervisors hold special teachers' classes after four, which are well attended. Groups of teachers are gathering for practice in the elementary Manual Training exercises and there is a feeling that during these times of stress and stringency it becomes all to assume extra burdens, and the Edmonton Public School teachers might well be cited as examples which might well be copied. With the exception of the Manual Training and the Domestic Science in the high schools there has been no curtailment of work attempted in the public schools and the efforts made have been worthy of high commendation.
>
> During the past year very little money has been spent for Art supplies and for the school libraries. In the Art Department models are very badly needed. The school libraries are badly in need of replenishing, especially with literature on the war, and in supplementary readers.

In 1917, Superintendent Carpenter and the Board's Management Committee recommended the temporary appointment of married women to fill vacancies created by male and female teachers who had volunteered for war duties. Prior to this time, only single females were engaged for regular teaching duties and any female teacher who was married while in the employ of the Board, was forced to resign.

Evidence of war hysteria is recorded only once in the Board records of 1914-1918. Alien employees were the target of the Board as indicated in the minutes of a February 12, 1916, special meeting:

> Discussion of status of Caretakers E. Schamuhn of the H. A. Gray Public School, J. F. Peter of the Parkdale School and William Schmidt of the Ritchie Public School (Fred Marshall of the North Edmonton Public School was also mentioned) in relation to aliens of nationality whose native countries are at war with the British Empire. Moved by Trustee C. L. Gibbs that inasmuch as there are several employees of the Board who are of immediate alien parentage, or who were born in or spent part of their lives in enemy countries, or who on account of the present critical situation, should in the opinion of the Trustees be replaced, THEREFORE be it resolved that a Special Committee be appointed comprising the Chairman of the Board (Trustee S. A. G. Barnes), Chairman of the Committee on School Management (Trustee Wm. Rea), Trustee J. J. McKenzie and the mover of the motion (Trustee C. L. Gibbs) whose power and duty it shall be:-
>
> (1) To secure the resignation of, or failing in this, to dismiss the following employees of the Board who are of immediate alien parentage, to-wit:-
>
> E. Schamuhn, Caretaker,
> H. A. Gray Public School
> J. F. Peter, Caretaker,
> Parkdale Public School
> Wm. Schmidt, Caretaker,
> Ritchie Public School.
>
> (2) To investigate all cases of similar nature and if after such investigation the finding of the Committee warrant such action to secure the resignation of or dismiss such employees.
>
> (3) To temporarily fill vacancies in caretakership when such vacancies are caused through some action taken by this Committee.
>
> Carried Unanimously.

A week later resignations were obtained from Messrs. Schamuhn, Peter and Schmidt. School custodian J. F. Peter successfully appealed his case in a letter to the Board:

——COPY——

Edmonton, Alta., Feb. 21, 1916.
The Chairman,
Edmonton Public School Board.

Dear Sir:-

I would beg you and the Board to reconsider my dismissal from the Parkdale School as I understood that the discharge of all unnaturalized Germans were to be made and that I have been dealt with unfairly.

I am no German under any circumstances as I have lived in Canada for thirty-three (33) years and have been naturalized for the past eighteen years, which you will find attached a copy of my naturalization paper.

I have always lived up to my adopted country as a Canadian and British subject, and if any person has ever found that I have ever said or done anything that should make them think I was not I am willing to face the charge.

I lived in Ottawa for the past 28 years, my family being born there as Canadians. I could also refer you to my recommendation from the Mayor of Ottawa and others which you have copies of same, where I was living before I came to Edmonton. You can plainly see that I am a British subject and I presume that you will reconsider my conduct for the past five years while in your employ.

Hoping that you will take the above matter serious as it is no mere thing to take the bread and butter away from a man and family which he tries to earn honestly as I have done.

I remain,
Your obedient servant,
J. F. Peter.

COST OF LIVING INCREASES 67 PER CENT SINCE JULY, 1914.

Soldiers' Families Suffering, Yet Government Doing Nothing.

(These Figures are taken from the Labour Gazette issued by the Dept of Labour)

Article.	per	Unit.	July, 1914.	July, 1917.	Increase.
Beef, sirloin steak	"	lb.	25c	32c	28%
Mutton, leg roast	"	"	21	29	38
Pork, fresh	"	"	20	30	50
Bacon, breakfast	"	"	25	40	60
Lard, pure leaf	"	"	18	31	70
Eggs, fresh	"	dozen	27	39	44
Milk	"	quart	8½	10	18
Butter, dairy	"	lb.	25	38	52
Cheese, new	"	"	19	30	58
Bread, plain white	"	"	4.2	7.4	76
Flour, family	"	"	3.3	7.1	110
Rolled oats	"	"	4	6	50
Rice, medium	"	"	6	8	33
Beans, white	"	"	6	16	166
Apples, evaporated	"	"	13	16	23
Prunes, medium	"	"	12	15	25
Sugar, granulated	"	"	5½	10	82
Potatoes	"	bag	1.50	3.55	2.37 Increase. 67.7%

HOW CAN A SOLDIEIR'S FAMILY LIVE UNDER THESE CIRCUMSTANCES

1914

Assigned pay and Separation Allowance to soldier's family August, 1914: $35 per month or $8.75 a week.

1917.

Assigned pay and Separation Allowance, August, 1917: $35 a month or $8.75 a week.

No Increase in Pay.

1914

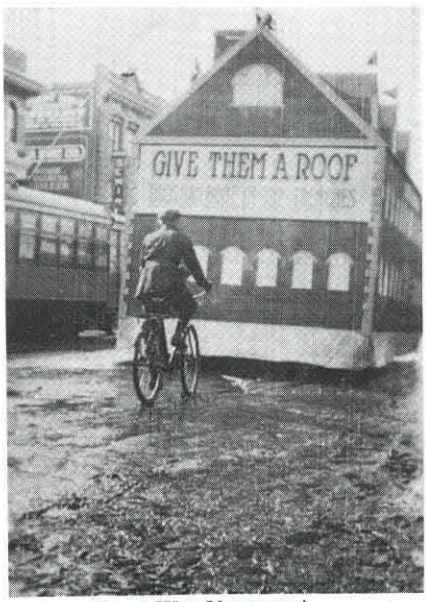
Cost of Budget of food for family for one week as computed by Labor Department, August, 1914, $7.42.

1917

Cost of Budget of food for family for one week August, 1917, $11.62.

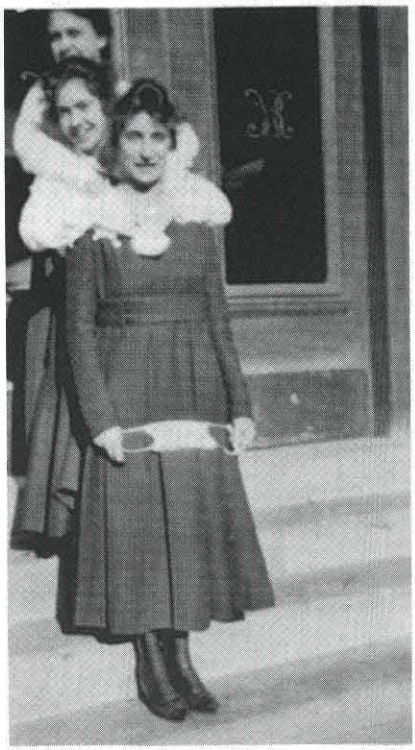
Cost of Living Increased Over $16.80 a Month.

AND WHAT ARE THE GOVERNMENT DOING TO REMEDY THE EVIL?



Great War Veterans' Association float on Edmonton streets after World War I

The Great War ended on November 11, 1918, but no record of jubilation or ceremonies in schools is evident in the official minutes of the Board. The reason: the Spanish influenza epidemic of 1918 was at its height. A directive from the Provincial Board of Health ordered the closing of all "schools, churches, theatres, picture shows, reading rooms, poolrooms, dance halls, cabarets and in general all unnecessary gathering of people in stores, street corners, or other public places from midnight, Friday, October 18, until further notice." The re-opening date for schools was January 2, 1919.

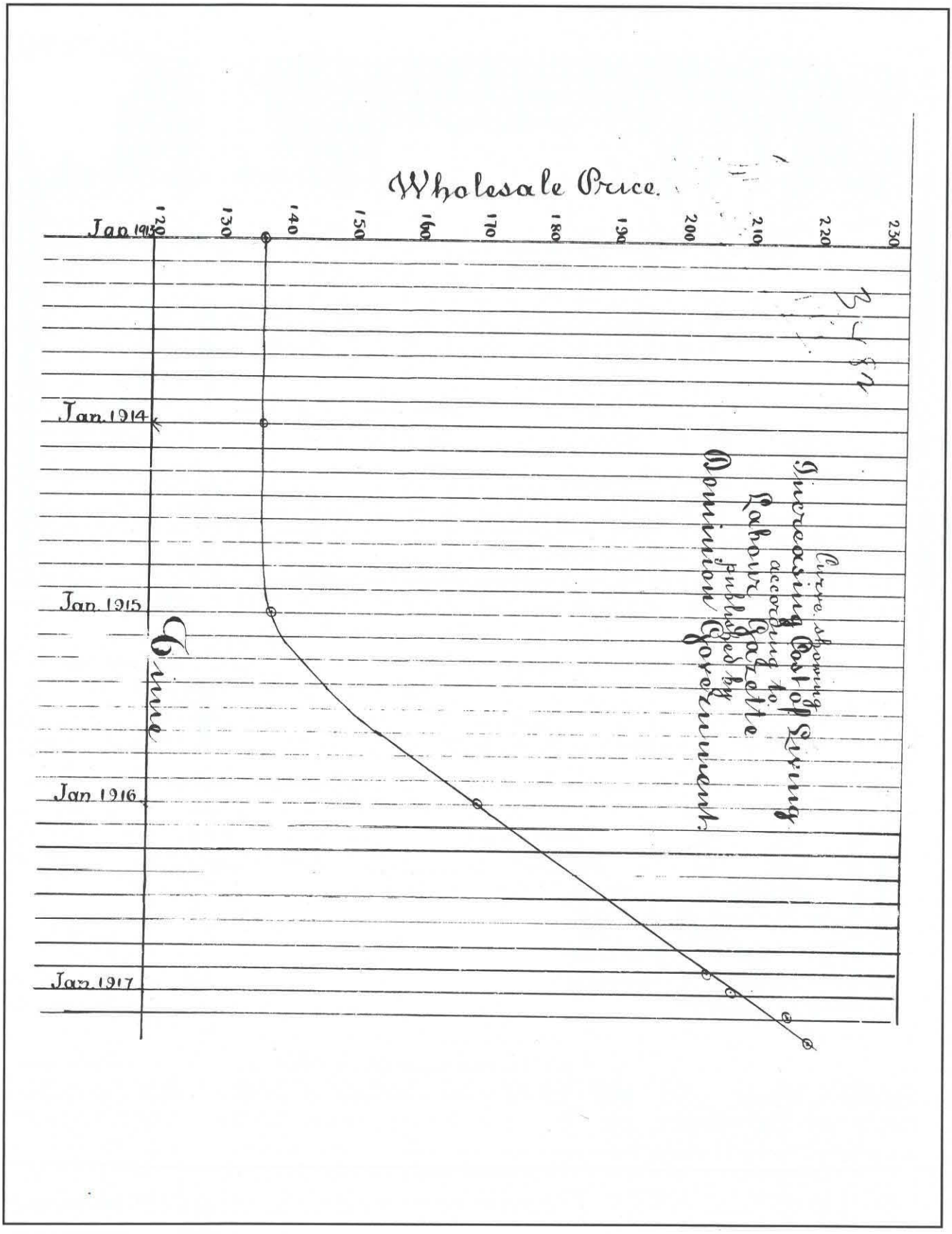


Janet Mair, volunteer nurse during 1918 'flu epidemic

During the closure, three Edmonton schools, Victoria, King Edward and Oliver were used as nursing stations to help treat the thousands of citizens who contracted the dreaded disease. An estimated 450 Edmontonians died as a result of the epidemic.

With the conclusion of the war, and the return of staff who had enlisted, trustees looked forward to an expansion of educational services in the city. Little did they realize that the traditionally docile teaching force would discover new power which would be used in the first strike in the history of Edmonton's public schools.

Fortunately, the Board would find a man to steer the affairs of the Edmonton Public Schools through the post-war economic depression.



Cost of living graph submitted to trustees by Alberta Teachers' Alliance representatives, 1917

Victoria High School

Glee Club Concert

AND

FAREWELL TO THE BOYS
IN KHAKI



to be given in the Assembly Hall

Thursday Evening, April 20th, 1916

at Eight o'clock

OFFICERS :

President, ... Mr. F. Tredway
Vice-President, ... Miss M. Simpson
Secretary, ... Miss Ethel McKenzie
Conductor, Mr. J. N. Eagleson, Mus. Bac.

ROLL OF HONOUR

✱

Students of Victoria High School who have enlisted since September, 1915.

63rd BATTALION

HARRY JONES

151st BATTALION

CHARLES ARMSTRONG

196th BATTALION

KEITH CAIRNS
GEORGE GRIFFIN
REGINALD HORNER
DUNCAN McKNIGHT
HARRY RENDALL
ERNEST SMITH
EARL EVANS
GEORGE HAWORTH
WILLIAM McNAB
GEORGE NOBLE
EDWARD SMITH
WILFRID TAYLOR

218th BATTALION

JOHN FORIN

CANADIAN ENGINEERS

THOMAS FISHER

AMBULANCE CORPS

ROY McLUHAN

PROGRAMME

✱

PART I.

1. **Chorus** ....."Our Answer to the Call".....
(Words by Miss Walker; Music by J. N. Eagleson.)
GLEE CLUB

2. **Cornet Solo**....."A Dream".....*Bartlett*
MISS RUTH CUTLER

3. **Reading** ...."A Soldier of the Empire".....*Page*
MISS AGNES STARRATT, Medallist.

4. **Chorus**..(a) "Serenade".....*Shubert*
(b) "Silent Now the Drowsy Bird" ....*Offenbach*
GLEE CLUB

5. **Duet** ...."On the Blue Wave".....*Panofka*
MISSES SIMPSON AND HULL

World War I Aces

Hundreds of high school boys volunteered to defend King and Country at the outbreak of World War I. Among them were two Edmonton lads who would become legends in their time: Wilfred Read "Wop" May who attended McKay Avenue and Victoria High School and Roy Brown, also a graduate of Victoria High School. Their exploits as World War I heroes are recorded in early newspaper reports:

Capt. "Wop" May, O.B.E., is one of Canada's most famous airmen but his name would never have been featured in the newspaper headlines if the Goddess of Luck hadn't smiled on him brightly at the very outset of his career as an aviator.

It was this way—he was chased by Baron Von Richthofen, the great German ace, and lived to talk about it.

"Wop," a mere youngster, was sent out over the lines for the first time one morning in 1918. He had express orders to fly far above any brawling and merely observe how more experienced pilots conducted themselves in battle. Accordingly he was in a ringside seat at the greatest of all aerial "dog fights" when five British flights clashed with Von Richthofen's death-dealing "circus."

"You can't see much up there until you're accustomed to flying," he said the other day by way of prelude to a recountal of the following alarming sequence of events.

According to his story, he was just cruising along minding his own business when a stray Boche Fokker "let him have it."

GUNS JAMMED

His head roaring with memories of his instructors' lessons in combat manoeuvres, May banked his plane, twisted, dove and his Lewis guns spat a hail of destruction. His sights glued on the Hun he zoomed down into the maelstrom of cavorting planes. Suddenly the Fokker rocked drunkenly and went spinning earthward out of control. It was not too soon—"Wop's" guns had jammed and he was in the midst of a dog fight without any weapons.

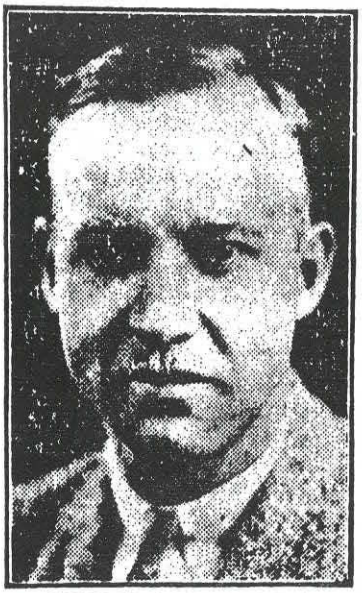
He "spun out of it" and headed for home considerably elated by the knowledge that he had scored a victory on his first day of fighting. His elation was short-lived. A scarlet plane, the black Iron Cross visible on its fusilage, detached itself from the brawl and set out after him.

DEATH WAGON

There was no mistaking that scarlet comet—It was the death wagon of Baron Von Richthofen, the Red Knight of Germany.

"I wore the skin off the back of my neck twisting my head to see where he was," said May, describing his 15-mile dash across No Man's Land. Von Richthofen, cunning strategist, forced the defenseless Canuck ever lower—May dove, climbed, spun, employed every trick in his limited repertoire and introduced a few new dodges that he hadn't thought possible.

Frantically he led the relentless German low over the Canadian lines, hoping that his pursuer would be shot from the ground. That manoeuvre nearly cost him his life.



CAPT. W. R. MAY, O.B.E.

"I was so close to the ground that I couldn't do a thing. I went into a vertical bank broadside to him and then I didn't have a chance in the world."

But the Godddess of Luck was lurking nearby.

SOON SHOOK PURSUERS

Roy Brown, another Canadian, had come whooping out of the battle as if he was pursued by all the hounds of hell. Two Boches were camped on his tail, but he soon shook them and then discovered May's predicament.

Without a moment's hesitation he "gunned" down on the oblivious German and sent a burst of machine gun fire into the scarlet comet.

A sizzling piece of lead ripped through Von Richthofen's back and lodged in his heart—they buried him behind the Canadian lines.

Wilfrid Reid May was born in Carberry, Man., 39 years ago. Since 1902 his home has been in the Edmonton district although now his duties as chief pilot for Canadian Airways compel him to maintain headquarters at Fort McMurray.

His peculiar nickname is a legacy from a young cousin at Kamloops, whose infant tongue could never manage the more austere "Wilfred."

FAMOUS FLIGHTS

"Wop's" peace-time flights have often made front page news. Most famous are his part in the capture of Albert Johnson, famed Mad Trapper, and his mercy flight to typhoid-ridden Fort Vermilion.

Nearly four years ago North America was shocked when Johnson, a lonely northern trapper, went insane and conducted a one-man campaign to slaughter the Royal Canadian Mounted Police. The baffled Mounties called in May who followed the mad trapper as he retreated into the northern fastness and dropped gas bombs to show the Mounted Police posse where he was leading.

When the redcoats' bullets finally downed Johnson, "Wop" transported the body to Aklavik for burial.

Flight Lieutenant A. R. Brown is Awarded the D.S.C. For His Bravery



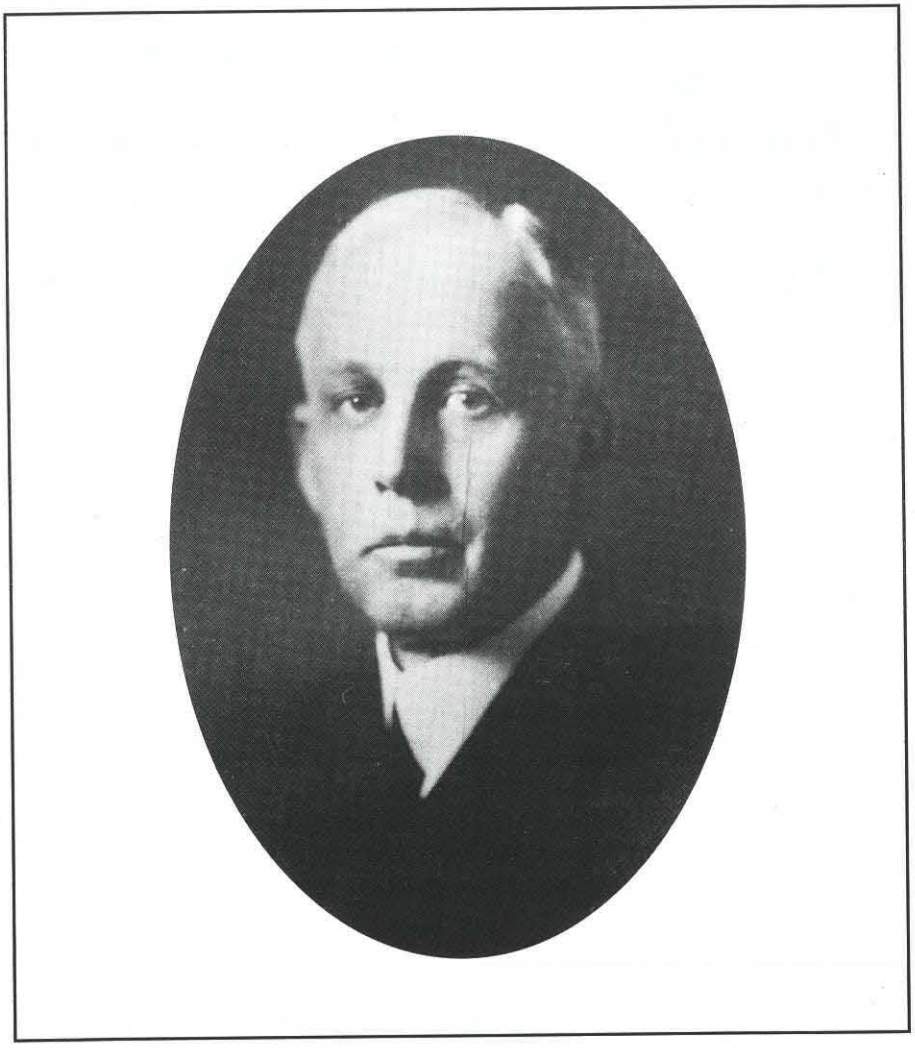
Another Edmonton boy has won fame for himself and his city in air service. Word has just been received that Flight Lieutenant A. R. Brown has been awarded the D.S.C. for bravery.

Flight Lieutenant Brown resided with his uncle and aunt, Mr. and Mrs. W. F. H. Brown, 10033 108th street, previous to enlistment. He is a graduate of Victoria High school, and was prominent in the sports of the school, as a member of the basketball, football and hockey teams. He enlisted in the R.N.A.S. in September, 1915, obtained his pilot's certificate at the Wright Bros. Aviation Flying School, Dayton, Ohio, and finished his training in England. For a time he was on duty as a Coast Scout and proceeded to France in February, 1917.

Edmonton Bulletin, Dec. 19, 1935

Chapter Thirteen

The Carpenter Years



William G. Carpenter, Superintendent of Schools, 1914 - 1923

"I would describe him," reflected the late Bertha Purdy in 1980, "as tall, distinguished, and handsome. He was reserved and quiet, but could speak and write very well. The church meant much to him – he was a very strong Baptist and worked for the church movement all across Canada. Mr. Carpenter was certainly a diplomat of the first water and very fair with teachers." So reminisced a former Edmonton teacher who became senior secretary to William G. Carpenter, second superintendent of Edmonton Public Schools. At age 36, Carpenter would be the youngest educator ever appointed to head the city's public schools.

Bertha Purdy was Bertha McNaught when she first met Superintendent Carpenter. In 1916, she had been assigned to the temporary Dunvegan Yards School – then situated on the St. Albert Trail more than a mile from the end of the streetcar line on 124 Street. "At that time, getting to the school was quite an adventure. I remember the railway men whistling at me – and this disturbed me a bit. The one and one-half mile walk to the school was something else. I didn't look forward to it in the winter. I had to wear warm overshoes which were not removed in the schoolroom as it was too cold. Often ink froze on the pupils' desks. I had 46 pupils, including an 18-year-old boy in Grade 1 who wanted to learn to read so that he could get a job on the railroad. He was so pleased when I told him he had a few privileges – like not having to march in and out of the school with the Grade 1s."

Superintendent Carpenter took much interest in the Dunvegan Yards School as his letter to Board Secretary Bradey indicates:

EDMONTON PUBLIC SCHOOL BOARD
W. G. CARPENTER, SUPERINTENDENT OF SCHOOLS
ROOM 506 CIVIC BLOCK

EDMONTON, ALBERTA

Sept. 16th, 1920.

W. D. Bradey, Esq.,
Secretary Treasurer,
Edmonton Public School Board,
C i t y.

Dear Sir,-

Will you kindly speed up the athletic supplies for Dunvegan Yards school. The children there have absolutely nothing with which to play. There are about 42 in attendance.

Will you also furnish the following equipment at your earliest convenience,-

One clock,
One each, Map of Europe, Asia, Africa, North America, South America.
One waste paper basket.

I have written Mr. Story requesting him to furnish at the earliest convenience drinking and washing facilities. They have absolutely nothing. This school is more poorly equipped than the average rural school.

Yours very truly,

W. G. Carpenter

Superintendent.

Although Bertha McNaught enjoyed teaching at the outlying school, the offer of a position in the superintendent's office was one she could not refuse. The $1,750 salary she would receive was exactly $850 more than she earned as a teacher.



Bertha McNaught
senior secretary to Superintendent Carpenter

The appointment of W. G. Carpenter to the position of Superintendent of Schools was a difficult decision for trustees. Following the sudden resignation of Superintendent James McCaig, the Board engaged in acrimonious debate over who should head the city schools. Trustees Barnes and Crang felt that George McKee, the principal of Strathcona Collegiate and a former superintendent of south side schools, should be the logical choice. Chairman Ramsay opted for Provincial Inspector J. A. Fife, a former high school teacher familiar with city schools. Other trustees suggested the appointment of a well-qualified Edmonton principal.

Finally, Trustee Ken MacKenzie's suggestion that a tentative appointment be made, was approved by trustees. The temporary appointee would be W. L. Richardson, Director of Technical Education in the city schools. The *Edmonton Bulletin* carried news of the appointment in its November 7, 1913 issue:

TECHNICAL DIRECTOR WILL
ALSO BE SUPT. OF
EDMONTON SCHOOLS

Last night for the first time for at least two years, the members of the school board registered a unanimous vote with regard to the superintendency question. W. L. Richardson, who has been so successful in directing the initial efforts of the board along the line of technical education, being appointed temporarily to fill the dual role of Superintendent of Schools and technical director until the end of the year. No indication was given last night as to whether the appointment of Mr. Richardson would be made permanent. Although it would not be surprising if that were the case.

The introduction of Mr. Richardson's name was not generally anticipated by the members. Dr. Crang and Mr. Barnes favored the permanent appointment of G. A. McKee, Principal of Strathcona High School, and formerly Superintendent of Schools for the old City of Strathcona. They were of the opinion that it should be the policy to promote good men in the Board's employ, and that Mr. McKee deserved consideration by reason of his past services and the fact that he had efficiently carried out similar duties in the past, previous to amalgamation.

In the meantime, the Board would advertise the position with the hope of making an appointment by January 1, 1914. But no decision was reached before the new year. Annual civic elections intervened and two new trustees, Mrs. J. Hill and L. Parney, were welcomed to the Board.

At the January 9, 1914, meeting of the Board, discussion continued on qualifications of various Edmonton educators for the position of superintendent. Initially, most of the arguments seemed to favor Acting Superintendent W. L. Richardson, but support was growing for Victoria High School Principal W. G. Carpenter. The fact that Carpenter had been assistant principal of the Calgary Normal School, and that he was being considered for the headship of the Camrose Normal School, brought his candidacy into serious contention.

One week later, trustees met again to consider the superintendency question. The long and heated debate of that meeting was reported in detail in the *Edmonton Bulletin* on January 16, 1914:

The consideration of the matter had been adjourned from the previous meeting last week, and it was 10:30 last night when, the other business having been disposed of, the Board went into committee of the whole and Mr. May repeated his motion that Mr. Carpenter be appointed. J. J. McKenzie being chairman of the committee.

To Be Railroaded Through

He charged that Mr. Carpenter had had no previous experience as superintendent, and however good he might be as a high school principal, the Board had no right to experiment in the matter. It would be a mistake and an unkindness and injustice to Mr. Carpenter, to give him the position and also decidedly unfair to the city.

Mr. Parney said he had not found one educationalist in the city who approved of the move. The Board should wait. They could have the choice of the whole dominion, for many prominent educationalists were anxious to come to Edmonton.

Taking up Time of the Board

Mr. May – "You are just taking up the time of the Board. That's all you are doing."

Mr. Parney – "That's my privilege."

Mr. Barnes – "It must be very comfortable to be in the majority, and sit back and say, `I am ready for the vote.' These other fellows have got to swallow the thing. It must be very funny. Mr. May should at least enlighten those of us who do not know anything about Mr. Carpenter."

Mr. May – "Nothing that I could say would enlighten Mr. Parney or Mr. Barnes. They have come here simply to waste time. The insinuations that are being made are uncalled for. It's all very well for a man to get on his feet with a speech, but I don't like it."

Not Businesslike, He Says

Mr. Barnes said it was not a businesslike way of making the appointment to simply bring forward Mr. Carpenter's name without even mentioning his qualifications. Other applications had been received, and should have had consideration, such as that of Dr. O. J. Stevenson of Toronto, a man of very high standing in the educational world, the author of most of the text books in use in the high schools in Canada, and concerning whom president Falconer of the University of Toronto had that day wired, "Dr. Stevenson has given us eminent satisfaction, and we would be sorry to lose him."

Mrs. Hill contended that no matter what the attainments of a man from Ontario might be, he would have to serve at least a year in Alberta before he would have a working knowledge of the curriculum and course of studies in the public schools. There is a big difference in the lower grades of the public schools of Ontario and Alberta. It was necessary, therefore, to appoint a man with some experience in Alberta. Mr. Carpenter has attended McMaster University, the only one of its kind in Ontario that from its inception taught the history and science of education. He had had A-success in everything he had done since coming to Alberta. His work at the normal school at Calgary was without question faultless.

A Lively Incident

At this point occurred one of the liveliest incidents of the discussion. It began when Mr. Barnes stated that in 1906 Mr. May, then a member of the Board, proposed Mr. McCaig for the position – a statement which brought Mr. May to his feet with the remark that Mr. Barnes should confine himself to the subject under discussion.

Mr. Barnes – "We must review the past."

J. J. McKenzie – "We all know it so well "

Mr. Barnes – "Yes, too well. We had seven years of dissatisfaction, lack of harmony and intelligence simply because the position was not then filled in a businesslike way. K. W. MacKenzie has always pretended that he was working for harmony, but as a matter of fact . . ."

K. W. MacKenzie – "I rise to a point of order. He is making false statements. I won't stand for it."

Mr. Barnes – "What is the false statement?"

K. W. MacKenzie – "That I have done my best to create discord."

Mr. Barnes – "I did not say that."

K. W. MacKenzie – "You did. You are going the wrong way about it. The only way to get harmony seems to be that we must bow down to you."

Mr. May called for the question.

K. W. MacKenzie – "I won't stand for false statements. I never made a pledge except that if Mr. McCaig should prove untrustworthy I would never protect him. I did not protect him. I am as little in accord with his actions as you are. I am not as fond of rolling that kind of stuff under my tongue as you are."

May Be Big Issue

Mr. Barnes – "But do you mind living beside it and hearing it read. Vote for this motion, and I will promise you this, that you will face an issue at the next election such as you have never faced."

J. J. McKenzie – "We are not talking about that now."

K. W. MacKenzie – "I am here to take care of myself, and assume responsibility for my actions, and Mr. Barnes need not worry about me."

Mr. Barnes – "If this appointment is made there will be discord."

K. W. MacKenzie – "That's a promise."

Mr. Barnes – "No, a prophecy."

Chairman Ramsay – "Which you will endeavor to carry out."

Mr. Barnes – "Here's this man butting in again."

Mr. May – "He seems to know you."

Mr. Barnes – "Some of you will know me after the next election."

Blames Department of Education

Mr. Barnes went on to claim that some of the officials of the Department of Education were bringing pressure to bear on certain members of the Board to appoint Mr. Carpenter, and said Mr. Carpenter was the nominee of the late superintendent, who, he said, had declared that he would not only name the superintendent but control the Board. The whole thing had been cut and dried by the dominant majority, who had received orders which must be obeyed. This disease of tyranny and insincerity was thwarting the best efforts of those who wished to work for the efficiency of the city's public school system.



Trustee A. E. May, 1906-09, 1914-15

Mr. Parney insinuated that the appointment was pre-arranged by the four members of the Board who were voting for it.

Mr. May – "Absolutely not true."

Had Made No Promise

Mr. Ramsay said he had made no promise to Mr. Carpenter in regard to the appointment. One speaker had said that if Mr. Carpenter was appointed it would not be the last of it. That was a reprehensible statement to make. Personal feelings should not be allowed to enter into the matter. With regard to Mr. Richardson continuing to act as Director of Technical Education and Superintendent of Schools, Mr. Ramsay said he was not in favor of that method, as one man could not do justice to the whole of the work.

At a few moments to one o'clock, when everybody was preparing for a long siege, after Mr. Parney had threatened to prolong the discussion indefinitely, and Mr. May had retorted that he would sit here for a week if necessary, the Chairman put an amendment by Mr. Parney that the position be advertised, and the appointment not made until mid-summer.

This was voted down by four votes to three, and Mr. May's original motion for the appointment of Mr. Carpenter then carried by a like vote.

Begins Duties at Once

The committee then rose and reported progress and the motion was formally agreed to by a similar vote. The salary of Mr. Carpenter was fixed at $3,600, and it was decided that he begin his new duties at once. Mr. Richardson was voted an honorarium of $250 for his extra work in carrying out the duties temporarily.

Ernest L. Fuller succeeded Carpenter as principal of Victoria High School. Writing in the 1914 Easter edition of *The Chinook,* Fuller welcomed the new superintendent with enthusiasm:

OUR NEW SUPERINTENDENT

Mr. E. L. Fuller, B.A.



W. G. Carpenter, B.A.
Superintendent of Schools

"Go West, young man, go West," said Horace Greeley. The author of such sage counsel must have been a man with a vision. His advice was good in his own day; it seems to be equally good in ours. The West is still a land of opportunity.

Did you ever stop to think how rapidly changes take place in the west, especially in our larger centres? Have you watched the growth of Edmonton during the last three or four years? Have you noticed the variations in our sky line? As a student, have you noticed the changes in the personnel of the various school staffs of the city? When the writer came to Edmonton just about three and a half years ago there were five teachers in the High School. Now, there are twelve, and what is more, the staff underwent a complete change within the short space of two years. And, of course, every change meant an opportunity for someone.

The last change in our High School which has to be chronicled is that of the promotion of our recent principal to the position of Superintendent of City Schools. Mr. Carpenter did not have to come West to seek opportunity, it would have come to him in the East. Possibly, however it came just a little quicker in Alberta than it would have in the more stable and conservative Province of Ontario.

Mr. Carpenter came to the Edmonton High School from the Calgary Normal, the 1st of September, 1912. To the Calgary Normal he must have come from somewhere. In short, he must be a man with a past, as most of us usually are, although some of our pasts have been much too uneventful to make interesting biography. But the man who can attain to the position of Superintendent of Edmonton city schools must have accomplished something. His past should make a piece of biography that is worth while.

North Augusta, in Leeds County, of the old Province of Ontario, claims Mr. Carpenter as her son. You will not find the place marked on any ordinary map. In fact, this little hamlet must be

"One of those little places that have run
Halfway up the hill beneath the blazing sun
And then sat down to rest."

However that may be, Mr. Carpenter was born there on the 17th of April, 1877. On arriving at the proper age, he entered a rural school in his native county and graduated into the Brockville Collegiate Institute at the time when it was still under the principalship of Mr. Pakenham, who is now Dean of the Faculty of Education in the University of Toronto. Under Mr. Pakenham, our then student had a good example of what energy, perseverance and force of character can do and he was not slow in taking the cue. At some time during his High School course his attention was turned to the teaching profession and, consequently, on leaving Brockville, he entered the Gananoque Model School where he received his initial training in "swinging the birch."

After obtaining his professional certificate, Mr. Carpenter taught rural and town schools in Ontario for four years. Those who have passed through the same experience know that in those days the position of the rural teacher was not likely to produce very many John D. Rockefellers or Andrew Carnegies. Three, or four, or five hundred dollars per annum was considered a princely salary and young men in the country looked enviously at the budding school teacher who could earn so much money, in such short hours, with so many holidays—in fact, without really doing any work for it. Of course, the teacher did not always understand this envy, or see eye to eye with the ratepayers in his section and sometimes looked forward to bigger things in his profession. Under these circumstances it is not a surprise to learn that Mr. Carpenter attempted to climb another step. The Hamilton Normal College was the logical institution to enter next, and we find him graduating from its walls in the year 1901 with Public School First Class Professional and High School Assistants' Certificates. From the Normal College Mr. Carpenter entered McMaster University, choosing Natural Science as his special course. The University seems to have had nothing but good in store for him, for he came away from it with first class honours in his favorite subject, and incidentally, his "sheepskin."

On graduating, Mr. Carpenter again resumed his professional work. For three years he was Science and Commercial master in the Bowmanville High School. While there he obtained a High School Principal's certificate, and also a Public School Inspector's legal paper. From Bowmanville, he returned to the well known halls of the Hamilton Collegiate Institute—halls which had become familiar to him during his attendance at the Ontario Normal College, as these two institutions are housed in the same building. Mr. Carpenter remained in the Hamilton Collegiate as Science Master for one year, at the expiration of which time he heard the call of the West. In 1909, he accepted a similiar position in the Calgary High School and, in 1911, was promoted to the principalship. This important position he resigned to accept the Science mastership in the Calgary Normal, where he remained, as already mentioned, until his appointment to the principalship of our own Victoria High School.

With the events following Mr. Carpenter's arrival in Edmonton most of us are familiar. From eight teachers he has seen the staff of the High School increase to twelve. From two hundred pupils he has seen the attendance grow to three hundred and twenty. Last fall, owing to the resignation of Mr. James McCaig, the position of Superintendent of city schools became vacant. In January the Board made an appointment to fill the vacancy and Mr. Carpenter was the man chosen. The position is the highest gift in the hands of our trustees and the new Superintendent may know that he enjoys a large measure of confidence from the citizens of Edmonton generally when he is called upon to perform such important duties as his new office entails.

That our recent principal enjoyed the support of his pupils and staff goes without question. At a meeting of the High School Literary Society, held in the Assemb'y Hall during the month of February, Mr. Carpenter was presented with a gold watch and chain as tangible evidence of the esteem in which he was held by teachers and students alike. In conclusion, we wish him every success in his new duties and trust that he will climb still higher the ladder of service and usefulness in his chosen profession.

One of Carpenter's first tasks as superintendent was to introduce a night school program for new Canadians. His October, 1914, report to the Board details plans and progress relating to the venture:

Edmonton, October 1, 1914

Minute Book
Page.....
Date. Oct. 1, 1914
Disposition. Adopted

The Edmonton Public School Board,
Edmonton.

Madam and Gentlemen:

I beg to submit the following report relative to plans for night work in the public schools for the coming winter season of 1914-15 -

It is respectfully recommended that classes ~~shall~~ open on Wednesday evening, October 14th, 1914 at 7.30 p.m. in the following schools - Queen's Avenue, Parkdale, Strathcona High and Ritchie and in other places as the need demands. The classes shall continue to meet every Monday, Wednesday and Friday evening after the 12th inst. until April 1st, 1915, with the exception of the interval between December 24th, 1914 and January 3rd, 1915 inclusive and of legal holidays. The hours of tuition shall be from 7.30 p.m. to 9.00 p.m. on these nights and a record of the enrollment and attendance shall be kept.

Instruction in the reading, writing and speaking of the English language shall be given to the non-English. Civics and the Essentials of Canadian Government shall be considered throughout the course. Classes shall be opened for the purpose of giving assistance in the regular subjects of the day school curriculum if the numbers desiring such warrant. Work shall also be given in the commercial subjects of the High School course.

Any person over sixteen years of age either man or woman is eligible for attendance at these night classes.

There shall be no tuition fees but a deposit not exceeding $2.00 per person for the winter may be demanded. This deposit shall be subject to the following return schedule. If the attendance of the individual over 75% of the possible attendance the total deposit shall be returned. It it is 50% and up to 75% half the deposit shall be returned while if it is below 50% the total deposit shall be forfeited.

The staff will be selected by the Superintendent subject to the approval of the Board, and the remuneration shall be $3.00 per evening subject to regulations of the Board. The janitors in the schools in which night classes are held shall receive $1.00 per night for their extra work.

All of which is respectfully submitted for your consideration.

W. H. Carpenter
Superintendent.

A month later, Superintendent Carpenter's report to the Board provided some very interesting information on the ethnic composition of night school students:

Russians	73	French	29
Bulgarians	12	Hollanders	20
Italians	31	Swiss	4
Austrians	44	Ukrainians	18
Greeks	1	Icelanders	1
Ruthenians	27	Hebrews	18
Galicians	10	English	51
Chinese	15	Scotch	15
Swedes	7	Irish	8
Germans	129	Canadians	28
Maltese	4	Americans	6
Poles	12	Unclassified	6
Norwegians	6		
	371		204
TOTAL			575

During Carpenter's time, the Board was forced to approve a number of austerity moves, such as slowdown in school construction, a reduction both in teaching personnel and salaries, and a double shifting of classes in several schools. Carpenter disapproved the double shifting with some emotion, calling it "a tendency toward retardation."

The teachers' strike of 1921, along with the shortage of qualified teachers, were other serious problems that Carpenter faced during his tenure as superintendent. So was the Spanish influenza epidemic of 1918.

But the most pressing problem of inadequate finances for the growing school system persisted. In an attempt to economize, trustees seriously considered the possibility of combining the office of secretary-treasurer with that of superintendent or supply commissioner.

The question of appointing a female to the prestigious post of secretary-treasurer of the Edmonton Public School Board was a controversial issue at the time as indicated in Board minutes of November 24, 1921:

> *Trustee H. W. B. Douglas* was in favor of appointing a Secretary-Treasurer. Trustee S. A. G. Barnes would be in favor of appointing the best man for $3,000.
>
> *Chairman Wm. Rea* would be prepared to carry on a while without the appointment, but in the end he thinks that we have to appoint a man. In the matter of dealing with the public and teachers, with very great respect to Mr. Barnes, he thought that in the end, a man is better than a woman. Generally, speaking, man does that work better. If a young woman is appointed to the position, there is the question of permanency that comes in.
>
> *Trustee S. A. G. Barnes* thought that knowing the business, as Miss Wilson does, we would get about as much done as if a man was there.
>
> *The Building Commissioner* asked if the Board would consider the dual position of Secretary-Treasurer and Supply Commissioner? He would suggest that perhaps our late troubles would not have arisen if the Secretary-Treasurer and Supply Commissioner were the same person.

The debates concluded with the appointment of Sara Wilson as secretary-treasurer. Miss Wilson carried out the responsibilities of her office from 1921 to 1925.

Superintendent Carpenter served during some of the most difficult times in the history of the Edmonton Public Schools. The raising of money for school operations was especially difficult following World War I. So desperate were trustees to raise revenues in 1922, they authorized newly-appointed Secretary-Treasurer Sara Wilson to circulate a letter encouraging pupils to purchase school bonds. "It is the feeling of the Board," wrote Miss Wilson, "that school children should have the opportunity to help finance the building of their schools. By selling these bonds to the children it would be a good way of fostering a spirit of thrift and would make them take more of a personal interest in the schools of the city."



Sara Wilson, secretary-treasurer, Edmonton Public Schools, 1921-25

In spite of money problems and a demoralizing teachers' strike in 1921, Carpenter did manage to recruit an excellent teaching staff, including some of the most prominent educators in Western Canada. He was also able to increase the number of male teachers in the city schools. When Superintendent McCaig left in 1913, the female-male teacher ratio was about 5:1; when Carpenter resigned in 1923, to become principal of the Provincial Institute of Technology and Art in Calgary, the ratio was 3:1.

The number of degreed teachers on staff increased remarkably during the Carpenter years. By 1922, one-third of the public school staff were university graduates – 25 had earned M.A.'s; 51 were B.A. graduates, and 15 held other degrees.

In 1919, one of the degreed teachers, Vice-Principal J. Percy Page, bypassed the superintendent and submitted a number of recommendations for program development directly to the trustees. The May 22, 1919, minutes of the Board reveal one of Carpenter's rare moments of vexation, as he castigated the brash young administrator:

> Mr. W. G. Carpenter, as Superintendent of Schools, stated in this connection that he had decided with positive objections to the way in which this communication had come before the Board. He stated that neither himself nor Mr. Fuller, Mr. Page's principal, had been consulted in connection with any of the matters submitted to the Board. He contended that if communications were allowed to be addressed to the Trustees of the Board before the matter was discussed with the proper officials of the Board and such circumstances were accepted on the part of the Board then the Superintendent could assume no responsibility whatever.
>
> Trustee Wm. Rea explained that Mr. Page had called him up by means of the telephone some days previous to the writing of the communication and he had suggested to Mr. Page that he write a letter to the Board briefly outlining the matters that had been talked of. He stated that he must assume some of the blame for the manner in which this letter appeared before the Board but had no intention, however, of ignoring the proper officials. It was simply with the idea of getting the matter before the Trustees that he had suggested that Mr. Page outline his request in a letter. He however stated that some topics were covered by Mr. Page's communication which had not been discussed over the telephone.
>
> The Superintendent of Schools pointed out that when Mr. Page was appointed to the position of vice-principal of the McDougall Annex of the Victoria High School, as successor to Mr. Robertson, he had been warned not to agitate in any problems of the sort that he had brought to the attention of the Board and particularly along the lines purported to have been given by the teachers as the arrangement by which he was appointed to the vice-principalship was only a temporary one. A discussion of considerable length followed.

Early in May, 1922, J. Percy Page, then principal of McDougall Commercial High School, asked to appear before the Board to request leave of absence for teacher Winnie Martin and himself so that they could accompany the Grads basketball team to the East for the Dominion finals. Superintendent Carpenter's recommendation regarding the request was not sought, and considerable debate among trustees ensued. Excerpts from Board minutes indicate the various positions taken by trustees before voting to permit the requested leaves:

> Trustee Wm. Rea stated that he is absolutely opposed to granting this request. Mr. Page is principal of a school, and he cannot get back here in eight to ten days. It is a very important time of the year and this is not a school thing, but a graduates' affair. The principal is entirely wrong. Miss Martin is an important teacher in the department.
>
> Trustee Dr. W. H. Alexander advised that Mr. Page knows his work and understands it, and carries the responsibility of that school. If he is willing to take the chance, and says that things are in such shape that he can go, he was agreeable.
>
> Trustee Dr. F. W. Crang stated that if

we can allow the Superintendent to go away for a week now and then, and he is the highest man in our employ, surely we can let one of our workmen go. The principal of Westmount School some years ago, went away for a few days. Usually from 92% to 95% of Mr. Page's students have passed in the years that he has been on the Board. Also, Mr. Page has turned down several offers to leave this Board. He has brought honor to the school system and is looked upon with honor by outsiders. He would have much pleasure in being in favor of this request.



Trustee Dr. F. W. Crang, elected in 1912

Trustee Wm. Rea stated that he was opposed merely on principle. It has no personal connection.

Trustee R. V. Bellamy stated that apart from the difficulty of the principal of the school leaving at the present time he would say that he could not favor the request inasmuch as the thing is worthwhile. He does not think that it means anything to get a dominion championship. It does not seem to him to be worth the effort.

Trustee S. A. G. Barnes would like to assist the city, and he is a little fond of advertising, and it seems to him that this is a real good advertising stunt if nothing else. We have the best city and the best prospects west of Winnipeg, and therefore let us show that we can do things. A basketball championship means something. It means not only the advertising of the city and our schools, but it means the advertisement of that which we should desire most, and that is the name of a certain school. It is a credit to that school. It is an open competition, and there is no limitation to this affair. If Mr. Page can manage his school and will be back in eight or ten days, he would take him at his word and did not think that the school would suffer. He would be proud to see them win it.

Trustee R. V. Bellamy asked how many people or dollars would go to Regina because the hockey match was won last winter?

Trustee Dr. F. W. Crang asked if it was thought because the Eskimos went to Toronto, there was no benefit to that city? He knew differently. It certainly advertises the city.

Trustee Dr. W. H. Alexander stated that in this country, it is one of the most difficult things to get the East and the West together. Even a game is a valuable thing.

Trustee Frank Scott advised that he was in favor of the request. He liked the spirit of the old pupils who are willing to stand by their school.

Moved by Trustee Dr. W. H. Alexander that the request of Mr. Page and Miss W. Martin for leave of absence in order to go to London, Ontario, be granted.

Votes on Motion

Ayes:–

Trustees

Dr. W. H. Alexander
S. A. G. Barnes
Dr. F. W. Crang
and F. Scott

Nays:

Trustees

Wm. Rea
and R. V. Bellamy

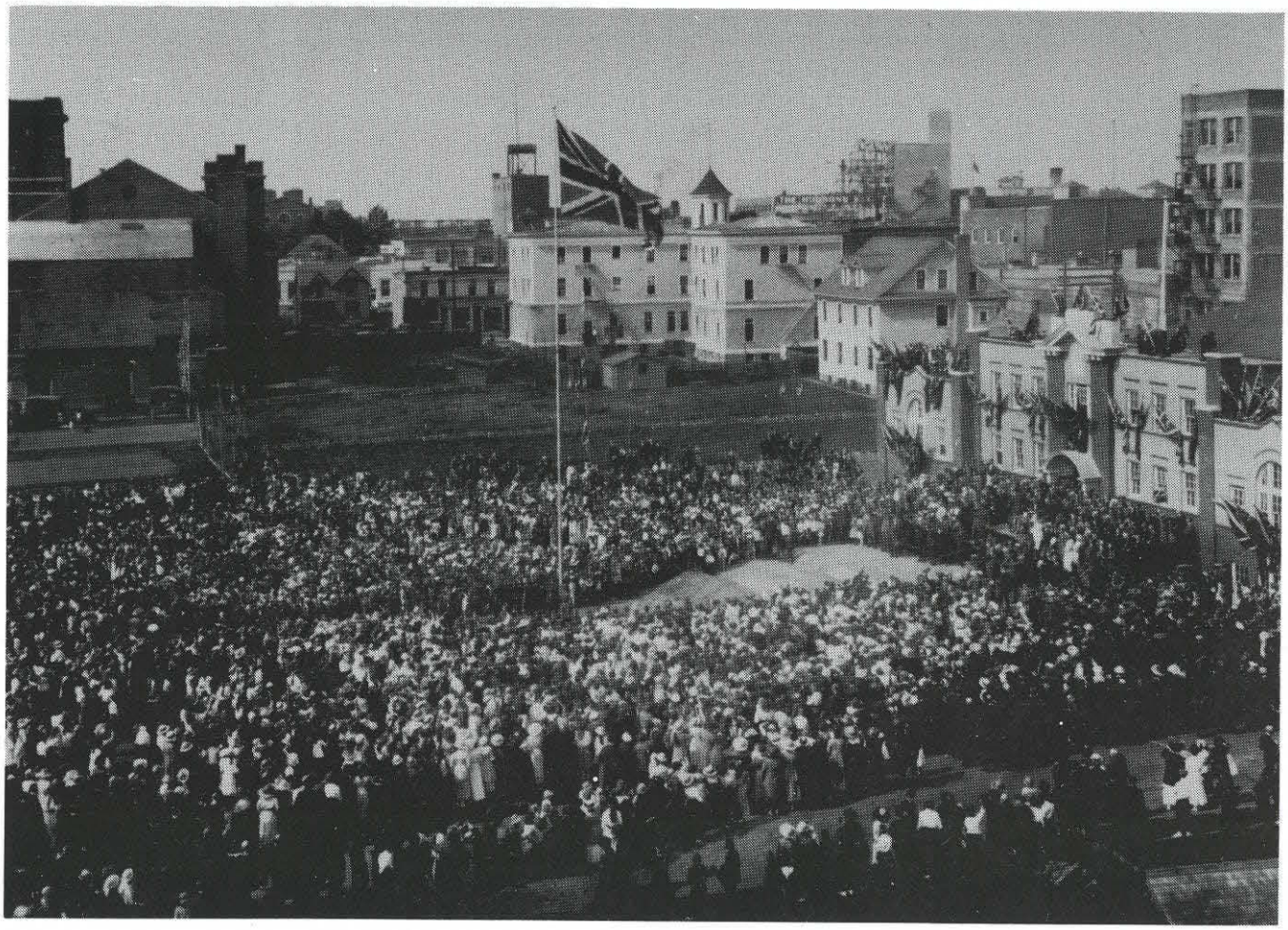
Motion Declared Carried

Mr. J. P. Page stated that he would give his word of honor that he would be back in Edmonton in eight days.

The confident and able young coach and his team did return in eight days, proudly displaying the trophy they had won.

Although Alberta's second superintendent of public schools faced many post World War I problems, he did participate in a number of memorable ceremonies. One of these events was designed to solidify the link between Canada and England. On September 1, 1920, a touring Imperial Press Party stopped in Edmonton to present gifts of appreciation.

The gifts, a large Union Jack and an embosssed brass shield were presented to Edmonton school children. They were financed by the school children of Edmonton, England, as mementoes of appreciation for the valour displayed by Edmonton servicemen in World War I.



Edmonton, England to Edmonton, Canada, Flag and Shield Presentation Ceremony on Memorial Hall Grounds, September 1, 1920

On September 1, 1920, thousands of Edmonton students gathered on the Memorial Hall grounds, north of Macdonald Drive, to hear speakers promote close connections between Canada and England. As the 24- foot-long flag was unfurled, the strains of the "Maple Leaf Forever" and "Rule Britannia" echoed throughout downtown Edmonton. Then followed speeches by British and local dignitaries including a message from Superintendent Carpenter.

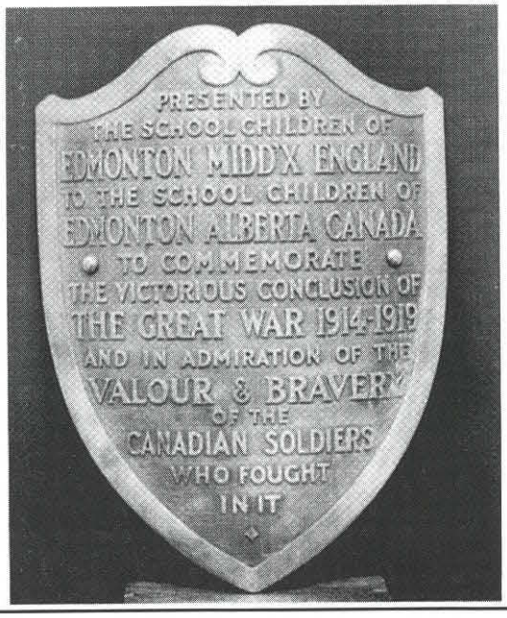
An engraved brass shield was then fastened to a flagpole to serve as a constant reminder of appreciation and liaison between the two Edmontons. The shield remained fastened to the central flagpole for only a short period of time. Within months some miscreant absconded with the precious memento and for sixty-six years its whereabouts was unknown.

In 1986, bookstore owner John Tiemessen came into possession of the memento and returned it to the Edmonton Public School Board. The shield is now a prized historical possession on permanent display at the Edmonton Public Schools Archives and Museum at McKay Avenue School.



Lady Burnham unfurling the Union Jack at the Shield Presentation Ceremony in Edmonton on September 1, 1920

Edmonton, England
TO
Edmonton, Canada



One of Carpenter's first challenges as superintendent was the need for an improved grading system of students. Board minutes of September 17, 1914, reveal his concerns and views on this matter:

> There are many pupils in the city schools who are much older than the standard age for the grade in which they are registered. This may be attributed to a number of causes among which might be mentioned the homestead and the lack of school facilities while there, the foreigner coming into a new system is handicapped, etc. I fear that there has been a tendency on the part of the teachers to undergrade pupils coming from

other provinces. When the test is given, the young pupil is not in a position to do justice to himself and because of his failure to respond satisfactorily he is liable to be undergraded. When this pupil is familiar with his surroundings, he often proves himself to be deserving of a higher grade. Again the large numbers of pupils in Grade 1 necessitating three or even four rooms doing the work of this grade, there is a great danger which must be studiously avoided of normal pupils spending more than one year there. I feel that some of the retarded pupils have been kept rather long in junior grades where they have been nauseated with work beneath their mettle. The grades up to Grade V are as a rule very full grades, but above these grades the numbers drop off very materially. This means that many pupils are attaining the 14 year age limit while they are still in Grade V and are leaving school. I believe that the special classes which the Board has authorized for the bright pupils who are undergraded will do much to meet the situation but I believe that much may also be done by permitting children with the age and experience to skip certain grades. I have been making many such promotions and I trust this policy meets with the approval of the Board. I am also issuing forms and circular letters to teachers asking them that if at any time they have a pupil in their grades whom they think could make the next grade and who has the age and strength, and whose parents are willing – asking them to report to the Superintendent who will make the adjustment on their recommendations. It is hoped this will put the pupils on their mettle and enable a large and able pupil to pass quickly through the school. I cannot refrain from here calling attention to the cooperation among teachers in this work.

Carpenter also had to address the problem of evaluating and grading teachers. In 1922, the Committee on School Management recommended that principals of public and high schools should report twice yearly to the superintendent on the work of each teacher. Considerable debate on the shocking proposal was recorded in Board minutes of September 17. Trustee William Rea, a former principal himself, did not support the idea. Carpenter did, however, and the scheme was initiated:

> The Superintendent stated that frankly, this appeals to him as a good thing. Possibly the objections raised to it are objections that would apply more to the type of report that might be received. Care must be taken that the situation of the ordinary teacher is not aggravated by an additional critical supervision. It is his business to talk intimately with the principal about a number of things, and he has no doubt at all that as they are human beings, they will say things such as punctuality of the teachers and their participation in the organization of the schools, that an inspector coming in for a day, simply cannot get in touch or be familiar with. The principal should be very careful as to the report's accuracy, and the assistance to the committee in general knowledge of the organization, will be quite material. The possibility of trouble is a matter to a certain degree eliminated or curtailed by the type of report principals are expected to make. It is common organization.
>
> Trustee Dr. F. W. Crang stated that a Junior High School teacher had gone to him and said that when the inspector inspected her, she had only been in the school for a month and was trying to catch up with the work. She was graded just 'fair' and her salary increment was held up. He thought that these points should be found out and he thought that we should reconsider the deduction of the 11 salaries of teachers (whose teaching had been graded as "fair").
>
> Mr. C. L. Gibbs advised that he would be submitting a report on this matter shortly.
>
> Moved by Trustee S. A. G. Barnes that report No. 33-1922 of Committee on School Management be amended to add

the following words 'and of the school as a whole', and adopted as amended.

Votes on Motion

Ayes:-

Trustees

S. A. G. Barnes

Dr. F. W. Crang

R. V. Bellamy

Dr. W. H. Alexander

and F. Scott

Nays:-

Trustee

Wm. Rea

Motion Declared Carried

Prior to 1913, only two high schools, Victoria and Strathcona Collegiate Institute were organized for senior high classes. Through Carpenter's efforts other high school centres were established. By 1922, complete high school programs were offered at Victoria and Strathcona and limited high school programs were available at the Technical School, McDougall Commercial, H. A. Gray, Highlands, King Edward and Westmount schools.

In 1917, Carpenter witnessed the first attempt, in the history of the Board, to convince trustees that sex education should be included in the curricula of the high schools.

Wm. Rea, Chairman of the
Edmonton Public School Board
12632 71ST STREET
Sept. 24 1917

Dear Sir

I am instructed by my society to forward to you that you may bring to the notice of your Board the following resolutions which were passed at the last meeting of the Anglican Society:-

Whereas the serious prevalence of venereal diseases and the grave consequences to public health ensuing therefrom have lately been brought to the attention of the society;

Whereas the best method of grappling with these evils is systematic and proper instruction in sex hygiene and it would appear that sufficient instruction is not at present made;

1. Therefore be it resolved that steps be taken to urge upon the proper authorities the necessity of providing such instruction.
2. Be it resolved that the Board of School Trustees be urged to adopt such means as may seem best to impress upon the parents the necessity for the provision of such education.
3. Be it resolved that the Board of School Trustees be requested to effect or obtain the amplification and systematization of the present course of physiology and hygiene in the public schools with a view of forming basis for and leading up to a proper course of instruction for children of proper age in laws of sex.
4. Be it resolved that in the opinion of this society such course of instruction should be part of the regular curriculum and not an optional subject.

Hoping that the Board will be able to consider the propositions.

I am

Your truly,
F. E. Mercer (signed)
Secretary Anglican Society

The matter was promptly directed to the School Management Committee who decided that it should be relayed further – this time to both the medical officer and the superintendent for a full report. For some unknown reason the report was not presented. Perhaps Dr. Dunn, who served as the Board's medical officer from 1910 to 1936, was too busy with his duties. Perhaps Superintendent Carpenter might have had some concerns about pursuing the delicate matter. Whatever the reason, Board minutes contain no information on the subject until 1934, when the same Dr. Dunn was asked to submit recommendations on the question of doctors and nurses giving lectures on sex hygiene to older students. As in the case of the 1917 request, no reports or recommendations were presented to the Board. (Seventy-four years later, in 1991, the nine-member Edmonton Public School Trustee Board debated a motion to place condom dispensing machines in high schools. After much heated debate on the morality and practicability of the proposal, the motion was defeated by a 5-4 vote of the trustees.)



Dr. D. J. Dunn,
first medical inspector of
Edmonton Public Schools, 1910-1936

The matter of authorizing religious instruction in schools sparked much debate during the Carpenter years. At this time it was permissible to commence classes with the recitation of the Lord's Prayer and to end the day with reading from the Scriptures. The matter of offering religious instruction in schools first came to the Board's attention in 1914, but trustees were reluctant to grapple with the issue. Requests were shunted from one meeting to another and from one Board Committee to another, with no resolution to the introduction of the study.

Board minutes indicate that the pros and cons of extended religious instruction in schools were brought up nine times in 1917. In 1918, the matter was discussed at 14 meetings of the Board, with no decisive action taken. Although favoring the extension of religious education in schools, Superintendent Carpenter would not see any resolution to the question during his tenure. The subject would not be brought up again until 1928.

Regulations concerning the operating of schools were consolidated and printed in 1918. Most of these rules and by-laws were initiated as early as 1910. Twenty-four specific rules and duties relating to teachers were listed in the official publication. Some of these detailed high aims for the staff:

BY-LAWS
AND
RULES of ORDER

EDMONTON
PUBLIC SCHOOL BOARD

THE EDMONTON DISTRICT NO. 7 OF THE
PROVINCE OF ALBERTA

MAY 1918

SECTION XII.

REGULATIONS RELATING TO TEACHERS

1. Teachers shall be in their respective school rooms in the morning at least 15 minutes before the time appointed to open school, and 10 minutes before the opening hour in the afternoon. They shall register the hour of their arrival in the book kept by the Principal for that purpose.

2. Teachers shall keep in the prescribed form the school register from day to day and from month to month and shall mark therein all cases of lates, both forenoon and afternoon, so that each class register will give a complete account of the attendance and punctuality of pupils.

3. All teachers shall use their best endeavors to impress on the minds of pupils a right regard for justice and truth; to inculcate a respect for the property and rights of others; to induce respect for seniors and superiors, as well as regard for the weak, the young and the very old; to encourage kindness to animals and to develop feelings of humanity, patriotism and universal benevolence; to stimulate industry and frugality and plain living; and to generally assist pupils in acquiring the virtues and habits that adorn the good citizen.

4. Teachers shall strictly refrain from discussing sectarian or political questions.

5. Any teacher absent on account of illness or from other cause shall give at least one hour's notce to the Superintendent of Schools so that a proper substitute may be obtained, and shall also give notice of the time which he (or she) will return to duty.

6. Teachers from the time of arrival at school shall be responsib.e for the order in their rooms and during the assembling or dismissing of the school shall take such position as will enable them to supervise the movement of their pupils to and from the room. They shall give such assistance during intermission periods as may be required by the Principal.

7. It shall be the duties of the teachers under the direction of the Principal of each school to maintain regular supervision of the playgrounds; to suppress the use of improper language and all forms of rudeness; and generally to have a care over the deportment of the pupils under their respective control.

The question of censorship of moving pictures was first brought to the attention of trustees in a form letter from the Social Service Council of Alberta.

The Social Service Council of Alberta

Honorary Presidents

Mrs. I. C. McKINNEY, M.L.A., Claresholm.
Mrs. NELLIE McCLUNG, Edmonton
RIGHT REV. BISHOP GRAY, Edmonton
H. W. WOOD, Calgary
ALEX. ROSS, M.L.A., Calgary

President

REV. W. G. BROWN, Red Deer.

OFFICES:
714 TEGLER BLOCK, EDMONTON, ALBERTA
PHONE 2952

General Secretary

H. H. HULL, Edmonton

1st Vice-President
Rev. G. H. COBBLEDICK, Edmonton.
2nd Vice-President
Rev. CANON W. G. JAMES, Calgary.
3rd Vice-President
STERLING WILLIAMS, Cardston.
4th Vice-President
E. R. J. FORSTER, Lethbridge.

Treasurer

J. H. McDONALD, Edmonton

Edmonton, Alta.,

Jan.27th,1921.

Dear Friend:

Owing to two boys from good homes in Edmonton committing criminal acts and who are now in jail waiting trial; this organization took an active interest in discovering the cause of the crime. It is quite apparent that the motive was not one of gain or necessity as both boys are from good homes and were in no need of either food or clothing.

A large Mass Meeting was held in McDougall Methodist Church Sunday evening, January 23rd, at which the enclosed resolutions were passed. As this move will no doubt result in immediate action regarding moving picture censorship, I am suggesting that your organization should meet at once (do not hesitate to become convener of these meetings as some one must take action) and either pass resolutions of your own or endorse these resolutions and forward one copy to your local Provincial Member. We would appreciate very much information as to your action on same.

The time for action regarding the clearing out of all crime and insidious immoral propoganda is now here and if we take advantage of our opportunity a great good can be accomplished.

On behalf of the Social Service Council of Alberta and for the welfare of the coming boys and girls do not hesitate to take action.

Sincerely yours,
THE SOCIAL SERVICE COUNCIL OF ALBERTA.
H. H. Hull
.....
General Secretary.

Spearheaded by the Right Reverend Bishop H. A. Gray and Mrs. Nellie McClung (the first Edmonton female elected to the Alberta Legislature), the organization was successful in convincing trustees that a resolution concerning the moral problem should be forwarded to the attention of the provincial and federal governments:

> Whereas the moving picture as a source of entertainment and education has apparently become an established institution, and,
>
> Whereas it is obvious that irreparable damage in a moral sense may come to the people of this province through the public exhibition of vicious pictures; Be it resolved that the whole matter of the control and censorship of moving pictures and the public advertising thereof be placed by the government of

this province under the Department of Education.

Inasmuch as vaudeville shows very suggestive of indecency and immorality are frequently presented in our city, we would urge upon our civic authorities a stricter supervision of vaudeville shows.

Further, we recommend that this mass meeting appoint a representative committee to consider the whole question of the control and censorship of our Theatres.

RESOLVED that in our opinion the time has arrived when the Dominion Government should institute an investigation by means of a commission concerning the WHOLE moving picture situation in all its aspects.

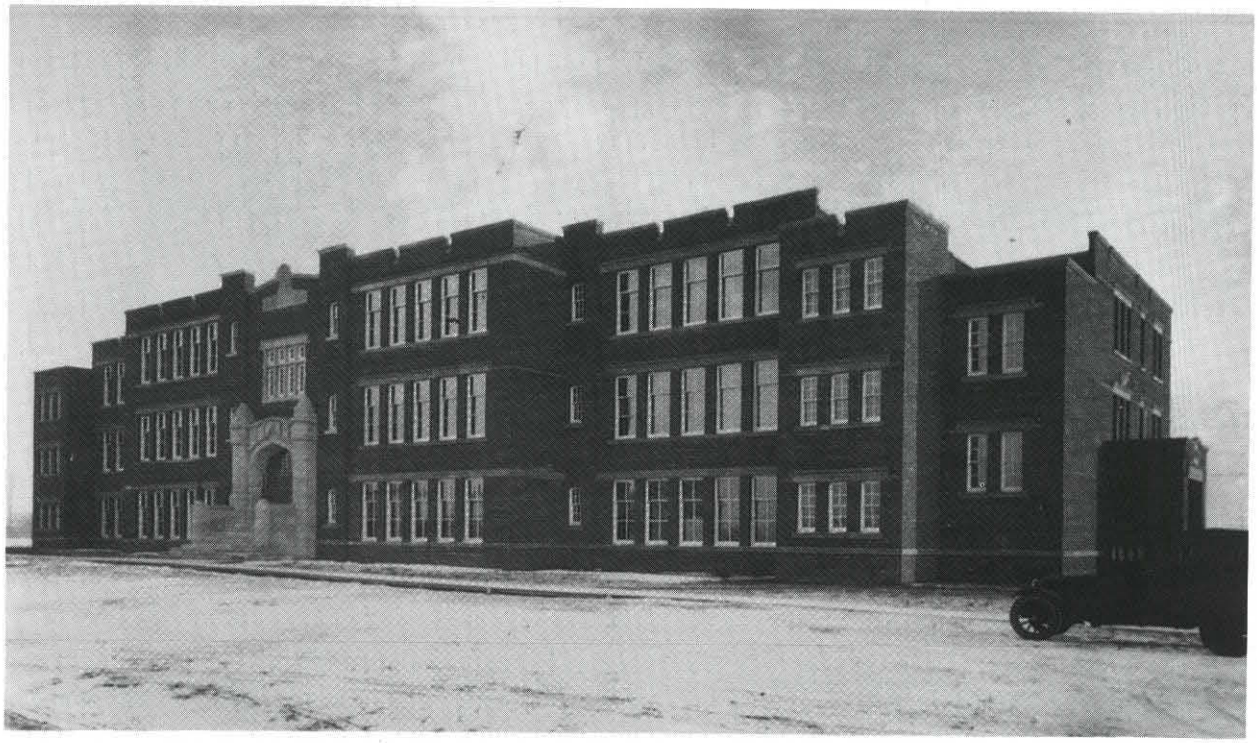
Few permanent schools were built during the Carpenter years. In fact, for the first eight years none was approved. Parents in the Forest Heights area were particularly concerned about the lack of schools in their district and complained about the 1½ miles children had to walk to Bennett School, or Alex Taylor School. In 1915, Superintendent Carpenter convinced trustees that a classroom should be set up in the Dundonald Presbyterian Church at the corner of 79 Street and 102 Avenue. The building was rented for $20 per month with the provision that church services could continue to be held in it.

The first Forest Heights school opened in the church on September 1, 1915. Rental arrangements continued until 1920, when the building was sold to the Edmonton Public School Board.

Two classrooms were added to the original church in the early 1920s. But outdoor privies had to be used until the 1940s as there was no water or sewer connection in the area.

Because there were no street cars or public transportation to the outlying area, trustees authorized a "bonus of $25 per annum be paid to Forest Heights teachers on the grounds of the character of the accessibility of the school." The bonus was paid until 1949 when the new Forest Heights School was completed.

During Superintendent Carpenter's tenure, much debate surfaced in the naming of two city schools. The most prolonged discussion centered on the new school built in the Eastwood area. Trustees decided to name the building "Frank Scott School" after the incumbent trustee. Scott was a strong member of the Labor Party, which took an active role in Board politics at this time. In 1923, the year that Scott's name was proposed for the school, the Labor Party elected four trustees to the seven-member Board.



Frank Scott School, renamed Eastwood School in 1925

Shortly after the new name of the school was approved, several petitions from residents of the Eastwood area were presented to the Board with the request that the name "Eastwood" be restored. After all, the petitioners claimed, the temporary school serving the area for 10 years had this name. The petitioners were ignored, however, and plans were prepared for the official opening of Frank Scott School on January 25, 1924.

Petitioners persisted, however, and threatened legal action. After such action had been initiated by several ratepayers, the Board acceded to the wishes of the residents and renamed the school "Eastwood," in June, 1925.

Opposition to the name of a much-needed school in the North Garneau area did not come from area residents. Parents were pleased that children would no longer have to attend classes in the temporary school or in stores rented on 109 Street and Whyte Avenue. Most residents assumed the new school on 87 Avenue would be named "Garneau."

Trustees, however, proposed several other names for the new building. Among suggestions were the names "King George," "Lord Renfrew," and "Prince of Wales."

Veteran trustee, Dr. Crang, was particularly vocal about a new name for the school as indicated in Board minutes of September 10, 1923:

> Trustee Dr. F. W. Crang stated that he cannot see why the name Garneau should be given to that school. Garneau was a Roman Catholic and a half breed. He does not know what the residents of the district think. He had two names that he would like to submit. One is Lord Renfrew and the other, Dr. Collip. He mentioned Dr. Collip's name because he was the co-discoverer of insulin and has not been given credit as he should. The medical men think that a great deal should go to him for what he has done in this connection.



Garneau School, 1923

But Crang was disappointed when trustees voted 6-1 to name the 16-room brick school after Laurent Garneau, the earliest settler in the area.

Although Superintendent Carpenter was disappointed that so few permanent schools were opened during his term, he was pleased with the dignified working relationships he had established with trustees and teachers. His visits to schools were many, but, unlike his predecessor, James McCaig who relied on a horse-drawn rig for transport, Superintendent Carpenter travelled about in an automobile he had purchased in 1919. Two years later he was forced to replace the car tires and appealed to the Board for assistance.

EDMONTON PUBLIC SCHOOL BOARD
W. G. CARPENTER, SUPERINTENDENT OF SCHOOLS
ROOM 506 CIVIC BLOCK

EDMONTON, ALBERTA

April 7th, 1921.

Edmonton Public School Board,
Edmonton, Alberta.

Madam and Sirs,-

I have been operating my car almost exclusively in the work of the Edmonton Public School Board since September 1919. During this period I have actually paid out in cash the sum of $143.10 for tire repairs. The tires now have to be renewed and I beg to make application to the Board for this new equipment which will be used very largely in rendering service to the School Board.

Respectfully requested.

W. G. Carpenter

Superintendent.

Carpenter's request was not granted, but the Board did increase his travel allowance to $35 per month which hopefully offset the costs of tire replacement.

William G. Carpenter left his post as Superintendent of Edmonton Public Schools on January 1, 1924, to become principal of the Provincial Institute of Technology and Art in Calgary. Several pages in the Board minutes of December 28, 1923 record tributes by trustees and Teacher Alliance representatives, to the second superintendent of the Edmonton Public Schools. Highlighted were Carpenter's qualities – frankness, courtesy, honesty, openness, and impartiality. Comments of the loquacious Dr. Crang were particularly revealing of the expectations of the times:

Trustee Dr. Crang stated that in losing an official like our superintendent, he thinks that we are losing an official who has for the last 10 years given good service to the schools of this city. He has always admired him for his frankness and openness, and possibly the best thing he has liked about him is the example he sets to the little children so far as drinking and smoking are concerned. He thinks that his point is well taken. A man of the superintendent's habits is the type of man to go before children. He must admit that he has liked that quality in the superintendent.

He is glad that the superintendent is getting a better position than we could have given him, and he thinks that the government has an official who will do his best to serve them.

Bertha McNaught, who was present at the December 28 meeting, listened to the glowing tributes to her boss and agreed with the sentiments expressed. Although saddened by the realization that the man she respected so much was leaving, she recalled Carpenter's prediction about his successor:

"Don't worry, Bertha, – the next superintendent is going to be a true Christian gentleman."

Carpenter was right. Edmonton's third superintendent was a devout Christian and a gentleman, qualities he would need for the Depression years that lay ahead.

Miss Grace Nicholson — Time-Table. — McKay Avenue School

Fall Term. 1921. — Jr. I. — Room 2.

Time	Monday	Tuesday	Wednesday	Thursday	Friday	Min. per wk.	% of Time
9.00-9.05		Opening Exercises				50.	4.7.
9.05-9.15.		Composition.		Composition		50.	4.7.
9.15-9.25.		Phonics A.		Phonics A.		100.	9.4.
9.25-9.30			Finger Play.			25.	2.4.
9.30-9.40.		Phonics B.		Phonics B.			
9.40-9.50.			Drill			50.	4.7.
9.50-10.00.		Word Drill A.		Word Drill. A.		100.	9.4.
10.00-10.10.	Geo.	Nature Study Hygiene.		Nature Study Geo.		Geo. 20.	2.
10.10-10.20.		Word Drill. B.		Word Drill B.		N.S. 20. Hygiene.	2.
10.20-10.30.		Writing		Writing		50.	4.7.
10.30-10.45.			Recess Period.				
10.45-10.50	Memory Gem.	Story	Memory Gem.	Story	Memory Gem.	Mem. 15.	1.
10.50-11.00.		Number Work.				Story 10	1.
11.00-11.10.		Seat Work.				100.	9.4.
11.10-11.30.		Manual Training				100.	9.4.
11.30-1.30.			Noon Hour				
1.30-1.35.			Opening Exercises				
1.35-1.45.		Singing		Singing		50.	4.7.
1.45-1.55.		Class.	Reading				
1.55-2.10.		Art.		Art.	Art.	75.	7.1.
2.10-2.20.		Reading A.		Reading A.		150	14.3.
2.20-2.25.			Game.			25.	2.4.
2.25-2.35.		Reading B.		Reading B.			
2.35-2.45.	Story Telling						
			or			50.	4.7.
			Dramatization				

Timetable for Miss Nicholson's Grade I class of 47 pupils at McKay Avenue School, 1921

Chapter Fourteen

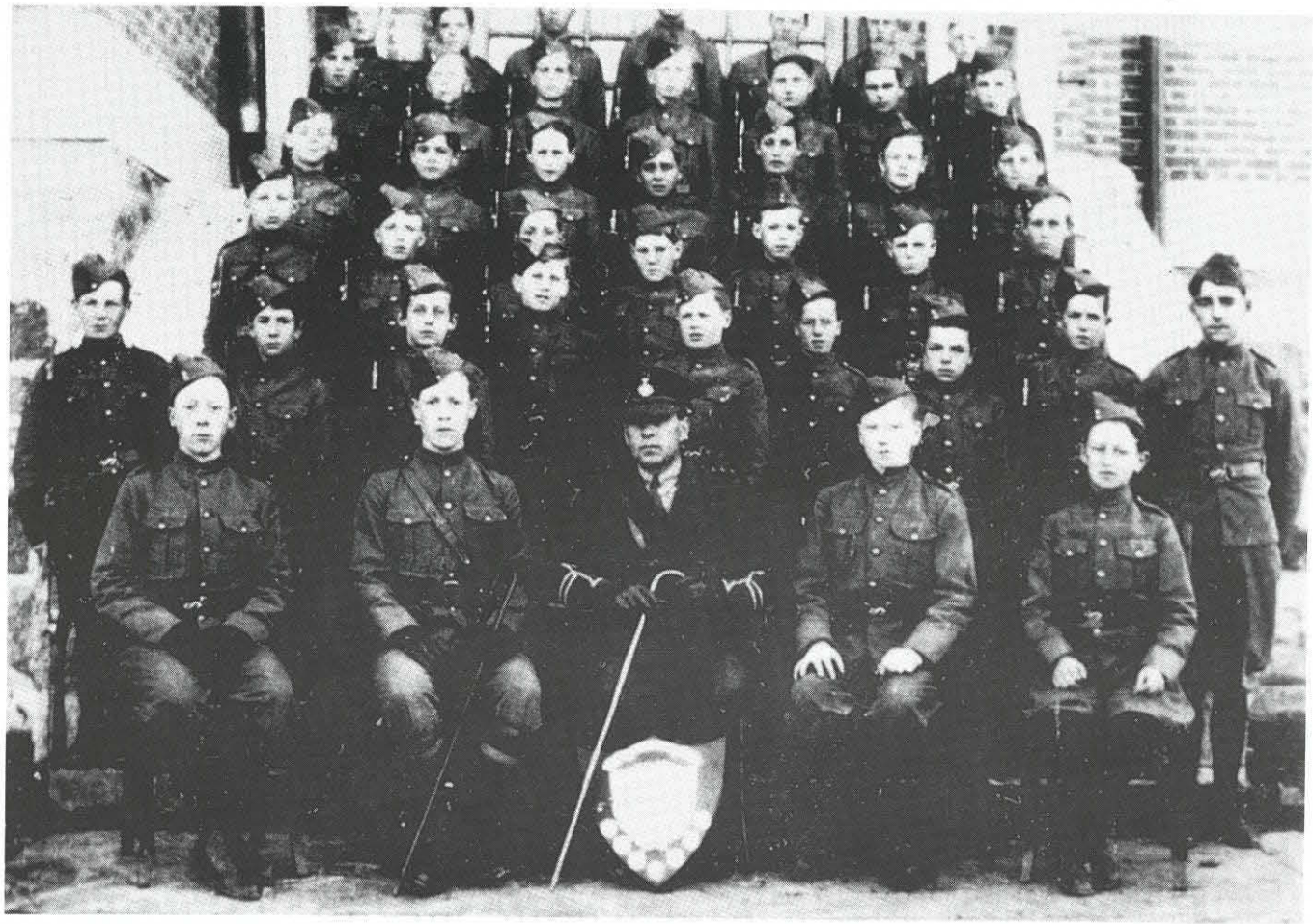
Schoolboys in Khaki: The School Cadet Story



Captain C. K. Flint and Major McLeod reviewing McKay Avenue School Cadet Corps, circa 1912

The cadence of cadet drill marching, the barking of military orders and the crackle of .22 rifle fire in school assembly halls are a fleeting memory to former Edmonton Public School students approaching fourscore years and ten.

But 84-year-old Wilf McLean, retired principal of Harry Ainlay High School, vividly recalls the thrill of being a Norwood School cadet in the early 1920s. Particularly memorable were the Annual Inspections by military officers when they reviewed companies of school cadets. It was at these inspections that junior cadets could wear their handed-down uniforms.



Norwood School Cadets, 1917

According to Edmonton Public School archival records, Wilf McLean was a Norwood school sixth-grader in 1920. Cadet McLean weighed 68 pounds and stood 54 inches tall – only 3 inches taller than the heavy .303 Ross army rifle he shouldered in military drill activities. "It was a gruelling experience standing in that hot sun while army officers examined you and your rifle. The rifle seemed to weigh a ton."

Why was the sight of 12-year-old cadets firing live ammuniton at targets in the assembly halls and basements of Edmonton schools commonplace? The answer was simple – patriotism and preparedness to defend King and Country. Canada's connection with the British Empire was very obvious in the early 1900s and schools reflected their fervent respect for the Mother Country.

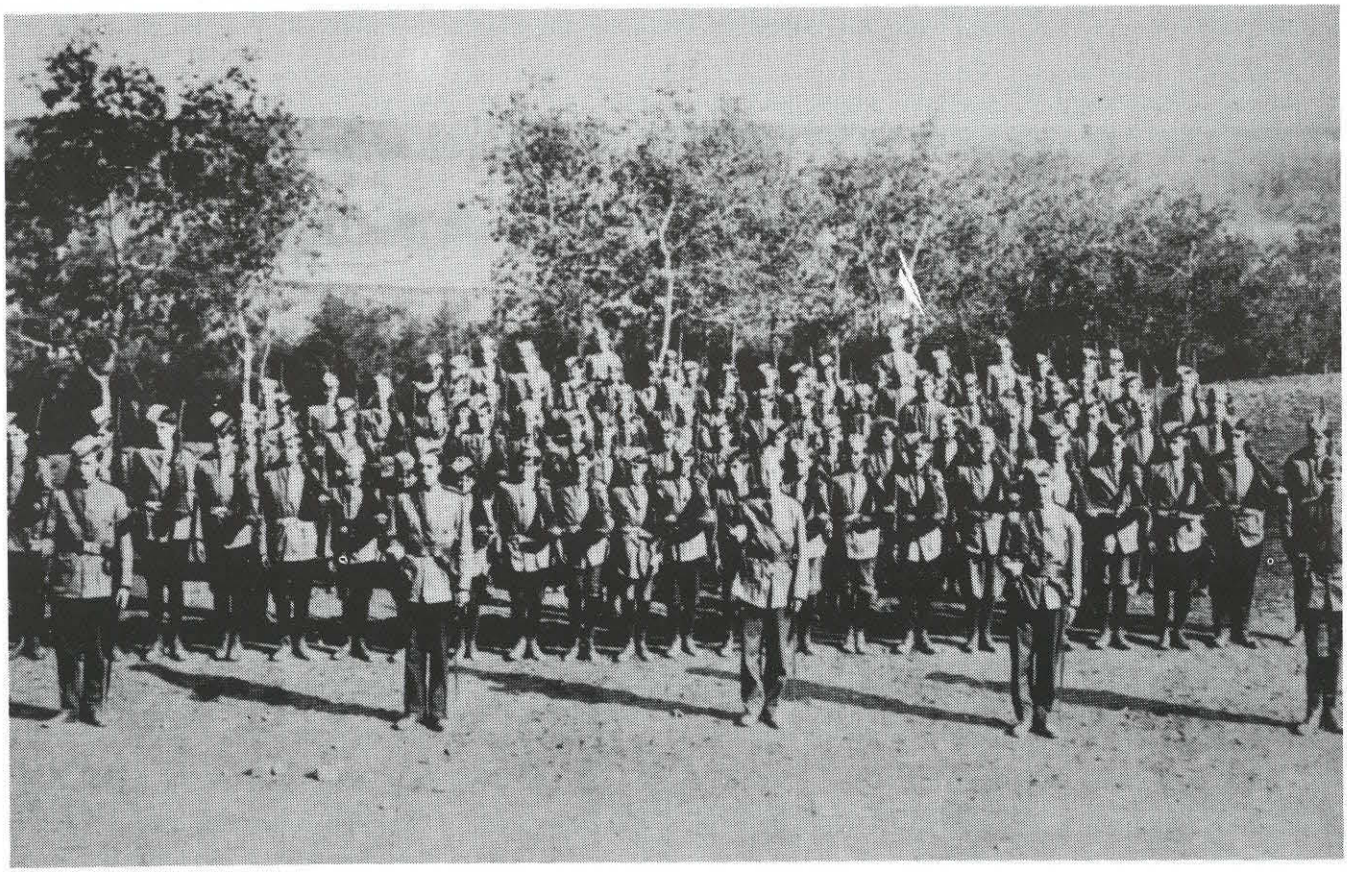
The school cadet movement was spawned by fear of the American Civil War spilling into Canada in the 1860s. After the Civil War ended, Fenian raids into Canada spurred Canadian military officials to seek assurance that young Canadian men were prepared to defend Canada and her British traditions. Money was allocated to Normal Schools and public schools in Eastern Canada for the development of courses in military training. Many Ontario schools soon formed cadet corps of 12- to 19-year-old boys. In 1879, the Canadian Department of Militia supplied equipment as well as drill instructors for schools that organized school cadet corps that would be affiliated with Canadian army units.

The movement spread to Western Canada in the 1890s as a result of $50 incentive grants provided to

schools forming cadet corps. The first recorded history of some military cadet drill in an Alberta school was documented in 1895, at old Central School in Calgary. Organization of a Calgary School Cadet Corps was formalized in 1904.

Three years later in December, 1907, in response to a petition from the students of the Edmonton High School, it was decided by the Edmonton Public School Board to organize three cadet companies. One company was organized at College Avenue School, one at McKay Avenue School and one at Queen's Avenue School. The High School Company, designated "A" Company, was organized by Captain C. K. Flint on December 20, 1907. On March 12, 1908, the Edmonton Public School Cadet Corps was entered into the records as Cadet Corps #180. Captain Flint's work with school cadets was limited to boys of at least 12 years of age who were in Standards IV and V (Grades 6 to 8) of the public schools.

In 1908, school companies were active in College Avenue, McKay Avenue, Alex Taylor,Queen's Avenue, and Norwood Schools. Provision was made for indoor target practice using Ross .22 rifles. No target practice arrangements were made for the city's first high school students as College Avenue School had no assembly hall to accommodate the activity.



College Avenue High School Cadet Corps, 1910

Initially, school cadet training was incorporated into a new physical culture program, announced by the province in 1907.

This physical training and cadet drill program which Captain Flint so passionately pursued in Edmonton schools prior to World War I, included military squad drill and skirmishing, target practice, rifle drill and bayonet exercises. Participation in the military activity was compulsory for all boys over 12 years of age. Few parents, in the early years of the movement, questioned the involvement for fear of being branded unpatriotic.

Rifle drill was part of the indoor exercises, and markmanship was developed through gallery and outside range practice. The course was arranged by seasons according to its suitability for indoor or outdoor work. Preparation for the annual sports competition was part of the first two months' work in the fall.

Although the military drill aspect of the new physical culture course was designed for boys, girls received some very rudimentary training in marching and military drill as well. Most of the girls' program, however, focused on gymnastics. Dumb-bell, wand, and Indian club drills, as well as outdoor basketball were also included in the new program.

The first Edmonton Public School cadets received uniforms from army battalion organizations. In later years, uniforms were supplied by the school board. Cadet uniforms were of heavy khaki duck material and consisted of tunic, trousers, and cap. Putties were provided only for officers and high school cadets. Belts, rifles, ammunition and other supplies were provided by military authorities. Small grants of money were awarded annually by the Department of National Defense for the upkeep of uniforms.

On September 12, 1908, the Edmonton Public School Cadet Corps #180 received the following equipment from the Canadian Department of National Defence:

> Rifles – Lee Enfield – 6; Rods Cleaning – Lee Enfield – 6; Pull-Throughs – 6; Bottles Oil – 6; Protectors, Sight – 6; Carbines – Snider Enfield Converted – 150; Bayonets – Snider Enfield – 150; Scabbard, Bayonet – 150; Frogs – 150; Bags Ball – 150; Belts Waist White – 150; Ammunition, Gallery Rounds – 2000; Ammunition, Blank Rounds – 2000; Cases Ammunition – 13.

Impetus to the school cadet movement was provided in 1910, when Lord Strathcona set up a $500,000 trust fund to promote military training in schools. Some of the money from the Strathcona fund was earmarked for teacher training programs in army skills. By 1913, over 300 Canadian teachers had completed intensive programs in military cadet work. Bonuses of $100 to $200 were paid to these army-trained instructors for their efforts in promoting cadet corps activities after school hours.

The aims and objectives of the Strathcona Trust Fund were as follows:

> "(1) The improvement of the physical and intellectual capabilities of the children while at school, by means of a proper system of physical training calculated to improve their physical development, and at the same time to inculcate habits of alertness, orderliness and prompt obedience.
>
> "(2) The fostering of a spirit of patriotism in the boys, leading them to realize that the first duty of a citizen is to be prepared to defend his country – to which end all boys should, so far as possible, be given an opportunity of acquiring a fair acquaintance with drill and rifle shooting. The Trust in all such matters works in co-operation with the provincial authorities."

Captain Flint was continuously in command of Edmonton Public School Cadet Regiment #180 from the date of its formation until May 1, 1915, when he enlisted in the 56th Battalion of the Canadian Expeditionary Force. Serving in France, he was awarded the Military Cross for gallantry at Amiens in August, 1918. On September 29, just 43 days before World War I concluded, he was killed at Cambrai.

Hector Kennedy, who was Assistant Supervisor of Physical Culture programs, also enlisted for overseas service in World War I.

No one was appointed to command the Edmonton cadets during the Great War. However, each school's cadet company did have a qualified teacher-instructor who had received training for military activities in schools.

Edmonton Public School Board trustees continued to support the cadet training program during World War I. At an early meeting of the Board in 1914, Trustee Ken MacKenzie moved that 150 khaki uniforms be purchased for the cadets of Edmonton high schools and for companies at McKay and Parkdale Schools.

On his return from overseas duty, Major Hector Kennedy was appointed Director of Physical Education for the Edmonton Public Schools. Much of the Major's work involved the supervision of cadet activities.

May 23, 1917

Lieut. H. Kennedy,

6th Training Bn.,
(Formerly 31st Canadian Battalion.)
France.

Dear Mr. Kennedy:

I had a letter from Stanley Davies not long since in which he said that you had been transferred to this new division and in which he also said that you had not been very well. I was very sorry to hear the latter and hope that long before this reaches you that you will be feeling fit and be again on your feet. I want to congratulate you upon the success that you have had over there. I know it is only what you deserve and I think that nothing is too good for the type of men who have left the Edmonton Public Schools to participate in the strenuous task that has been put up to them over there. We often think of you and wonder how you are getting along and what you are doing and wonder when you will be back. We miss the head of our Cadet organization but are proud that they are doing their duty in the far away land. We are a long way removed from the struggle and know little of it although we know enough to wish it over and to have you back. I presume you hear often from Edmonton and know pretty much what local conditions are.

We have just completed our Cadet Inspection and enclosed you will find a copy of the report. Major Outhit is ill at a sanitarium at Kentville and is away on leave of absence. Major Hogbin conducted the Inspection this year. The work of the girls was of a high order but there has been considerable falling off on the part of the boys.

Empire Day is being celebrated very quietly in the different schools today. We are not having any mass meeting this year. We are witholding the big celebration, awaiting the return of our boys from overseas, then we will have a celebration of some magnitude and may the time be not long away. Wouldn't it be fine to have this celebration in 1918. There would be great rejoicing if such could be the case, although the magnitude of the work to be done in the next year seems scarcely to make this possible.

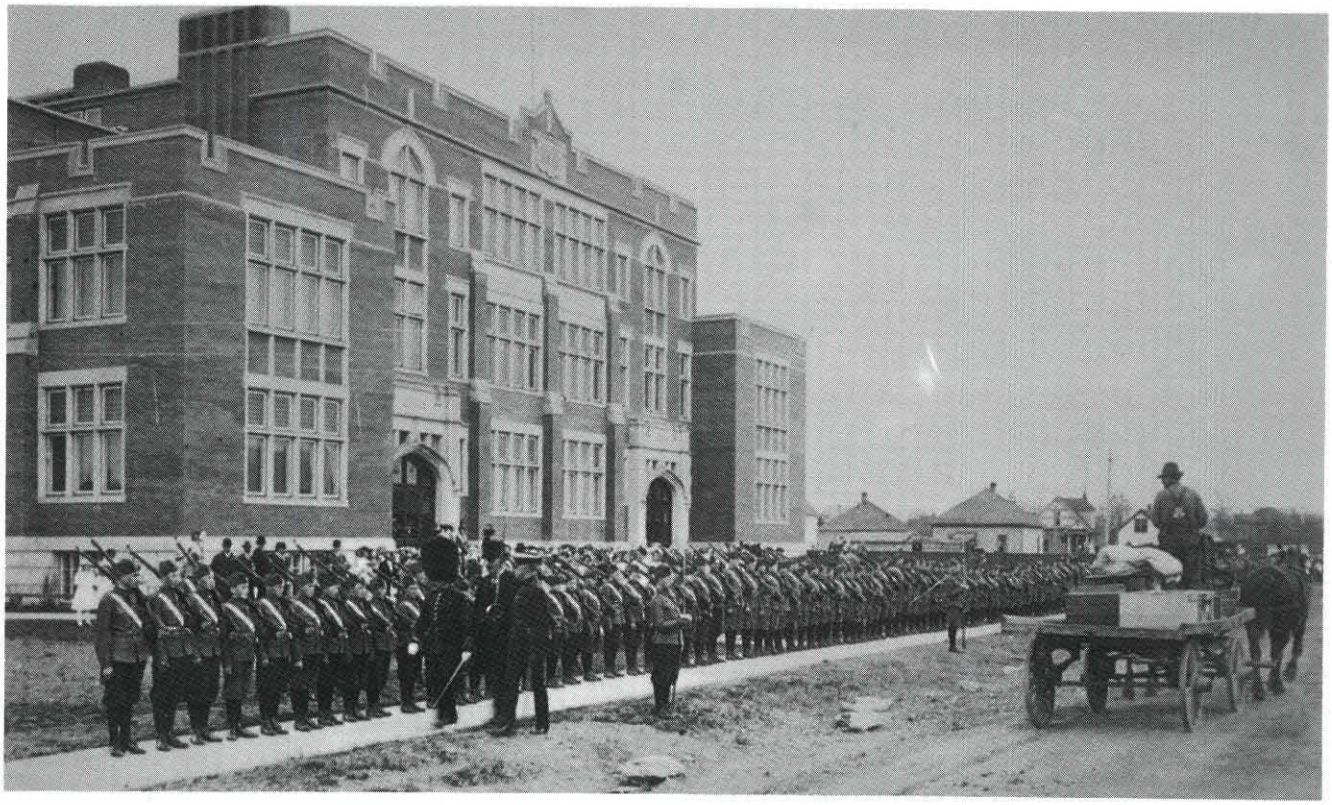
Here's wishing you continued good health and that you may come safely through the struggle, that the struggle may not be long drawn out but may the time be near at hand when we shall have the pleasure of welcoming you and the other boys back to Edmonton.

With kind regards and best wishes,

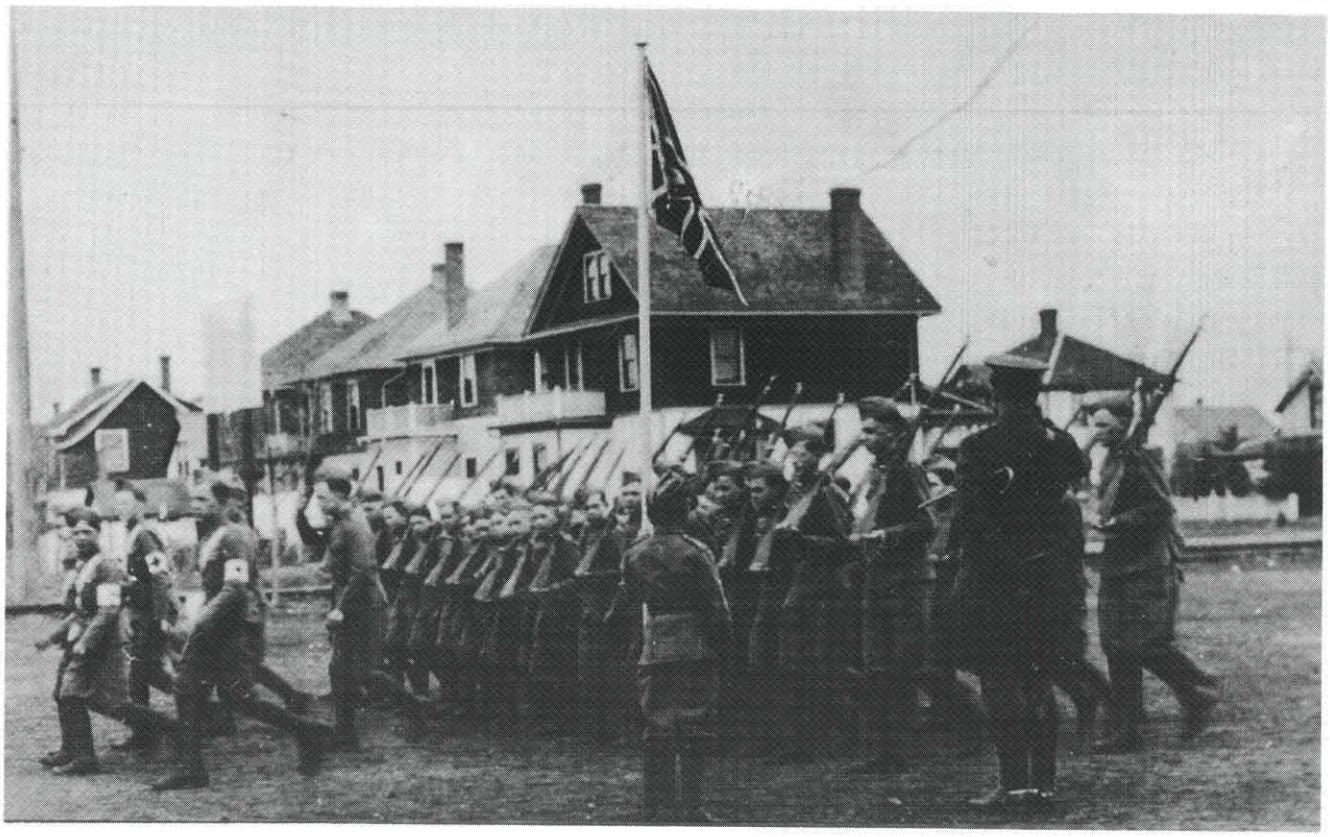
I am,

Yours very truly,

Superintendent Carpenter's letter to Lieut. Kennedy, 1917



School cadets at McCauley School opening, 1912



King Edward School cadets, circa 1920

Retired 92-year-old school principal George Davies, remembers the "spit and polish" regimen demanded of school cadets by Major Kennedy. He also recalls a memorable cadet corps inspection at old Strathcona High School..

"Major Kennedy and other army officers were present when Lord Strathcona came to inspect the Strathcona High School Cadet Corps in 1914. I remember the heavy .303 Ross rifle I had to shoulder during the inspection and it was a good thing that I had a piece of felt with me that day. That piece of felt was fashioned by a shoemaker to protect my hand from the trigger guard that gnawed the side of my hand raw. The day Lord Strathcona came to our school was one of the most thrilling days in my life. Later in the evening I even got to shake his hand when he came to observe some physics experiments and other projects we were demonstrating at a sort of open-house function."

One of the cadet activities that caused much concern to school trustees was target practice and the use of live ammunition by 12-year-old boys. Cadet instructors were granted permission to use assembly halls of their schools for the required target practice as indicated in Superintendent Carpenter's memo to all principals:

Edmonton Public Schools.
January 5th, 1918.
To The Principal:
For the Cadet Instructor.

1. At the meeting of the School Board last night, permission was granted to erect the regular 4½' square target in the Assembly Hall of the city schools, where the facilities in the basement made it impossible to get a 20 or 25 foot range for target practice.
   To grant this permission meant the rescinding of previous resolutions forbidding the use of the Assembly Halls for this purpose and it was understood that with the permission should go certain strict rules. In the first place the target must be filled with sand or soil and tightly boarded to prevent the spilling of the filling on the floor, and also the boarding must be so renewed as to prevent the passage of the bullets through the target.
   Shooting shall not be done during school hours, and on no occasion without the presence and supervision of the teacher. If the walls of the building are disfigured or other damage is done, the privilege shall be withdrawn. You are warned to exercise the greatest care to safeguard the children in your school while target practice is being carried on.
2. Cadet Instructors are asked to meet in the superintendent's office on Monday at 4:45 p.m. to consider the advisability of entering the National Rifle Association competition.

Yours very Truly,
W. G. Carpenter

Target practice assisted in maintaining the interest of the cadets in their work. Target backgrounds were erected in each large school, in the basements in some cases, and in the assembly halls in others. Cadets often practised after school hours in the presence of regular instructors. Some of the keenest cadets were those who had just passed into Grade 5 or 6. They were known as junior cadets.

Each year a competition was held in which teams of junior and senior cadets were chosen to represent their school. Winning teams received cash prizes which were funded by the Strathcona Trust. The Militia Department also supplied badges for the top marksmen in each of the companies. At first, regular service rifles and heavy ammunition were used in the shooting competitions. However, army rifles proved too heavy for most of the cadets to handle satisfactorily. When the Department of Defence furnished the cadets with .22 calibre rifles, there was more interest in the contests.

Even more impetus was provided for shooting contests when the Dominion Cartridge Company introduced a Junior Marksmen Competition which culminated in the awarding of medals. By 1920, Edmonton school cadets had been successful in winning 95 bronze, 41 silver and 13 gold medals with 4 gold watches as well. One of the gold time pieces was won by Cadet Neil Primrose of McKay Avenue School.



McKay Avenue School cadets, circa 1914

Although target practice was an activity for schoolboy cadets, retired teacher Anne Coultman recalls that she and some of her girlfriends at Victoria High School participated in the activity as well. "It was about the year 1925 when Captain Towerton showed us how to shoot from a kneeling position. Then we were shown how to aim when we were flat on our stomachs. We got a real bawling out from Captain Balfour who was with the cadets then. Apparently we fired our rifles when he was near one of the targets located in the armoury rifle range, which was just west of the school."

In September, 1919, Superintendent Carpenter was required to present a special report on precautions taken to ensure safety in target shooting practice in schools:

> "Rifle practice has inherent elements of danger which cannot be removed. This danger factor is increased when the handling of rifles is done by children, but in the city schools I think this is reduced to a minimum, inasmuch as on no occasion is rifle shooting done excepting in the presence of an instructor and then it is organized so as to be under direction in all its details. As to the location of the shooting gallery, the danger element may be augmented or diminished. When shooting was done in the basement of some of the schools, through open doorways or past partitions or in the direction of contiguous rooms, there was too great a danger element to be tolerated. But when permission was granted to use the assembly halls, this was very much reduced though not completely on account of certain conditions existing in some of these rooms.

Carpenter's report reviewed target shooting in each school and recommended that the rifle range at Strathcona High School be relocated to the south side post office basement. The old Queen's Avenue School range was to be relocated to the McLeod Building and Norwood cadets from this time on practised at the Prince of Wales Armouries.



Queen's Avenue School cadets, 1927
Front row (l. to r.): Stan Coombs; Pericles Leonidas; Archie Dobie; Rueben Magee.
Middle row: David Zavitz; Danny McLeod; Jim Watson; Tom Buckham.
Back row: - - - - -.; Gilbert Pearce; Tom McCreath; N. S. Fitzsimmons, Vice-Principal; Orest Kalancha; Arnold Flynn

In October, 1926, the enrolment of #180 Edmonton Public School Cadet Regiment was 2,249. Of these, over 1,000 were from high schools and the remainder from public school cadet companies. Not included in this number were several hundred public school boys in Grades V and VI who were under 12 years of age but permitted to receive military training.

The cost of providing uniforms for almost 2,500 cadets strained the school board's budget at this time. As a result, some of the cadets had no army garb at all while others wore uniforms which only remotely resembled regular cadet issue.

Retired newspaper editor George Stout was one of the Queen Alexandra School cadets who, in 1927, was issued one of the Board-purchased uniforms. "The only time we wore uniforms was on the Annual Inspection Day and these were issued to cadets the day before. I remember one cadet instructor eyeballing me for an approximate size of uniform and then handing me a pair of breeches, a tunic and those puzzling puttees. The breeches were droopy, the tunic was much too tight, and the experience of winding up the puttees around my legs was one frustrating experience I'll never forget. But I had a cadet uniform and that was all that mattered."

Know all Men by these Presents, THAT WE The School Board of the City of Edmonton. in the Province of Alberta and ---- of the same place, do hereby agree with the Minister of Militia and Defence for the Dominion of Canada, that if ~~one Sub-target Gun, valued at two hundred and fifty dollars~~ 500 Rifles Ross .303 DP valued at $3.50 each & ~~($250.00) and~~ 132 Rifles Ross .22 DP valued at $3.00 each & ~~Rifles Ross Cadet .303 in valued at twenty-five dollars~~ 22 Rifles B.S.A. .22 Model '. valued at $30.00 ~~($25.00) each and Rifles 22 in valued at ten dollars ($10.00) each~~ 40 S.M.L.E.Rifles .303 Mk.III Spl Valued at $30 delivered to the No 180 Edmonton Public Schools Cadet Corps we will hold ourselves responsible for the safe-keeping and proper care of the same, and for their due return to the said Minister, or to the officers named by him, the understanding being, however, that we shall not be liable for any loss, damage or deterioration which may arise or happen to the said stores through fair wear and tear, fire or tempest, or other unavoidable accident. Further, we promise and agree with the said Minister, that, in the event of our failing to return the said stores, or any of them, in good order or condition as aforesaid, we will pay to the said Minister the value of such stores as are not returned, and the value of the damages or deterioration, other than as aforesaid, which may have happened to such stores as we do not return.

In Witness whereof, We, the said School Board and --- have signed this Twenty Eighth day of April 1923

In Presence of Edmonton School Board

[signature]
Witness.

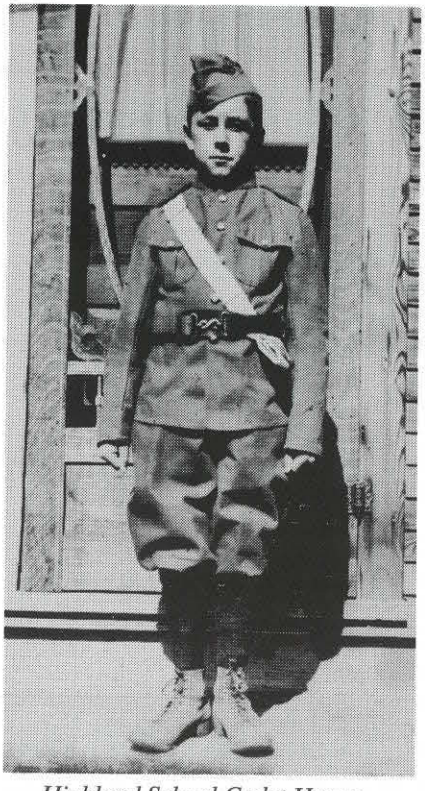
Mr R. V. Bellamy
Chairman

M. F. C. 654.
200—2-19.
H. Q. 12-1-64.

Edmonton Public School Board Certificate of Acquisition of Cadet Military Supplies, 1923



McKay Avenue School Cadet William Bramley-Moore, 1918



Highland School Cadet Henry Marshall, 1921

Not all cadet activity was physical. A number of lectures on various topics was included in the cadet training as indicated in teaching briefs issued to instructors in 1927:

MILITARY DISTRICT NO. 13.
(Cadet Training Lectures)
LOYALTY

1. Loyalty and discipline closely allied. Loyalty not only Singing National Songs and Flying Flags.
   Loyalty is playing the game.
2.(a) Playing the game with superiors – The King, his Ministers, and representatives (such as officers), – clergy, school masters – prefects – parents – relations – employers – N.C.O's, etc.
   (b) Playing the game with equals, (e.g.) fellow cadets – school fellows – friends – fellow employees, etc.
   (c) Playing the game with those placed under our charge in any capacity.
3.(a) Loyalty includes cheerful obedience to orders without hesitation, criticism or grumbling.
   (b) Loyalty is doing your duty however unpleasant it may be – reporting things when it is your duty to report – preventing "crimes" in spite of ridicule of companions.
   (c) Moral courage in stopping talk or actions which you know to be wrong, although certain it won't be found out.
4. Loyalty – not afraid of owning your religion – that you're British. That you look to the King as your example, and as symbol of everything that is good in the British Empire.
   Love for your flag, the "Union" (Jack) – not afraid of singing the National Anthem "God Save the King."
   All above symbols of loyalty to Canada and Canadians, and proof of good citizenship.

October, 1927 H.T.C.

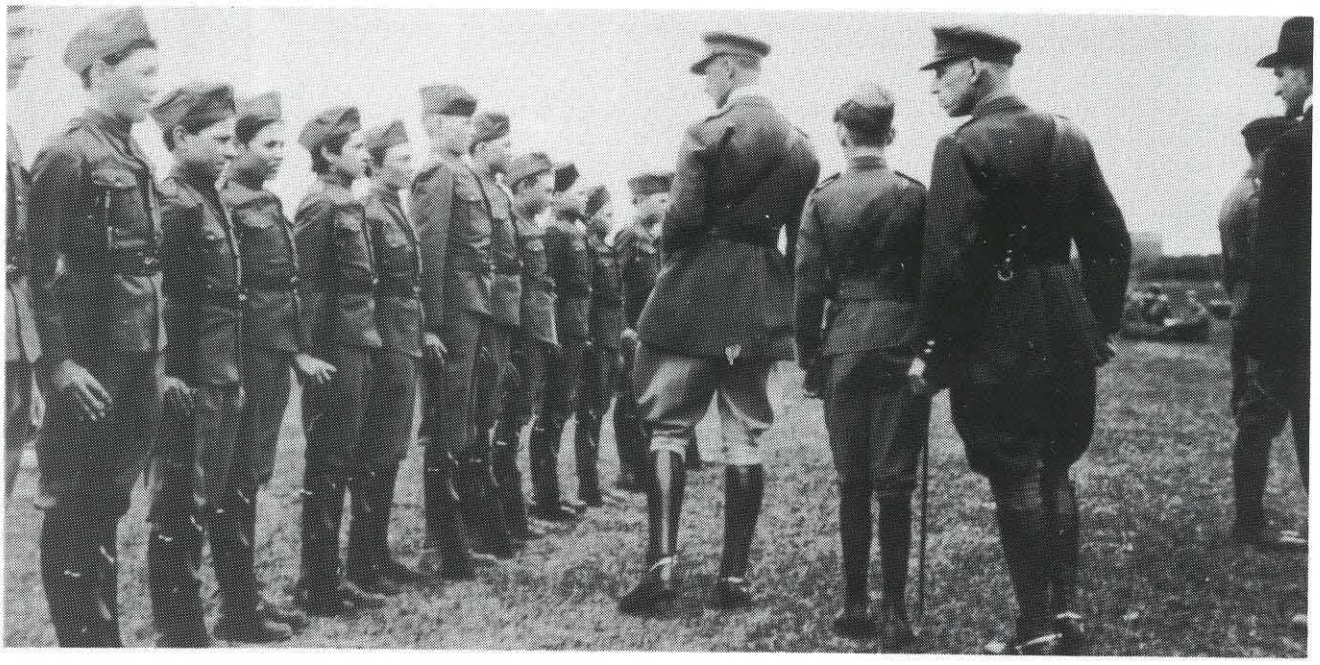
Although enrolment in the cadet companies was increasing in the late 1920s, there was growing opposition to the movement. Some critics described cadet training as a pervasive form of British military imperialism. As early as 1923, a delegation from the Canadian Labor Party urged trustees to abolish military training in schools. In the same year, Trustee Frank Scott, who ran for the school board as a Labor party member, presented a motion that all military drill be eliminated from schools controlled by the Edmonton Public School Board. Although the motion was lost, it was a harbinger of other protests. Petitions from the Women's International League for Peace and Freedom movement followed:

> Canada has not been a militaristic country. She has spent $2,000,000,000.00 on the Great War, is still spending forty per cent. of her annual revenue on the interest of war debts and expenditure caused by war. She has left fifty thousand of her young men in the graves of France and Flanders, but she did all this in the sincere, if mistaken, belief that she was engaged in a "war to end war."
>
> Canada is in great danger of *becoming* a militaristic country if she allows to a small group of professional military men the growing control of education and certain civilian services. Especially dangerous is their control over radio and commercial aviation with the potential uses for publicity and propaganda. A public man put the danger perhaps too strongly when he said recently, "Canada needs to be on guard lest eighteen men dragoon her into war which nobody wants, not even themselves."
>
> Brig. Gen MacNaughton has failed to show the economy of having the civilian services of normal life administered and taught by men associated exclusively with abnormal life; or how the school at one and the same time can be the garden for the development of friendly souls and the culture ground of "an embryo army." Patriotism and world citizenship are not in conflict but they cannot be harmonized while love of country is confused with "pooled self esteem." The hope of peace lies in the school which prepares children to express their loyalties in ever widening circles of happy services with home and country as the centre and humanity as the circumference.

CONCLUSIONS

We recommend:

1. The effort to open teacher training courses for physical education divorced from all military control, in all our large university centres.

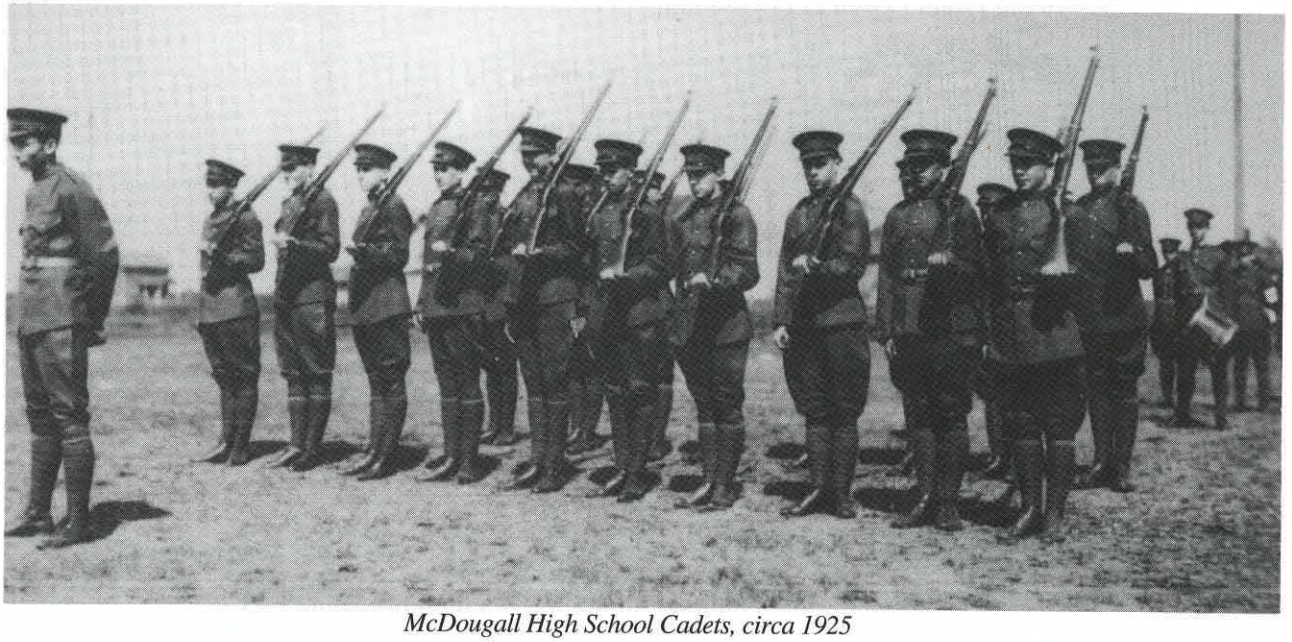


Victoria High School Cadets, circa 1914

2. That Federal funds for education, both technical and physical, be given to Departments of Education and administered and taught under civilian control. No man or woman should be obliged to obtain a certificate to teach school children by way of the Department of Militia and Defence.
3. That the administration of civilian services be placed under civilian control.

We believe these changes are necessary steps towards Canada's free co-operation with world's educations in one of their great objects, "To cultivate international good-will and to promote the interest of peace throughout the world."

THE EDUCATIONAL COMMITTEE
OF THE TORONTO WOMEN'S
INTERNATIONAL LEAGUE FOR
PEACE AND FREEDOM



McDougall High School Cadets, circa 1925

On March 17, 1927, the following resolution was passed by the Edmonton Public School Board:–

> That this Board go on record as approving of the principle of cadet training, provided it can be arranged for any pupils whose parents object to the training, to be excused.

This made cadet training an optional activity in Edmonton Public Schools. The onus for deciding to have a boy participate in cadet training rested with the parents, not with the boy. Only those boys whose parents signified their consent verbally or in writing to the principal would now be enrolled in cadet companies. But controversy and protests against its existence as a pervasive form of military imperialism continued until June 26, 1932, when Trustee Sid Bowcott moved "that this Board go on record for the elimination of present cadet military or semi-military training system at present carried on in the Edmonton Public Schools and High Schools, and that we substitute in its place a more intensive training in physical culture and first aid." The motion was carried. Military training in Edmonton Schools was discontinued as of September 1, 1932.

Shortly after the outbreak of World War II, the Alberta Department of Education reviewed its physical education program and allowed senior high school students to obtain high school credits by joining army, navy or air force cadet organizations, and taking military training out-of-hours. Thus cadet training was again re-introduced into Edmonton high schools. Approximately 250 boys registered for cadet training following the Board's action to allow military lectures and some military drill in Edmonton High Schools.

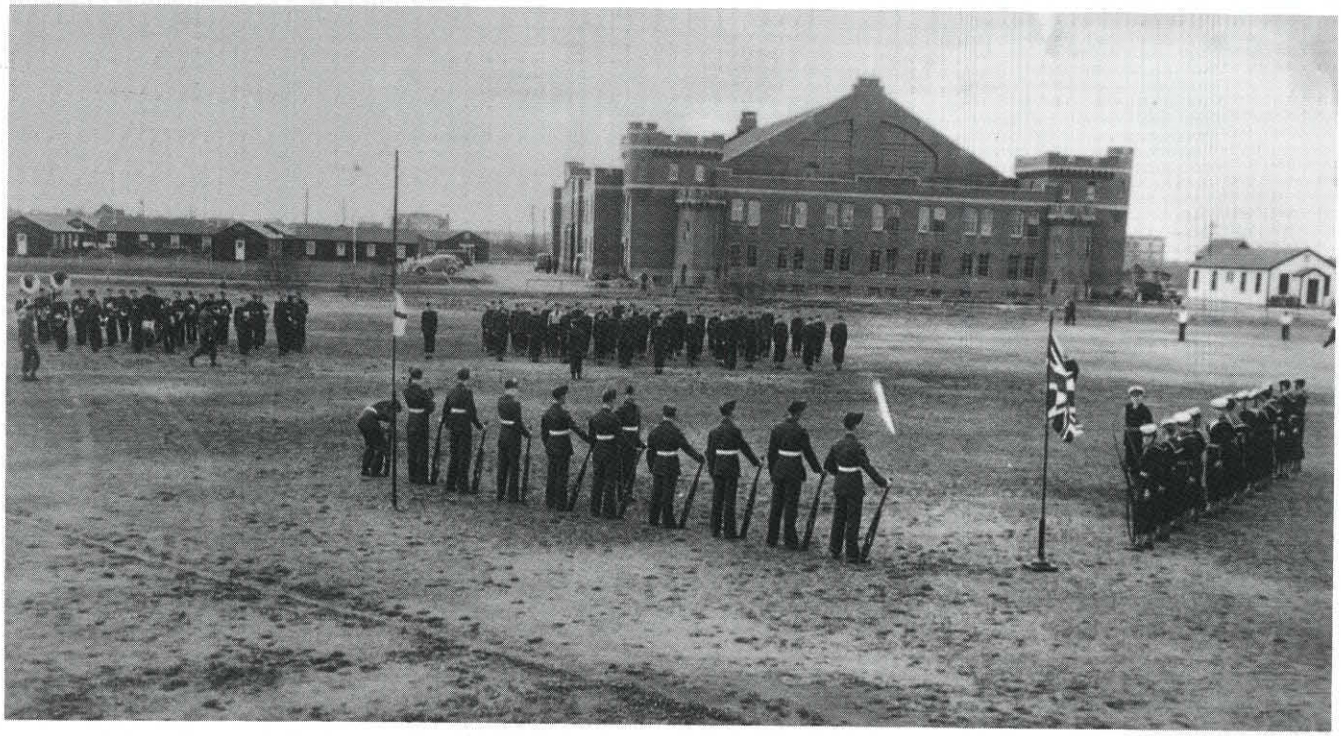
Supervisor of Alberta Schools H. C. Newland detailed the movement back to voluntary military activities in his 1940 letter to Edmonton Public Schools Superintendent Sheppard:

> September 14, 1940.
>
> Re: Cadet Training
>
> In answer to your letter of July 22, I would say that the Department has given very careful consideration to your request regarding Cadet Training.
>
> As you are no doubt aware, the Department has for several years been modernizing its courses in Physical Education and has recently made Physical Education a compulsory subject for all pupils of the elementary, intermediate and high schools. During this time some considerable progress has been made in building up a more effective type of physical training, and this procedure has had the approval of the Local Committee of the Strathcona Trust and other military authorities, who all agree that sound physical education is the only proper basis for military training.
>
> Physical Education is required as a compulsory subject for students in the intermediate grades and in the first year of the high-school programme (Grade X). A student who has taken this training is therefore in a better position to profit from the specialized type of training that is required in cadet work.
>
> In the last two years of high school it may properly be expected in times like these that the boys will desire to take some military training out of school hours. The Department has, therefore, decided that it will be possible to grant two (2) high-school credits for Cadet Training taken during the second and third years of the high-school programme out of school hours by students who already have taken the compulsory course in Health and Physical Education required in the first year of the high-school programme (Grade X) and hold the credits for this work. Thus Cadet Training, or Military Training, will become for practical purposes another general elective offered in the second and third years of the high-school programme, carrying two credits for work done out of school hours, in the same way that work done out of school hours in connection with a school band or a school orchestra entitles a student to credits in Music.
>
> This arrangement recognizes frankly the fact that mature high-school boys are entitled to credits for Cadet Training, but it also preserves the sound basis for this cadet work by keeping the compulsory courses in Physical Education intact.
>
> Your faithfully,
> (Signed) H. C. Newland
> Supervisor of Schools.

In 1943, the Department of National Defence proposed an advanced Cadet Training Program in the Edmonton Schools. In meetings and correspondence with school board officers, it was agreed that while the army can teach boys in a short time the rudiments necessary for cadet drill and demeanor, it does not have the facilities for teaching boys the academic work which it demands of them.

All cadet corps in the city's high schools were reconstituted under Supervisor of Physical Education Ralph Pritchard who had recently been appointed to the new post as a result of former Supervisor A. Stuart Bird's enlistment in the Canadian Army. Instructors were approved for each of the high school cadet companies at this time:

Victoria High – Lieutenant W. S. Stewart
Westglen High – Captain George Conquest
Strathcona High – A. Burchell and Captain Garnett
Eastwood – Major E. E. Hyde



Victoria High School Army, Navy and Air Force Cadets on Parade Square, Prince of Wales Armouries, 1944

In 1944, thirty-five Westglen High School cadets were instructed by their chemistry teacher, Captain George Conquest. In addition to lectures at the school, the cadet corps made full use of the facilities at the Prince of Wales Armouries. Captain Conquest's training schedule included map reading, signalling, drill, competition shooting, and army organization. A gun-laying course became part of the Thursday night parade program. As part of their military cadet training program, six-man cadet crews manned field guns which had a range of 1,400 yards.

The late Walter Stewart instructed in a wide range of cadet training at Victoria Composite High School during the latter stages of World War II. He was assisted by Cadet Captain A. Munro; Second Lieutenant A. Davison and Company Sergeant-Major S. Paproski, who in later years would become an Edmonton Member of Parliament.

Steve Paproski was a very active member of the Victoria Composite High School cadet corps. In 1944, the husky and affable lad had risen to the rank of Sergeant-Major. "It's an experience I'll never forget," recalled the veteran of 21 years of service as Member of Parliament for Edmonton Centre. It gave many of us poor kids an opportunity to learn to fire a rifle properly, to box, to read maps, and to attend summer camp, which most of us could not have done at that time. Many of the lads in the cadet corps at Vic rose to high positions in the military and in government.

"I recall a smart high-ranking naval officer resplendent in his gold-braided uniform approaching me in Ottawa shortly after I had been elected an M.P. He

informed me that his name was Ramsay and that he was thankful to me for the good work I had done as a physical education cadet instructor at the Sarcee Summer camp. I remember that camp with much fondness, especially the boxing ring where I often took on 4 or 5 young cadets at the same time to get a good workout. Later, Ramsay was appointed Deputy Minister of Transportation in the federal government."

Interest in cadet activities waned after the conclusion of World War II. The focus of training shifted from that of a military program aimed at providing a source of young men and women for the Canadian Armed Forces, to that of a civilian venture with three objectives: to provide citizenship and leadership training, physical fitness, and to familiarize Canadian youth with the Canadian Forces.



Cadet instructor Lieutenant Walter Stewart (centre) and Victoria High School Corps, 1945. Cadet Sergeant-Major Steve Paproski, front row, fifth from the left

Edmonton Public School Board Minutes of May 13, 1957, indicate surplus Westglen School cadet uniforms were to be sold to Loyal Edmonton Regiment Cadet Corps at $5.50 per uniform. From this time, Canadian Army, Navy and Air Force Units provided uniforms, equipment and instructors for cadet companies formerly organized by high schools. Summer camp programs for cadets were also under the direct control of the Canadian Army. The efforts of sponsoring cadet units were co-ordinated with those of a Civilian Committee whose responsibilities included public relations, some financial support and accommodation. Following World War II, various cadet corps have been housed in Edmonton schools through the Edmonton Parks and Recreation Department.

The success of the post-war cadet corps movement in Edmonton is due in large part to the contributions of cadet leaders such as the late Don Arnett, chairman of the Air Cadet Movement in Alberta, and retired Edmonton Public School teacher Frank Mathew, Commanding Officer of 395 Edmonton Air Cadet Squadron for 31 years. The "Order of Military Merit," Canada's highest military honor was bestowed on Major Mathew in 1981.

Despite its transitory nature, the early school cadet movement reflected the tenor of the times, including unquestionable respect for the Union Jack and all it stood for.



Don Arnett, chairman Air Cadet League of Alberta, right

Edmonton Examiner, Wednesday, July 8, 1981

Highest award goes to EPSB employee

Major Frank Mathew has been awarded Canada's highest military honor, the "Order of Military Merit".

At a ceremony at Rideau Hall in Ottawa June 10, Major Mathew became the first air cadet officer to receive the award, which is given in recognition of dedicated and outstanding military service to Canada.

After serving as a bombardier in the second World War, Major Mathew, joined the air cadets in 1948, and was commanding officer of 395 Air Cadet Squadron in Edmonton for 31 years.

While responsible for overseeing the entire operation of the squadron, Major Mathew attended 34 summer camps with the cadets in various locations in western Canada.

Retiring as commander of the squadron last June, Major Mathew, 57, plans to make this year's two-month stint at Penhold, Alta., the last summer he spends with the cadets.

"I decided after I've been at it so long it was time I gave someone else a chance to take over," reflected Major Mathew last week. He's looking forward to taking a summer holiday with his wife.

"There are a lot of good officers with the cadets that deserve a chance at it."

Looking back over countless hours of service with the cadets, Major Mathew noted it was the satisfaction of helping young people mature into responsible citizens that kept him at it.

"They would come to us at fourteen, basically shy, timid, and disorientated, and after three or four years of leadership training, mature into responsible, capable, NCO's (Non-Commissioned Officers).

"Its given me tremendous satisfaction to think I have had some effect on that young person's life."

A native Edmontonian, Major Mathew has a Bachelor of Education degree from the University of Alberta.

Other awards he has received include Officer of the Year (1968), City of Edmonton Citation (1970), Provincial Achievement Award (1976), Canadian Decoration (1977) and Outstanding Summer Camp Officer (1979).

A former graphic arts teacher, Major Mathew is now employed as a publications assistant with the Edmonton Public School Board.



Maj. Frank Mathew, OMM, CD

Chapter Fifteen

Strike One!

The Edmonton high school teachers threaten to strike if their demands for salary increases are not met.

They are not wise in adopting this attitude and are prejudicing their cause. Public sentiment in favor of larger remuneration for teachers has been rapidly gaining strength in recent years and there has been a substantial improvement effected. But any attempt to force the pace without regard to the very grave financial difficulties that the city has to face will have, it is certain, exactly the opposite effect from that hoped for.

The people of Edmonton, by their votes in December, gave a very definite mandate for the holding down of school expenditures. Despite a resolute effort which has been made to reduce these, the board finds that an outlay practically equivalent to last year's must be made. Some savings have been made in connection with supplies, but under the old scale it will be necessary to pay some $65,000 more in teachers' salaries. This being the case, it was obviously impossible for the trustees to make further increases if they were not to disregard entirely the clearly expressed wishes of those whose agents they are.

Edmonton Journal, March 10, 1920.

The specific targets of the newspaper's wrath were the 75 junior and senior high school teachers recently organized as the Edmonton High School Local of the Alberta Teachers' Alliance. Victoria High School teacher Mary Crawford led the Edmonton High School Teachers' Alliance at this time. Garneau School Principal Harry Ainlay, some 30 years later Mayor of Edmonton, headed the less militant Public School Alliance. Secretary of this Alliance Local was H. A. Gray's male assistant, Chester Ronning, destined to become one of Canada's most respected diplomats, and a leading authority on China.



Victoria High School teacher Mary Crawford, head of Edmonton High School Teachers' Alliance during the 1921 strike

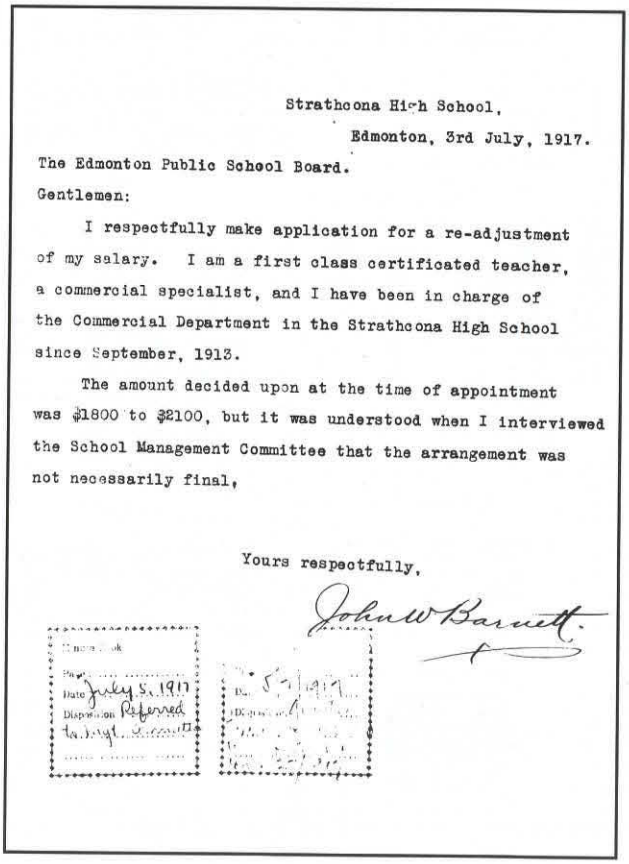
Both Crawford and Ainlay pointed to the Teachers' Salary Schedule of 1920 and insisted that there would have to be major adjustments made in it for 1921. For one thing, no special category existed for technical school teachers. For another, the increments for junior high teachers were too low.

The solution, suggested by teacher representatives, was the adoption of a new salary schedule proposed by the Provincial Teachers' Alliance. Hefty increases were suggested for all categories of the new scale.

Trustee reaction to the Alliance salary proposal was swift. School Board Chairman William Rea, formerly a principal of College Avenue School, categorically refused to consider any new schedules, insisting that financial difficulties precluded any changes in minimum or maximum salaries. Only individual cases of teacher placement on the grid would be reviewed as had been done in the past. Rea insisted that high school salaries had increased by over 20% in the past year. He pointed out that the minimum high school salary had risen by $300 over the 1918 scale, and maximum salaries had jumped by $600 to $2,900.

The executive members of the Teachers' Alliance disagreed with the Board Chairman's calculations and maintained that only an 11% increase had been effected. This increase, they pointed out, was really a 3% hike in salaries as no increases had been awarded during the 1914-1918 period. Alliance representatives argued that it was time the Board made up for the 15% salary cuts suffered during the war years.

Furthermore, they denounced the action of teachers who approached the Board for individual raises or adjustments in salary. In the past, scores of teachers, including John Barnett who became the first General Secretary of the Alberta Teachers' Alliance, had bargained individually with the Board.



Strathcona High School,
Edmonton, 3rd July, 1917.

The Edmonton Public School Board.

Gentlemen:

I respectfully make application for a re-adjustment of my salary. I am a first class certificated teacher, a commercial specialist, and I have been in charge of the Commercial Department in the Strathcona High School since September, 1913.

The amount decided upon at the time of appointment was $1800 to $2100, but it was understood when I interviewed the School Management Committee that the arrangement was not necessarily final,

Yours respectfully,

John W Barnett.

Date July 5, 1917
Disposition Referred

Individual bargaining had to stop, insisted teacher spokesmen. Further, effective January 1, 1921, all salary matters were to be negotiated by one of the two Alliance Locals in the city. The question of salaries was not the only concern of Edmonton teachers. Official representation of the Edmonton Public and High School Alliance Locals at the Board meetings was another and perhaps more critical issue.

Teacher representation on the Board was a controversial issue in the 1919 trustee election. Many teachers who were active in the campaign, endorsed four Labor Party candidates for trustee positions. The official plat-

form of the Labor candidates for School Board was boldly advertised in the city's newspapers:

FOR THE SCHOOL BOARD

1. The provision of Kindergarten and Technical Schools
2. The policy that the Provincial Government should be expected to pay the expenses of the High Schools
3. The building of permanent schools
4. The support of the Teachers' Policy.
   (a) The Provincial schedule for teachers
   (b) The model form of contract
   (c) The recognition of teachers as advisors to the Board

Three of the Labor candidates, Dr. J. A. McPherson, S. A. G. Barnes, and Frank Scott, were successful in the 1919 contest and with the support of Trustee Dr. F. Crang, voted to adopt an improved salary schedule for teachers. On January 22, 1920, the same trustees supported a motion to invite representatives of the Public and High School Alliances to attend Board and School Management meetings in a consultative capacity.

Teachers were extremely pleased with this recognition and for an entire year the presence of Principal H. L. Humphreys of McCauley School and Victoria High School teacher H. C. Newland at Board meetings was an obvious indication of teacher status. But all this was to change in 1921 when two new trustees, Mrs. E. T. Bishop and university professor Dr. W. H. Alexander, were elected to the Board. The new trustees would soon be forced to debate the issue of teacher representation.

Perhaps the most bitter debate ever recorded in Board minutes occurred between S. A. G. Barnes, who supported teacher representation, and Board Chairman Rea, who opposed any teacher recognition at the Board table or salary increases for the teaching staff. Rea resented the action of the previous Board which had granted official representation to the two Edmonton Teachers' Alliances. The fiery chairman sought the support of Trustees Douglas, Alexander and Bishop to rescind the motion which allowed teacher representation. A practicing lawyer, Board Chairman Rea, presented his case well. Speaking at the Board meeting of February 15, 1921, he stated that it was "absolutely ridiculous, and un-British and Soviet for a teacher to sit on the Board." Rea complained that members of the Alliance took a very active part in the recent election campaigns, endorsing trustees, and endeavoring to elect them. He pointed out the danger of having a Board elected by its own employees.

Rea's persuasiveness was effective, indeed. The new trustees supported his motion "that the action of this Board at its special meeting of January 22, 1920, in inviting representatives to attend Board and School Management meetings, be rescinded."

The motion, carried by a 5-2 vote, caused deep concern in the teacher ranks. Delbert L. Shortliffe, the Alliance press representative for the High School Local, expressed the resentment teachers were feeling in his February 28, 1921 letter to the editor of the *Edmonton Bulletin:*

TEACHER REPRESENTATION:
Editor, The Bulletin

Sir – Would you kindly permit us the use of your column to present to the public the views of the High School Teachers' Alliance on the question of teacher representation on the Edmonton Public School Board.

We wish to make it plain that in asking for a representative to sit in a consultative capacity at school board meetings, we have only the cause of educational efficiency at heart, and are not actuated by any desire to control the school system nor establish a "soviet." It so happens, that in the Old Country the practice of having teachers sit on school boards was established many years before that unfortunate word "soviet" reached Edmonton. We wish to say further that in many cases in England the teacher board members have even the power of voting.

That teacher representation on school boards had the support of public opinion in England is shown by the following excerpt from an editorial in the *London Times* of February 3, 1921.

"A new era is dawning for the profession because in the majority of cases local education authorities have co-opted teacher representatives on educational committees, and this principle became more general in the last year. Thus has real beginning been made of giving teachers a part in the administration of education in the areas of local authorities, but under our English method freedom slowly broadens down from precedent to precedent."

Moreover, the statement made recently in Edmonton to the effect that the school boards in England are so large that a teacher representative has little influence, is not correct, as we are prepared to prove if called upon to do so. These facts ought to constitute a sufficient answer to the "soviet" and "run the schools" argument, unless we are prepared to say that in Britain the schools are controlled by the teachers.

We have stated above that our motive in seeking to retain our representatives on the school board is purely in the interests of educational efficiency. It is quite true that one of the things we would naturally expect our representatives to do is to look after the interests of the teachers themselves. We hold that those interests are inextricably interwoven with those of educational efficiency. Anyone disagreeing with that point of view must take the position that the only way to manage our school system is to sacrifice the interests of the teachers themselves. That idea has interfered too long with the development of education in this country. It must go. We hold it to be automatic that a system of education resting on broken fortunes of the very men and women who are doing the bulk of the team work in it, contains within itself the seeds of its own destruction. And so, we see no contradiction in seeking to place at the board a representative to look after our interests and at the same time to give some little assistance to the course of education, generally.

We wish, however, to make it perfectly clear, that while we are solicitous of bettering the status of the teacher there are still greater responsibilities resting on our shoulders as educationalists. These greater problems of education we honestly wish to help solve. It is true, we are doing our bit in that direction every day in the classroom. But we believe that without violating the ordinary tenets of modesty, we might claim to be capable of rendering some further service in that direction by sitting in a consultative capacity with the trustees.

There is yet another reason why we should have our representative at the board meetings. Everyone knows how easily misunderstandings arise between employer and employee. One great reason why capital and labor quarrel today is the fact that the machinery of production has become so complex that the individual laborer is removed many degrees from any personal touch with the employer. In the old days, when the laborer and capitalist met face to face and "talked it over" there were neither strikes or lockouts. Now, in the case of trustee and teacher we have one of the few cases left where the above idyllic condition is still attainable. We want that, we know the healing effects such relations will have on any of the little frictions which inevitably arise, but which can always be adjusted if both sides conduct themselves as reasonable people should. Any attempt to eliminate that personal contact which alone can maintain the harmonious relations we desire, is a direct thrust at the efficiency of our school system.

THE EDMONTON HIGH SCHOOL
TEACHERS' ALLIANCE
Per D. L. Shortliffe
Press Representative



Victoria High teacher Delbert Shortliffe, Edmonton High School Teachers' Alliance press secretary during 1921 strike

Determined to have the Board reconsider its action, High School Alliance representatives approached Mayor Duggan to act as a mediator in the dispute. The *Edmonton Bulletin* of March 25, 1921, reported that the School Board would have nothing to do with a mediator and quoted the Board Chairman as stating that he would not submit to a "club wielded over trustees' heads."

But the determined teacher representatives insisted that the Board reconsider its decision. Provincial Alliance spokesman R. V. Howard, who attended the April 7, 1921 meeting of the Board, stated bluntly that the Teachers' Alliance had taken the rescinding action as a rebuff. He warned trustees that teachers were deeply disturbed by references to their presence as a Soviet institution and particularly resented being identified with "the horrid ape-like creatures known as Bolshevists." Howard pointed out that teacher representation on both school boards and education committees was common in Germany and in France long before the word "Soviet" was known.

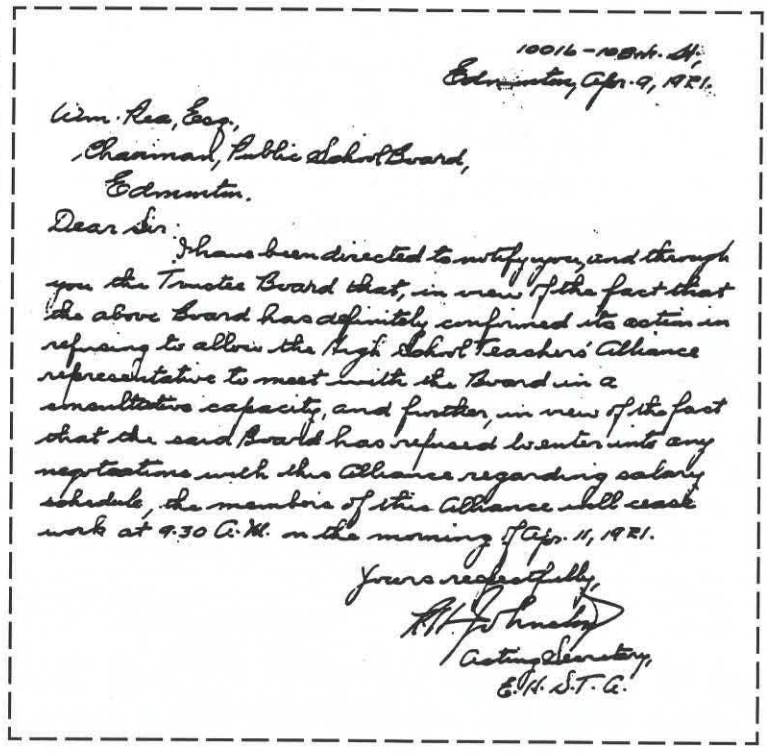
Trustee S. A. G. Barnes agreed with Howard as indicated in the April 7, 1921 minutes of the Board meeting:

> . . . that as far as Sovietism and Bolshevism is concerned, the matter of teacher consultation on the Board was a plank of some of the Board members, and they were elected on that plank. The public of Edmonton have endorsed that proposition. The election of 1920 was fought out in a certain measure on what is called the economic issue. Very little was heard about teacher representation. The Board think that a business-like body should be different from an elected body, and think that an elected body is different to the directors of a corporation. Corporations all over the country have managing directors who have a share in the institutions. The Board is one of the biggest business institutions in the City. It is a common practice, and the only argument against the proposition is that it tends towards Sovietism. It is fictitious and it is absolutely insulting, because those who favor representation on the Board were brought up under the same flag. Mr. Rea should not get up on a pinnacle, and should not say that the Board is tending towards Sovietism. It is not in the British blood. It might as well be said that the Press representatives are tending towards Sovietism. The teachers want to get the direct information from the Board, and they want to sit so that they can secure the first information. The Press representatives and the teachers have been made different. This is public information, and this matter of Sovietism is an insult, and Mr. Rea must quit it or prove it. . . . It is a principle of working together, as the teachers have asked the Board to do. Now as far as the control of the Board is concerned, imagine persons who have no vote, controlling seven elected members of the Board, when they were there only for consultation purposes! What right has Mr. Rea to let the Superintendent sit at the Board? Why is that done, and representatives from two or three hundred teachers, are excluded?

The protests and pleas of Teacher Alliance spokesmen for reconsideration of the rescinding motion were to no avail. Although Trustees Mrs. Bishop and Dr. Alexander vacillated somewhat on the representation issue, they continued to vote against granting official status to the Alliance at Board meetings. Both trustees also opposed any major changes in the 1920 salary schedule.

Relations between teachers and the Board reached an all-time low when Chairman Rea announced at the special meeting of the Board on Monday, April 11, 1921, that he had received a disturbing letter from the Alliance. Board minutes tell the story:

> Trustee Wm. Rea stated that the communication from the Edmonton High School Teachers' Alliance was delivered to him by Mr. R. H. Johnston, Acting-Secretary, at about nine-thirty-five o'clock P.M. on Saturday evening April 9th, at his house. The communication explains itself. Mr. Johnston did not speak, and walked out of the house without saying goodnight. He proceeded, after receiving the communication to call Mr. Carpenter, and said to him that he might get in touch with some of the High School Principals, to see if they were going on strike. He thought that the communication should be confirmed. In about twenty minutes, Mr. Carpenter phoned him, and advised that the teachers had said that they were going out. He, (Mr. Rea) then got in touch with the Trustees. He was able to reach Mr. Douglas, Mr. Scott and Dr. McPherson, but could not get in touch with Mrs. Bishop or Mr. Barnes. He thought at first that a meeting might be called for Sunday, but some of the Trustees objected to meeting on Sunday. He was busy on Sunday with the Superintendent, getting in touch with some teachers not affected by the strike, but former teachers and people living in the City who would be prepared to go into the schools and carry on. When a letter like this comes in, nobody can tell what will happen until the time mentioned arrives. It appears that the teachers went out at nine-thirty o'clock this morning.



10016 - 108th St.
Edmonton, Apr. 9, 1921.

Wm. Rea, Esq.,
Chairman, Public School Board,
Edmonton.

Dear Sir:

I have been directed to notify you, and through you the Trustee Board that, in view of the fact that the above Board has definitely confirmed its action in refusing to allow the High School Teachers' Alliance representative to meet with the Board in a consultative capacity, and further, in view of the fact that the said Board has refused to enter into any negotiations with the Alliance regarding salary schedule, the members of this Alliance will cease work at 9.30 A.M. on the morning of Apr. 11, 1921.

Yours respectfully,
R. H. Johnston
Acting Secretary,
E.H.S.T.A.

Official notice of 1921 teachers' strike

The short notice of the walkout action was severely criticized by Chairman Rea whose abhorrence of strike action was expressed emotionally at the April 11 special meeting of the Board:

> The real issue is power, to bludgeon the Board. That is the real question at issue. This is a very grave situation. We have the interests of the children at heart. Here is a body of people trained by the State, educated, licensed and paid by and working for the State, and dealing with human beings, and they drop that without consideration, knowing that the Board could not open the schools by Monday, and knowing as they must know, that it would have a very serious effect on the pupils at this time of year. They do that apparently with their eyes open. Do Mothers, Fathers, and Soldiers strike? The question is to carry on. Grades XI and XII will be carried on at once. Work will not suffer much. The work has suffered during the last two or three months by this continued agitation. The spirit has been in the schools, and the school work is suffering very seriously.

School work was suffering, indeed, as Superintendent Carpenter reported. His survey of classrooms confirmed that 74 teachers, all members of the High School Alliance, walked out of high school and junior high classrooms at 9:30 on the morning of April 11. The high schools affected were Victoria, McDougall, Strathcona, Tech, as well as H. A. Gray, Westmount, Highlands, and King Edward Junior High Schools. Carpenter would learn later that two high school teachers did not honor the strike and taught during the walkout. One of them was disclosed as a member of the Alliance.

Superintendent Carpenter was authorized to make arrangements for the immediate opening of classrooms. Teachers on the substitute list, most of them married women, were recruited to replace Alliance strikers. So were other former teachers, some of them with dubious credentials.

CLUB PHONE M 6770
SECY'S OFFICE M 6519

Great War Veterans' Association

CALGARY BRANCH

~~110 7th AVENUE EAST~~ 239 - 14th Ave W.

CALGARY, CANADA. 13th April 1921.

(NON-OFFICIAL)

Dear Sir I do not know the nature of the dispute between the Board and the Teachers, but I gather from the Papers that certain persons have volunteered to help to carry on the work until matters are settled..

I matriculated at the London University and hold the Diploma of Associateship of the Royal College of Science, London; the College is afiliated with the London University.

I had experience in Secondary School work in England before coming to Canada. Before the War I had some experience in teaching in Alberta, the records of which can doubtless be obtained from the Educ. Dept. I am in possession of a 1st Class Interim Certif. from the Dept.

I could undertake work in Chemical & Physical Sciences, and in Mathematics.

If you care to make use of me Kindly communicate with me at above address.

Yours Truly

S. Snyder

The Chairman of the
Edmonton School Board

Letter from Calgary teacher offering services during 1921 strike

Detailed news reports of the strike and statements by Chairman Rea and Alliance representatives appeared in the April 11 issue of the *Journal* after reporters had worked feverishly to meet printing deadlines. Newspaper reporters had discovered that the decision to call a strike was reached after a day-long meeting on Saturday, April 9. High School Alliance President Mary Crawford was quoted as stating that teachers simply wanted official recognition of the Alliance at Board level. She emphasized that teachers did not demand or wish for voting powers as had been intimated by other sources.

Published in the *Journal* news reports was the teachers' official press release in which Alliance press representative D. L. Shortliffe stated:

> The public should know that this struggle in Edmonton, from one point of view, is a phase of a situation that is general throughout Canada. The teachers of this dominion are determined to elevate the status of their profession, thereby raising the efficiency of the whole educational system. If they cannot do so they give up the fight and leave the profession. If the Canadian public beat their teachers they destroy their school system. . . . We want the public to know, that one of the things we are after is that the Board shall treat us as men and women and not as weaklings and underlings.

Shortliffe's comment on the national scene referred to a teachers' strike in Moose Jaw, the breaking down of salary negotiation talks in Regina, and a near-strike impasse resolved in Calgary in 1921.

Shortliffe's press release castigated trustees for not increasing teachers' salaries. It pointed out that provincial grants had increased from $200 to $700 per classroom since 1910 and insisted the Board was in a financial position to grant salary increases. Reference was also made to "the one insurmountable barrier in our relations with the Board, viz; the insulting attitude of the Chairman toward the elected representatives of the teachers." The diminutive, acid-tongued Shortliffe identified Rea as the chief villain of the Board and pointed out that a Calgary teachers' strike was averted because the Calgary Board acceded to round-table negotiations.

In a comprehensive April 11 news report, the *Journal* quoted a prominent "member of the opposite camp" who viewed the strike as "simply a case of the provincial teachers' organization not being able to put it over in Calgary and trying Edmonton as the next field of operations. The provincial Alliance found an adverse vote in Calgary and when they failed in their attempt to force a strike in that city they simply extended their field of operations to Edmonton."

Journal reporters also interviewed Alberta Teachers' Alliance President H. C. Newland, who took strong exception to the view that the provincial organization of teachers was behind the strike: "The provincial executive is simply playing the part of onlookers. The Edmonton High School Teachers' Alliance is simply a branch of the provincial body and until some developments occur we have nothing to say."

But Mary Crawford and the Edmonton High School Alliance teachers had plenty to say about a *Journal* news report which listed the salary of every high school teacher – ranging from Victoria High School principal C. O. Hick's $3,250 stipend to the $1,800 salaries of newly-appointed high school classroom teachers. This, they felt, was a low blow and demanded that a future issue of the *Journal* publish a detailed list of all high school teachers accompanied by their impressive qualifications, and ask readers if they "can afford to jeopardize the secondary education of Edmonton high school students by submitting any longer to the state of affairs in the high schools."

The *Edmonton Journal* acceded to the request of the High School Alliance in short order. Among the qualifications listed were those of Miss Kay Teskey: Master of Arts; Honors Specialist in Modern English and History, (Queen's University); Gold Medalist; two postgraduate courses in French; 13 years experience.

D. L. Shortliffe, Master of Arts, was listed as an Honors Specialist in Mathematics; Gold Medalist, (University of Manitoba); postgraduate course on Ph.D. in Mathematics, (University of Chicago); 15 years experience.

In addition to the publicity on teacher qualifications, the High School Alliance placed advertisements in the newspapers explaining the teachers' position:

THE HIGH SCHOOL TEACHERS' CASE

Some Pertinent Facts

(1) Over 70 High School Teachers of Edmonton have, as a united body, refused to work until the Public has an opportunity of investigating their side of the case.

(2) 40 of these are married men, most of them with family.

(3) At least 20 of them have two or more University degrees and an equal number are taking special and summer school courses in Postgraduate work at Universities in Eastern Canada and in the United States.

(4) At least 12 of them have seen active service overseas.

(5) When 70 such men and women of mature age, long experience in teaching, and high academic qualifications, cease to work, is not the fact alone prima facie evidence that they have a case which the public ought to investigate.

(6) Trustee Mrs. Bishop is quoted by the *Bulletin* as stating that the Alliance representatives were TREATED WITH DISCOURTESY.

(7) The Chairman of the Board, as quoted in the *Journal*, has stated that the Board will not consider either of the points raised by the High School Teachers.

(8) The Edmonton Board is not consistent in regard to representation because a representative of the Janitors' Association meets with the Building and Grounds Committee, in a consultative capacity.

(9) The City Council and the City Commissioners do not refuse to discuss CONTRACTS, WAGE SCALES and WORKING CONDITIONS with the representatives of the various unions of CIVIC EMPLOYEES. Are not the High School Teachers worthy of a similar privilege?

(10) Since the Board has refused to negotiate with the Alliance, neither the Board nor the Public know how much difference there is between the Board and the Teachers on the question of salary. THE BOARD HAS FLATLY REJECTED THE PRINCIPLE OF "NEGOTIATION" AND "RECOGNITION."

(11) The Minister of Education has increased the grant per High School Teachers $500 since 1918. The Dominion Government now grants $600 for each Technical and Commercial Teacher.

(12) Therefore the increased grants which the Minister of Education recently stated were given to enable boards to increase the salaries have not been received by the Teachers.

EDMONTON PUBLIC SCHOOL BOARD

EDMONTON, ALBERTA

TEACHERS' SALARY SCHEDULE

Effective January 1st, 1920

SENIOR HIGH SCHOOLS

PRINCIPALS—First Class Certificates and University Degrees.

Minimum	2nd Year	3rd Year	4th Year	5th Year	6th Year
$3000	$3100	$3200	$3300	$3400	$3500

ASSISTANTS—First Class Certificates and University Degrees.

Minimum	2nd Year	3rd Year	4th Year	5th Year	6th Year	7th Year
$2000	$2150	$2300	$2450	$2600	$2750	$2900

JUNIOR HIGH SCHOOLS

PRINCIPALS—$150.00 per annum in addition to salary paid Senior High School Assistants.

ASSISTANTS—First Class Certificates and University Degrees.

Minimum	2nd Year	3rd Year	4th Year	5th Year	6th Year	7th Year
$1800	$1900	$2000	$2100	$2200	$2300	$2400

ASSISTANTS—First Class Certificates only.

Minimum	2nd Year	3rd Year	4th Year	5th Year	6th Year	7th Year
$1700	$1800	$1900	$2000	$2100	$2200	$2300

PUBLIC SCHOOLS

PRINCIPALS—16 TO 20 ROOMS INCLUSIVE—First Class Certificates and University Degrees.

Minimum	2nd Year	3rd Year	4th Year	5th Year	6th Year	7th Year
$2250	$2375	$2500	$2625	$2750	$2900	$3050

First Class Certificates only.

Minimum	2nd Year	3rd Year	4th Year	5th Year	6th Year	7th Year
$2050	$2175	$2300	$2425	$2550	$2700	$2850

PRINCIPALS—12 TO 15 ROOMS INCLUSIVE—First Class Certificates and University Degrees.

Minimum	2nd Year	3rd Year	4th Year	5th Year	6th Year	7th Year
$2200	$2325	$2450	$2575	$2700	$2850	$3000

PRINCIPALS—12 TO 15 ROOMS INCLUSIVE—First Class Certificates only.

Minimum	2nd Year	3rd Year	4th Year	5th Year	6th Year	7th Year
$2000	$2125	$2250	$2375	$2500	$2650	$2800

PRINCIPALS—8 TO 11 ROOMS INCLUSIVE—First Class Certificates and University Degrees.

Minimum	2nd Year	3rd Year	4th Year	5th Year	6th Year	7th Year
$2150	$2275	$2400	$2525	$2650	$2800	$2950

First Class Certificates only.

Minimum	2nd Year	3rd Year	4th Year	5th Year	6th Year	7th Year
$1950	$2075	$2200	$2325	$2450	$2600	$2750

MALE ASSISTANTS—SCHOOLS OF 12 ROOMS AND OVER—First Class Certificates and University Degrees.

Minimum	2nd Year	3rd Year	4th Year	5th Year	6th Year	7th Year
$1800	$1875	$1950	$2025	$2100	$2175	$2250

First Class Certificates only.

$1650	$1725	$1800	$1875	$1950	$2050	$2150

Second Class Certificates only.

Minimum	2nd Year	3rd Year	4th Year	5th Year	6th Year	7th Year
$1650	$1700	$1750	$1800	$1900	$2000	$2100

FEMALE VICE PRINCIPALS—$250.00 per annum in addition to grade teachers' salary.

PRINCIPALS OF TEMPORARY SCHOOLS—Salary of a grade teacher plus $75.00 per annum for each room over which they have supervision, their own room to be counted as one room; provided, however, that in the event of a teacher being Principal of a one room school only, such one room shall count as two rooms when computing salary.

GRADE TEACHERS—First Class Certificates and University Degrees.

Minimum	2nd Year	3rd Year	4th Year	5th Year	6th Year
$1200	$1300	$1400	$1500	$1600	$1700

First Class Certificates only.

Minimum	2nd Year	3rd Year	4th Year	5th Year	6th Year
$1200	$1275	$1350	$1425	$1500	$1600

Second Class Certificates only.

Minimum	2nd Year	3rd Year	4th Year	5th Year	6th Year
$1200	$1250	$1300	$1350	$1425	$1500

KINDERGARTEN TEACHERS—Kindergarten directresses in charge of classes devoting full time paid on second class certificated grade teachers' schedule; provided, however, that such kindergarten directresses, who have first class certificates, be paid on schedule for first class certificated teachers.

KINDERGARTEN ASSISTANTS—

Minimum	2nd Year	Maximum
$800	$850	$900

TECHNICAL SCHOOL

HEADMASTER—

Minimum	2nd Year	3rd Year	4th Year	5th Year	6th Year
$3000	$3100	$3200	$3300	$3400	$3500

HEAD INSTRUCTORS IN WOOD SHOP, MACHINE SHOP AND SCIENCE DEPTS.—

Minimum	2nd Year	3rd Year	4th Year	5th Year	6th Year	7th Year
$2150	$2300	$2450	$2600	$2750	$2900	$3050

HOUSEHOLD ARTS AND ACADEMIC INSTRUCTORS—

Minimum	2nd Year	3rd Year	4th Year	5th Year	6th Year	7th Year
$2000	$2150	$2300	$2450	$2600	$2750	$2900

SUPERVISORS

MANUAL ART AND MUSIC IN PUBLIC SCHOOLS—

Minimum	2nd Year	3rd Year	4th Year	5th Year	6th Year	7th Year
$2000	$2150	$2300	$2450	$2600	$2750	$2900

HOUSEHOLD SCIENCE SUPERVISORS AND INSTRUCTORS—PUBLIC AND SENIOR HIGH SCHOOLS—

Minimum	2nd Year	3rd Year	4th Year	5th Year	6th Year	7th Year
$2000	$2150	$2300	$2450	$2600	$2750	$2900

SPECIAL TEACHERS

MANUAL TRAINING INSTRUCTORS—PUBLIC SCHOOLS.

Minimum	2nd Year	3rd Year	4th Year	5th Year	6th Year
$1750	$1850	$1950	$2100	$2250	$2400

HOUSEHOLD SCIENCE INSTRUCTORS—PUBLIC SCHOOLS.

Minimum	2nd Year	3rd Year	4th Year	5th Year	6th Year
$1350	$1425	$1500	$1600	$1700	$1800

SCHOOL NURSES

Minimum	2nd Year	3rd Year	4th Year	5th Year	6th Year
$1200	$1275	$1350	$1425	$1500	$1600

SUBSTITUTE TEACHERS

(1) SENIOR HIGH SCHOOL—Minimum Senior High School Teachers' Schedule.
(2) JUNIOR HIGH SCHOOLS—Minimum Junior High School Teachers' Schedule.
(3) PUBLIC SCHOOLS—Minimum second class certificated teachers' schedule.
(4) TECHNICAL SCHOOL—Minimum schedule of Department for which service is rendered.
(5) OTHER DEPARTMENTS—Minimum schedule.

While Alliance spokesmen were busy planning strike strategies, Superintendent Carpenter was recruiting teachers and attending to crises in the schools. At the April 16, 1921 meeting of the Board, his progress report of the first week of the strike was recorded as follows:

The Superintendent stated that it is generally known, on Monday morning, April 11th, at nine-thirty o'clock A.M., work stopped in Victoria High, Strathcona High, McDougall High, and Westmount Junior High, H. A. Gray Junior High, Highlands Junior High and King Edward Junior High Schools. The teachers left the classes at about nine-thirty o'clock and shortly after that left the buildings, the students being left without instructors. There was very little disorder. In the main, the students took their books home. Word had been sent out to the caretakers in these schools to look after the Board's interests in relation to school property. There was very little notice to warn the organization and staff concerning the leaving of teachers. However, nothing untoward or out of the way occurred that might be classed as serious. Following instructions from the meeting of the Board on Monday, April 11th, he was able on Tuesday morning to provide staff for Victoria High School and Strathcona High School, giving tutorial service to grades XI and XII. Six teachers reported at Victoria High School on Tuesday morning and four at Strathcona High School on Tuesday afternoon. It is true to say that there was a goodly attendance of pupils. It took a little while before things began to work smoothly, but throughout the day, the schools operated with a fair degree of smoothness. The teachers were new to the situation, and had to make up largely their own timetables, and practically start as they would in the beginning of a new term. In the afternoon, there was a little friction at Strathcona High School by outside students. On Wednesday, they were able to staff King Edward Junior High School, grades VII and VIII with three teachers, Westmount Junior High with three teachers, H. A. Gray Junior High with three teachers, and Highlands Junior High were completely staffed so far as grades VII and

VIII were concerned. The attendance was good. There was a little hesitancy on the part of the pupils at H. A. Gray and Highlands Junior High Schools, but the matter was not very serious on Wednesday. On Wednesday afternoon, a little trouble occurred at Victoria High School, when about thirty of the boys made a little rumpus around the halls at noon. However there was nothing serious there, and he visited the school, talked with the boys, and shortly after that they disbanded. They wanted their old staff reinstated. There was a petition circulated that day complaining about the substitute teachers. On Thursday, these boys, largely in the main, returned to their classes in Victoria High School. There was a cry in both Victoria High and Strathcona High Schools for Science teachers. On Thursday, however, they added a Science teacher to Strathcona High and a half-time teacher at Victoria High. Also on Thursday, the Commercial Department at McDougall High was opened with a staff of five teachers, the attendance not being large in the two junior rooms. Further trouble occurred at the H. A. Gray and Highlands Junior High Schools on Thursday. There was a request for the use of the Victoria High School Assembly Hall for the students to discuss the situation, which was granted for a meeting after four o'clock, but the meeting did not materialize. On Friday, no new rooms were opened, as it was thought well to consolidate the position in the twenty-six rooms operating. Considerable friction developed at H. A. Gray and Highlands Junior High schools. The other schools operated smoothly. When he says operated smoothly he did not mean that they went on with the smoothness that characterized the old operations, but they worked better than he thought they would work, and particularly in Victoria and Strathcona High Schools. There seemed to be a large degree of cooperation and a greater amount of studying done with these strange teachers than one could have hoped for. Twenty-eight teachers had been teaching during the week. All have not Alberta qualifications, but all have had experience in teaching, some are particularly competent. No qualified teachers could go in under the conditions and do the same as the others did. The first two or three days were taken up providing supervision for the students to study. The teachers have not had a very pleasant task, but have worked faithfully and done their best. He was representing the substitute teachers truly, when he says that they have not come in for any personal gain, but to give service to the children. No provision has yet been made for grades IX and X. With the volunteers whose names he has, he thought it quite possible to organize Grade X on Monday or Tuesday.

Carpenter's reference to some trouble at H. A. Gray Junior High School was confirmed by the late Dr. Chester Ronning who was male assistant in charge of the Grade 1-6 section of the H. A. Gray School in 1921. Ronning was also correspondence secretary of the Edmonton Public School Teachers' Alliance whose members chose not to strike but whose sympathies were definitely with their high school colleagues.

Shortly after the strike commenced, Ronning recalled receiving a phone call from Superintendent Carpenter, asking him to keep "law and order" in the Junior High School. Ronning curtly informed Carpenter that law and order would be kept in the public sector of the school but that he would not "interfere inside the classrooms of the scab teachers." Carpenter then visited the school and appealed to students to respect their newly-recruited teachers and get on with the serious business of studying. "But as soon as Mr. Carpenter left," recalled Dr. Ronning, "the students ran all over the place calling their teachers obnoxious names."

More trouble surfaced at Victoria High School where young Everett Ooley (who some years later became principal of H. A. Gray School), and 83 other high school students affixed their names to a petition stating "We the undersigned students of the Victoria High School wish to express our absolute lack of confidence in the substitutes and request that the regular staff be reinstated as soon as possible at any cost." As well as signing and forwarding the petition to the Board, a protest march in the hallways of Victoria High School was organized to express the students' displeasure.

WE, the undersigned students of the VICTORIA HIGH SCHOOL wish to express our absolute lack of confidence in the substitutes and request that the regular staff be re-instated as soon as possible at any cost:-



Everett Ooley, principal of H. A. Gray School 1951-57



H. C. Newland, Victoria High School teacher and President of Alberta Teachers' Alliance, 1921



Chester Ronning, member of Edmonton Public School staff during 1921 strike

Still more trouble surfaced at Strathcona High School where, according to former student Madge Hargrove, Grade 12 girls actually barricaded doorways with desks in an attempt to frustrate the substitute teachers. "Varsity students paid us a brief visit during the strike – adding a little pepper to the bill of fare by coming and going through the windows."

Despite some reports of trouble in the schools, most trustees were pleased with Superintendent Carpenter's efforts in reopening one-third of the classrooms within the week, and resolving minor disturbances at the schools. However, Trustees Barnes's and Scott's visits to the schools during the first week of the strike indicated that the Superintendent's report was too optimistic. They were particularly critical of the hiring of marginally-qualified instructors who were experiencing discipline problems.

Public opinion on the strike was mixed. The *Edmonton Bulletin* criticized teachers for their unprecedented action. So did the *Edmonton Journal*. The April 16 *Journal* editorial, entitled *The Teachers Should Go Back*, declared:

> The right of a man or woman to decline work except for the wage that he thinks he is entitled to is not seriously disputed anywhere. But, if the salary question is not responsible for the strike, the strike should unquestionably cease. On that issue the public is clearly against the teachers. But it is not opposed to their receiving courteous treatment from the trustees and will insist on their being accredited the right to be listened to with respectful attention with regard to any questions arising out of their work, the ultimate decision resting as it must with the elected representatives of the people. If this is all that is in the way of their returning to their posts, they should have no hesitation about doing so, as they may rest assured that the citizens will see to it that this part of their demands is acceded to.
>
> If they consider that this assurance should be given in a more positive way, it ought to be very easy to bring this about. A round table conference should soon set matters right.

The editorial went on to suggest that City Commissioner Yorath should serve as mediator.

Several letters to the editor were printed by the *Journal* during the strike. Two of these were from Trustee W. H. Alexander, and one from Board Chairman Rea. A letter from ex-mayor W. C. Henry urging the Board to maintain its stand, was also published; so were two pro-Board letters from City residents. Among the letters supporting the high school teachers was a communication signed by two McDougall High School students who were convinced teachers were not getting a fair deal.

A Victoria High School student, Jack Foster, presented a pro-teacher petition at the April 16 meeting of the Board. He was followed by William Short of the Edmonton Citizens' League who supported the Board's firm stand and congratulated trustees for looking after the wishes of the ratepayers.

Board Chairman Rea reminded the meeting that any wavering on the Board's part was unthinkable at that time. Official Board minutes of April 16, 1921, reveal the depth of Rea's concern:

> A strike is one of the gravest of situations. When we come to this question, the strike of teachers, he was not prepared to admit that this was a justifiable one. It is a serious thing, because it affects the lives of those children. School work is spoken about as being interrupted yet that is not the most serious side of this situation. Regardless of what has been said, suppose this strike was settled tomorrow and the teachers all went back, what is going to happen? He would put this up to them without the slightest feeling of animus. It is absolutely ridiculous to say that he has personal grudges. He knows several fine men in the teaching profession, but suppose they go back to their classes on Monday, What happens? It is one of the most serious shocks to discipline that we have ever had. If the teachers went right back now, or the Board gave way and asked them to go back advising that they would settle things afterwards, what would be the result between teacher and pupil, and on the examination? The most serious situation is the example of that. It would be a strange lesson for the children when the teachers refused to accept the decision of the majority of the Board. The seriousness is not realized. There is something more important than the breaking up of the work. There is a great principle involved. He knows that some of the teachers will see the side of it just as he sees it, and would admit the contention of what he has stated. Is representative and responsible government going to break down? The good offices of many organizations could be brought in. He believed that the School Board has to do its duty, and has to see that that principle is not violated, no matter what the consequences are. He thought that the citizens should be preparing to stand behind the School Board in the discharge of that duty. There is the other question of representation on the Board. He has discussed that many times. He disapproved of representation on an elected Board. He opposed it last year. Something has been said about the caretakers being allowed on the Committee on Building and Grounds. The first meeting he attended, he stated he had no objection to them coming. Mr. Donald and Mr. Turnock were present, but they were there for a specific purpose.

On the contentious matter of teacher representation at meetings, Rea referred to a recent letter from the Board's solicitor. The communication advised that trustees could invite any teacher or consult any citizen but that they did not have a right to confer the privilege of official representation at meetings of the Board on any particular individual or class.

By the end of the first week of the strike, the Board had offers of mediation from Mayor Duggan, the Ministerial Association, the Joint Committee of the Trades and Labor Council and the Edmonton Board of Trade. The offer of the latter joint organization was accepted and trustees agreed to a mass meeting to be held in the McDougall Church on the evening of April 18, 1921.

Almost 2,000 Edmontonians gathered to hear Alliance and Board spokesmen state their respective cases at the historic meeting. Members of the public, including Police Magistrate Primrose, also participated in the discussion. The April 19 issue of the *Edmonton Journal*

quoted the respected magistrate's plea to teachers: "I would ask the teachers to remember that there is a boy in the city police cells who was convicted at 2:30 this afternoon on a charge of theft and who wouldn't be there if the schools had been open and the teachers carrying on."

At the conclusion of the long meeting, a resolution was passed requesting the Board and the Alliance to "get together." To facilitate the getting together, the Joint Committee of the Trades and Labor Council and the Board of Trade asked representatives of the Board and of the Alliance to state the points in the issue.

In addition to the urgings of the Trades and Labor Council and Board of Trade, two other developments prompted the resumption of negotiations. From the Board's perspective, there was the possibility that the 250 docile Public School Alliance members might walk out in a sympathy strike. Earlier, the Public School Alliance members had voted financial support for their high school colleagues. High school teachers, too, were somewhat dismayed that Superintendent Carpenter had been able to open up so many classrooms. They were also concerned that regular substitute teachers would not honor the strike.

On April 19, both parties resumed negotiations. A big break in the impasse on the representation issue came two days later when the Board voted unanimously to accept Dr. W. H. Alexander's motion which proposed "that the Edmonton Board of Public School Trustees expresses its willingness to appoint a standing Conference Committee consisting of two of its members, for the purpose of conferring with representatives from the teachers or from employees in other branches of the service of the Board, the said committee to report back for the information of the Board as a whole the proceedings of any such conference."

Alliance negotiators insisted that the motion did not go far enough. After much discussion, it was agreed that representatives could be present at all meetings of the Board, including Conference Committee sessions, and that the Alliance representatives would have the privilege of laying their concerns before the Board or any of its committees.

Agreement to the arrangement for teacher representation at the Conference Committee meetings ended the walkout. High School and Junior High School teachers would be back in classrooms on Monday, April 25, after two weeks of strike action. Both sides claimed victory. The Board claimed that the teachers' original demand of representation at School Board meetings in a consultative capacity was not granted. Nor was there to be a re-negotiation of the 1920 salary schedule, which would remain in effect for 1921. Trustees, however, did agree that individual teacher placement problems on the schedule would be discussed by the new Conference Committee.

Teachers felt that they had obtained status and recognition, which was more important than formal representation at the Board meetings. The new Conference Committee, hopefully, would allow them to discuss all matters pertaining to teachers and to carry these matters to the Board if necessary. As far as salary increases were concerned, Alliance spokesmen pointed out that they were willing from the beginning to waive these considerations in lieu of the recognition and status issue.

Local newspapers reported the end of the strike with some glee. The April 23 issue of the *Journal* declared the outcome of the draw:

Both Sides Claim Victory

Both sides are claiming victory. The Board points to the strike communique issued by the teachers when they went out two weeks ago in which teacher representation at school board meetings in a consultative capacity and revision of the 1921 salary schedule were demanded. Neither of these demands has been granted.

On the other hand the teachers assert that they have obtained something more valuable than representation in the new conference committee if it functions properly. To this committee they have the right to take all matters pertaining to the teachers and to carry them right through to the board if dissatisfied. As far as salary is concerned they drew attention to the fact that from the very first a willingness to forego and waive salary considerations was expressed.

The same article reported that when the strike ended, Alliance teacher representatives proposed somewhat humbly that the Board should consider paying teachers for the days of the walkout:

> Teachers Ask for Pay
>
> The Alliance had its final fling when H. C. Newland hesitantly and somewhat shamefacedly it seemed, threw out a suggestion that the striking teachers be given some consideration in the way of pay for the two weeks they had been out. The teacher representative declared there was no spirit of haggling behind the suggestion but it was merely advanced for the consideration of the Board.
>
> The trustees did not commit themselves one way or the other by means of a resolution but Mrs. Bishop seemed to express the general opinion of the board when she said "I am opposed to it and I am sure the public would be very much opposed to it."
>
> Parents Asked to Cooperate
>
> With the strike over the school board is very anxious that the children settle down and carry on with their best endeavors until mid-summer in order that no ill-effects may result. Parents are expected to cooperate by exerting a steadying influence on their children

Three days later, *Journal* newswriters had changed their minds about the outcome of the strike and suggested a Board victory.

Fifty-seven years later, in 1978, Edmonton Public School teachers, all members of the Alberta Teachers' Association, would strike again. This time there would be almost 50 times as many strikers, and the strike would be about working conditions. Teachers would insist that conditions of work, centering mainly on class sizes and split grades, should be negotiated. The strike would last 10 days before Labor Minister Neil Crawford would order the 3,800 teachers back to work pending the binding recommendation of government-appointed arbitrator George McClellan.

Two strikes by support staff are also a matter of record in the history of the Edmonton Public Schools. The caretakers and maintenance employees walkout of 1970 was resolved by binding recommendations of a three-man conciliation Board. A month-long strike of secretaries, teacher aides and clerks from November 2 to December 4, 1990 was the longest disruption of educational services in the history of the Edmonton Public Schools.

The teachers' strike of 1921 was the first in the history of education in Edmonton. Faced by a situation in which they had no experience, trustees learned that negotiating terms of employment with teachers and support staff would occupy much of their time in the future.

The Edmonton Journal, Tuesday, December 4, 1990

No winners after strike by school support staff

'The real cost is in goodwill'

ALLEN PANZERI
Journal Staff Writer

Edmonton

Principals, teachers and students heaved a sigh of relief Monday as 1,400 public school support staff workers returned after their month-long strike.

But both workers and administrators cautioned the emotional scars suffered during the bitter strike will linger long after schools are running normally again.

"The healing process is going to take a long time," said Tony Rankel, an assistant principal at Harry Ainlay Composite High School.

"After what people went through, you can't expect them to come back and for everything to be hunky-dory, because it isn't."

Rankel said it will take Ainlay, the city's biggest school with 2,300 students, the next three weeks to get back to normal.

"That'll bring us close to our operating efficiency before the strike," he said.

Many tasks that were left undone at schools across the city will now get some attention.

At Eastglen High School, that meant paying overdue bills.

"We could let them ride for awhile and our creditors have been pretty good — at least they have so far," said principal El Probert. "But I think everyone breathed a sigh of relief today."

At Dan Knott Junior High, which has more than 600 students, principal Svend Hansen was especially happy to see the support staff return.

"It was chaotic for awhile but I guess we all survived — not without a few scars, though," he said. "It's been a tough month."

The workers were generally happy to be back at work, after missing 21 working days. But they remained angry at their treatment by the board, which saved an estimated $2.1 million, or $100,000 a day, in salaries.

"Why would the board treat us like that?" asked Rose Demaniuk, the head secretary at Ainlay.

"I've asked that question so many times and still don't have the answer. I feel like I've been belittled and humiliated. I never ever imagined they would treat us like that."

The workers won some improvements in benefits and working conditions, but were forced to take the board's offer of a 10.5-per-cent increase over two years.

> ***"I think everyone breathed a sigh of relief today."***
>
> *— El Probert, principal, Eastglen High School*

That angered many workers, who still feel underpaid for the jobs they do.

But both Theresa Neelin, president of the support staff association, and board chairman Doug Tupper felt the agreement was reasonable.

"When you look at the overall package, it isn't bad," said Neelin. "But the money is what we were hoping for and we didn't get it."

Tupper called the new contract, which the board expects to ratify tonight, a good one for both sides.

But he said there's really no winner in a strike.

"I really believe that what we need now is a healing period, and I hope all of us can put behind what we perceived as wrongs."

Tupper said the board hasn't yet tallied the cost of the strike, but said "the real cost is not in dollars — the real cost is in goodwill."

While disappointed with the agreement, some workers saw it as a step in the right direction.

"It's a stepping stone and next time it'll be better," said Don Anweiler, a program aide for the Ainlay physical education department, who added he plans to run in the next school board election.

Some of the workers who stayed while their colleagues went on strike could expect frosty receptions, said Neelin.

"I think it'll be a tough time for them for awhile," she said.

"They'll have to try to get along and there are some hard feelings to overcome."

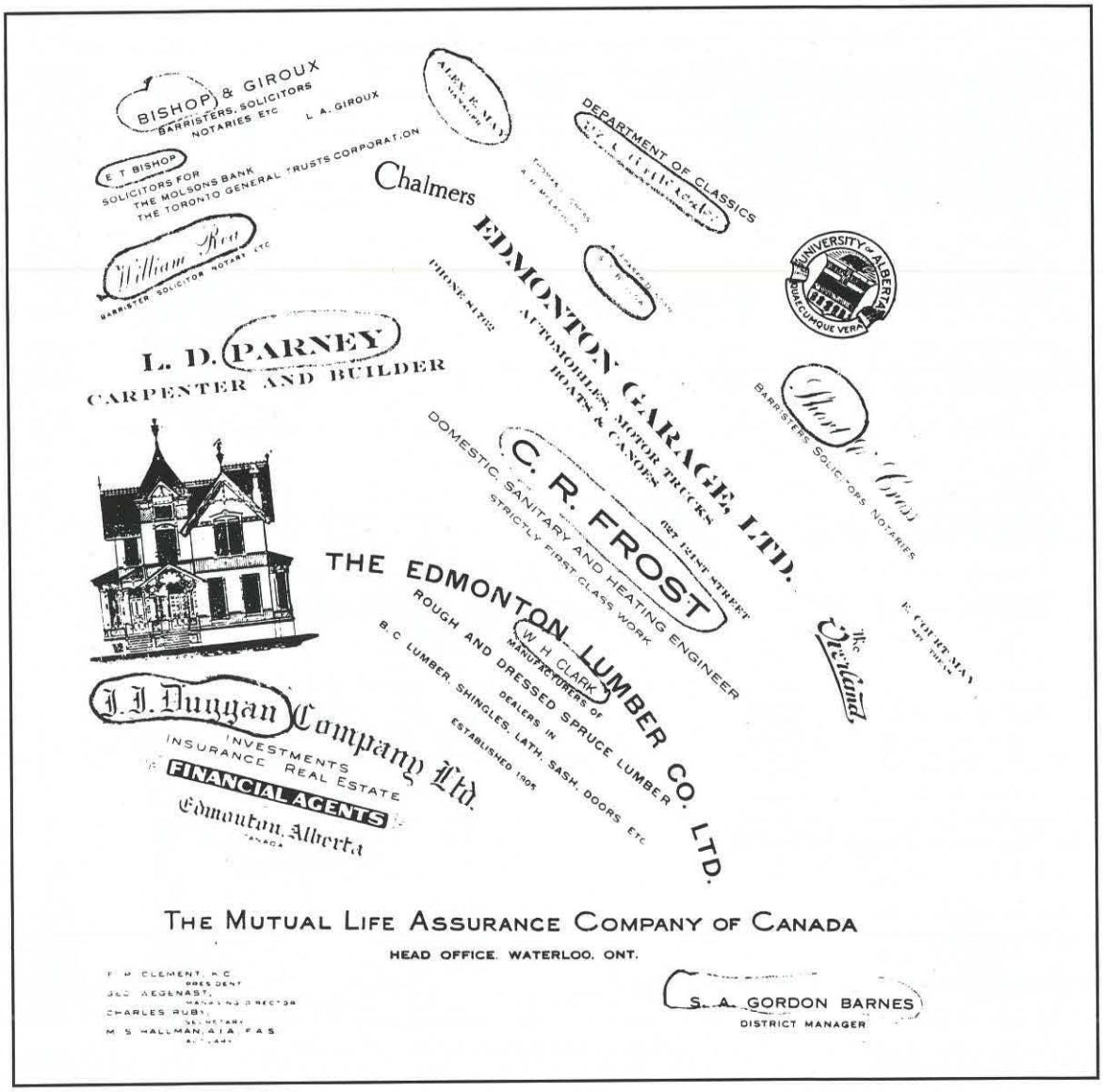
But some workers had no choice except to cross the line, a reason some workers supported the agreement even though it didn't give them all they wanted.

"Eleven of the 29 support staff at Ainlay are the lone earners in their families and they were hurting," said Demaniuk.

"That's why I voted to go back. If we hadn't voted to accept, half of our people at Ainlay would have been back today anyway."

Chapter Sixteen

The Early Trustees



Matthew McCauley, William Rowland, Malcolm Groat, Donald Ross, John McDougall, Alex Taylor, John Cameron, S. A. G. Barnes, et al – the names of early trustees have been synonymous not only with the growth of Edmonton Public Schools, but with the expansion of the city as well.

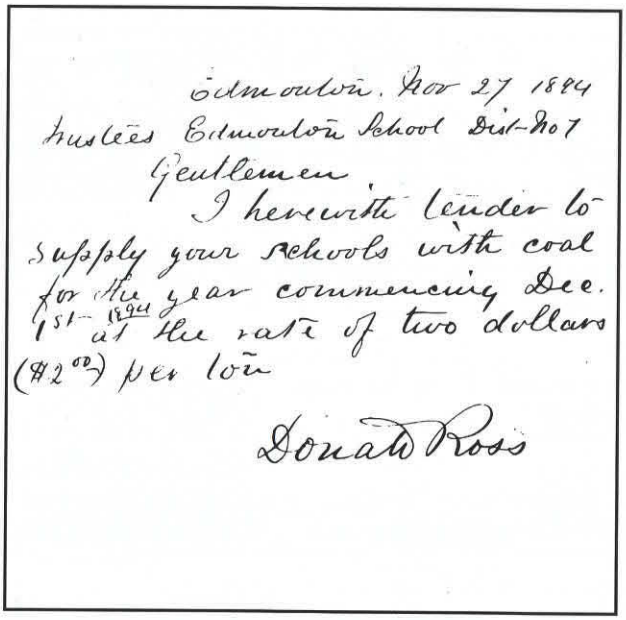
From 1881 to 1883, Trustees McCauley, Rowland and Groat dominated the school scene. In 1883, innkeeper Donald Ross replaced the ailing William Rowland and worked hard to establish a school district in the Edmonton settlement.

Donald Ross's hotel was the scene of the first trustee election, 111 years ago. It was there that Groat, owner of 264 acres of farmland on the outskirts of Edmonton, agreed to be the school representative for the western area of the settlement. William Rowland, whose land holding totalled only 20 acres, was chosen to represent the settlement's eastern area, and Matt McCauley, operator of a livery stable in the thriving community, was the people's choice for the central section. McCauley's tenure as trustee would last for 18 years, nine of those as Board chairman. His long service as chairman was exceeded only by that of Alex Taylor who served from 1898 to 1909. For almost 12 consecutive years Taylor performed his duties admirably despite paralysis of both arms. A special rubber stamp was molded for the popular trustee to assist him in signing official documents.

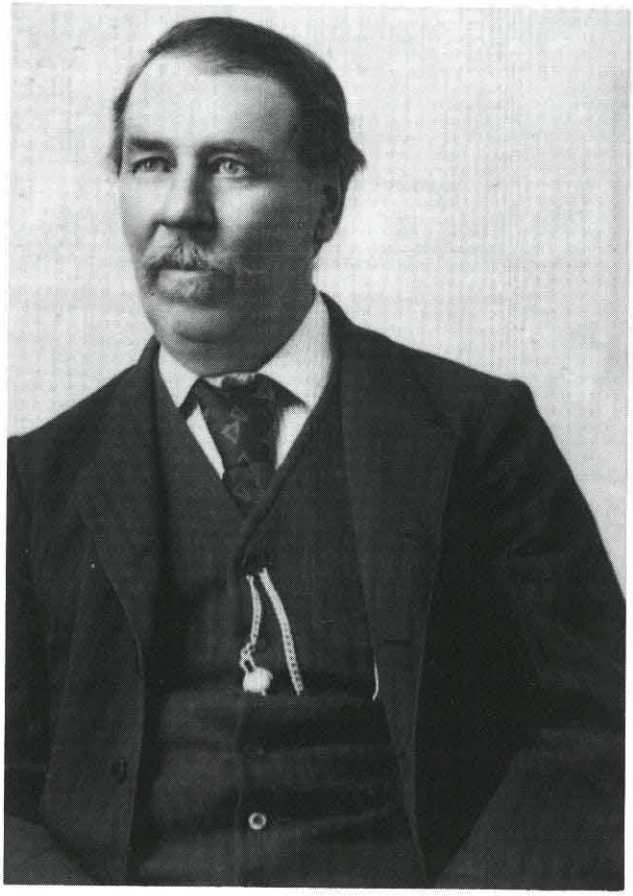
Taylor's fellow trustees were very much impressed by his impartiality and diligence in all matters pertaining to school operations. They were also aware of his success in establishing the first telegraph and telephone service in Edmonton, as well as his active role with Frank Oliver in launching the first newspaper in the settlement. In 1907, in recognition of Alex Taylor's contribution to the educational and business life of the community, trustees voted to name a school in his honor. Within five years the same honor would be bestowed on two other trustees, Frank Oliver and Matt McCauley.

Another trustee so recognized was Donald Ross, who arrived in Edmonton in 1872. Records indicate that the local businessman took a keen interest in school affairs long after he left the Board.

On November 27, 1894, Ross submitted a bid to supply coal for the settlement's three-room school. The bid was unsuccessful as the Board managed to obtain fuel for much less – $1.65 per ton to be exact.



Edmonton, Nov 27 1894
Trustees Edmonton School Dist No 7
Gentlemen
I herewith tender to supply your schools with coal for the year commencing Dec. 1st 1894 at the rate of two dollars ($2.00) per ton
Donald Ross



Donald Ross, school trustee, 1883-89

On the same day that Ross submitted his bid, he delivered to Secretary-Treasurer St. George Jellett a scathing letter of condemnation directed at his son's teacher. Teacher Welbourne, allegedly, had made some reference to young Donnie Ross's behaviour as well as to his heritage. Donald Ross, Sr., took umbrage with a reference to his son's background, and composed two sarcastic letters – one to teacher Welbourne and one to the Board of Trustees.

Edmonton Nov. 27th 1894

To the Trustees
Edmonton School Dist. No. 7

Gentlemen

Enclosed find copy of letter I have just sent to Mr Welbourne Teacher.

The remarks he made use of to my son. and the insult to Mrs Ross and myself were these words.

"Look on the board, have you been brought up in a shack or a teepee! have you got parents, & What are they? A disgrace.

I shall keep Donald at home until some more civilized Teacher is secured. as I understand they contemplate removing the present excuse for one.

am Gentlemen
Yours very truly
Donald Ross

(Copy)
Edmonton Nov. 27th 1894

Mr G. J. Welbourne
Sir

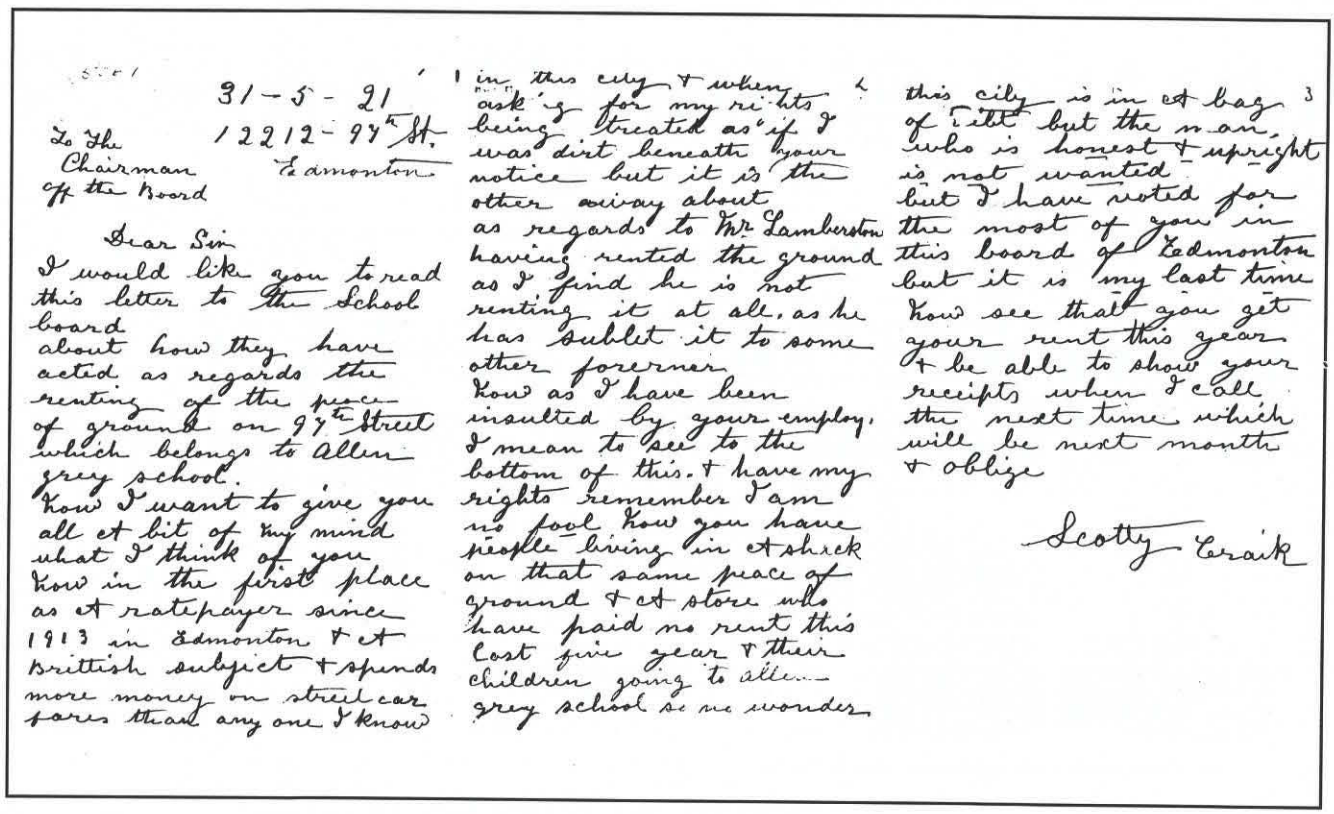
your conduct as a Teacher, and your very ill-bred remarks to many of your pupils, all point to the fact, that you have a long road to travel before you arrive at the first steps of what a gentlemans conduct should be. Your comments on my sons "singing-up" this morning, at once places you in the same level as you would have his fellow-scholars believe that he originated. further remarks are un-necessary. I must look at it in the same light as a donkeys kick

Donald Ross

How trustees dealt with the vitriolic letter remains a mystery as no evidence of its disposition is recorded in Board minutes. For many years teacher Welbourne remained in the Board's employ, no doubt to the chagrin of Donald Ross.

In 1913, when pupils of the old Saskatchewan Avenue schoolhouse moved into the new Donald Ross School, another respected citizen, Ken MacKenzie, was elected to the Board. MacKenzie's entry into the educational life of the city occurred in 1895, when he was appointed the Principal of College Avenue School.

In 1904, after leaving College Avenue School, the teacher-politician became the city's first mayor. Subsequently, he entered private business as the owner-manager of MacKenzie's Bookstore on Jasper Avenue just east of 101 Street. In 1913, MacKenzie reappeared on the education scene - this time as an elected trustee. Two years later he joined the high school teaching staff, serving at Victoria and McDougall High Schools until 1922.



31 - 5 - 21
12212 - 99th St.
Edmonton

To the
Chairman
of the Board

Dear Sir
I would like you to read this letter to the School board about how they have acted as regards the renting of the piece of ground on 97th Street which belongs to Allen grey school.
Now I want to give you all of bit of my mind what I think of you Now in the first place as a ratepayer since 1913 in Edmonton & a British subject & spends more money on street car fares than any one I know in this city & when I ask for my rights being treated as if I was dirt beneath your notice but it is the other away about as regards to Mr Lamberston having rented the ground as I find he is not renting it at all, as he has sublet it to some other foreigner Now as I have been insulted by your employ, I mean to see to the bottom of this & have my rights remember I am no fool Now you have people living in a shack on that same piece of ground & a store who have paid no rent this last five year & their children going to Allen grey school so no wonder this city is in a bag of filth but the man who is honest & upright is not wanted but I have voted for the most of you in this board of Edmonton but it is my last time Now see that you get your rent this year & be able to show your receipts when I call the next time which will be next month & oblige

Scotty Craik

Letter of complaint from irate ratepayer, 1921

As a teacher, MacKenzie was one of the best. As a young man he suffered the amputation of two fingers of his left hand and for some time was self-conscious of its appearance. Retired Trustee Frank Newson (1944-45) remembered MacKenzie as a popular algebra teacher, affectionately referred to as "three-fingered Mac." "I had the good fortune to receive my introduction to algebra from him in 1917-18. He was a strict disciplinarian and by this time was no longer conscious of his disability. If he asked you a question he would point the remaining fingers of his left hand directly at you, a somewhat terrifying experience. You knew he wanted the right answer without delay."

Although no school was named in MacKenzie's honor, trustees did forward to his widow a cheque for $500 – a token of appreciation for his contributions as an early trustee and educator. MacKenzie Drive and MacKenzie Ravine were later named after this notable Edmontonian.

Among trustees whose names confer distinction on Edmonton public schools are Donald Ross, H. A. Gray, Alex Taylor, Matthew McCauley, Frank Oliver, John McDougall, James Lauder, Robert Lee, and W. Scott Robertson. Ritchie and Bennett Schools were named after Strathcona trustees Robert Ritchie and Thomas Bennett.

In 1923 when trustees voted to name a school after incumbent trustee Frank Scott, residents of the Eastwood area petitioned the Board regarding the name and threatened legal action. The Board agreed to the petitioners' request in 1925 and renamed the school "Eastwood."

Almost 50 years after the Eastwood re-naming, prominent educator and Edmonton Public School trustee Milton Ezra LaZerte, whose illustrious career in education spanned 61 years, was recognized with the naming of the M. E. LaZerte Composite High School. In the past twenty years other trustees have been honored in the naming of the schools. These include Edith Rogers, L. Y. Cairns, Mary Butterworth, S. Bruce Smith, Earl Buxton, John Bracco and J. Percy Page.

Qualifications for the office of trustee were clearly set out in the Northwest Territories School Ordinance of 1884. Those aspiring to the position had to be British subjects and at least 21 years of age. No aliens or unenfranchised Indians could be elected. In addition, candidates had to own real or personal property worth at least $500. Other noted requisites in the Ordinance included assurances that a candidate was not undergoing punishment for any criminal offence or insolvency, and, "in case of other than the first election, has no contract, either direct or indirect, present or prospective with the School District."

Trustees received no remuneration for their services until 1946, when provincial legislation was enacted to permit urban school districts to pay them $4 for every meeting attended. In 1959, the stipend was raised to $25 per meeting to a maximum of $1,800 per year.

From 1881 to 1892, a three-man Board was elected, with trustees serving one- or two-year terms. The Board was increased to five members when Edmonton achieved town status in 1892. In 1912, after amalgamation with Strathcona, the addition of two south side trustees became mandatory. But it was no longer a seven-"man" Board. The first female ever to grace an Edmonton Public School Boardroom was Bessie H. Nichols, elected in 1912. The *Edmonton Capital* brashly predicted the victory of the former Alberta College teacher in the February 13, 1912 issue:

EDMONTON'S FIRST WOMAN CANDIDATE

Miss Bessie H. Nichols, B.A., Is to Be the First Woman City Official When Elected to the School Board on February 16th

Not only does the city of Edmonton enjoy a distinction as a foremost city due to the single tax but still another distinction is to be enjoyed by the Greater Edmonton by a woman city official. Miss Bessie H. Nichols, law student, former school teacher, graduate of the university of Toronto, is a candidate for the office of school trustee of the Greater Edmonton. And from the support that is gallantly coming to the support of Miss Nichols the political prognosticators say that she will run so fast that mere men politicians will seem to be going backwards.

The candidacy of Miss Nichols is a case of prominence being thrust upon one. Miss Nichols did not voluntarily seek a nomination, but has been sought out in the law offices where she is studying leatherbound books telling of decisions and precedents, and mastering legal phraseology preparatory to donning the barrister's gown.

The Edmonton Council of Women's societies, representing some thirty women's societies on both sides of the Saskatchewan, has strongly endorsed Miss Nichols' candidacy. In fact she is the women's candidate. By no means does the support of Miss Nichols end with the women. She has the support of the old members of the Edmonton school board. She has strong support in circles of the sterner sex.

When first approached and urged to become a candidate for school trustee Miss Nichols was prone to decline, saying that owing to recent illness she would be unable to conduct a campaign and she feared that the cause of woman representation in public affairs might suffer by her inability to appear upon the platform. However her supporters would have no such excuses and stated that it would not at all be necessary for her to take the stump, that if any stumping became necessary, they would see to it that plenty of speakers came forward in her cause. She took the matter under advisement until today, and this morning consented to submit her name to the electorate.

Suffragette Sympathizer.

"Are you a suffragette?" was the question asked Edmonton's first woman candidate by a Capital man this morning.

"No, that is I am not enlisted, but they have my sympathy, that is I deeply sympathize with the cause, but I must confess I do not always approve of the methods they sometimes resort to" and Miss Nichols is firmly convinced that women should take a great deal of interest in school matters, more interest than they as a whole have been wont to take. Someone had to start and pave the way for women on the school board. After the way has been bazed, the trail made, it will be easier for others to follow.

Results of the Edmonton Public School Board election confirmed Miss Nichols' victory. Polling 1,446 votes, only 75 behind pioneer Edmonton Walter Ramsay, Miss Nichols was clearly a popular choice for the trusteeship. But the first female candidate ever to be elected to hold civic office in Edmonton was legally barred from becoming a school board trustee. Apparently the City of Edmonton charter carried provision for females to vote, but it did not indicate that females could be elected to civic office.

MISS B. H. NICHOLLS APPEALS TO HOUSE

First Woman Candidate For Civic Honors May Be Barred From Holding Office

It appears that the man-made charter of the city of Edmonton makes no provision for the election of women office holders. Therefore, Miss Bessie H. Nicholls, B.A., is balked in her aspiration to be the "first woman public school trustee for Greater Edmonton."

But the barrier is only temporarily obstructing her hopes.

With mayoral gallantry, it is said that Mayor Armstrong, the commissioners, the city solicitor, the councillors, the municipal heads of departments, the employes in the city offices, and a great many others anxious to lay their velvet cloaks down in the melted snow, like modern Raleighs before a lady B.A., have requested John A. McDougall to pray the legislature to correct the injustice done the women of the world, and more particularly of Edmonton, and to introduce the feminine gender into the city's charter. Probably the change will be effected when the amendments to the charter are being considered today or tomorrow.

The change that will be suggested to the legislature follows:

Title 7 of the Edmonton city charter is hereby amended by adding thereto the following words:

"Except that females shall be eligible to be elected as school trustees. And this amendment shall be deemed to have been in force since the 1st day of February, 1912, and shall be deemed to have been incorporated within the Edmonton city charter since the 1st day of February, 1912."

Edmonton Bulletin, February 13, 1912

Immediate steps to correct the discrimination were taken through a petition presented to the provincial government. Provincial MLAs obliged and the right of women to be elected as school board trustees was approved. In passing legislation permitting females to be elected as Edmonton School Trustees, several MLAs criticized the petitioners for not asking that females be allowed to be elected to city council as well.

Miss Nichols served as a trustee for only a year before withdrawing to undergo surgery at the Mayo Brothers' Clinic in Rochester, Minnesota. She did not contest the 1914 school board elections.

Of the 145 trustees serving Edmonton's public schools in the past 110 years, only 18 have been women.

Seven-member boards of trustees continued to guide Edmonton public schools for 65 years. In 1977, the Minister of Education approved an Edmonton Public School Board request to increase the Board to nine members. Twelve years later, in 1989, Minister of Education James Dinning ordered the school district to elect its nine trustees from the six City of Edmonton wards. The action was an attempt to gain more direct contact between trustees and the public. It was also an attempt to avoid the confusion caused in 1986, when 57 names appeared on the Public School Board ballot.

1986 10 24

At the Election for Board of Trustees of the EDMONTON SCHOOL DISTRICT No. 7 held Monday, October 20, 1986 the following votes were cast:—

Alders, James H.	6,024
Beck, Gerry	8,533
Bell, R. Genis	3,754
Bellamy, Ronald George	6,203
Bellhouse, Adelle	10,213
Bhatia, Gurcharan S.	4,010
Brightley, Alwyn	4,182
Broyles, Jack	4,202
Bugis, Joe	5,246
Climenhaga, Clarence	9,493
Cowling, Joan	33,370
Cruse, Don	4,767
Cylurik, Olga	6,382
Dhillon, Harbans	2,911
Drever, Jolly	8,791
Drysdale, Janice	9,581
Elves, Doug	10,311
Fahlman, Lila	16,613
Feingold, Adolph	5,063
Fisher, Claire	5,825
Forbes, James R.	8,129
Ghossein, Samir	1,689
Girard, Linda	10,337
Haak, Joe	6,523
Herbert, Marion	8,511
Holmes, Arnold W.	6,389
Horner, Norval A.	4,948
Hum, Gordon	9,123
Jackson, Ninele	7,366
Jacuta, James Dmytro	2,982
Jones, Elaine L.	22,878
Kinasewich, Alex	5,687
Lakusta, John	9,176
Lewis, Doug	3,005
Lubin, Leon	11,876
Luck, George H.	12,018
Ludwig, John B.	6,985
Maidens, Brant C.	1,304
Martin, Jeffrey	3,492
Massey, Don	29,323
Mather, Dick	17,878
Morton, Brian	3,163
Mury, Yvonne	7,524
Pirbhai, A. D.	1,095
Rand, David A.	3,819
Ritchie, R. Glenn	4,799
Roopnarine, Bas	3,363
Rosenberger, Rose	8,501
Stamp, Gordon	3,516
Thonger, Jack	1,622
Tomlinson, Thomas J.	2,132
Tupper, Doug	12,216
Uditsky, Bruce	7,147
Wehm, Shona	5,092
Welch, Howard	6,727
Williams, Don	11,582
Woodward, Richard	1,478
Rejected ballots	1,478

AND I DECLARE

COWLING, JOAN	LUBIN, LEON	MATHER, DICK
FAHLMAN, LILA	LUCK, GEORGE H.	TUPPER, DOUG
JONES, ELAINE L.	MASSEY, DON	WILLIAMS, DON

elected for the ensuing THREE YEARS.

Signed
C. J. McConigle
City of Edmonton, Clerk

Much of the work of the Board, during the past 110 years, has been carried on through standing committees. The first committees, appointed in 1905, were responsible for four major areas of school operation: School Management, Buildings, Supply, and Finance. From 1937 to 1980, the number of standing committees has varied. An Education Committee and a Conference Committee were struck in 1962, and remained as the only standing committees of the Board for 19 years. In 1981, trustees voted to add an Audit Committee, bringing the number of standing committees to three.

(In 1992, there were nine standing committees of the Edmonton Public School Board: Conference, Education, Audit, Interpretation, Priorities, Policy, Agenda, Board Evaluation, and Superintendent Evaluation.)



Edmonton Public School Board, 1908
H. A. Gray, Alex Taylor, chairman, A. Butchart, W. D. Ferris, A. E. May

School Board elections, prior to 1913, were dull affairs. Trustees were often elected by acclamation, and few real issues surfaced for public debate. The December 12, 1908 issue of the *Edmonton Daily Bulletin*, editorialized the apathy so evident on the school election scene:

Saturday, December 12, 1908
SCHOOL MATTERS

Candidates for school trustees have received comparatively little public attention during the municipal campaign. This, unfortunately, is the rule rather than the exception. Whatever the reason, the deplorable fact is while mayoral contests wax warm and aldermanic seats eagerly sought for, aspirants to the school board are commonly few and the interest awakened in this phase of the municipal contest meagre.

Perhaps in degree this is the fault of the candidates themselves. Seldom does a trustee candidate enter on a systematic and organized campaign. During the present contest they have rarely appeared on the public platform, and to many ratepayers it is a case of who's who as far as they are concerned. Greater activity on the part of the candidate would no doubt secure a more even distribution of the public attention which is now monopolized by the city council, and excite a more general and lively interest in school matters . . . Certainly the poorest of all excuses for neglecting school matters is the fact that our school affairs have been well managed in the past. That they have been well managed is fortunately true. But we owe this largely to the fact that we have had the service of a body of men who were more concerned in the work itself for the sake of the work than in getting distinction through the discharge of municipal service. To argue that we should continue to rely on chance to always supply us with such men in future is leaving more to chance than we risk in connection with any other public position.

No real campaigning took place in school board elections until 1913, following the resignation of Superintendent McCaig. An explosion of interest surfaced that year in the scramble to elect trustees to four vacancies for the 1914-16 term. The election campaign was rife with charges of dirty politics and propaganda.

The December, 1913, issue of the weekly tabloid, *Town Topics*, commented on the public school race and exhorted the public to vote for only the very best aspirants:

> There will be three candidates elected for the north side, and to fill these vacancies there will be seven aspirants in the field. Edmonton wants the very best trustees possible for their school affairs. There is an immense amount of work to be done during the coming year – work that will mean much to the coming men and women of our city. We are living in a time of progress. We are living in the age of science and education, in a time when people have to think and act quickly, when the adoption of modern methods and modern machinery means advancement. We may be up-to-date today and behind the times tomorrow. We want men and women of broad vision. We want modern ideas and new systems. We want the old members of the board who have shown a progressive policy to be returned and those who have been a hindrance to reform methods left at home. The advance movement today in school board work embodies more kindergartens, more facilities for the teaching of domestic science, more commercial work, and a deeper attention paid to the technical school.

Town Topics, also reported the comments verbatim of aldermanic, mayoralty and school board candidates who spoke at the largest municipal meeting ever held in the city. The meeting was held in the large auditorium of McDougall Church which was jam-packed with interested citizens.

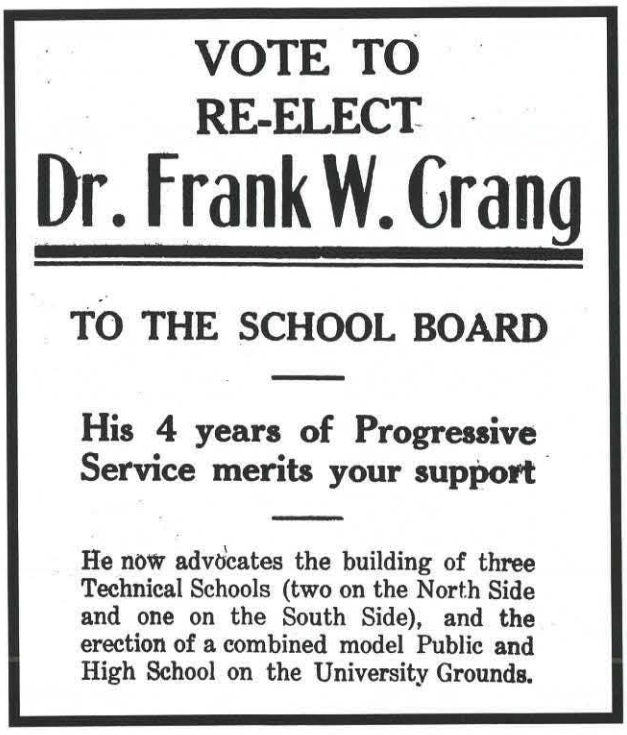
Although the tabloid reported that seven contestants were vying for the trusteeship, there were actually 10 candidates in the 1914 race.

Walter Ramsay, Samuel Augustus Gordon Barnes and south side incumbent Dr. F. W. Crang appealed to the electors at the forum as did hopeful candidates Thomas Miller, A. E. May, Dr. J. Park, Mrs. Hill and Miss Louise Moore. Introduction of kindergartens, supervised playgrounds, the provision of open-air classrooms for "delicate" students and an expansion of technical school education were issues that dominated the special meeting.

There was much interest in the forum, which was interspersed with some heckling and audience comments, particularly in the campaigning for the one vacancy on the south side. Accusations that Walter Ramsay and other unnamed candidates were sympathetic to the rehiring of former Superintendent McCaig also punctuated the session.

Most interest, however, appeared to focus on the south side seat contested by incumbent Trustee Dr. Crang, and the hopeful Jennifer Stork Hill who had the solid support of 35 women's groups in the city. The strong temperance societies that were vocal three years before prohibition, were especially supportive of Mrs. Hill.

Mrs. Hill, whose nomination papers were signed by Emily Murphy, would later serve on the Victoria High School staff in the latter years of World War I. A persuasive orator, the confident challenger was certain she would defeat Dr. Crang for the south side seat. As the campaign progressed she grew a little concerned whether the other female candidate, Louise Moore might capture some of the female vote. Miss Moore, a well-known newspaper reporter, did indeed pose a real threat. But Mrs. Hill's well-organized campaign committee worked tirelessly to publicize the fact that only one woman had the unanimous support of the women's groups and societies of the city.



TOWN TOPICS

VOTE FOR

Miss Louise Moore



The People's Candidate for School Trustee.

SCHOOL BOARD ELECTIONS

I advocate the following:



1. Extension of Kindergartens.
2. More Men Teachers for older boys.
3. Extension of Commercial Education.
4. Extension of Technical Education.
5. Extension of Supervised Playgrounds.
6. Penalty for Breaking Fair Wage Clause.
7. Special Classes for Backward Pupils.
8. Open Air Classes for Delicate Pupils.

Do you believe that these are worth endorsing? If so, I solicite your vote and influence to place me on the board for 1914.

DR. J. PARK

Polling Day Dec. 8th, 1913--9 a.m. to 7 p.m.

Several days before the public meeting, Jennie Stork Hill was shocked to learn that yet another woman had entered the fray. To make matters worse, the third candidate was also a "Hill" – Mrs. Alice Hill.Convinced that the injection of Mrs. Alice Hill was a ruse to confuse electors, Jennie Stork Hill prepared well for her public appearances, realizing that the election could be a close one.

At the public meeting in the auditorium of McDougall Church, each of the school board candidates was allotted five minutes to present his or her platform. The loquacious Dr. Crang, who immediately appealed for more time, spoke first. The December 6, 1913 issue of *Town Topics* captured the intensity of the debate in its full-text report:

> Dr. F. W. Crang: Mr. Chairman, gentlemen and ladies – since I have spoken the last time an accusation has been placed in one of the newspapers – since an accusation has been placed against me in one of the newspapers, I would ask the chairman if it were possible – to ask the audience to give me an extra few minutes so that I could answer to the accusations that have been placed in the paper. Mr. Chairman, ladies and gentlemen – there has been placed in the paper an accusation saying that I have been implicated in an attempt to steal the election of Mrs. Hill. The accusation reads as follows: "Mrs. Jennie Stork Hill arrived at the meeting after other school board candidates had spoken. She plunged at once into what she declared was a deliberate attempt to `steal' her election, by placing on the ballot paper a name similar to hers, thus confusing the voters. Mrs. Alice Hill was an unknown woman who was not going to appear before the people at all. The only reason she was nominated was to have her name appear on the ballot paper just above that of the endorsed candidate of the 35 women's societies comprising the local council of women.
>
> "He who steals my purse steals trash: but he who filches my good name steals all I have."

Now ladies and gentlemen, in regard to that she accuses me of trying to bring forward candidates and lose her this election, and in order that her election might be defeated, and I want to face her on this platform and I want to say that as regards Mrs. Alice Hill, I had nothing whatever to do with her nomination. I don't know Mrs. Alice Hill. I know nothing whatever of her family. I don't know any of her friends. I didn't know there was any such a person until I saw her name in that paper last night. (a voice from the audience: "another Ramsayism") A woman that comes in craving sympathy at your hands, and talks about filching a good name. What is she doing with my good name, I would like to ask? making a deliberate attempt to put me in a false light before the electors of the city, with all her talk about women's justice, and yet she comes forward with such a statement. Then, gentlemen, I would say that this is a lady that I would style a 'woman with a serpent's tongue.'

Dr. Armstrong then introduced Mrs. Jennie Stork Hill, who spoke as follows:

Ladies and gentlemen, Mr. Chairman – the woman with a serpent's tongue is before you. I entirely sympathize with Dr. Crang but I made no charge against him. I have at my home the written manuscript of my speech in Norwood School. I am willing to submit it to any committee of well-known gentlemen and ask them if, after reading every word I said that night, if I made any charge against Dr. Crang.

Dr. Crang: Why did –

(audience – sit down)

Dr. Crang: I have a perfect right to ask a question if I want to.

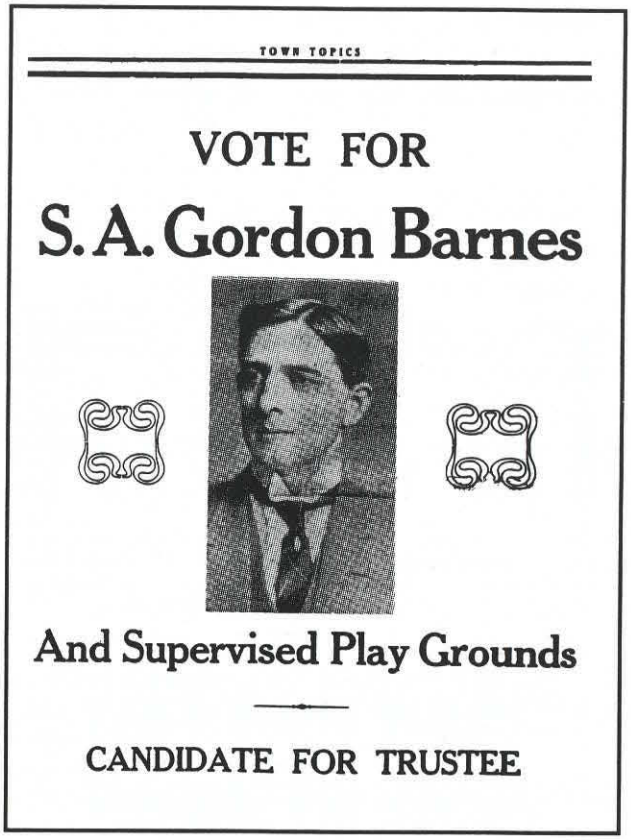
Mrs. Hill: I have not had an opportunity to say that, and I do so in order to call your attention to the fact that I made no charge against Dr. Crang. I did state, and I am sure you will agree with me, that a deliberate attempt has been made to confuse the electors. If Dr. Crang or any of his friends choose to put in another candidate surely they could do so. I did make a statement against a north end physician, making an untrue statement against me to one of my friends. I am a candidate in this election because I was sought by the united vote of 35 women's societies, composed of the local council of women. You are apt to ask, what are those societies. They represent the women's societies in connection with nearly every prominent church in this city. They represent the women's and philanthropic aids on both sides of the river. They represent all the women's chapters of the Sons of the Empire. They represent the women's council of the united aids, They represent the Y.W.C.A., and the W.C.T.U. on both sides of the river. Now judge if you think, if these thousand or more women with their societies, all the philanthropic, political and religious work of this city, if you think they would use judgement in selecting a woman to represent them on the school board. You know as well as I do that there has been an attempt to mislead the electorate, not only in respect to the names to be placed on the ballot, but also as to the number of candidates that might be elected from the southside.

Following the meeting, electors were bombarded with more advertisements listing the accomplishments, and promises of the various candidates - school board and aldermanic. Catchy phrases such as "train workers to think and thinkers to work" were quickly coined to capture voter attention.

The election was sure to be a close one, predicted the editor of *Town Topics,* who was not at all reluctant to suggest to readers the candidates who should be elected. Endorsing Walter Ramsay and S. A. G. Barnes, *Town*

Topics also urged electors to mark their ballots for newcomers Thomas Miller and Miss Louise Moore. Regarding the candidacies of Mrs. Jennie Hill and Dr. Crang, the tabloid stated:

> Until her 'snake in the grass' speech on Wednesday night, we were prone to regard the candidacy of Mrs. Jennie S. Hill as a tactical blunder only because the selection of a southside candidate by the women's council would naturally be regarded as a direct attack upon Dr. Crang. When, however, without a scintilla of evidence to back her assertions, she charges Dr. Crang with nominating another Mrs. Hill to steal her seat, it becomes clear that there was method in the madness, and that she is prepared to defeat the doctor by means fair or foul.
>
> Dr. Crang's Denial
>
> Dr. Crang has come out with an unqualified denial of the charge. In an interview to the press, on being asked if there was any truth at all in the statement, he replied: "None whatever. And I should like to say that I have never seen Mrs. Hill, that I do not know her husband or any of her friends, that I was not aware of her existence until the papers reported her nomination, and that I had nothing whatever to do, directly or indirectly with that nomination. My claim to election is the legal right of the southside proportional representation on the board and the moral right of the southside to choose its representatives. I am convinced that these rights are freely recognized throughout the city, and I am not concerned to secure election on any other terms."



The results of Edmonton's most exciting election of public school trustees were announced by the daily papers on December 14, 1913. Two members of the old Board, insurance broker S. A. G. Barnes, and florist Walter Ramsay were re-elected. The third member, physician Dr. Crang, was handily defeated by the ebullient Mrs. Hill. The alleged plot to split the women's vote and to confuse voters had failed. Jennie Stork Hill won easily, garnering 3,287 votes to Crang's 2,314. Louise Moore and the other Mrs. Hill received only 1,491 and 867 votes respectively.

For the next two years the second woman to be elected to a school board seat would serve the residents of the south side at a very difficult time in the history of the Board. There have been several hotly-contested school board elections during the 110-year-history of Edmonton Public Schools, but none as intense as the 1913 campaign.

Although few of the early school board elections witnessed any real controversy, a number of issues roused some heated exchanges among candidates. The matter of Bible readings in school was one of these. Statements of candidates McCoppen and McKinnon

which were printed in the December 8, 1910 issue of the *Journal* attest to the controversy:

> School Trustee Candidates
>
> S. J. McCoppen – There is a great opportunity for further development in the technical end of education.
>
> Our present system of education turns out too many misfits. There are some doctors who ought to be behind the plough, and the same applies to other walks of life.
>
> I am in favor of religious instruction. I want to find a way for our children to be taught that there is a Creator.
>
> D. J. McKinnon – I want to be clear on this religious question.
>
> I am unalterably opposed to the introduction of the Bible into the schools.
>
> My reason for this is not that I do not believe in the Bible.
>
> From my experience its introduction has always led to dissension.
>
> I venture to predict that if this is carried out, that in six months you would have such a state of affairs in the school you cannot conceive.
>
> I will oppose it with all the strength and energy I possess.

In 1916, trustees were petitioned to introduce sex hygiene into the curriculum but the touchy issue failed to become an election issue.

The first evidence of concern regarding secret meetings of trustees was brought to the attention of the public in Trustee Dr. John Park's campaign literature in 1912:

> Up to the present year the several standing committees were not open to the public or press. No record was kept of their proceedings. This is public business and I steadily contend that all business should be open to the public we serve. At present these committees are open to both the public and the press and proper minutes are recorded by the secretary. My election will mean that publicity in school board affairs will be thoroughly established.

Although most of the early trustees ran as independent candidates, considerable party politics was evident in early School Board elections. Organizations such as the Labor Party, the Civic Government Association, Citizens' Committee, Tax Reform League, Civic Progressive Party, C.C.F., and Social Credit parties, and the Better Education Association have supported individuals or a slate of candidates in a number of campaigns.

The 145 trustees who have contributed to the betterment of education in Edmonton's public schools during the past 110 years came from diverse walks of life. Many were private businessmen; others were clergymen, university professors, lawyers, contractors, social workers, homemakers, skilled tradesmen, and retired citizens.

Many trustees, including Walter Ramsay, Bessie Nichols, Mrs. W. D. Ferris, Ken MacKenzie, Jennie Hill, L. Y. Cairns, William Rea, Lionel Gibbs, Mrs. F. C. Butterworth, J. Percy Page, Glyn Roberts, Edith Rogers, M. E. LaZerte, John Andrews, John Paterson, Earl Buxton, Helen Sinclair, Lois Campbell, Ted Smith, John Bracco, Catherine Ford, Ernest Lund, Donald Massey, Jim Patrick, Ernest Hodgson, Leon Lubin, Lila Fahlman, Marion Herbert and Rose Rosenberger, were teachers at some time in their careers.

Incumbent Trustee Esther Starkman is currently a member of the certificated teaching staff of the Alberta Vocational College.



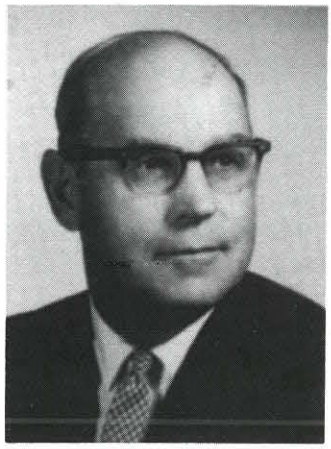
Trustee Dr. M. E. LaZerte 1963-71



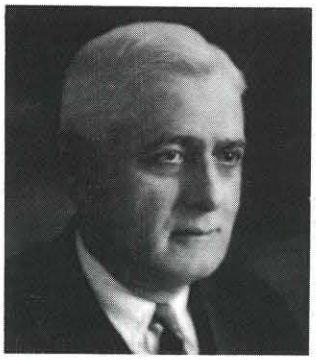
Trustee F. C. (Mary) Butterworth, 1946-57



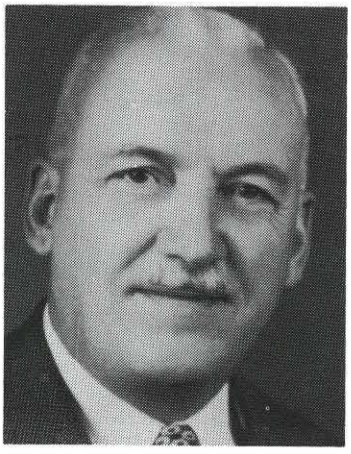
Trustee Edith Rogers (1960-74) presents award to high school student



Trustee E. W. Buxton, 1964-68



Trustee S. A. G. Barnes, first elected in 1911



Trustee J. Thorogood, 1950-60



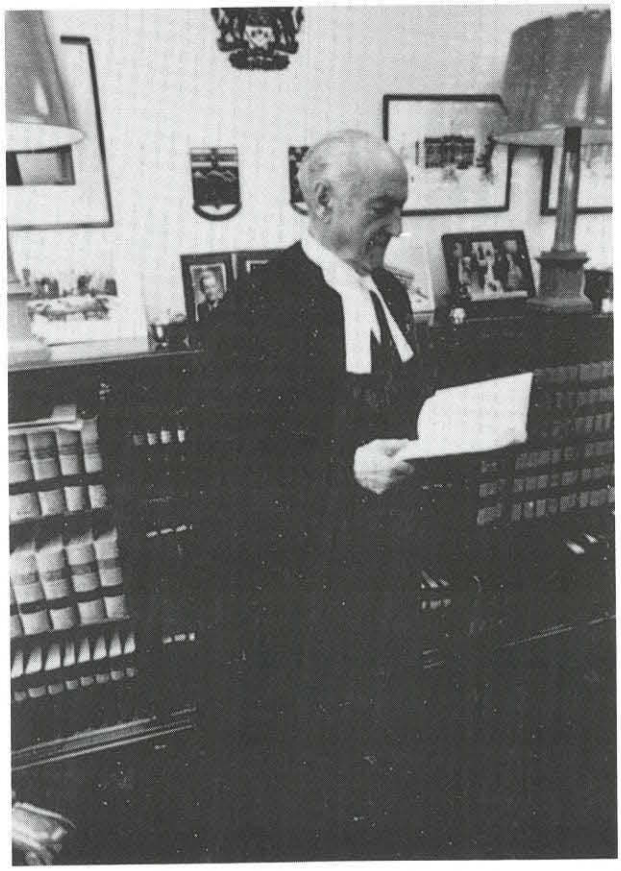
Trustee C. Ford, 1974-80

Veteran Trustee Samuel Augustus Gordon Barnes, whose 23 years of service is a record with the Board, was the holder of a first-class teaching certificate. Barnes became one of Edmonton's most successful insurance brokers and among his clients were many of the city's teachers. Contrasted with S. A. G. Barnes's long service is the tenure of J. Herlihy, who in 1926, served for only a few weeks before a judicial recount resulted in the election of W. W. McBain.

Another early trustee who held teaching credentials was Mrs. E. T. Bishop. Serving as a trustee from 1921 to 1930, Thyrza Bishop was the first woman ever to serve as chairman of the Board.

During the past 15 years, two female trustees have served as chairpersons: Shirley Forbes in (1977-78, 1981-82) and Joan Cowling (1983-1985, 1986-87).

Nineteen former Edmonton Public School trustees were lawyers. Among them was R. Vern Johnson, whose 20 continuous years of service with the Board has not been surpassed. H. C. Taylor, H. A. Gray, John Bracco, L. Y. Cairns, William P. Morrow and Don Bowen were appointed to the bench, and S. Bruce Smith served the province wisely as a distinguished chief justice.

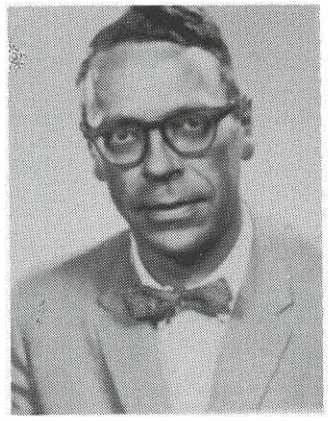


Chief Justice S. Bruce Smith, Edmonton Public School Board Trustee, 1937-41

Many early trustees were prominent in the civic life of the community. Ken MacKenzie, Matt McCauley, John McDougall, Robert Lee, Elmer Roper, and William Short were elected mayors of Edmonton. Robert Ritchie and Thomas Bennett were elected mayors of Strathcona.

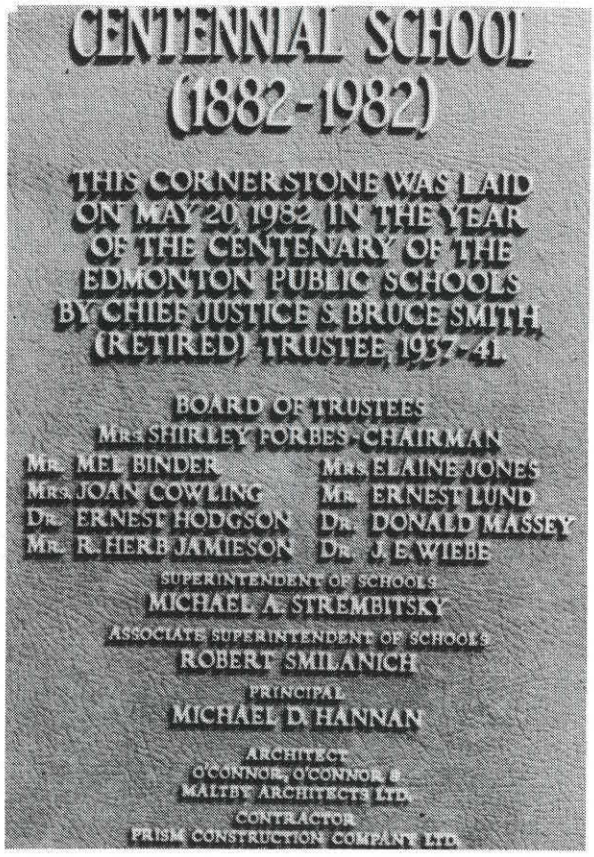


Trustee H. C. Taylor, 1896-7; 1899-1907



Trustee R. V. Johnson, 1958-77

Among those who served on city council were Matt McCauley, William Rea, J. W. Adair, Thomas Bellamy, James Ross, William Short, Ralph V. Bellamy, F. Armour-Ford, Colin F. Strang, A. T. Cushing, J. A. McDougall, John Cameron, Ken McLeod, Sid Bowcott, Jim Falconer, Don Bowen, William J. M. Henning, Lois Campbell, F. Casselman, H. W. Douglas, Melvyn M. Downey, J. C. MacDonald, C. Lionel Gibbs, Dr. M. E. LaZerte, J. J. McKenzie, M. Binder, and Mrs. W. J. Ross, who in 1922 was the first woman in Edmonton to be elected to an aldermanic post.



Centennial School plaque unveiled in 1982



Jim Falconer, Edmonton Public School Board Trustee for 15 years



Trustee Elizabeth S. Haynes, 1946-47



Trustee Joan Cowling, thrice chairman of Edmonton Public School Board, and 1992 Canadian School Boards' President

Matt McCauley, John McDougall, Elmer Roper, Lionel Gibbs, S. A. G. Barnes, Edith Rogers, Dr. W. Morrish, J. Percy Page, and Herb Jamieson were elected Members of the Alberta Legislative Assembly. Frank Oliver and Fred Casselman represented Edmonton in the House of Commons.



Trustee F. C. Casselman, 1929-37



Trustee A. E. Ottewell 1928-46

The tall and talented Elizabeth Sterling Haynes, who was trustee in 1946 and 1947, promoted drama in Edmonton and in the province for almost three decades.

Albert E. Ottewell, a member of the University of Alberta's first graduating class of 1912, exerted great influence as an educator and Edmonton Public School trustee. Ottewell served on the Board for 19 years. For most of this period he also held the position of Registrar at the University of Alberta. The respected Dr. Milton

LaZerte influenced education in the schools of Edmonton as well as in Canada. Dr. LaZerte headed the University of Alberta's first school of education. Another trustee, Professor Andrew Stewart, became president of the University of Alberta.

J. Percy Page was installed as Alberta's Lieutenant-Governor during his long and illustrious career.

Another trustee should be singled out for his contribution, not specifically to civic life, but to the aesthetic qualities of life in Edmonton. That trustee, Thomas Bellamy, was elected on four occasions from 1893 to 1902. Bellamy is credited with bringing the first lilac trees to the city. His son Ralph, a public school trustee from 1922-27, was the first Rhodes Scholar from the Northwest Territories.

For the first 24 years – from 1881 to 1905 – the Edmonton School Board had neither a full-time official, nor a place of its own in which to hold meetings. The part-time secretary carried out his duties from his private business office, and the Board met in various places – sometimes in the office of the secretary, or in the schoolhouse – even in the homes or offices of trustees. A favorite meeting place in the 1880s was at Lafferty and Moore's, an early banking establishment.

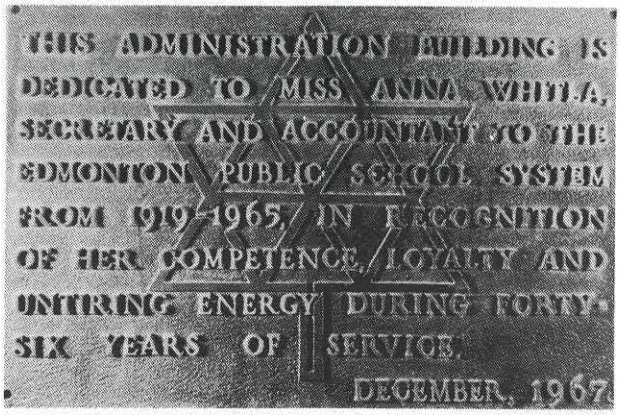
In 1906, the first full-time official, Superintendent James McCaig, was appointed, and a room was rented in the *Edmonton Bulletin* building at $15 per month to serve as his office. From this location the next move was in 1908 – across the street to three rooms in the Archibald Block, and a year later to an entire floor of the Mortlake Block.



Central Offices of Edmonton Public School Board were housed on the fifth floor of Civic Block from 1915-1947

The next move, in 1915, was to the fifth floor of the Civic Block where space was rented for $250 per month. This location served the purposes of the Board for 32 years, but with the rapid growth of the city following the 1947 discovery of oil in the Leduc area, it became necessary to look for larger quarters. After some investigation the various departments of the administration were divided and housed in the Victoria High School, McKay Avenue School, and the old Technical School buildings until the mid 1950s.

In 1956, construction commenced on the Board's first permanent office on the site of the old Technical School just a half-block north of 107A Avenue on 101 Street. Eleven years later, in 1967, a new administration complex was added to provide for an expansion of services. The new addition was dedicated to Anna Whitla, a senior clerk in the secretary-treasurer's department for 46 years. From 1919 to 1965 Miss Whitla served with loyalty and dedication under the supervision of five secretary-treasurers: William D. Bradey, Miss Sara Wilson, M. H. Gilmour, Harry G. Turner, and T. W. Meen.



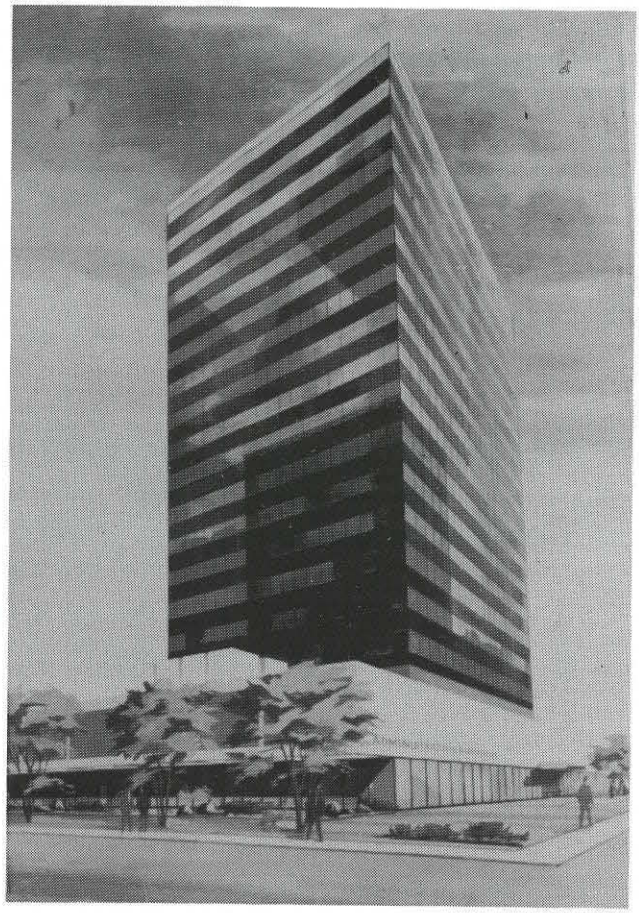
Dedication plaque for Edmonton Public School Board offices



Anna Whitla, a volunteer worker at McKay Avenue School, 1987

According to the architect's projection, the 1967 office building complex was designed to accommodate a sixteen-storey tower to meet the future needs of the Edmonton Public School Board.

Plans for the tower were never seriously considered, however. The addition would have interfered with air approaches to the municipal airport. Structural problems plagued the building almost from the day of completion. Ground water continued to seep into the basement, causing stability and storage problems. Corrective measures followed the discovery of the inadequacies and a number of lawsuits were launched by the school board. After many years of investigation and debate about suitability of the building, the tower addition plans were abandoned. Thus "the best laid schemes of mice and men" (and architects and school board trustees) "gang aft a-gley."



"The Tower That Never Was" Architect's projection of office tower on site of 1967 School Board office.

Plans for a new Centre for Education were announced in 1980, when it became obvious that the 1956 and 1967 Board offices were not meeting the needs of a growing school system. Upgrading and renovation of the existing offices were considered, but after a number of reports and cost analyses it was decided to proceed with a new office complex on the Victoria Composite High School site.

Approval for the 31,000 square metre building was given in 1981, and the firm of Bittorf-Holland-Christianson was selected to draw up plans and supervise construction of the four-storey building. The successful bidder for the $24,000,000 project was the firm of Ellis-Don.

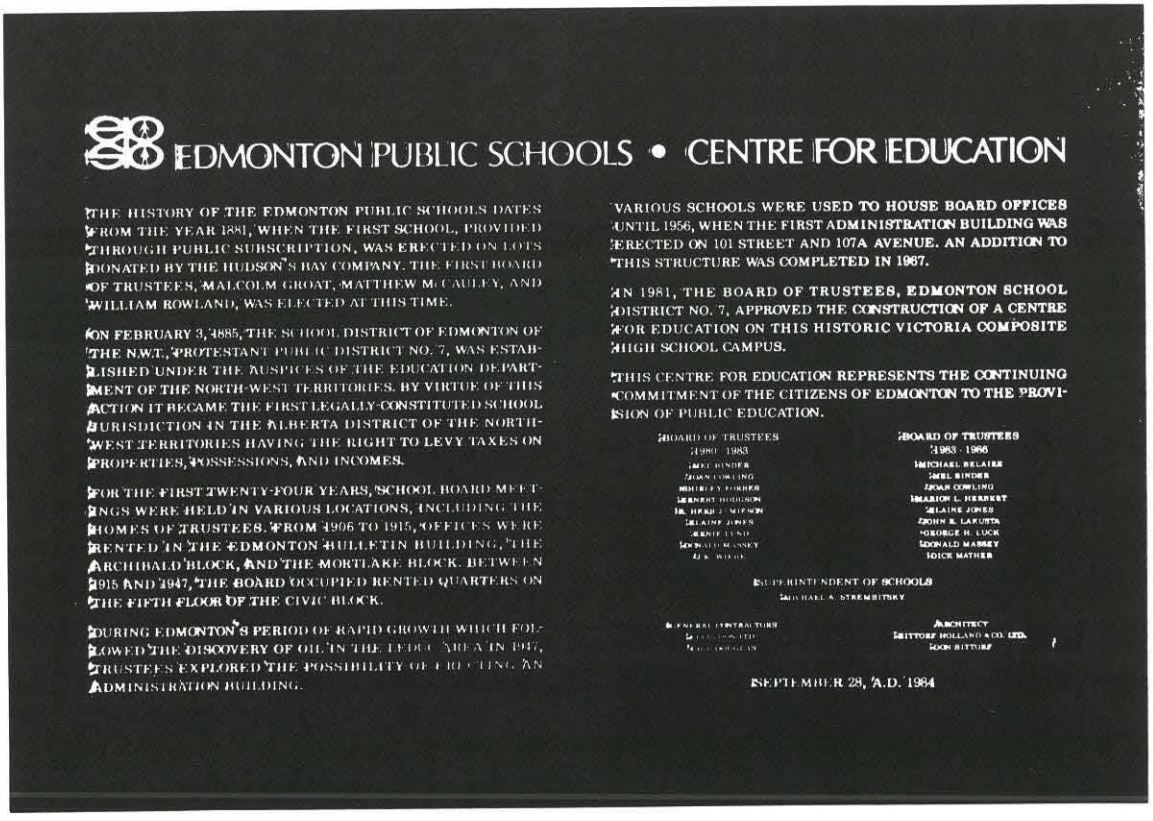
Most of the finances for the modern building were to have come from the sale of the 1956-67 Board offices on 101 Street and 107A Avenue. In 1981, these board assets were estimated at $13,700,000. A depressed economy, however, resulted in little interest by prospective purchasers for the old offices.

Critics of the Board's plans to build a new education centre claimed the trustees were playing real estate poker with taxpayers' money. A vocal opponent of the plan to erect a new education centre was McKernan Home and School Treasurer Howard Welch. Dr. Welch gathered a petition of 2,250 names calling for the School Board to retain their existing offices and to stop the planning, tendering and construction of the new education centre. However, a public meeting of ratepayers held at Victoria Composite High School on May 8, 1982, voted in favor of the Board's plan to continue with the construction.

For the first time in the history of the Edmonton Public Schools, trustees authorized their superintendent to become directly involved with the architect and contractor with regard to changes in construction, furniture design and building decor. "It was somewhat irregular," stated three-time chairman Joan Cowling, "but we were probably influenced by Mike Strembitsky's experience as a builder and wanted him to become directly involved."

On September 28, 1984, the new Centre for Education was officially opened. Featuring an atrium and two glass-enclosed elevators, the modern facility also included a 240-seat auditorium and Board Room. This spacious area would later be named McCauley Chambers in honor of founding trustee Matthew McCauley.

The new Centre for Education provided numerous meeting and conference rooms, offices for central administration personnel, as well as an underground parkade that could accommodate 500 cars – 250 rental spaces for central administration personnel and 250 free parking spaces for school-based staff. A cafeteria was also included in the new building The new Centre for Education provided individual offices for trustees, as well.

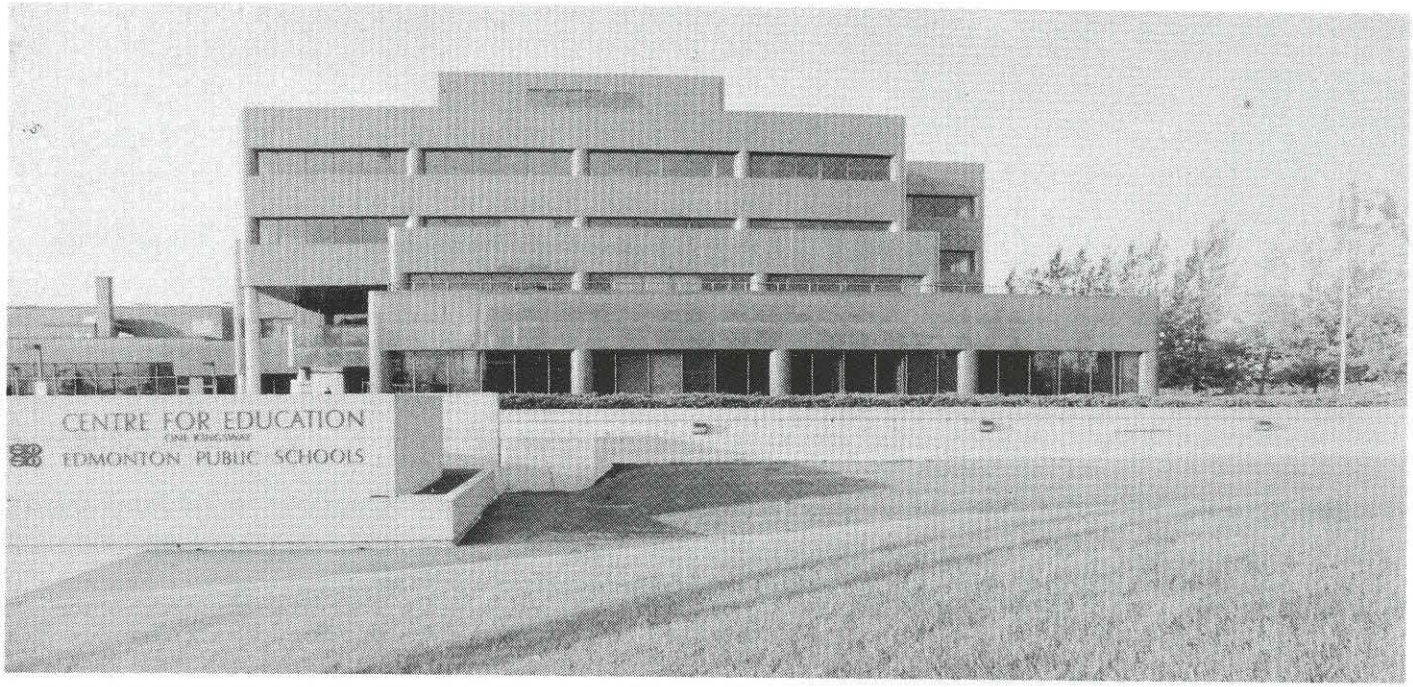


Dedication Plaque, Centre for Education

Within a year of its opening the new four-storey complex became one of the most utilized educational facilities in the city. Over 2,000 meetings of teachers, trustees, and other groups were recorded in the building's first 12 months of operation.

Like the first $6,200 brick school built in 1895 on Macdonald Drive, the Center for Education, or "Blue Building" as it came to be called, has survived criticisim as being too lavish a structure for the times. "Today it stands as a symbol of the high priority Edmonton residents have placed on the importance of education," states Dr. Michael Strembitsky, Canada's most senior urban school superintendent now entering his twenty-first year as the Edmonton Public School Board's chief executive officer. Strembitsky's vision of providing a functional building to meet the needs of a rapidly changing society have, indeed, been realized in an education complex that is the envy of most school jurisdictions across the land.

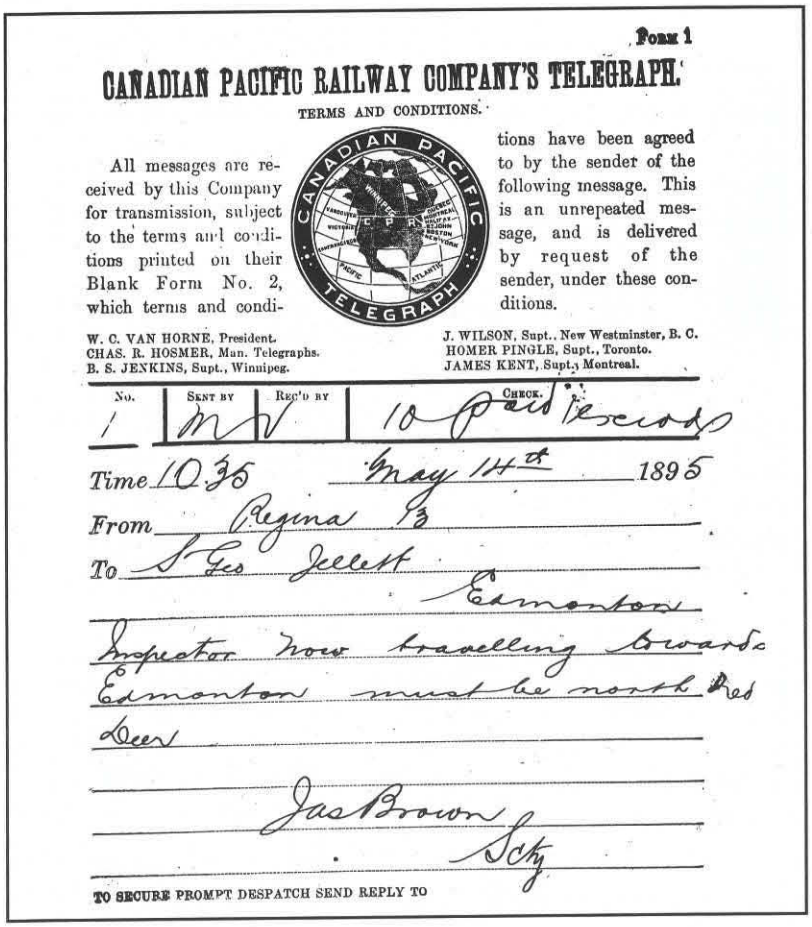
The 110-year record of the Edmonton Public School Board does, indeed, reveal a distinguished list of trustees who have given dedicated service to the needs of education in the city. Despite the controversies, the politics, the campaigning and the changing economics, these trustees, coming from diverse walks of life, have always been united by a common purpose - to provide the best education possible for the children of the community.



Centre for Education

Chapter Seventeen

The Early Inspectors Cometh



FORM 1

CANADIAN PACIFIC RAILWAY COMPANY'S TELEGRAPH.

TERMS AND CONDITIONS.

All messages are received by this Company for transmission, subject to the terms and conditions printed on their Blank Form No. 2, which terms and conditions have been agreed to by the sender of the following message. This is an unrepeated message, and is delivered by request of the sender, under these conditions.

W. C. VAN HORNE, President.
CHAS. R. HOSMER, Man. Telegraphs.
B. S. JENKINS, Supt., Winnipeg.
J. WILSON, Supt., New Westminster, B. C.
HOMER PINGLE, Supt., Toronto.
JAMES KENT, Supt., Montreal.

No.	Sent by	Rec'd by	Check.
1	M	V	10 paid records

Time 10.35 May 14th 1895

From Regina 13

To St Geo Jellett

Edmonton

Inspector now travelling towards Edmonton must be north Red Deer

Jas Brown

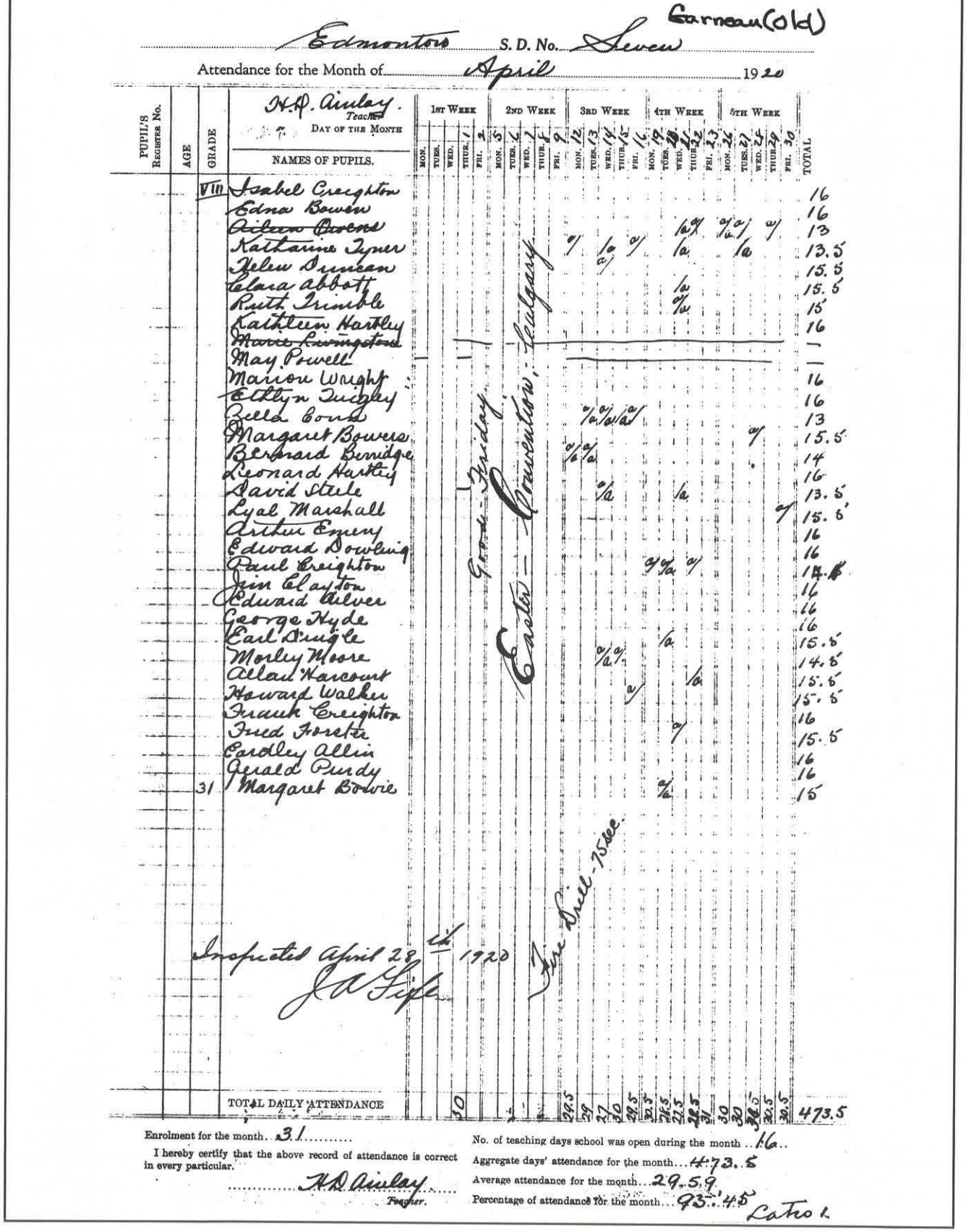
Scty

TO SECURE PROMPT DESPATCH SEND REPLY TO

Just as certain as death and taxes, the school inspector would come, and his half-day visit and subsequent report to trustees could well determine the future of a classroom teacher.

Visits by the early inspectors were often traumatic experiences for both teacher and class. Often a teacher's first inkling of the surreptitious presence of the visitor was the class springing to rigid attention, followed by an ominous silence. In old Queen's Avenue School, some teachers trained their charges to salute the inspector or any other guest who visited the classroom.

Usually the supreme authority would observe lessons from a specially reserved chair at the back of the classroom. Often he would examine students' notebooks, as well as the teacher's planbook. The inspector always scrutinized the class register and affixed his signature to the attendance document.



Garneau (Old)

Edmonton S. D. No. Seven

Attendance for the Month of April 1920

H. D. Ainlay. Teacher

Pupil's Register No.	Age	Grade	Names of Pupils	1st Week Mon.	Tues.	Wed.	Thur. 1	Fri. 2	2nd Week Mon. 5	Tues. 6	Wed. 7	Thur. 8	Fri. 9	3rd Week Mon. 12	Tues. 13	Wed. 14	Thur. 15	Fri. 16	4th Week Mon. 19	Tues. 20	Wed. 21	Thur. 22	Fri. 23	5th Week Mon. 26	Tues. 27	Wed. 28	Thur. 29	Fri. 30	Total
		VIII	Isabel Creighton																										16
			Edna Bowen																										16
			~~Aileen Owens~~																		1a	a/		a/a	a/		a/		13
			Katharine Tyner											a/		1a		a/			1a				1a				13.5
			Helen Duncan													a/													15.5
			Clara Abbott																		1a								15.5
			Ruth Trimble																		a/a								15
			Kathleen Hartley																										16
			~~Marie Livingstone~~																										—
			May Powell																										—
			Marion Wright																										16
			Ethlyn Tingley																										16
			Zella Conn												a/a	a/a	a/a	a/											13
			Margaret Bowers																							a/			15.5
			Bernard Burridge											a/a	a/a														14
			Leonard Hartley																										16
			David Steele													a/a					1a								13.5
			Lyal Marshall																									a/	15.5
			Arthur Emery																										16
			Edward Dowling																										16
			Paul Creighton																a/	a/a		a/							14.5
			Jim Clayton																										16
			Edward Silver																										16
			George Hyde																										16
			Earl Dingle																	1a									15.5
			Morley Moore													a/a	a/												14.5
			Allan Harcourt																			1a							15.5
			Howard Walker															a/											15.5
			Frank Creighton																										16
			Fred Forster																		a/								15.5
			Eardley Allin																										16
			Gerald Purdy																										16
		31	Margaret Bowie																	a/a									15
			TOTAL DAILY ATTENDANCE				30							29.5	29	27	30	29.5	30.5	28.5	27.5	28.5	31	30	30	30.5	30.5	30.5	473.5

Good - Friday

Easter - Convention - Calgary

Fire Drill - 75 sec.

Inspected April 28th 1920

J A Fife

Enrolment for the month 31

I hereby certify that the above record of attendance is correct in every particular.

H D Ainlay
Teacher.

No. of teaching days school was open during the month 16

Aggregate days' attendance for the month 473.5

Average attendance for the month 29.59

Percentage of attendance for the month 93.45

Latro 1.

Inspector J. A. Fife's inspection report of H. D. Ainlay's register, 1920

Frequently, the inspector would question pupils or administer short tests to ascertain the depth of learning in specific subjects.

Bob Ramsay, a retired principal, remembers the feelings of apprehension which prevailed prior to the visit of the inspector. "On one visit early in the '40s, the inspector arrived, and to my surprise brought out his typewriter and typed out a report all the time I was teaching. It was a most unnerving experience as he hardly said a word all the time he was in the room."

Bertha McNaught, who taught in Edmonton schools during World War I, recalled the shiver of fear she felt in anticipation of the inspector's arrival – "I chewed my fingernails prior to, during, and for days after the visit. You can't imagine how much we feared the inspector."

But who were these black-suited spectres who aroused such fear and trepidation in the hearts of teacher and pupil? What was their role and how did they fulfill it?

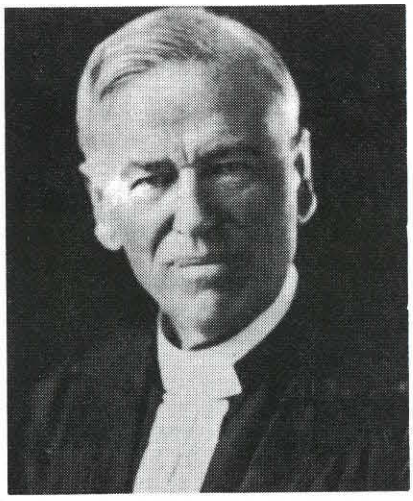
"The eyes and ears of the Department," is how early Department of Education reports describe appointed provincial inspectors. But inspectors were around long before Alberta became a province. Early *Edmonton Bulletin* reports refer to the activities of the Rev. Andrew Baird, one of the first Northwest Territories inspectors in the Edmonton Area. According to E. A. Corbett in his book *McQueen of Edmonton*

> Rev. A. B. Baird had been sent to Edmonton in response to repeated requests from the little band of Presbyterians gathered in and about Fort Edmonton. He had just returned from post-graduate work in Edinburgh and Germany, after a distinguished career as a student at the University of Toronto and Knox College. The C.P.R. had not reached the prairie, so Mr. Baird, upon arriving in Winnipeg, bought a horse, buckboard, tent, cooking utensils, and a supply of provisions. Thus equipped, he started the long journey to Edmonton, arriving on October 29,1881.

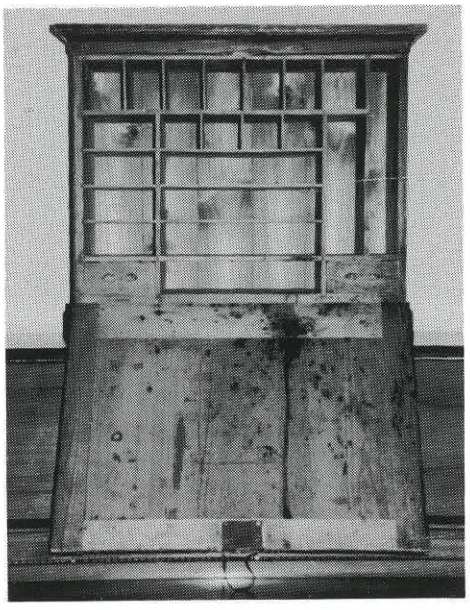
Shortly after his arrival in the settlement, the good Reverend was co-opted into serving on a committee to select a teacher for Edmonton's first public school. In the same year, he was appointed by the Northwest Territories Board of Education as one of four inspectors for the Alberta district of the Territories. As inspector of the Protestant schools in the Edmonton area, Baird earned $75 per year plus $5 expenses each day he inspected the half-dozen schools in his charge. The inspector of Catholic schools at this time was a Father L'Estance.

Appointment of clergymen to serve as school inspectors was partly the result of the influence of the church, but largely it was a matter of convenience and practicability. Clergymen were often the most highly-educated individuals in a settlement and their commitment to moral education qualified them for overseeing the work of the school.

The *Edmonton Bulletin* of December 24, 1887, announced that another man of the cloth, Rev. David McQueen, had succeeded Baird in 1887. To cut living costs (as a result of expensive staples such as flour at 25c a pound and salt at 3 pounds for $1.00), McQueen lived for a short time with his nephew, James Martin, the first principal of an Edmonton public school. The Martins occupied a house near the present Victoria golf course.



Rev. D. G. McQueen, D.D., LL.D.,
an early inspector of Edmonton schools



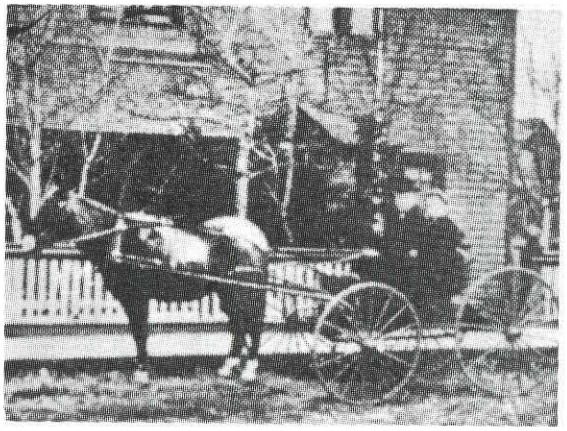
Pigeon-hole desk built for Rev. D. G. McQueen by James McDonald, circa 1888

In addition to Rev. McQueen's duties as inspector of the two-room schoolhouse in Edmonton, he was also responsible for Protestant schools adjacent to the Edmonton school district. These included Namao, Belmont and Poplar Lake. As well, he inspected schools at Stony Plain, Clover Bar, and the Victoria settlement at Pakan.

In one of his early letters the young minister-inspector describes a two-day journey to a Metis settlement, and reflects on the plight of the residents in the remote community 50 miles downstream from Edmonton.

> I am to be away all week inspecting the school at Victoria. I have to carry enough provisions to do myself and my horse for the whole week, and very likely I shall forget something. A young fellow named Ross is going with me and we shall have to sleep under the cold blue canopy of heaven for one night each way on the trip. We might reach an Indian house for that night, but one is always in danger of bringing away more live-stock than he lay down with. They are exceedingly lively, too. I would rather risk chances with a cold than with these grey racers anyway.
>
> You can see the Saskatchewan for a distance of three or four miles, with its high banks on either side, terraced with the dark dull grey of the unbudded poplar, and the monotony relieved here and there by a solitary spruce, or patches of them, pointing heavenward. The settlement at Victoria is half-breed. They are old buffalo-hunters, the most useless class of people you can imagine, living all the time, since the extinction of the buffalo, on the limits of starvation. The school had an attendance of 12 the day I was there. The poor things, cursed by heredity, have little chance in this world, and their prospects for the future are not very bright. There was not a single white child in the whole outfit, and some of them were black as negroes. The farthest advanced was only beginning the second book; as a result of intermarrying, a low state of morality in some cases, and a lack of ambition and independence, we see this shiftless lot of human beings almost about to be swept out of existence.

Inspector McQueen was a strong proponent of well-qualified teachers in the Northwest Territories. He also agitated for better school facilities. So did Frank Oliver, the aggressive Edmonton representative in the Northwest Territories Council at this time. Largely through



Dr. and Mrs. McQueen in front of old manse

their combined efforts, the Board of Education of the Northwest Territories was replaced by the Council of Public Instruction, consisting of the Executive Council of the Legislative Assembly along with two Protestant and two Catholic advisers.

Dr. D. J. Goggin was appointed Superintendent of Schools for the Northwest Territories in 1892, when a new ordinance was passed requiring that all inspectors should hold teaching credentials. McQueen was thus



Helen Learmonth, youngest daughter of Rev. D. G. McQueen in Inspectors' Room at McKay Avenue School, 1991

relieved of his onerous duties as inspector, but his contribution to education would not be forgotten. In 1917, as a member of the Senate of the University of Alberta, he was granted an honorary Doctor of Laws degree.

The earliest Northwest Territories Inspector's report in the files of the Edmonton Public School Board Archives is dated November 19, 1894. The inspector was J. A. Calder.

In 1894, Protestant children attended the three-room school on McKay Avenue. Another classroom was housed in the old Johnstone Walker store, then situated on Fraser Avenue (98 Street) just north of Jasper Avenue.

Mrs. Catherine McLean, who died in 1984 was a beginning student in Edmonton's first public school. She also attended the Johnstone Walker annex a year later. At age 94, Mrs. McLean still remembered the reciting platform along the blackboard wall of the classroom. "We dared not step back as it was so narrow and so high. It frightened us to death. But we had more fun in the Johnstone Walker store on Fraser Avenue. I can remember climbing the many shelves in the room and hiding in them."

Such were the classrooms to be examined by Inspector Calder.

NORTH-WEST TERRITORIES.—Inspector's Report to the Trustees of his Official Visit to the School District of Edmonton Number 7. Date of Visit Nov. 19th & 20th 1894

SIR,—In accordance with the Regulations of the Council of Public Instruction, I have the honor to make the following Report upon your School:—

I. School House:— State of repair, cleanliness of floors, windows, walls and ceilings: condition of desks, seats, blackboards, lighting, heating, ventilation, adequacy of accommodation.	No changes noted except that the caretaking in the school house is more carefully attended to. For some reason or other the floor in Miss Osborne's room is very cold during the winter months. If possible better ventilation should be provided in the two lower rooms. The blackboard in Mr Campbell's room would be greatly improved by a coat of paint. If it is the intention to continue the use of the building north of the Alberta Hotel an effort should be made to put it in proper shape.
II. School Grounds:— State of yard, fences, outhouses, water supply, drainage.	See spring report.
III. Equipment:— Apparatus, maps, reference books, brushes, chalk. etc. What, if any, needed?	Greater blackboard area should be provided in the lower room.— Miss Osborne's. This is a necessity that should have been mentioned in my last report.
IV. Pupils:— (1) Their classification, order, and attitude towards work; (2) Their standing in the subjects examined; (3) Regularity of attendance. Are there children of school age not in attendance?	Miss Lindsay's Room:— Enrolled 52 - present 33. The classification has been greatly improved and an attempt has evidently been made to secure better order. The children are however still restless and talkative. Miss Osborne's Room:— Enrolled 48 - present 28 - Pupils are quiet, neat, tidy and studious. Mr Welbourne's Room:— Enrolled 38 - present 27. Excellent order prevails and is apparently obtained without loss of time or energy. The classes are well arranged and the pupils are kept constantly employed. During recitation they answer freely. Their slate work is done neatly. Mr Campbell's Room:— Enrolled 21 - present 14. Good order is maintained. Pupils are studious and apparently take a deep interest in their work. An effort should be made by the teacher to increase the attendance.
V. Teacher:— Name, certificate, teaching ability, governing ability, class management.	See spring report and standing of pupils on other side.
VI. General Standing of the School. If unsatisfactory, why? Condition of Secretary's books.	Satisfactory Examined books of Sec'y Treas. and found them neatly and correctly kept.

To Sh. Geo Jellett Esq, Sec'y Edmonton S.D. Your obedient servant, J. A. Calder. Inspector, Schools.



Davis party loading supplies for Klondike trek outside Johnstone Walker Store (Manchester House), 1898

The reverse of Calder's report contains his assessment of all three Edmonton teachers and their principal, Alex Campbell:

STANDING OF PUPILS IN SUBJECTS EXAMINED:

Miss Lindsay's Room: The pupils were examined in Arithmetic, Reading, Spelling, and Language in each of which good progress is being made. This is owing largely to the classification but is principally the result of better teaching. It is to be regretted that Miss Lindsay does not possess the elements of governing power to a greater degree.

Miss Osborne's Room: The different classes were examined in Reading, Literature, Spelling, Composition and Arithmetic and in nearly every instance an improvement was noticed.

Mr. Welbourne's Room: Satisfactory progress is being made in all subjects in which the classes were tested. Standard 3 pupils averaged 3 mistakes in spelling – a marked improvement since last examination. In Arithmetic the senior classes are somewhat weak. The majority of the pupils gave the correct solution for the problems given but many mistakes were made in working out the problem. Excellent results were obtained in Geography and Composition.

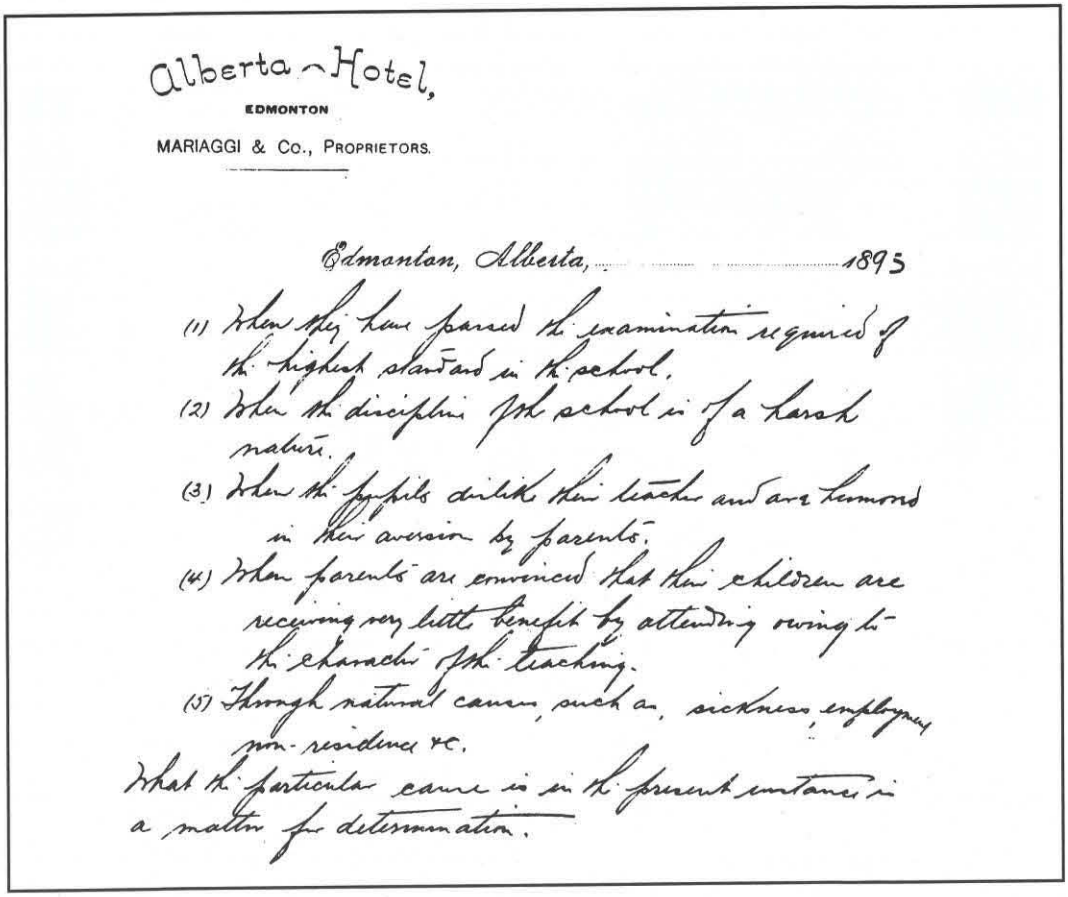
Mr. Campbell's Room: The pupils were examined in Literature, Geography, Physics, Arithmetic and Composition. The teaching is thorough and along proper lines. The standing of the pupils in these subjects will compare in similar standards examined elsewhere.

J. A. Calder (signed)

Note: I have learned that the trustees are advertising for four teachers. I would strongly urge upon the Board the desirability of appointing a North West teacher in Mr. Welbourne's place in case he is not re-engaged. As you are aware

the government aid received largely depends upon the number of pupils who pass the Std. 3 examination held annually in June, and as there are but six months left to prepare the pupils it would be preferable to select for the department one who has been actually engaged in the work.

Less than a year later, Calder was back to inspect the Edmonton school again. His special report dated May 30, 1895, conveyed distressing news to trustees and to their principal, J. Francis. The critical report, which was written on Alberta Hotel stationery, highlights the fact that only 11 of the 18 pupils in the principal's classroom were in attendance on the day of the inspection. Six months earlier, noted the formal inspector, the recorded attendance was 21. In his long report to trustees, Calder speculated that pupils leave school for one or more of the following reasons:



Alberta Hotel,
EDMONTON
MARIAGGI & Co., PROPRIETORS.

Edmonton, Alberta, ... 1895

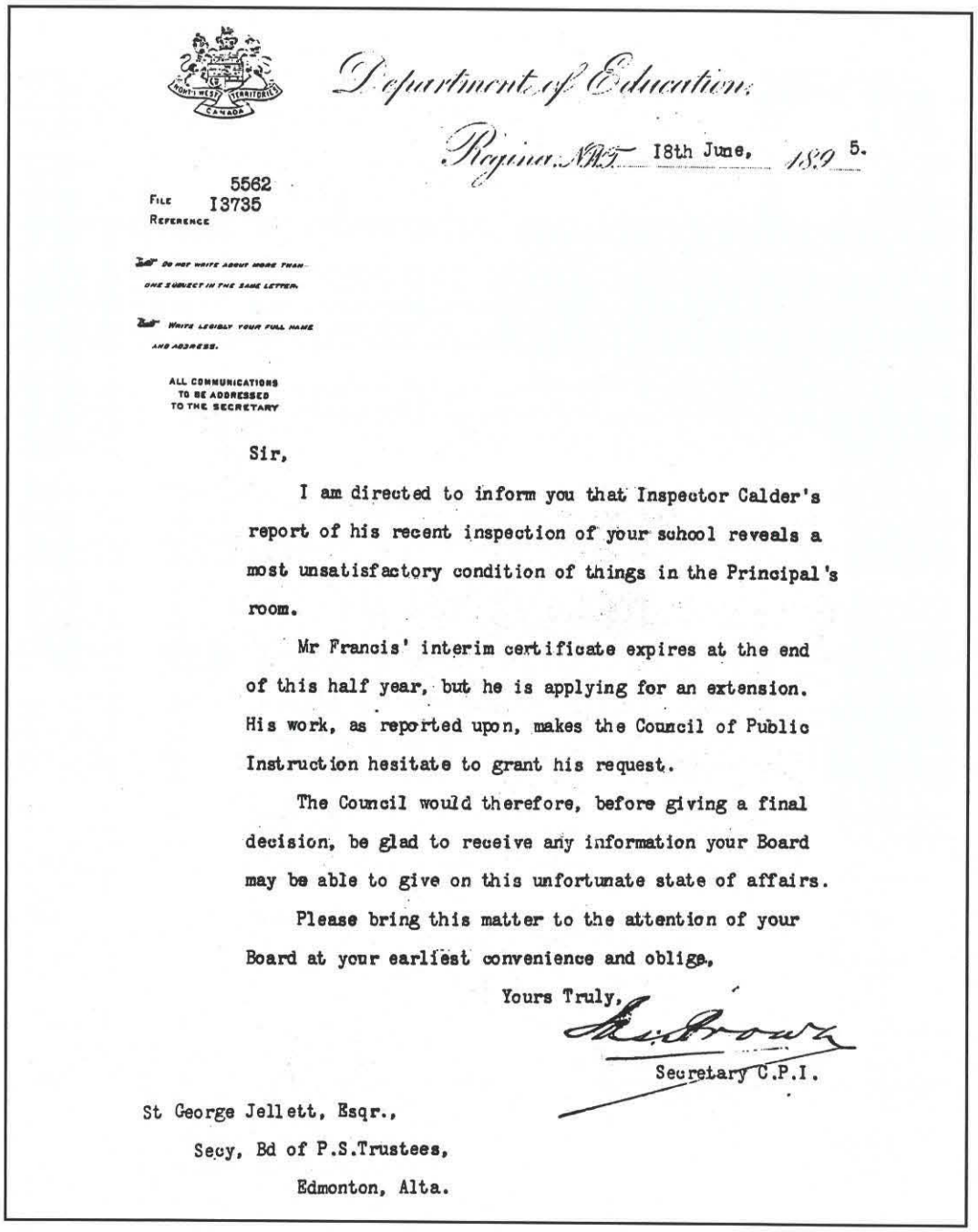
(1) When they have passed the examination required of the highest standard in the school.
(2) When the discipline of the school is of a harsh nature.
(3) When the pupils dislike their teacher and are removed in their aversion by parents.
(4) When parents are convinced that their children are receiving very little benefit by attending owing to the character of the teaching.
(5) Through natural causes, such as, sickness, employment, non-residence etc.

What the particular cause is in the present instance is a matter for determination.

Commenting on order and control in Francis's classroom, the inspector observed that at times "the pupils were inattentive for no other reason than that of displeasing the teacher" and that "on the whole there appears to be an utter lack of sympathy between pupils and teacher . . . as a result the school is in a sense a dead lifeless machine." Calder went on to comment negatively on the principal's teaching methods, stating that "the lessons taught were, on the whole, failures, especially in literature, geography and history."

On the positive side, Inspector Calder noted that Francis's difficulties might stem from the fact that his classroom contained students in four standards (Grades 8-11) and that "if the present condition of the room is unsatisfactory, it is certainly not due to any lack of desire on the teacher's part to promote the best interest of those placed under him." Francis did not receive a copy of his report. Inspectors' reports at this time were forwarded only to trustees and it was not until the year 1920 that teachers began to receive copies of their evaluation documents.

The report on Francis was forwarded to trustees together with a very official letter from James Brown, Secretary of the Northwest Territories Council of Instruction. Both documents were portents of bad news for Principal Francis who was asked to appear before the Board of Trustees to account for declining enrolments:



Department of Education.

Regina, N.W.T. 18th June, 1895.

5562
File I3735
Reference

Do not write about more than one subject in the same letter.

Write legibly your full name and address.

ALL COMMUNICATIONS TO BE ADDRESSED TO THE SECRETARY

Sir,

I am directed to inform you that Inspector Calder's report of his recent inspection of your school reveals a most unsatisfactory condition of things in the Principal's room.

Mr Francis' interim certificate expires at the end of this half year, but he is applying for an extension. His work, as reported upon, makes the Council of Public Instruction hesitate to grant his request.

The Council would therefore, before giving a final decision, be glad to receive any information your Board may be able to give on this unfortunate state of affairs.

Please bring this matter to the attention of your Board at your earliest convenience and oblige,

Yours Truly,

Secretary C.P.I.

St George Jellett, Esqr.,
Secy, Bd of P.S.Trustees,
Edmonton, Alta.

Inspector Calder's reports convinced trustees that Francis should submit a letter of resignation, which was obtained in short order.

Another of Inspector Calder's early reports comments on the state of College Avenue School:

> The central school building is in an excellent state of repair with the exception of the concrete floor in the basement. The desks and other furniture have been well cared for. The hot air pipes passing through the lower rooms should be boxed. The caretaking is reported as being on the whole satisfactorily attended to. For a while the fires were not put on early enough in the morning. Sufficient accommodation is provided in each of the departments. Strings should be fastened to the upper ventilators in each of the rooms. A thermometer is required for one of the rooms.

The inspector was pleased to note that a wooden fence had been constructed to separate the boys' and girls' playgrounds, but suggested "it should eventually be extended to the schoolhouse."

One of Calder's most comprehensive reports was presented to trustees following a three-day inspection in June, 1897. At this time it was noted that a fifth teacher had been added to the College Avenue School staff. That fifth teacher taught in a room in the Exchange Mart, then located on the site of the present Macdonald Hotel.

Calder was particularly pleased with the teaching abilities of College Avenue principal, Ken MacKenzie:

> He exerts himself to his utmost to arouse his pupils to take an interest in their studies and not without considerable success. He has a thorough knowledge of the subjects he has to teach and he handles his classes in a vigorous masterly way. If his pupils do not succeed at the approaching examinations, it will be through no fault of his.

A very comprehensive section of the 1897 report reflects on the teaching of such high school subjects as bookkeeping, agriculture, geography, grammar, botany, mensuration and Euclid (geometry).

STANDING OF PUPILS
IN SUBJECTS EXAMINED:

Primary Dept.:

The classes in this room were tested in Reading, Writing, Spelling, Composition, Arithmetic and Nature Study. In Reading and Arithmetic all classes are making fairly satisfactory progress. The drill work in phonics should be continued with the Part 2 class and more attention should be given to problem work in Arithmetic. The development of the reasoning powers should not be neglected. The standing of the Sr. Class in Composition and Nature Study is quite satisfactory. The writing in this room is very weak. Little attention is paid to this portion of the pupils while they are writing.

Senior Dept.:

All classes in this room read wonderfully well. I have not heard such good reading for many days. In Arithmetic the classes work rapidly and accurately. They record their reasoning neatly and correctly. Excellent progress is being made in writing. Neatness and uniformity are insisted upon. On the whole the classes in this room are weak in Spelling. Their standing in Composition is fairly satisfactory. The most prevalent mistake observed was in the arrangement of thoughts. Satisfactory progress is being made in Geography.

Third dept.:

A very instructive and interesting lesson was taught by this teacher on the countries and people of Asia. Std. 3 pupils know the work gone over in Grammar thoroughly. In Arithmetic, Reading, Literature and Composition – satisfactory progress is being made. The subject of writing is neglected. The teacher should insist upon all pupils using the vertical system. Considerable work has been done in Nature Study.

Fourth Dept.:

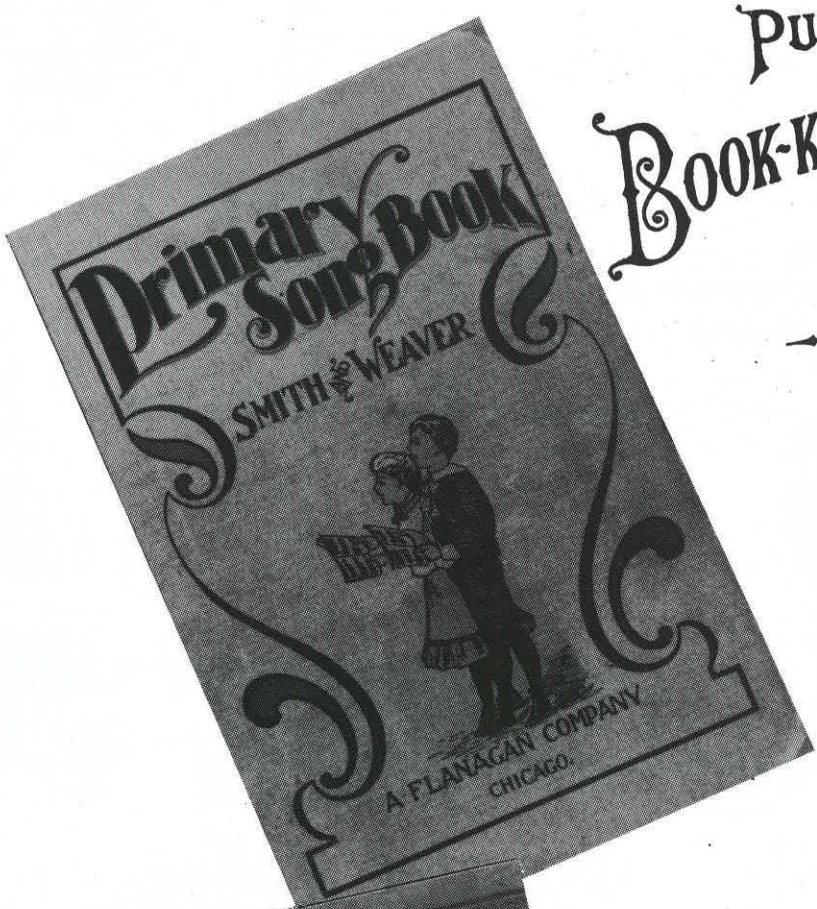
Std. 3 Grammar – Over 50% of the class know the prescribed work of this Std. Their answers were occasionally indefinate (sic) but when questioned closely it was found that they could make them more specific. Arithmetic and Composition – Their written exercises were neat and their thoughts well expressed. Satisfactory progress is being made in their subjects. Std. 4 Agriculture – The examination was confined to the following topics, – origin of soils, their distribution, tillage, weeds, their evils, etc., flowers, their parts and uses. Pupils answered most of the questions asked quite readily.

Arithmetic – questions were given in addition of columns and multiplication of numbers. Less than 50% of the answers were correct.

Euclid – Pupils showed considerable ability and readiness in solving propositions. Their oral and written statements were quite accurate.

Fifth Dept.:

Std. 4 Grammar & Composition – teaching is thorough – progress satisfactory.Std. 5.6.7. Book-keeping - about 50% of the class have a clear knowledge of the principle of double-entry book-keeping and business forms.

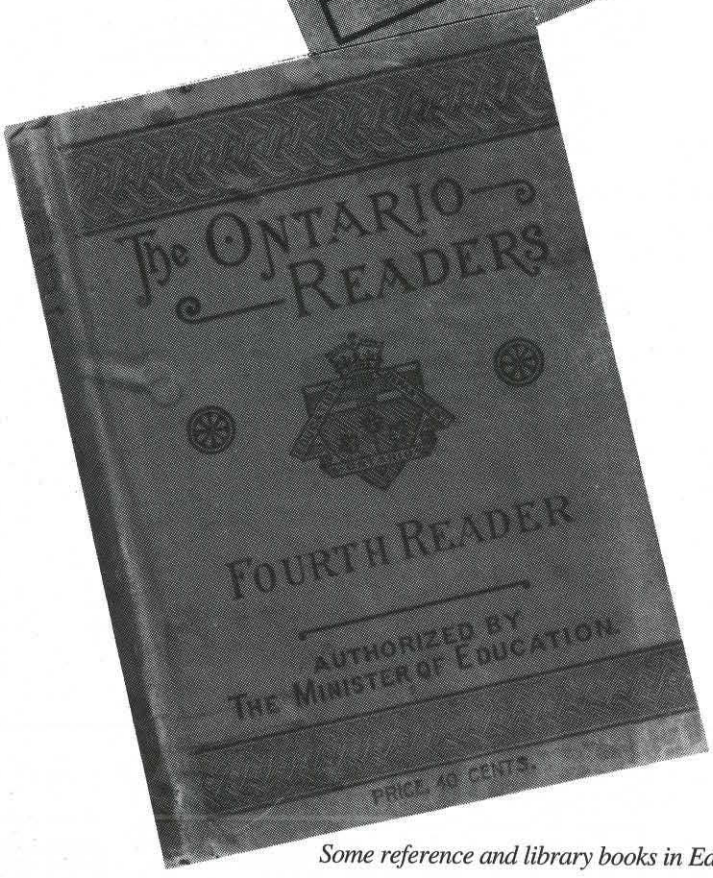


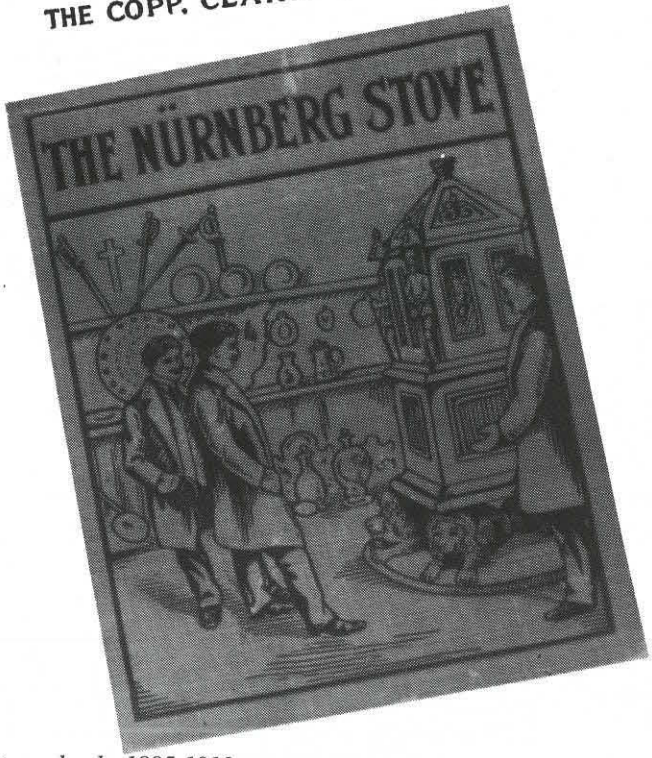
PUBLIC SCHOOL
BOOK-KEEPING and BUSINESS
FORMS.

by
J. S. BLACK.

PRICE 25 CENTS.

TORONTO,
THE COPP, CLARK COMPANY, LIMITED.





Some reference and library books in Edmonton schools, 1885-1913

Eng. History - Pupils know the more important facts of Eng. History - I found it difficult to get them to answer at any length. They studiously avoided full statements. Their written answers were more satisfactory.

Geography – examined in the geography in Europe. The salient features of the continent have been taught thoroughly. Pupils showed considerable power in tracing the relation between cause and effect.

Fifth Dept.:

Std. 7 – Mensuration – Questions were given in square, circle and cylinder. The two pupils in this class have a comparatively thorough knowledge of the principles involved in this work. They readily solved the problems given.

Std's. 6-7 Botany – The pupils have a knowledge of the principal facts contained in this prescribed text. Considerable work has been done in analysing plants.

Reading – pupils read clearly, distinctly and with expression.

All Writing – only fair. Considerable carelessness is shown by some of the pupils.

General Standing of School: – Satisfactory. The engagement of a fifth teacher has greatly increased the efficiency of the staff. This will be more evident during the following term as the present arrangement of classes and division of work is not altogether satisfactory.

J. A. Calder (Signed)
Insp. Schools

The last Calder report in Edmonton Public School Board Archives files was submitted to trustees in November, 1898. Highlighted in the report is a glowing tribute to the teaching staff:

> *Teachers:* – The trustees and ratepayers of the Edmonton S.D. have every reason to be well satisfied with their teaching staff. They are without exception imbued with a spirit of earnestness in their work. As a result of their influence the atmosphere of the school is glowing with light and warmth. In each and every department the teachers have succeeded in securing the interest of their pupils in their studies. The whole school is a hive of industry. As indicated above the teaching force of the school is well directed. There may be defects here and there in the methods and aims of the teachers but these are of minor importance and need only to be pointed out to be corrected. The discipline and management of the several departments is deserving of more than a passing notice.
>
> Throughout my entire visit I failed to observe any of those disturbing influences which quite frequently militate against the best results being attained. This state of affairs, I have no doubt, is largely due to the efforts of the principal in whose hands the general management of the school lies.
>
> It was with feelings of regret that I heard of the resignation of two of the members of the teaching staff, Miss Rogers and Mr. Welbourne. They have given a long, faithful, and successful service to the district which I feel confident has been fully appreciated by the people of Edmonton.
>
> J. A. Calder

Inspector Calder had a profound influence on the quality of education in the first Edmonton schools. His reports urged trustees to hire only the best qualified teachers and to equip schools with the most up-to-date books and supplies. Largely as a result of Calder's efforts and the recommendations of inspectors who followed him, a list of minimum school equipment and supplies was mandated for all schools in the Northwest. The Regulations of the Alberta Department of Education listed these school essentials in 1906:

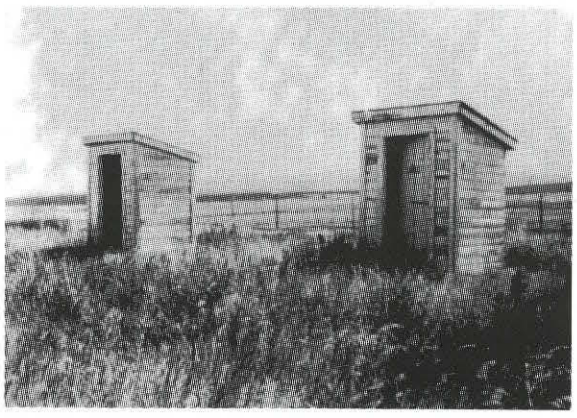
> Every school shall be provided with the prescribed school register, a globe, ball frames, dictionary, map of the world, map of North America, map of Canada, map of Alberta, a suitable supply of blackboard brushes and crayons, a thermometer, a clock, broom, pail and cup, wash-basins and towels, and one or two chairs in addition to the teacher's.

Inspector T. E. Perrett succeeded Calder as official overseer of schools in the Edmonton area. One of Perrett's reports in the files of the Edmonton Public School Archives reveals some very serious deficiencies in the condition of College Avenue School.

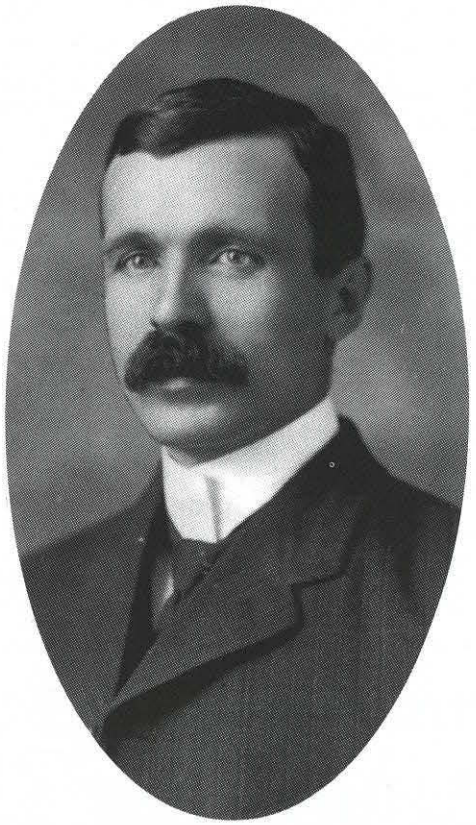
> The four-roomed brick building is in doubtful repair. The lighting is trying on the pupils' eyes. There is good blackboard space in good condition. The plaster is cracking and the southeast corner seems to be slightly sinking. There is ample seating accommodation. The school is heated by two furnaces. There is a good basement and well kept. The windows are provided with blinds. The floors are rather clean but the walls are dusty and the windows need washing.

The eagle eye of the inspector noted other deficiencies as well:

> The boys' outhouses in connection with both schools were found to be in filthy condition . . . Proper urinals should be constructed in connection with each of the boys' closets and the seats should be arranged that it would be absolutely impossible for the boys to stand on them.
>
> I was pleased to note the complete absence of obscene writing on the walls of the outhouses.



Early inspectors' reports included mandatory references to state of outhouses



G. J. Bryan, early inspector of Edmonton Schools

Another early Northwest Territories inspector was George J. Bryan, a former principal of College Avenue School. Bryan's 1902 report commented on the excellent teachers in the Board's employ. It also chastised trustees for their lack of attention to the provision of adequate school equipment:

> The equipment is entirely inadequate. Many articles are entirely useless owing to the wear and tear of constant usage and others (especially the maps) which were a good asset when purchased many years ago, are out of date and should be replaced by new ones. I would suggest the purchasing of a new set of maps, a large globe, and a numeral stand for use in Miss Barker's room – a set of measures (foot, yard, pint, quart, gallon, peck), 3 concise Imperial Dictionaries for use in the three senior departments of the High School and a set of supplementary readers for the junior rooms. The library also should receive considerable addition.

A year later, Inspector Bryan reported on the work of Edmonton's 15 teachers whose classroom enrolments averaged 44 pupils. He congratulated trustees for employing an itinerant physical education and drill teacher and noted that "both boys and girls partake of this exercise," but urged the securing of a "lady teacher who can take sole charge of exercise work for girls combined with drawing throughout the school."

Bryan welcomed the Board's establishment of a pipe-and-drum-band, "the instruments being provided by the School Board." The inspector also noted that sets of Indian clubs and dumb-bells had been procured for physical education classes.

A very detailed description of Queen's Avenue School is provided in Bryan's 1903 report. The school, which was situated on the present site of the City of Edmonton's main post office, had been in operation for only a few months before the inspector's visit.

Most reports on individual teachers were very brief in the early years of the Edmonton Public Schools. Inspector Bryan assessed Miss McCartney, who taught in a room in the old Presbyterian Church, as "a young teacher of good manner and ability." He stated:

> This is her first primary work and though at present discipline is not strong, yet I have every confidence that the ability and resourcefulness of Miss McCartney will soon bring her room to a creditable state of order and efficiency.

Other evaluations of teaching staff indicated that "Miss A. McRae has good governing and teaching abilities. In most departments of work her outlines are as prescribed."

Miss B. M. Battrick had a "good grasp of primary work. She has a large stock of good and interesting devices."

Emma Chegwin "teaches quietly, yet with force and effect." Her sister Kate, rated a longer assessment:

> Miss K. L. Chegwin is broad and varied in lines of work. Her teaching is of a good type. She presents lessons clearly and drills thoroughly. Her questioning is pointed and definite. The management of classes is good.

Edmonton Public Schools' first female teacher, Lillian Osborne, was assessed as "doing earnest and thoughtful work, supervising all work carefully. Miss Osborne has a good grasp of her work. The lines of teaching are sound. She has the respect and goodwill of her pupils."

Miss M. L. McKee demonstrated to the inspector that she "has a clear knowledge of what to teach. Her presentation of lessons is interesting and educative."

Queen's Avenue Principal Walter Ramsay "keeps in close touch with the different departments of work and with the varied needs of his school," reported Inspector Perrett. Perrett also urged trustees to keep in close touch with the work of the schools. "Let me suggest that nothing is lost by either ratepayers or pupils by occasional visits of the trustees to the schools during the teaching periods."

When Alberta became a province in 1905, the inspection of schools became the responsibility of the Department of Education headed by Premier A. C. Rutherford. Annual Reports of the Department of Education indicate that seven inspectors were serving the province in 1906. Among them was G. E. Ellis who was responsible for the Edmonton Inspectorate which stretched from the Peace River area to Wetaskiwin, and from Smoky Lake to the Whitecourt region. In addition, Ellis was involved in the establishment of Ruthenian and Galician schools for the Ukrainian settlers in the Wostok area east of Edmonton.

Ellis's reports to the trustees on conditions at McKay Avenue School reveal the usual litany of deficiencies:

> The grounds are not tidy – broken brick and other things lying about. The building is alright but there are 2 or 3 doors hanging off the privies. Also there is no toilet paper in the girls' privies and I understand there never has been any.
>
> All the rooms are depending on the same maps. There should be another map of the world and of Canada.

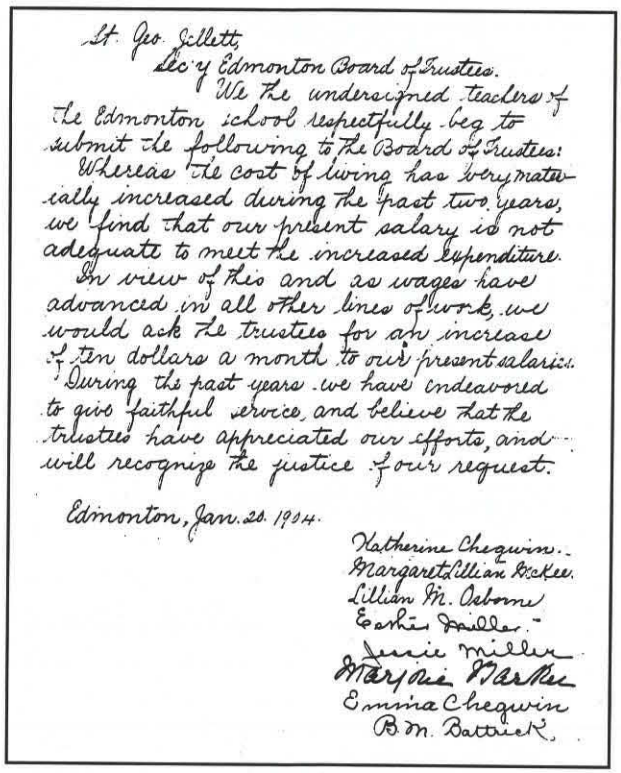
His reports also provided additional glimpses of the expertise and personalities of various teachers on the Edmonton staff in 1906. Assessing some of the McKay Avenue staff, Inspector Ellis had this to say:

> Mr. Scott is a man quite capable of managing a school. He is cool headed and not likely to rush into anything

without thought. The discipline of his own room is quite good, as is that of the school. The discipline of a school like this, where there is scarcely any playground, is very difficult. One is almost compelled to make laws – rules which it is difficult for pupils to live up to; such as not going into the street, etc. He is an honest and faithful teacher, and lives up to his duties as well as he is able. His teaching is good except that he does a little too much work and does not let the pupils do enough.

Miss Campbell is one of the hardest working teachers in the school. Her class does a lot of written work which requires supervising after hours. Of course there is a certain amount of this work with all the teachers. Her class is very good in Reading but not quite accurate enough in Arithmetic.

The primary department is looked after by Miss Calver who is careful to see that no wrong impressions are left. She keeps the class interested and busy.



St. Geo. Jellett,
Sec'y Edmonton Board of Trustees.
We the undersigned teachers of the Edmonton school respectfully beg to submit the following to the Board of Trustees:
Whereas the cost of living has very materially increased during the past two years, we find that our present salary is not adequate to meet the increased expenditure.
In view of this and as wages have advanced in all other lines of work, we would ask the trustees for an increase of ten dollars a month to our present salaries.
During the past years we have endeavored to give faithful service, and believe that the trustees have appreciated our efforts, and will recognize the justice of our request.

Edmonton, Jan. 20. 1904.

Katherine Chegwin.
Margaret Lillian McKee.
Lillian M. Osborne
Esther Miller.
Jessie Miller
Marjorie Barker
Emma Chegwin
B. M. Battrick.

Edmonton teachers initiate request for salary increase, 1904

Reporting on the two Norwood temporary schools, Ellis's 1906 inspection report was extremely critical:

> The school grounds need brushing and fencing. The building, I believe is not looked after any too well by the janitor. Those cold wet days were the same to him as a warm day. The teacher had to keep the fire or send some of the small boys to do it who knew little about a furnace. The little hole of a cellar is so dark that you cannot see the furnace when you get down there. For that reason the teachers do not like going down there.

The teachers to whom Ellis was referring were Miss Evans who was rated as "an excellent teacher who allows no nonsense" and Miss Danard a "fairly good teacher striving to bring forward the backward pupils and put them on equal footing with the others."

Reporting on Queen's Avenue School, Ellis was generally impressed with the order and teaching observed. "The pupils themselves show that they are being trained in manners and morals." One of the teachers who instilled manners and morals into hundreds of Edmonton Public School pupils at Queen's Avenue was Miss M. Barker:

> In Miss Barker's room the pupils were reading quite difficult sentences and did it very well indeed.
>
> In number work the Senior part of the class is very good. Their solutions to problems are on the whole good. Here, too, the 2nd and 3rd parts of the work are only started.
>
> In writing, the class as a whole is fair. In singing the majority are very good and take an interest in it, while quite a few are either not singing or singing without paying attention to the work. Of course we cannot all sing. Miss Barker seems to take an interest in her work and in the advancement of her pupils and no doubt the end of their term will see the class ready for promotion.



Miss Kate Chegwin's class poses for photograph in front of three-room school on McKay Avenue site, 1899.
Miss Chegwin – back row right

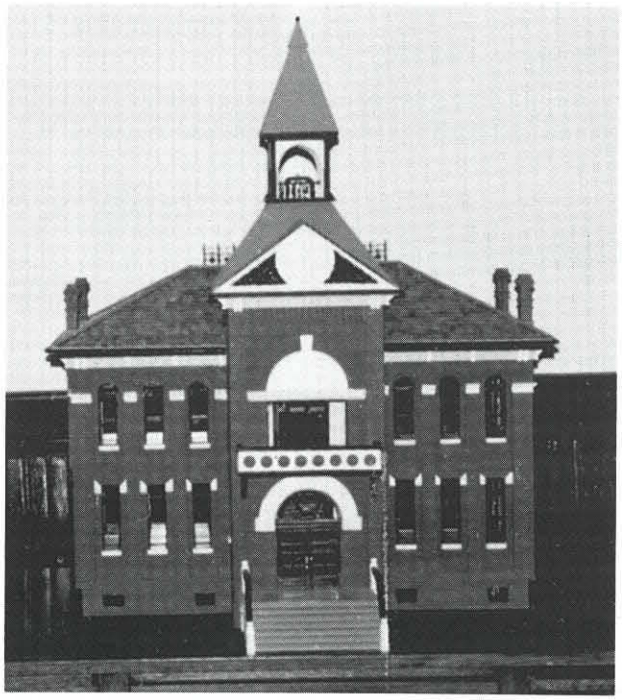
Back row standing: Winnie Picard, Hatty MacKay, Gertie Webb, Amelia Rowland, Jessie May Brown, Ada Brewster, Miss Kate Chegwin (teacher). Second row, standing: Lillie Richardson, May Lyons, Edna Studebaker, Agnes McCallum, Blanche Webb, Leona Sutherland,. Back row, sitting: Alice Kennedy, Alice Cameron, Effie Bellamy, Annie McDougall, Cindy McCauley, Marion Umbach, Kate McCauley,. Front row, sitting: Frank McCauley, Oscar Hetu, Jamie Taylor, Tom Jones, Archie Miller, Archie Jones, Fred Martin, George Kennedy

Turning to the College Avenue School or the Edmonton High School, as it was known at the time, Inspector Ellis wasted few words in condemning the four-room building:

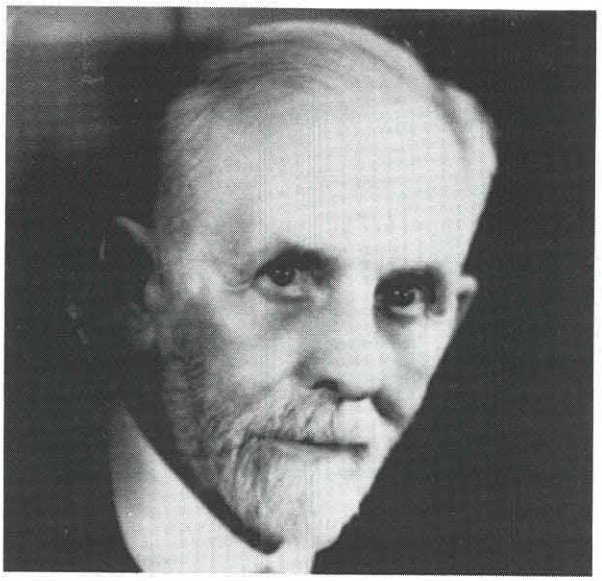
> The building needs a few repairs. The blackboards are wretched in some of the rooms and not good in any. There should be a new set of blinds for all the rooms except the teachers' room. The pipes and registers need thorough cleaning. There is a terrible stench coming from the registers when a fire is lit which shows there is dirt collected somewhere. The pipes are frequently falling also. From the appearance of the walls I think the building should be inspected by a thoroughly competent man quite frequently. It does not look any too safe.

Though Ellis found many faults with the school, he commended the efficient staff. The principal, William Rea, was praised as a teacher "who has his work well prepared and presents it in a way that the dullest should grasp. He governs with a firm but kind hand allowing no nonsense whatever during work hours." Another teacher, Mr. Johnston, was described as "a painstaking and hard working teacher. His work is well prepared and logically presented."

"The High School," summarized Inspector Ellis, "as a whole is in good shape, the classes that is." Four years later, College Avenue School was abandoned as a result of serious structural problems.



Scale-model of College Avenue School constructed by Father Jack McCann, O.M.I., 1989



J. A. Fife, appointed Inspector of Edmonton Schools in 1908

In 1908, Ellis made his last inspection of the Edmonton Public Schools. The inspector was particularly pleased with the new Alex Taylor School, which he described as a "magnificent building." In general, his report to the Board revealed good instruction but urged trustees to do something about retaining good teachers.

Following the exit of Inspector Ellis from the Edmonton scene, the Department of Education appointed J. A. Fife as the official government overseer of city schools. The diminutive Fife, a former teacher of high school mathematics at College Avenue School, served as inspector until 1932.

Fife was a most prolific writer of reports. Not only were his reports lengthy, they were also colorful, particularly in the description of teachers and teaching. McKay Avenue School's Miss Fyle was described as a "vigorous womanly woman who possesses a large share of the kindness of heart and sympathy so necessary in the teacher of little children." Victoria High School teacher Kay Teskey, a specialist in French, German and English, was recorded "as a young lady of culture and refinement and possesses a strong personality."

Oliver School's Mr. Edwards "is a fine manly man and has a splendid physique. His control and management are good." Norwood's Eugene Drader was noted as a "strong vigorous man, an energetic, earnest teacher and a good disciplinarian."

Most of Inspector Fife's reports on teachers were generally commendable, but occasionally, as in the case of Norwood Extension School's Miss Harrison, Fife would call a spade a spade: "Miss Harrison appears somewhat worn and not quite as bright as usual. Her teaching of reading was not up to her usual standard – Miss Harrison is inclined to `nag' a little and be somewhat fussy."

Occasionally, Inspector Fife's reports provided us with a glimpse of the decor of early classrooms. Miss Sinclair's room in the new Ritchie School was observed as "a very bright and tidy place. The cream or buff-tinted walls blend in nicely with the clean white ceiling, and the teacher has added to the homey appearance of the room by supplying a number of inexpensive pictures."

A year later Fife provided a picture of real contrast in his report on the old Jasper Place temporary school (148 Street and 102 Avenue). "The building, as you are aware, is a very poor one; it is poorly built and looks more like a factory than a school. The grounds are untidy and ungraded."

The North Edmonton temporary school was no better. "The condition of this room is such that no teacher, no matter how good she might be, could do anything like efficient work in such an environment. The room was intended for a butcher shop and is in a very bad state of repair. It is cold, the ceiling is low, and the light very bad."

DEPARTMENT OF EDUCATION ALBERTA

Inspector's Report to the Trustees

of his official visit to the North Edmonton School.

Date of visit June 18th 1913.

The inspector is to be guided by the following heads in making his report: Condition of the school grounds, house, privies, books and records; the nature and sufficiency of equipment; the character of the teaching and the government; the attendance and general standing of the pupils; recommendations.

Gentlemen:-

I visited Mr Sinclairs room this afternoon and report as follows:-

Grades V. VI. VII and VIII. Enrolled - 23 :- present 18. Classes not very punctual ½ an average of 15 lates per month. The average percentage of attendance per month, for the past five months was 82.

The following are notes which were made on the lessons observed:-

Physical Culture - good. Geography - not an interesting lesson;- children have a good definition knowledge. Reading - fair Questions on the lesson - slow; they do not shew a very wide knowledge of the selection. Map drawing from memory - good. Writing - a good lesson, free arm movement very well taught. The writing books shew progress. Grammar - a good lesson.

Mr Sinclair is new on your staff. He is a careful thoughtful teacher and has his school in good condition. So far as I could judge from a short visit, he performs the duties of principal very satisfactorily.

I notice that there are a number of cracks in the walls of the rooms and that the floors appear to be sinking in some places.

J. W. Field
Inspector of Schools.

To W. D. Bradley
Secretary, Edmonton S. D. No.
Edmonton P.O.

Form 39--5000--Sept. 1912.

DEPARTMENT OF EDUCATION ALBERTA

Miss Lillian Sinclair

Inspector's Report to the Trustees

of his official visit to the Syndicate (No.) School.

Date of visit Nov. 27th 1918.

The inspector is to be guided by the following heads in making his report: Condition of the school grounds, house, privies, books and records; the nature and sufficiency of equipment; the character of the teaching and the government; the attendance and general standing of the pupils; recommendations.

Gentlemen:-

I have reported once this year on Miss Sinclair's work so have not much that is new to add.

The class room is a very dingy one and its walls are badly in need of cleaning. The lack of cloak rooms adds an appearance of untidyness, as garments are often being trampled under foot in the outside aisles.

Miss Sinclair is energetic and painstaking: She uses good methods and teaches very satisfactorily. Her class is making good progress.

The school register is neatly kept.

Awarded for government, teaching and progress = 74%

J A C Fife
Inspector of Schools.

To C D Bradley

Secretary, Edmonton S. D. No. 7

Edmonton P.O.

Form 39--5000--Sept. 1912.

Rarely would inspectors comment on the racial or ethnic composition of classrooms, but some early reports indicate there may have been some educational concern with the foreign element.

Miss McKay's Queen's Avenue class of 1915 was described as "a large class and contains a number of foreigners, among whom are four Chinamen. The Chinese are older than any of the other pupils and are better up in number work than all the others, but they have the language difficulty to contend with, and with the exception of one of them they read poorly."

Another report indicates that the pupils of Miss Farrell's Norwood class "are courteous and with one exception, willing and obedient. The exceptional case is that of a negro girl who has no home training, and, I am informed, is almost incorrigible. It is our duty to do all in our power to improve such as she, both intellectually and morally; but we also owe a duty to the large majority in the room, and should not be too tolerant of an evil and vicious example."

Some of Inspector Fife's reports attempted to rate teachers somewhat scientifically whereas later reports indicated percentage gradings, usually for government skills (management) and general teaching ability. Vermilion Avenue School's Miss Hartley was the unfortunate recipient of 68% score, but her 1914 report provided some explanations for the sources of her difficulties:

DEPARTMENT OF EDUCATION ALBERTA

Inspector's Report to the Trustees

of his official visit to the Vermilion (Miss Hartley's class) *School.*

Date of visit June 1st 1914.

The inspector is to be guided by the following heads in making his report: Condition of the school grounds, house, privies, books and records; the nature and sufficiency of equipment; the character of the teaching and the government; the attendance and general standing of the pupils; recommendations.

The Board of Education:-

The following is my report on my visit to Miss Hartley's class on June 1st /14

Grade I - 3 classes. Enrolment - 54: Present - 44. Number of seats only 42 so that the extra pupils are accommodated at tables. Some provision should be made to reduce the number of pupils in this room.

Tardies in 9 months - 52. Percentage of attendance for 9 months - 80.

Miss Hartley has been a teacher for nearly 20 years and looks worn and worried. She is very earnest in her work and is doing only fairly. She is fussy and talks altogether too much. Her government is poor. The order is poor: - too much talking being allowed.

Miss Hartley works very hard; and her long experience has enabled her to test many methods in primary work some of which she uses to good advantage. She has the disadvantage of having more pupils than she can manage.

Awarded for government, teaching and progress - 68%

J. A. Fife
Inspector of Schools.

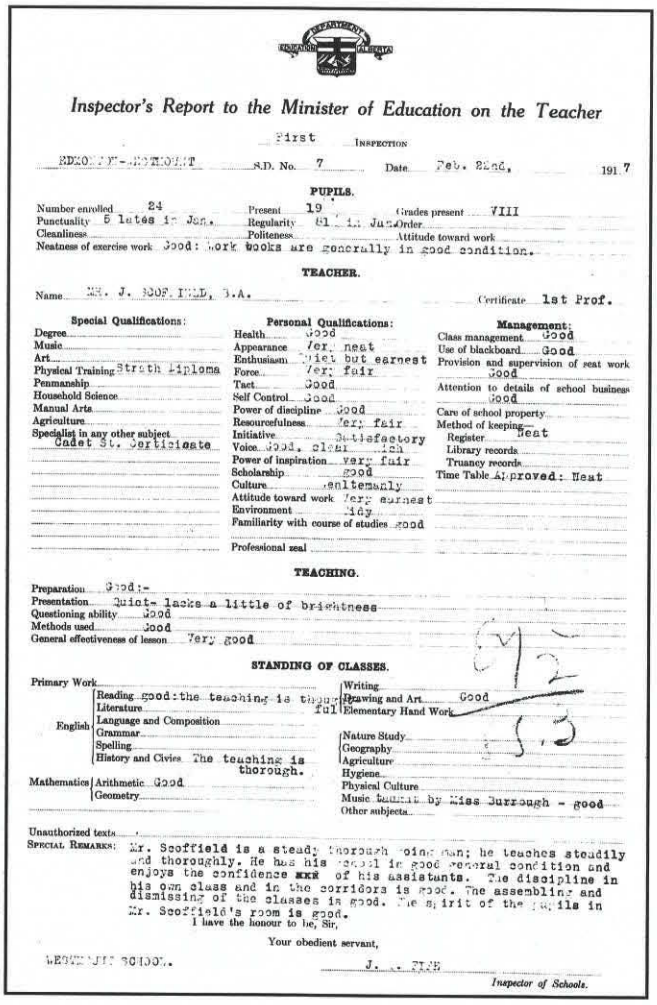
To W. J. Bradley
Secretary, [illegible] *S. D. No.*
[illegible] *P.O.*

Form 39—5000—April, 1911.

Other documents indicate the use of a poor-to-excellent scale as in the case of a 1911 report on a teacher at Westmount Temporary School:

> Miss Ironside is a thoroughly earnest and efficient teacher and is succeeding very well indeed. She works intelligently and with a good deal of enthusiasm, and, I may say also with a deal of success. I think, indeed, that Miss Ironside takes her work just a little too seriously and it might in time, become burdensome to her. I graded Miss Ironside's classes as follows: Tidiness – good. Attention – excellent. Interest – excellent. Order – excellent. Tone of school – good.
>
> I examined classes in Reading, Composition, Arithmetic, Geography and Dictation and the pupils acquitted themselves very fairly indeed.

During World War I, yet another format was provided for describing the teacher and the techniques employed.



Inspector's Report to the Minister of Education on the Teacher

First Inspection

S.D. No. 7 Date Feb. 22nd, 191 7

PUPILS.

Number enrolled 24 Present 19 Grades present VIII
Punctuality 5 lates in Jan. Regularity 81 in Jan. Order
Cleanliness Politeness Attitude toward work
Neatness of exercise work Good: work books are generally in good condition.

TEACHER.

Name MR. J. SCOFFIELD, B.A. Certificate 1st Prof.

Special Qualifications:	Personal Qualifications:	Management:
Degree	Health Good	Class management Good
Music	Appearance Very neat	Use of blackboard Good
Art	Enthusiasm Quiet but earnest	Provision and supervision of seat work Good
Physical Training Strath Diploma	Force Very fair	Attention to details of school business Good
Penmanship	Tact Good	Care of school property
Household Science	Self Control Good	Method of keeping—
Manual Arts	Power of discipline Good	Register Neat
Agriculture	Resourcefulness Very fair	Library records
Specialist in any other subject	Initiative Satisfactory	Truancy records
Cadet St. Certificate	Voice Good, clear, rich	Time Table Approved: Neat
	Power of inspiration Very fair	
	Scholarship Good	
	Culture Gentlemanly	
	Attitude toward work Very earnest	
	Environment Tidy	
	Familiarity with course of studies Good	
	Professional zeal	

TEACHING.

Preparation Good:-
Presentation Quiet- lacks a little of brightness
Questioning ability Good
Methods used Good
General effectiveness of lesson Very good

STANDING OF CLASSES.

Primary Work

English	Reading good: the teaching is thoroughly	Writing	
	Literature	Drawing and Art Good	
	Language and Composition	Elementary Hand Work	
	Grammar	Nature Study	
	Spelling	Geography	
	History and Civics The teaching is thorough.	Agriculture	
Mathematics	Arithmetic Good	Hygiene	
	Geometry	Physical Culture	
		Music Taught by Miss Burrough - good	
		Other subjects	

Unauthorized texts
Special Remarks: Mr. Scoffield is a steady thorough going man; he teaches steadily and thoroughly. He has his school in good general condition and enjoys the confidence of his assistants. The discipline in his own class and in the corridors is good. The assembling and dismissing of the classes is good. The spirit of the pupils in Mr. Scoffield's room is good.

I have the honour to be, Sir,

Your obedient servant,

WESTMOUNT SCHOOL. J. [illegible] FIFE

Inspector of Schools.



McKay Avenue classroom, 1914

In the early 1920s, a subjective report combined with a rating scale was in general use in the province. Inspector J. A. Smith's report of the consistently excellent Victoria High School teacher Delbert Shortliffe is typical of many such records in Archives files.

GOVERNMENT OF THE PROVINCE OF ALBERTA

DEPARTMENT OF EDUCATION

ESTIMATE OF TEACHER

Edmonton (Victoria S.D. No. Date January 1925

Name D. L. Shortliffe Certificate First (Prof.) Degree L. A.

Special Qualifications:
Mathematics

Length of Experience Time in Present School

Algebra IX - The students of this class are repeating the first unit of work. Mr. Shortliffe has met with excellent success in handling these students and in developing a proper attitude to the work. Many of these students are having for the first time an intelligent **realization** of what they are attempting to do. Mr. Shortliffe presents the work in an interesting and natural manner and gets very close to his students. He is adapting his teaching to the capacity of the student.

Algebra XI,XII - Mr. Shortliffe has been successful in handling the content of the new Algebra XII course. His wide experience in the teaching of Algebra enables him to use the best judgment in organizing a new course and in placing the necessary emphasis on the more essential principles. Good progress had been made in this work. The students' thorough knowledge of the work taught enables them to grasp new principles with the minimum of effort. In the teaching of Algebra in both Grades XI and XII Mr. Shortliffe places more emphasis than the majority of teachers, on insight and understanding of fundamental conceptions and modes of thought. Algebraic technique and facility of manipulation also receive due attention.

Mr. Shortliffe is one of the most successful teachers of Algebra in the Province.

J. A. S.

GRADING OF TEACHER

E.	V.G.	G.	F.G.	V.F.	F.	W.
X						

In the late 1920s, high school inspectors used check list reports in an obvious attempt to reflect objectivity. Inspector E. L. Fuller's assessment of veteran teacher Eva Howard is typical of the 29-point evaluation scale used at that time.

GOVERNMENT OF THE PROVINCE OF ALBERTA
DEPARTMENT OF EDUCATION

ESTIMATE OF TEACHER

FORM B.

Victoria High School. ✓

Edmonton S.D. No. 7 Date March 20th 1929.

Teacher Miss E. G. Howard. Certificate First Professional Degree B. A.

Special qualifications Has done post graduate work in History.

Length of experience 15 years. Time in present school 2½ years.

Subjects taught Literature (2) and (3). Composition (3).

DETAILED GRADING		W	F	G	V.G.	E
I. Personal Equipment	1. General appearance				X	
	2. Health					
	3. Voice			X		
	4. Initiative and Resourcefulness				X	
	5. Industry, enthusiasm and sincerity					X
	6. Tact and self-control			X		
	7. Natural aptitude and mental ability				X	
II. Professional Equipment	1. Academic preparation					X
	2. Professional preparation				X	
	3. Command of subject-matter					X
	4. Co-operation and loyalty					
	5. Interest in school activities					X
	6. Use of English					X
	7. Professional interest and growth					X
III. School Management	1. Use and care of equipment					
	2. Skill shown in organization				X	
	3. Power to control and discipline					X
	4. Administrative and executive ability				X	
IV. Technique of Teaching	1. Choice and organization of subject matter				X	
	2. Definiteness and clearness of aim				X	
	3. Clearness of presentation			X		
	4. Skill in questioning and in stimulating thought				X	
	5. Care in assignments and supervision					X
	6. Understanding of students' difficulties and attention to individual needs				X	
V. Results	1. Attention and response of class			X		
	2. Development of students in habits of care, neatness, industry, etc.				X	
	3. Progress in covering content of courses					X
	4. Growth of students in subject-matter			X		
	5. Tone of class-room			X		

REMARKS: Lessons observed: Literature (2), Composition (3).
Classes tested: Grammar (3).

W	F	G	V.G.	E
			X	

GENERAL GRADING

E. L. Fuller
Inspector of High Schools.

'M-Feb-1929

Beginning in the 1920s and continuing into the 1950s, teams of provincial inspectors visited various Edmonton schools to observe teaching practices and to report on pre-determined facets of school operation or curriculum. Superintendents Carpenter, McKee and Sheppard were required to draw to the attention of trustees any teacher whose inspection report was graded "fairly good" or "weak." In some instances, two consecutive gradings in such categories resulted in the withholding of increment or in termination of contract. Typical of the inspection gradings submitted to trustees at this time was a 1931 summary on ratings of high school teachers:

- INSPECTOR'S RATINGS - HIGH SCHOOL TEACHERS -

Teacher	W.	Fair	Good	Very Good	E.
Highlands -					
Thomas, C. C.			*		
Chalmers, H.				*	
Kelly, F. J.				*	
King Edward -					
Ferguson, J. C.			*		
McFarland, H. A.				*	
Marion, G.					*
Switzer, M.					*
Williams, R.			*		
Wilkie, A.			Absent		
Oliver -					
Williams, A. O.				*	
Elliott, C. G.				*	
Cameron, J.				*	
Miller, J.				*	
Walton, L. C.		Absent			
Ruaston, T.		Absent			
Eastwood -					
Howard, J.				*	
Sim, A. G.					*
McCoy, F. G.				*	
McGuire, J.					*
Greenlees, C.			*		
Cato, M.				*	
Younie, J.					*
Hyde, E. E.					*
Leaver, H.					*
Anderson, E. C.				*	
Carswell, H.				*	
Clark, W.					*
Gimby, M.			*		
Munro, L. F.					*
Crilley, A.			*		
Strathcona -					
Waite, A.				*	
Tanner, H. E.					*
Nash, R.				*	
Crockford, M. B.			*		
Wagner, W. P.					*
Hosborough, A. E.				*	
Sheppard, R. S.					*
Roxburgh, J.					*
Niddrie, J. G.					*
Munro, M. B.				*	
Forester, E.					*
Edwards, C. S.				*	
Edmonds, W. E.				*	
Bowman, M.					*
Westmount -					
Taylor, J. G.					*
Conquest, G. R.					*
McAllister, J. W.				*	
Shaw, J.				*	
McNaught, R.				*	
Haw, O.					*
Ewing, S.			*		
McGavin, G.			*		
Garneau -					
Burchill, C.			*		
Diller, D.				*	
Innes, D.				*	
Porteous B.				*	
Simpson, M.					*
Clark, R. V.				*	
Robertson, G. W.					*
Rookwood, M.				*	
Ainlay, H. D.				*	
Victoria High -					
Willis, C. B.			*		
Towerton, H. J.					*
Misener, G. D.	- No grading - inspection incomplete -				
Hunter, J. R.				*	
Baker, W. R.				*	
Scarborough C. W.				*	
Shortliffe, D. L.					*
Colter, R. K.				*	
Haglar, H.				*	
Poole, H.				*	
Hicks, C. C.					*
Crawford, M.					*
Dobson, R. H.				*	
Howard, E. C.				*	
Luck, E. L.				*	
Maguire, L. E.				*	
Robinson, A. F.				*	
Robinson, C. K.				*	
Smith, L.				*	
Teskey, K.					*

The early inspectors had a profound influence on the development of Edmonton Public Schools. Better school buildings were advocated constantly as was the need for better conditions of school grounds. Heavy enrolments were always highlighted, as indicated in an early report on Norwood's Josephine McNeil.

> The classroom is all that could be desired for forty or forty-five pupils, but there are at present *seventy-three*; and these are accommodated with forty-nine desks and twenty-three chairs. Miss McNeil is working under difficult conditions but is able notwithstanding adverse circumstances to do very good service.



Inspector J. T. Ross

Almost as serious a situation was noted by Inspector J. T. Ross in his visit to John Barnett's Strathcona High classrooms in 1911. Ross noted that Barnett was actually in charge of two classrooms – a typing room and his own classroom. "Mr. Barnett, B.A., is doing satisfactory work under very unsatisfactory conditions. He has two classes; while one class is in the room typewriting, the other is presided over by himself in another room."

Most of the early inspectors stressed the need for improvement of penmanship skills. All too often, however, the inspector's report was written in extremely poor handwriting.

Trustees were constantly reminded to improve libraries and to expand on the required list of maps, globes and other classroom supplies.

Very seldom would the "eyes and ears" of the department report more than a description of what they actually saw and heard. One notable exception, however, was recorded in Chief Inspector John T. Ross's summary report to trustees in 1917. The report was a more flattering document attesting to the effective teaching of Victoria High staff which included Principal E. L. Fuller, E. C. Davis, C. O. Hicks, G. Robertson, R. W. Hedley, Morden H. Long, Kathleen Teskey, J. C. Taylor, F. S. Carr, J. J. Morgan, Mary Crawford, H. C. Newland, A. J. Watson, R. H. Johnston, Elmer Luck, Ken MacKenzie, G. K. Haverstock, Pat B. Rose, and J. Percy Page.

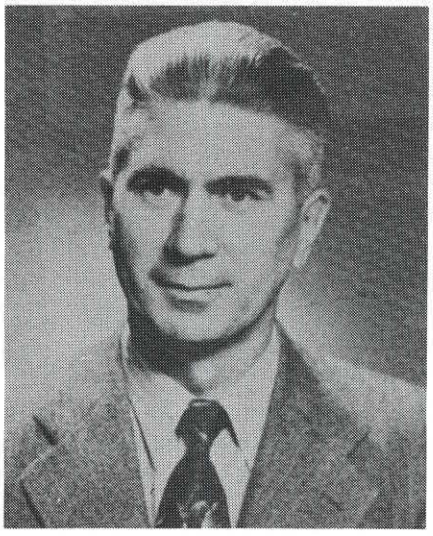
The final paragraph of Inspector Ross's comprehensive report left trustees with some food for thought:

> The primary aim of the school should be power development, the secondary aim, knowledge. In the Edmonton schools the aim in a few cases is knowledge through the growth of reasoning faculties and the forming of moral judgements. The results in general are creditable and the spirit and example of the teachers are having a good influence in moulding the ideals of the students and fitting them for intelligent citizenship in Canada.

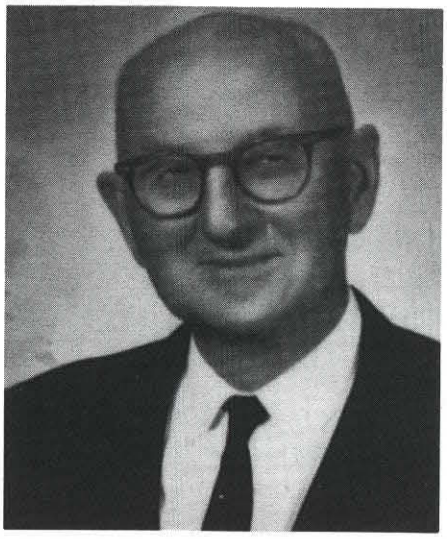
Seventy-five years later the comments and observations of Chief Inspector Ross still remain fitting and pertinent.

Although the advent of the inspector was not always a welcome event for those to be examined, there is no doubt that the first school inspectors such as Baird, McQueen, Perrett, Bryan, Ellis, Fife, Smith, and Fuller performed a very necessary service in the early days of settlement. So did provincial inspectors whose visits to Edmonton classrooms are recorded in later years. Some of those inspectors were C. L. Wilson, A. R. Gibson, H. C. Newland, R. J. Scott, E. L. Hill, J. J. LeBlanc, J. W. Russell, L. B. Yule, M. E. LaZerte, J. Scoffield, O. Williams, J. C. Butchart, G. S. Lord, H. T. Sparby, W. G. Carpenter, H. E. Balfour, J. A. Smith, T. K. Creighton, G. F. Hollinshead, J. C. Newson, E. A. White, H. R. Ross, A. Doucette, B. Facey, H. Kostash, W. H. Swift, and E. Hodgson.

Not only did they establish standards of instruction, they also reminded elected representatives of the people of their responsibilities as trustees for maintaining a high quality of education under difficult conditions.



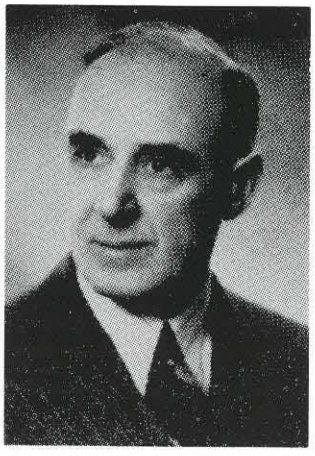
Inspector H. T. Sparby



Inspector R. J. Scott



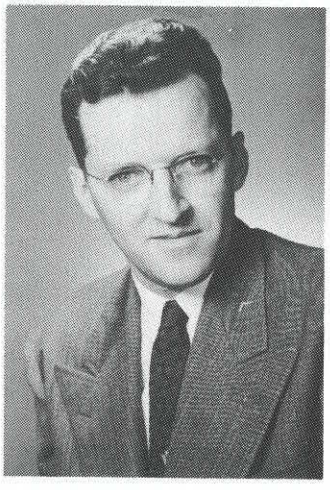
Inspector H. E. Balfour



Inspector G. S. Lord



Inspector W. H. Swift

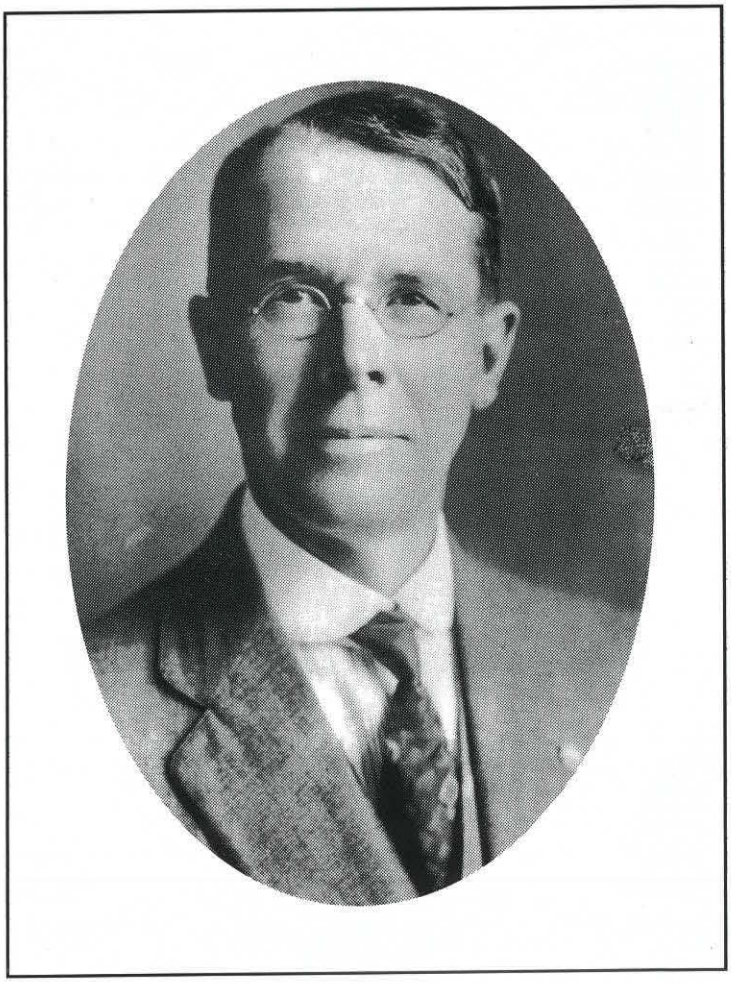


Inspector E. Hodgson

Some prominent inspectors of Edmonton Public Schools

Chapter Eighteen

Retrenchment and Depression: The McKee Years



George A. McKee, Superintendent of Schools, 1924-40

No one could have predicted that a piano salesman would some day become the third superintendent of Edmonton Public Schools, but George Albert McKee was not only a piano salesman. Born in 1871, the native of Whitechurch, Ontario, would soon be recognized as a serious scholar. After graduating from high school, McKee earned a B.A. degree with honors standing from the University of Toronto. Following a brief sojourn in California, the classical scholar taught in Ontario schools until the turn of the century. After his marriage to Madge Doherty, whose parents owned the Doherty Piano and Organ Company, McKee became the western manager and travelling salesman for the family firm.

Apparently the business of selling pianos in the West did not appeal to the young educator and, in 1908, he decided to re-enter the educational scene. At this time Strathcona trustees were advertising the principalship of the new Collegiate Institute and the young salesman's application for the prestigious position was successful. Not only was McKee to be the principal of the Institute, he would also serve as superintendent of all the schools on the south side.

George Albert McKee performed his administrative and teaching duties admirably, as indicated in Inspector J. A. Fife's report:

- C O P Y -

INSPECTOR'S REPORT TO THE TRUSTEES

of his official visit to the Strathcona High School (Mr.McKee)School.
Date of visit - Dec.10th,1913.

Gentlemen:-

The following is a report of my visit to Mr. McKee's classes, dealing also with his general management of the school and its equipment:-

Mr. McKee is a very competent principal. His organization and management are systematic even to the minutest details. I was especially pleased with the plan of changing classes from room to room at the ends of the teaching periods; it was accomplished according to a definite plan and without noise or disorderly conduct.

A general good spirit of cooperation exists throughout the school.

Mr. McKee's work before his classes is good; it shows careful and systematic preparation, and his pupils are being well prepared for examination in his special subjects.

Your Board has recently equipped a Manual Training room and also a room for Domestic Science. Both rooms are well furnished and are valuable additions to the means already provided for successful training in the schools.

The Physical and Chemical laboratories are well provided with apparatus, and up to date work tables for the pupils.

Your commercial room is well equipped with Type Writing Machines. This Department of School Work is important being especially valuable to those students who are looking forward to a purely business career, and are not able to take the full High School course.

Time would not allow of my visiting the Manual Training or Domestic Science classes, but I have no doubt excellent work is being done in them.

Respectfully submitted.

(Signed) J. A. Fife

W. D. Bradey, Esq.,
Secretary- Edmonton S. D. No. 8.

In 1920, McKee was appointed provincial high school inspector, a designation he held until 1924, when he was selected from a list of four finalists for the position of Superintendent of Edmonton Public Schools.

McKee served as superintendent for almost 17 years, a record of tenure only recently surpassed by Superintendent Strembitsky. Stability, depression and retrenchment characterized the 17-year tenure of Edmonton's third superintendent of schools.

During this time the gentle head of the Edmonton Public Schools was noted for dealing thoughtfully with all issues involving staff members. Moreover, George McKee was one of the most competent organizers and directors of education the city had seen. In 1935, in recognition of his contribution to education, he was awarded the Order of the British Empire. Thirty-one years later, yet another tribute was paid to the quiet and scholarly superintendent when an elementary school was named in his honor.

McKee's demeanor gave those who did not know him well the impression that he was aloof and indifferent. But this was not so, according to his senior secretary Bertha Purdy, who paired with Marion Cawsey to serve as the superintendent's advisers and expediters during most of his term of office.



Marion Cawsey,
senior secretary to Superintendent McKee

According to Mrs. Purdy:

> "He was an extremely sensitive man who tried to protect his teachers. Seldom would he bring a teacher problem to the Board and most of the time he asked me to handle it. He really wasn't aloof, but may have given people that impression because he did have a hearing problem. Like his predecessor, Mr. Carpenter, the church played an important role in his life. Both he and his wife were very active in the Metropolitan United Church."

Few schools were built during McKee's tenure and relatively few teachers left the city's public schools for more lucrative positions elsewhere. Envied indeed, was the teacher on the permanent staff of the city schools during the Depression.

The economic Depression of the '30s had a profound effect on school enrolment. During the McKee era the population of the public schools increased by only 2,270 pupils. Between 1932 and 1940, student enrolment in the public schools actually declined.

During George McKee's term as superintendent, per-pupil costs of education dropped by more than $7 - from $96.41 in 1923 to $89.19 in 1940. This reduction was the result of severe austerity measures adopted by the Board during the Depression and post-Depression years.

In his first year as superintendent, McKee participated in the opening ceremonies for three new brick schools: Garneau, Riverdale and Frank Scott.



Riverdale School opened in 1924

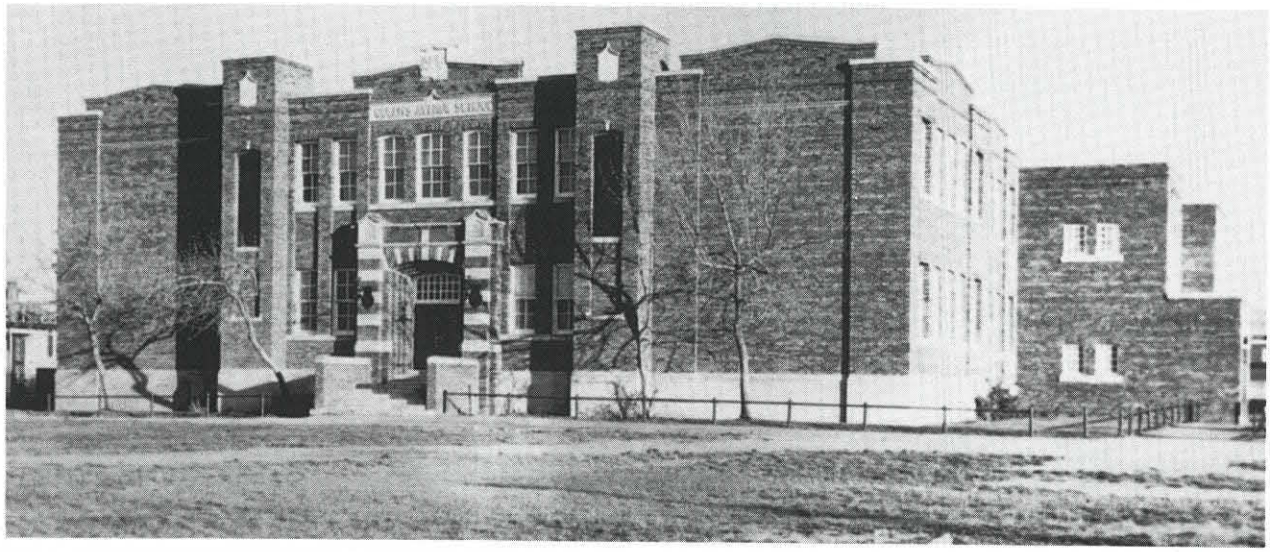
In 1924, Superintendent McKee would meet veteran teacher Janet Harley, the principal of the new Riverdale School. Miss Harley was somewhat of a legend in the river valley community, having first arrived in 1915 to head the temporary Riverdale School. For almost 20 years the strict but compassionate spinster conducted her school with a regimen that brought forth tributes from many parents. The stately "iron maiden" of River-
dale insisted on order in and out of school – and at large gatherings of school children, such as Empire Day or ceremonies involving visiting dignitaries, Miss Harley's classes were always the best behaved.

On one occasion, according to retired reading specialist Elsie Bradshaw, Miss Harley marched the entire school from the Riverdale flats to the Capitol Theatre for a special showing of slides by naturalist Jack Miner. "There wasn't a whisper from me or anyone else as we ascended the long flight of steps from the flats to 95 Street. Then we assembled in a very orderly fashion – two-by-two, girls first, and marched to the theatre. When we got back to school, Miss Harley visited each classroom and told us how proud she was of our behaviour."



Riverdale staff, 1932
Mr. Thomas, Doris (McAvoy) Redman, Hazel Forbes, Emma Drebert, Mildred Gowda, Mildred Thrasher, Stanley Churchill. (sitting) Miss Janet Harley (principal)

Two years after Riverdale was opened, the new Queen's Avenue School on 99 Street and 105 Avenue was the scene of an opening ceremony.



New Queen's Avenue School, 1926

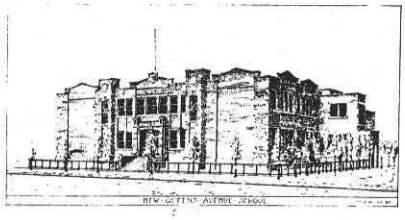
PROGRAMME

of

Formal Opening

of the

Queen's Avenue School



Afternoon and Evening,

Friday, December 3rd, 1926

Evening Programme

Chairman - - - - - Dr. F. S. MACPHERSON, M.D.
Chairman, Edmonton Public School Board.

1. Orchestra.....7.45 p.m.
2. Vocal Solo.....Mr. W. H. Edwards
3. Chairman's Address.....Dr. F. S. MacPherson
4. Musical Number
5. Story in Picture of Edmonton's School History
6. Musical Number
7. Reminiscences.....Mr. Walter Ramsay
   First Principal, Queen's Avenue School
8. Vocal Solo.....Miss Ethel McKenzie
9. Description of the New Building.....Dr. Crang, M.D.
   Chairman, Building Committee
10. Formal Declaration of Opening of New School
    Miss E. Chegwin.
11. Orchestra. Inspection of New School. Dancing.

GOD SAVE THE KING



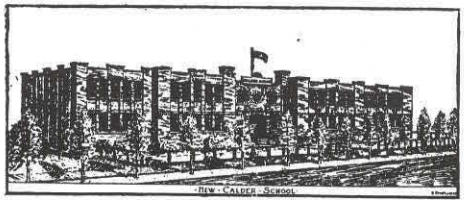
Queen's Avenue School junior soccer champions, 1937
Principal G. Clayton, (left); Coach Tom Blacklock, (right)

Calder School, which replaced the old Elm Park Temporary School, opened its doors for instruction in 1927. Ray Barson joined the Calder staff in 1930 and recalls his overloaded split Grade 7-8 class of 54 pupils. "There were 72 boys in my physical training class," recalls the veteran of 46 years of teaching in the Edmonton Public Schools, "and as we had no gym we had to use the hallway, which was quite narrow."

FORMAL OPENING

of the

New Calder School



May the sixth

Nineteen Hundred and Twenty-seven

at Eight o'clock

Description of School

THE SCHOOL occupies a five-acre site acquired by the School Board some years ago, and is bounded by 118th and 119th Streets, and 130th Avenue on the north side and the lane of 129th Avenue on the south side. It contains twenty-six rooms, which include eight Class Rooms with Cloak Rooms attached, Assembly Hall, Principal's Office, Teachers' Rest Room, Medical Inspection Room, Lavatories, Boiler Room, Ventilation Chamber, Store Rooms, etc.

The School has been so designed that four more Class Rooms may be added at some future date, thus making the building into a twelve-room school. The central entrance leads directly to the Principal's Office and main corridor on the first floor, where the whole school may be assembled. Separate entrances are provided for the boys and girls, with their respective lavatories in close proximity. The Assembly Hall has dimensions of 60 feet by 30 feet, and has a platform at one end. This room will be used for physical drill, recreation and other school activities. No basement has been provided except that for heating and ventilating purposes. The Class Rooms are well lighted and ventilated, and are all of standard size, each providing desk accommodation for forty-two pupils.

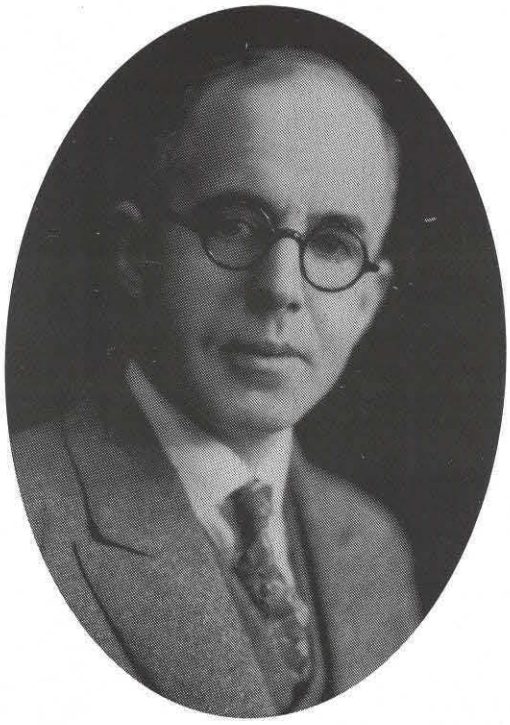
The building has been constructed with fire-resisting material throughout, the walls being of brickwork and reinforced concrete piers, while the floors, staircases, corridors and roof are entirely of reinforced concrete.

The heating and ventilating systems have been well and carefully considered, and are up to date in every respect. The Plenum System of ventilation has been adopted, whereby a good supply of tempered and humidified air is delivered to each room, with a capacity of thirty feet per pupil per minute. The air supply is automatically controlled so that the temperature is maintained at sixty-five degrees. The vitiated air is forced through ducts from each room and discharged into the open air above the roof.

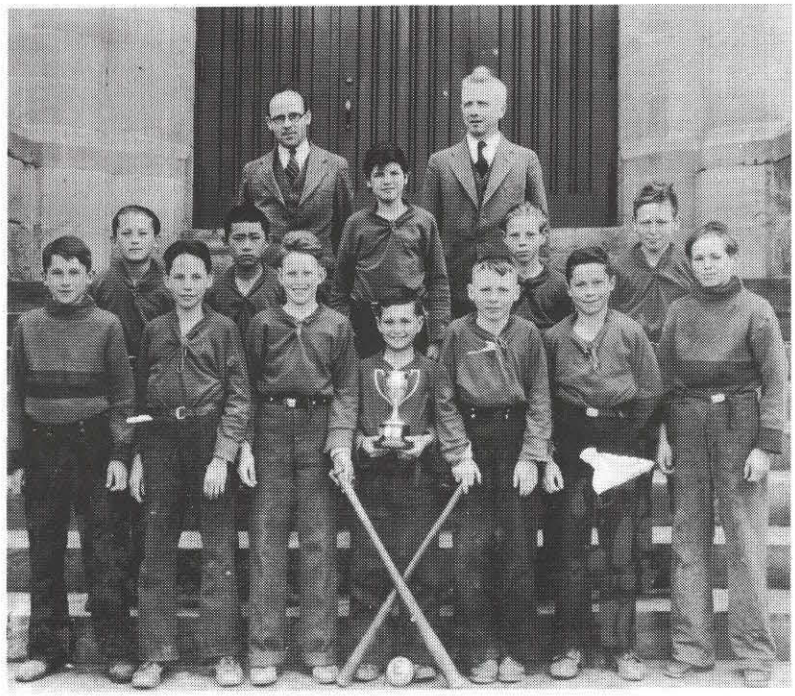
Barson remembers Superintendent McKee well. He and other senior teachers knew of the superintendent's hearing problem but were convinced that he could hear at the "wrong time." McKee was always present to greet teachers when they brought in the annual school returns to the Board's offices on the fifth floor of the Civic Block.

Retired principal Tom Blacklock remembers the long line-ups for checking school term records in June. "The line moved slowly as only six teachers could be accommodated at the counter in the superintendent's general office. Others waited outside in the hallways or loitered downstairs long enough to pay their utility bills." Impatient young teachers in line would sometimes express uncomplimentary remarks directed at McKee and his small office staff. According to Blacklock, it was at times such as this the superintendent's hearing improved remarkably.

In 1926, the third floor of the Frank Scott School (renamed Eastwood) was completed and the Eastwood High School was established under the supervision of Ernest E. Hyde. A year later the top floor of Westmount School was completed to accommodate high school students from the west end of the city. Hyde served at Eastwood and Eastglen High schools for 28 of his 41 years with Edmonton Public Schools. His colleague, Art Skitch, would be in charge of Eastwood Public School for more than 30 years.



Ernest Hyde, first principal of Eastwood High School



Eastwood School, Edmonton Public Schools junior baseball champs, 1934-35. First row: M. Chychnita, R. McAuley, J. Quilley, J. Barchyn, I. Robertson, R. Clesko, H. MacDonald. Second Row: N. Krook, D. Chinn, M. Ford, G. Cheston, D. Ferguson. Back row: A. J. Skitch (principal), R. M. Cupples (coach)



New Garneau School, Principal Harry Ainlay – back row, left. A. E. (Bert) Might – back row, right

Spruce Avenue was the last school that Superintendent McKee would see opened in the 1920s. Formal opening ceremonies for the new school took place on March 1, 1929, just one month after the first classes moved in from temporary classrooms in the area. The opening program was a long and colorful one, including: vocal solos by George Conquest, and J. Irving Gish; a reading by Garneau School's Miss Parnell; a guitar selection by Miss Greenfield of Highlands School; and a long address by University President, Dr. R. C. Wallace.

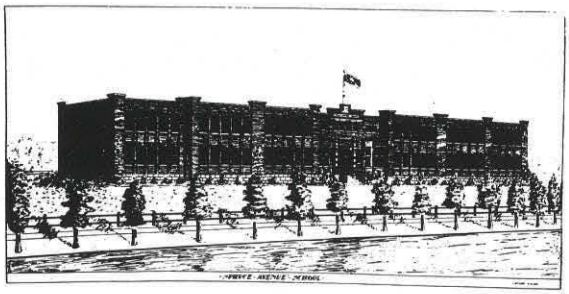
PROGRAMME

of

Formal Opening

of the

New Spruce Avenue School



Friday, March 1st, 1929

Eight p.m.

Following the formal opening ceremonies refreshments were served, followed by dancing. Dances at school openings in the 1920s were quite in vogue even though some trustees felt that the activity was not proper in a school setting.

In 1925, the Bennett Community League, headed by Principal George Hustler, approached the Board for permission to hold whist-drives and dances in schools on Saturday nights. Permission was granted but not before trustee Dr. T. J. Johnston expressed his abhorrence of the activities. Board minutes of January 15, 1925, summarized the good doctor's concern:

> Trustee T. J. Johnston stated that this matter is a big question. It has been before the management committee and they have gone on record as it being undesirable to use our schools in this way. The proposition of the Saturday night whist drive and dance presents to us the most aggravating phase of the whole question. He is of the opinion that these whist drives and dances on Saturday nights are held for the purpose of raising money and giving amusement to the people who will go there. He understands that they also engage an orchestra. 60% or 75% of the ratepayers will come down hard on the Board if we allow the schools to be commercialized. It is contrary to their very purpose. He would advocate that the schools be used for the purposes that have been spoken of here tonight – pictures that will be educational and entertaining, athletics and lectures and anything of that kind, but when we come to whist drives and dances, they appeal only to a certain type in the community. They are in competition with those who are paying licenses and amusement taxes because this Board is generous. If the Board is going to turn the schools into dance halls, it is incumbent on the Board to appoint an officer to supervise. We might just as well open a smoking room and cabaret. We should administer the affairs of the schools as a trust so that our actions cannot be challenged. These buildings belong to the children and should be used for that purpose. The majority of the Board are on record as being opposed to letting our schools on Saturday night. There are a score of reasons why we should not do it. The federation wants the schools to close at eleven o'clock p.m.



Vivian Swanson

Harold Dobson was the first principal of the new Spruce Avenue School. An original member of the staff, Vivian Swanson, remained at Spruce Avenue for 43 years. Dobson was replaced by Edward Beckwith, who served 27 of his 40 years as principal of the school.



Spruce Avenue Principal, Edward Beckwith

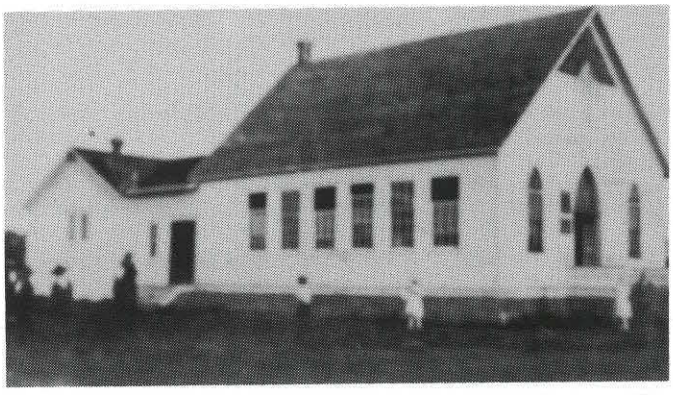
Principal Beckwith thought it most fitting to plant two "spruce" trees at the school in 1929. But to his consternation the trees turned out to be pine. Twenty-five years later, Assistant-Principal Norm Cuthbertson corrected the horticultural mishap at another tree-planting ceremony. This time adequate precautions were taken to make certain that real spruce trees would beautify the grounds of Spruce Avenue School.

The old Forest Heights School housed in two rooms attached to the Dundonald Presbyterian Church caused Superintendent McKee much anguish during the Depression years. The makeshift school had no water, or sewer or gas connections. The water supply was a shallow well located not far from the outdoor privies which formed part of a sprawling woodshed. No one lingered in the outdoor conviencies at 40 degrees below zero, and lady teachers complained about the constant chore of stoking huge coal burning furnaces.

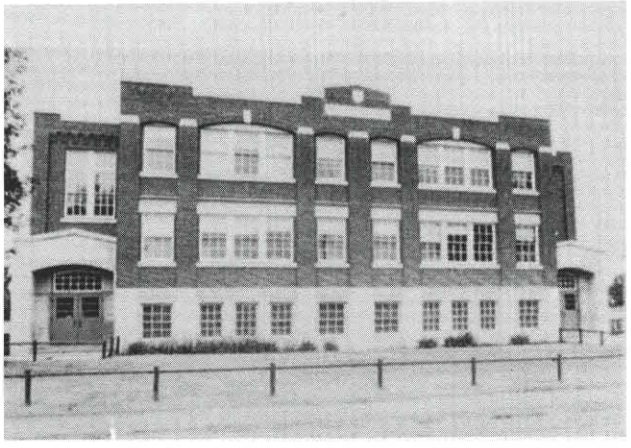
Stanley Churchill, who was appointed principal of Forest Heights School in 1934, recalls the primitive conditions of the school in a 1968 letter:

> I personally taught Grade V and VI classes in the former Dundonald Church for about 5 or 6 years – something of an adventure! The acoustical echo in it was such that it was a whole new discipline in speaking both slowly enough and distinctly enough to be heard and understood by some 40 or more active young Edmontonians longing mostly for the green hills of freedom just outside the walls!
>
> Also I recall one winter's day when I placed a thermometer 10 feet above floor level, and the mercury went past the end of the calibration – 135°F – to the sealed end of the tube, while the same thermometer placed on the floor just inside the back door – (former entrance to the church) – registered –20° below zero F! None of the C° nonsense in those days!
>
> The School Board received quite a report on that situation, I assure you.

The last school to be opened during Superintendent McKee's term of office was Cromdale. It was the only permanent school that was completed in the 1930s. "An endeavour has been made to make this school as far as possible a `Made in Edmonton' product, and it is observed that all the brickwork, stonework, concrete, terazzo work, stairtreads, etc., are all Edmonton products," states the souvenir program of the January 22, 1932, official opening.



Dundonald Presbyterian Church served as Forest Heights School 1915 - 1948



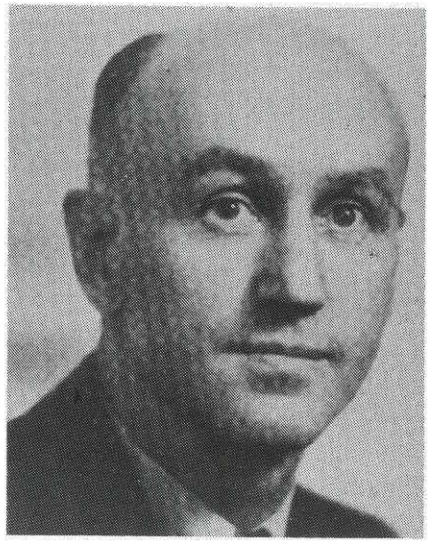
Cromdale School, built in 1931



Josephine McNeil, principal of Cromdale School



Frank McCoy, teacher and principal at Eastwood and Eastglen Schools



Harold Tanner, teacher and principal at University and Strathcona High Schools

Charles Allison, F. Gordon Botsford, Miss M. E. Hall, Mrs. M. J. McLeod, and Principal Josephine McNeil constituted the original staff of the $83,000 school. Miss McNeil remained as principal until her retirement in 1948, at which time she completed 42 years of service with Edmonton Public Schools. Cromdale itself was retired when its school enrolment declined to approximately 30 pupils in 1980. Seven years later in 1987, it was leased to the Edmonton Immigrant Association which promotes multi-cultural education and orientation classes for new Canadians.

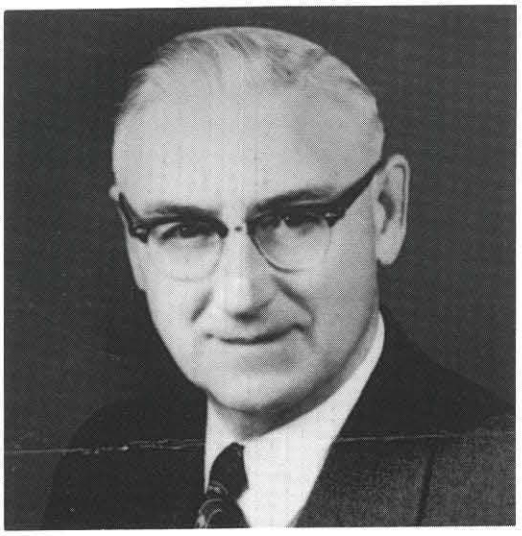
Stability appeared to be the keynote during the first decade of McKee's superintendency. There was little movement from one school to another and the names of certain teachers became synonymous with the names of schools, particularly at the high school level. At Victoria it was C. O. Hicks and an illustrious staff that included such stalwarts as Mary Crawford, Lorene Maguire, H. C. Newland, H. E. Balfour, Charles Scarborough, Captain Towerton, R. H. Dobson, Eva Howard, Kay Teskey, Clarence Richards, R. K. Coulter, Elmer Luck, and the legendary teacher of mathematics, Delbert Shortliffe.

At Strathcona High, Ross Sheppard together with W. E. Edmonds, John Niddrie, Harold Tanner, "Daddy" Waite, A. E. Rosborough and the Misses M. Bowman and M. Munro remained as a team, boasting teaching talent second to none in the province.

At McDougall Commercial it was J. Percy Page. At Eastwood High it was Principal Ernest Hyde who pointed with pride to a staff nucleus that included John Maguire, E. C. Anderson, Harold Leaver, Harry C. Clark, Frank McCoy, A. G. Sim, James Younie and the Misses Jean Howard and Lily Munro. In her 33 years of service, Miss Munro missed not a single day of school.

In the city elementary schools there was also little mobility of staff. The names of many prominent principals gained a traditional association with certain schools during the McKee years: Mary McIvor with Donald Ross; Maude Bell with Rutherford, William S. Fleming with Queen Alexandra; H. L. Humphreys with McCauley; Edward Beckwith with Spruce Avenue; C. G. Elliott with Oliver; George Marion with King Edward; Howard Dobson with H. A. Gray; Gordon Harman with Westmount; J. E. Somerville with Parkdale; Ben Hager with North Edmonton; George Hustler with Bennett; and W. H. Thompson with Alex Taylor School.

There was stability in the downtown Civic Block office of the School Board as well. Among the administrators who remained in the Board's employ for all or most of the McKee years were Building Commissioner



Harry G. Turner, Edmonton Public Schools Secretary-Treasurer 1930-1955

H. Story, Plant Superintendent George Latham, Harry G. Turner, who replaced M. H. Gilmour as secretary-treasurer in 1930, and Dr. D. J. Dunn who directed the Board's medical department from 1910 until his retirement in 1936.



Annie M. P. Smith, appointed Supervisor of Handwriting, 1928

Among the supervisors who gained prominence during this time were Norman Eagleson (music), Florence Hallock (home economics), Tom Hughes (industrial arts), R. W. Hedley (art), Hector Kennedy (physical education) and C. B. Willis (guidance). Annie M. P. Smith, who became a member of the public school staff in 1913, was appointed Supervisor of Handwriting in 1928. Her original letter of application displays remarkable penmanship skills:

Mr. MacCaig,
Supt. of Educ.,
Edmonton,

Port Jack,
April 7th, 1913

Dear sir,

I hereby submit my application for a position on the City staff, preferring any grade from ii. to vi.

I am twenty-five years old and have had seven years' teaching experience. After graduating from the Seaforth, Ont. Coll. Inst. with my junior leaving I attended Model at Clinton. On my Model certificate I taught in No. 8 Kinloss, Bruce, under Mr. Chisholm.

Leaving there I attended London Normal, being one of the class of '19. After my Normal course I taught in Lambton Co. for over a year under Mr. MacDougal.

Coming to Alta. in the fall of '10 I held #1136 Adkins for one year with Mr. Smith as inspector.

From there I came to Agricola in Jan. of '12, and am still holding the position. Last year Mr. Hill inspected my work twice. So far we have had no official visit this term.

Hoping my application will meet your favour I am,

Your obedient servant,
— Annie M. P. Smith

Feb. 21/81

This is a sample of my my handwriting at the age 94

Annie M. P. Smith



Florence Hallock, early Supervisor of Home Economics

Prior to 1930, the heads of various departments of central administration reported directly to the Board. But this was to change effective September 1, 1930, when a new organizational structure was authorized:

> Moved by Trustee F. C. Casselman that the form of organization of the administration staff of the Edmonton Public School Board, be as outlined in the accompanying diagram in which one official to be known as the Superintendent shall be responsible to the Board for the efficient working of all departments and through whom the heads of all departments will report to the Board.
>
> *Trustee F. C. Casselman* stated that it is generally recognized on the North American continent at least, that there are two main methods of organization of school board departments, one known as the unit method in which one official known by different names, but which he has here named the Superintendent, is the one responsible official to the Board. The other department heads report through him. The other method is known as the dual system, one being in charge of the educational end and the other in charge of the business part. He thinks it is generally admitted in the reports that we have, and which some members of the Board have had the privilege of reading, and it is also his own opinion that where we have combined the educational qualifications and at the same time a reasonable ability, the most efficient working out is by the unit method. The difficulty where there are two reporting to the Board is that there are so many places in our system where the educational requirements may clash with the business requirements.

As part of the reorganization, Superintendent McKee was provided with an assistant. L. B. Yule was appointed the first Assistant Superintendent of Schools, a position he held for eight years before resigning to become a provincial public school inspector.

At this time the Board directed the superintendent to increase the number of teacher inspections. Yule was immediately involved in this new directive. So were all principals who were asked to visit each teacher's classroom twice a year and submit reports to the superintendent.

Superintendent McKee communicated the responsibilities of his new assistant in one of his many memoranda to principals:

> ASSISTANT SUPERINTENDENT OF SCHOOLS
>
> Under the new organization, the Board has appointed an assistant superintendent of schools, whose duties will be somewhat as follows:
>
> 1. He shall have advisory charge of the elementary schools, and special classes.
> 2. He shall visit the schools regularly, note the methods of instruction, the discipline of each teacher, examine classes, and give such aid and encouragement to the teachers and pupils as circumstances may suggest.
> 3. He shall direct the principals of the various schools in their administration of their respective schools and in their supervision of instruction.
> 4. He shall spend sufficient time with each teacher to enable him to form a proper estimate of the value of such teacher's services to the Board and, subsequent to each visit, shall submit to the superintendent an efficiency value on each teacher on a form prescribed.
> 5. He shall supervise the grading in the various schools and shall be responsible for the preparation of the test papers for the annual 'control' examinations in June; he shall direct any testing programmes conducted with a view to testing educational results and the improvement of instruction.
> 6. He shall have authority to require principals, supervisors, and teachers to attend such regular and occasional meetings as he may appoint for instruction in their duties in the technique of teaching, and in the procedures of class management and administration.

Most of the McKee Memos to Principals were clear and formal communications. Occasionally they were less formal, as in the case of his 1934 stand on corporal punishment.

February 15, 1934.

– MEMO. TO PRINCIPALS
AND TEACHERS –

A parent has asked me the question "Is there any way in which you can break the habit of threatening children with the strap if they have a mistake in spelling?" I don't think there should be any such habit to break but I am afraid that there are some teachers who still resort to this ancient method. I am accused at times of being partial to teachers when it comes to their defence against complaints but it goes against the grain badly when I have to take up the cudgels for a teacher who has a reputation for using the practice in question. In fact I cannot justify it. Happily, most teachers have devised other methods more in harmony with the dignity of the teaching profession.

Principals will kindly see that each teacher has the opportunity of reading this memorandum.

M/G G. A. McKee (signed)
Superintendent of Schools

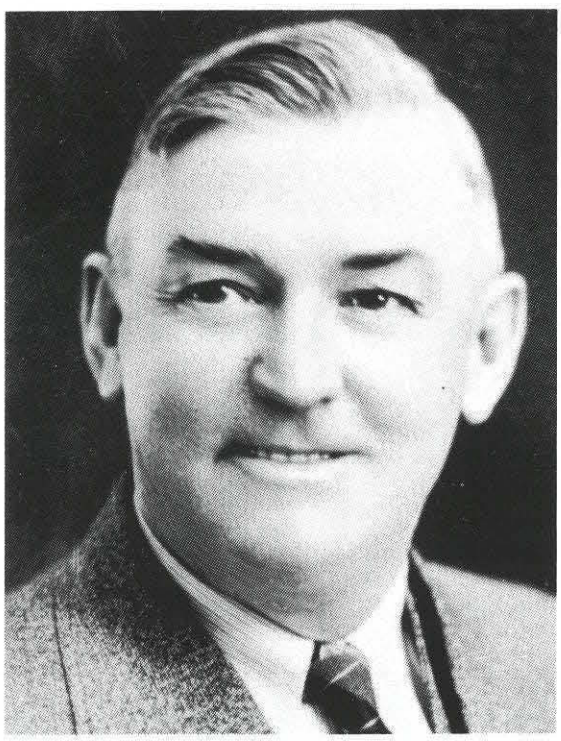
One of the most perplexing problems that Superintendent McKee and the Board tried to resolve was the accommodation of high school students. During the 1920s, Grade 9 was an integral part of the high school organization and the number of students interested in pursuing secondary programs was increasing.

One of the reasons for this increase was the effect of a weakening economy that was being felt as early as 1921. Few jobs were available for Grade 8 graduates or dropouts. Many older students who had left high school in the hope of finding employment were soon disappointed and returned to school.

According to the 1921 Annual Report of the Department of Education:

> The year 1921 was a year which will be long remembered on account of economic conditions, due to collapse in prices of farm products and the gradual deflation of prices of other commodities. These conditions were not so detrimental to education as might have been expected. The period of adjustment brought with it as a natural consequence the curtailment of expenditures by corporations and individuals, and the curtailment brought about stagnation in business and industry, and unemployment. Young boys and girls whose services were formerly in great demand were, on account of the business depression, unable to secure employment. The inducement to leave school being thus removed, they decided to continue their studies, and have attained a higher education standard than formerly.

But, in 1925, the Public School Board had only two real high schools to meet the needs of senior students – Victoria and Strathcona. The old Technical School offered a limited type of academic program. Commercial programs were offered at McDougall High School and at the Strathcona Commercial School, then located in King Edward School. High school sections were added at Eastwood and Westmount. Shortly thereafter, Grade 9 classes were established in Calder, Highlands, King Edward, Oliver, Riverdale and Spruce Avenue Schools.

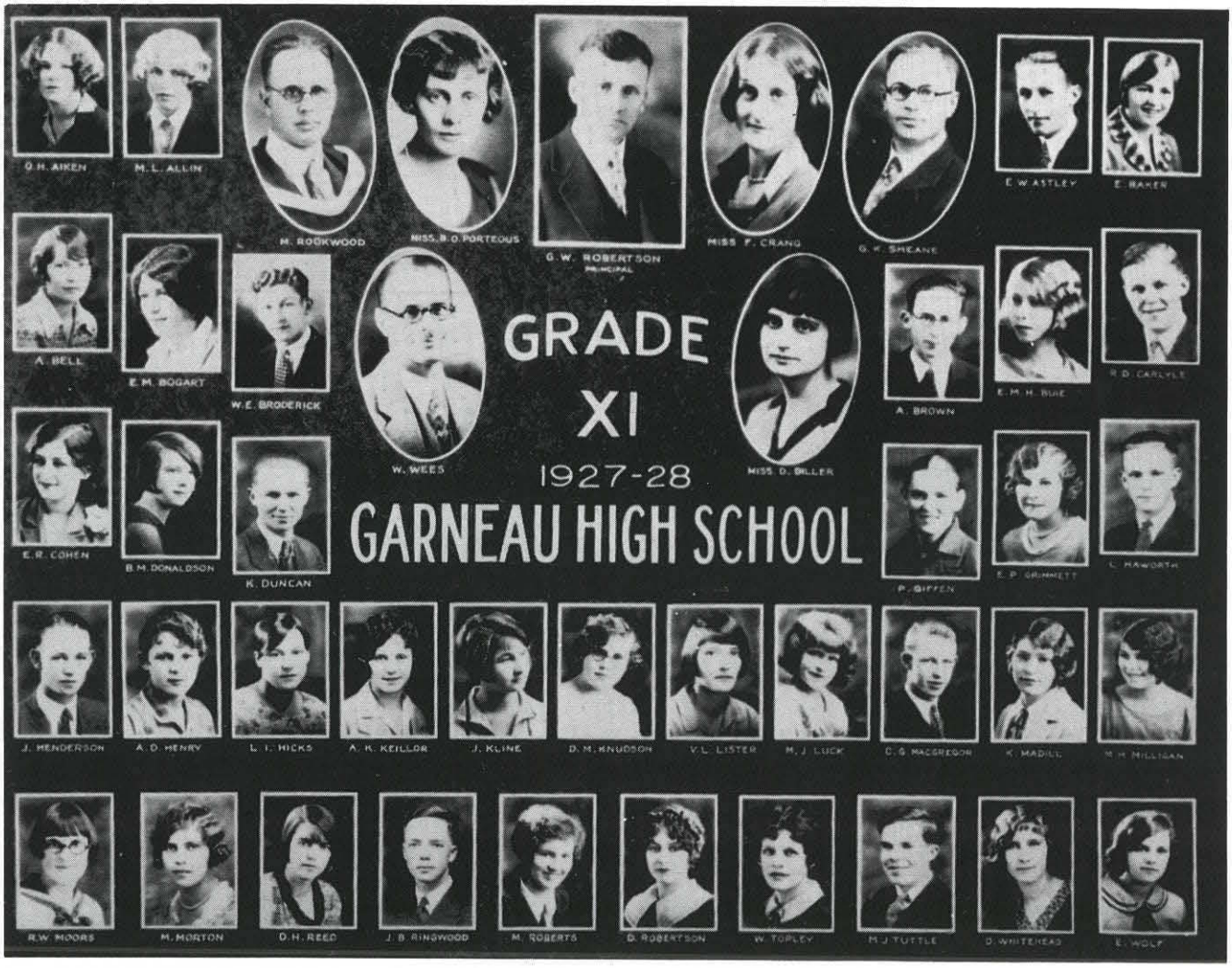


Pat Rose, first head teacher of Strathcona Commercial Annex

Although some secondary programs were expanded on the north side, the problem of providing high school accommodation for the rapidly-growing south side school population continued to cause Superintendent McKee much concern. Proposals to build an additional high school in the University area were seriously considered in the 1920s, but difficult economic times facing Edmonton taxpayers delayed any plans for the project.

Something had to be done, however, and McKee's proposal to organize another high school in the Garneau area was the most economically feasible. Thus, in 1927, another south side high school was born in the old frame-lumber Garneau School building on 111 Street and 84 Avenue. Two hundred and twenty-seven Grade IX to XI students registered for classes in the first year of Old Garneau High School's existence.

At first, the Old Garneau High School building served the overflow from other crowded city high schools, but within two years it became a high school in its own right. Appointed as its first principal was George Robertson, who along with W. Wees, M. Rookwood, G. K. Sheane, and the Misses Bessie Porteous, Frances Crang and Dorothy Diller comprised the staff of this make-shift school. A year later, the enrolment of the school increased dramatically as a result of an influx of students who were forced to leave a wing of McDougall Commerial School which had been destroyed by a fire. A portable classroom was added to the old Garneau complex at this time and two new teachers, H. D. Ainlay and C. Burchell, were transferred to the school.



Grade 11 Garneau High School Graduation class, 1927-1928

Because there was no gymnasium at Old Garneau School, trustees rented the athletic hall of St. Joseph's College from the University of Alberta for a $10 monthly rental fee.

By 1932, the overcrowding at Old Garneau High forced the transfer of some high school students to the brick Garneau Public School on 87 Avenue. H. D. Ainlay, destined to become a future Mayor of Edmonton, was appointed head teacher of this Annex of the Old Garneau High School.

At this time, the Strathcona Commercial classes and their head teacher, Pat Rose, were also housed in the 87th Avenue brick school. A double shift system was organized as a result of the heavy enrolments. Morning classes arrived at 8:00 a.m. and stayed until 12:30 p.m. Afternoon classes assembled at 1:00 p.m. and remained until 5:30.

At the Old Garneau School on 84th Avenue, Princial George Robertson complained that average class size was 48.5 in classrooms designed for 35 students.

By 1935, still more accommodation had to be found for south side high school students. Space was found in the Normal School Building (Corbett Hall) where 10 rooms were rented to the school board for a bargain $650 per month. The Old Garneau High School building on 84 Avenue was closed at this time.

Kay Isles, Garneau High School Class of 1935, recalls entering Grade IX of the old school. "George Robertson was the principal of the 300-400 student school. Our illustrious teachers included Harry Ainlay, Duncan Innes, and Maimie Simpson, who later became Dean of Women at the University of Alberta. One memory of that school that has lasted all these years was the daily poke that I, and other last minute students, would get from 'Robbie' who stood on the landing while the bell was ringing, holding his algebra pointer."

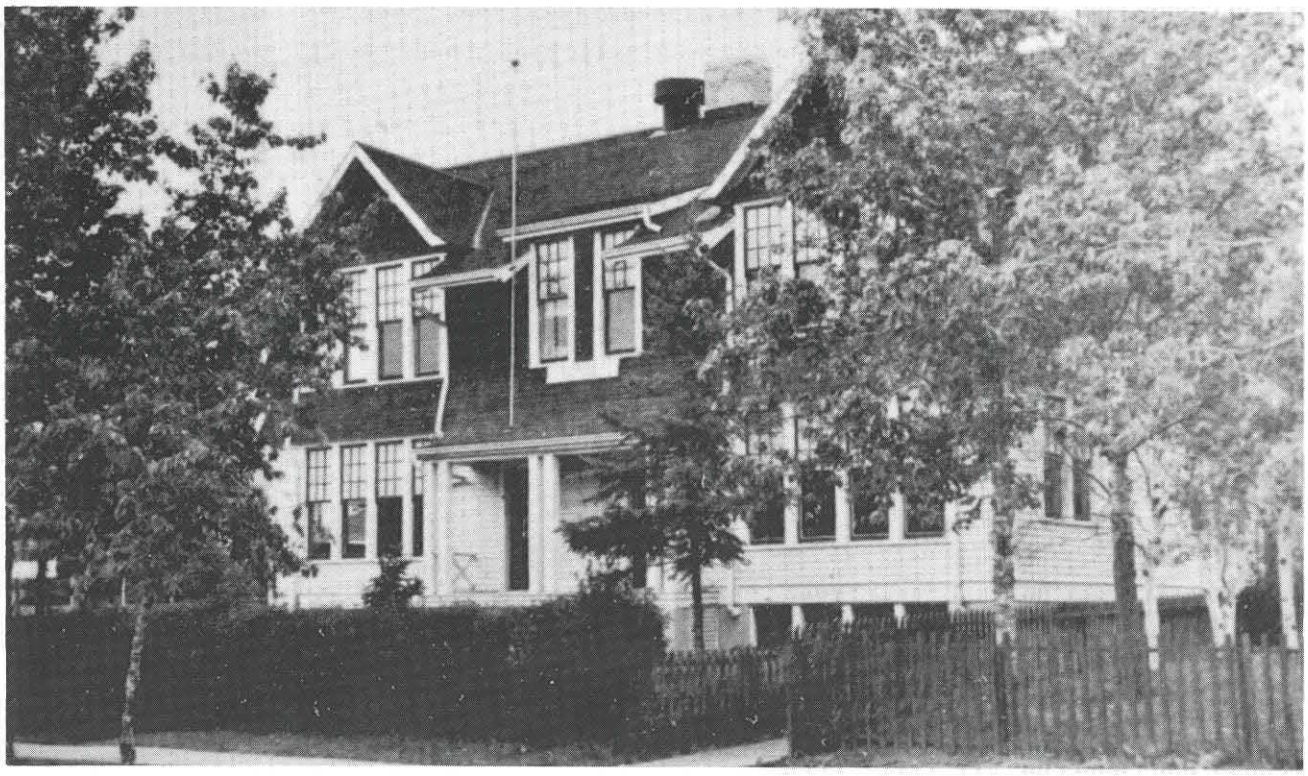
In 1938, yet another change in the Garneau High School organization took place. The Department of Education gave notice that it required the space that had been rented to the School Board in the Corbett Hall Normal School.

All south side high schools were consolidated at this time and administered from Scona High School. Garneau High School Principal George Robertson was appointed head of Strathcona High School. In the amalgamation, Robertson would also be principal of the Garneau High School Annex #1 on 87th Avenue and Annex #2 in the old frame lumber school on 84th Avenue. Pat B. Rose was appointed head teacher of Annex #2 where his commercial department students would be housed. Head teacher of Annex #1 was H. D. Ainlay.

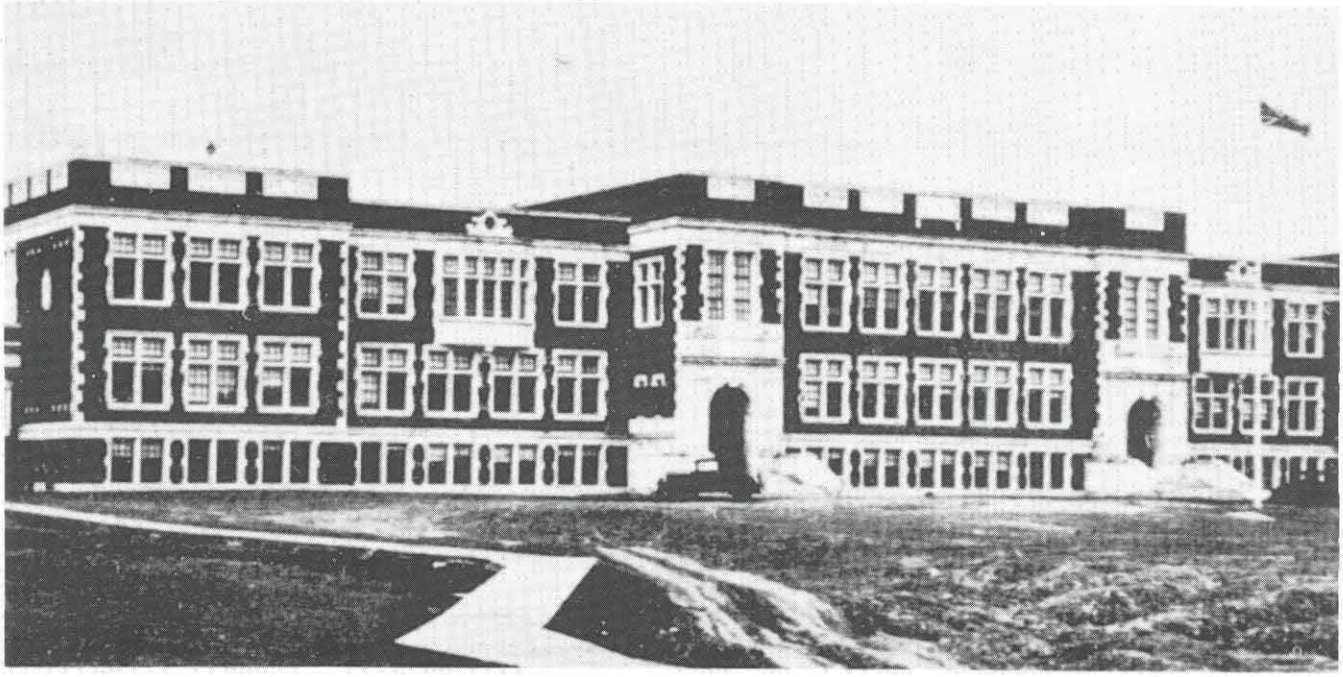
A large number of Garneau School students attended Strathcona High School from this time on and the red and gold colours of Scona and the green and gold of Garneau High were combined into the red, green and gold of the new school.

During World War II, Corbett Hall was leased to the R.C.A.F. The Department of Education Normal School teaching program housed in Corbett Hall was transferred to the Garneau brick school on 87 Avenue. An addition was completed at Garneau School in 1940 to provide additional space for the Normal School program. The Normal School program at Garneau Public School was terminated in 1945 when the teacher training program was transferred to the Faculty of Education at the University of Alberta.

At the conclusion of the war, space in Garneau Public School was once again available for the reintroduction of a high school program. George Conquest was appointed to the Garneau High School principalship at this time, a position he held until 1950. In 1950, the high school rooms of Garneau School came under the headship of Strathcona Principal Duncan Innes. The Garneau unit of Strathcona High was organized with R. V. Clark as assistant principal in charge. A year later Clark was succeeded by Henry Ward, who remained in charge of Garneau High School until it was closed in 1955.



Old Garneau High School, 1928



Alberta Normal School (Corbett Hall), served as temporary home of Garneau and University High Schools

The consolidation of Scona and Garneau into one school created an awesome power in high school sports. Strathcona High School in 1939 were provincial Senior Rugby champs, and city-wide victors in hockey and soccer.

Orville Stratte, who spent over a quarter of a century at Strathcona High School as student, teacher, and administrator, reflects on the teaching scene at Scona in the 1950s:

"The happiest June of my life occurred in 1954 when Duncan Innes told me I would be a member of Strathcona staff in the fall.

"He carefully pointed out to me that the staff must enforce the rule that one set of stairs leading to the second floor was the 'up' set and the other the 'down' set. I surmised that the stairs must be in danger of collapse, but I loved the building and the inmates so much that after a week I was willing to go down with the building. Occasionally after classes I would scurry up the 'down' stairs to save time, but I always felt Lord Strathcona was tickling the back of my neck with his whiskers.

"Mr. Innes was a legend in his own time and I admire him for many qualities. In more than one staff meeting he told us to be compassionate as many of the students were undergoing trials in their lives that many of us would never know. He was a very kind man and a very sensible one.

"The English 30 productions were especially dear to my soul. I recall many a dashing Hamlet and Laertes in the fencing scene. We spent hours grooming scenes for Open House. Well I recall John Stelck as Hamlet, clad in a fencing jacket he had made from his mother's white linen tablecloth and decorated with a red heart sewn over the appropriate spot. By the big night, he had a real weapon from the U. of A. fencing club. It was a wonderful performance and the audience loved it. But the strain proved too much for the dorsal seam of John's tights."

Another south side high school organization surfaced in 1942 when the University High School was born in the Old Garneau High School building on 84 Avenue. Five rooms of high school students of the University area were housed in the old school until 1945 when the University High School program was transferred to the Normal School Building (Corbett Hall).

The formation of the school was a dream realized by Dr. M. E. LaZerte. He saw it as an extension of his Faculty of Education, providing classroom observation and teaching experience for the U. of A. students of education.

Edmonton Public School Board Trustee George Luck, who attended University High when it was located in the aging building on 84 Avenue recalls some of the fine teachers on its staff:

"Arthur Rosborough: His 'heavy' hand was really a firm guide. An outstanding mathematics teacher, even his algebra equations required a period at the end, for they were sentences. Earl Buxton (later Dr. Buxton, and later an Edmonton Public School Trustee): He taught English as it should be. He had been a student of Strathcona Collegiate Institute teacher Elmer Luck. He was an excellent blackboard artist and had been the Middleweight Boxing Champion of Alberta earlier in his life. Doris Sheppard: Ross Sheppard's daughter; her middle name should have been Algebra. A strict disciplinarian, ending the issue with a smile. She spent hours of work each year on the School Operetta productions.

"The school had, in my view, outstanding academic success. During its first years of operation its students won many Tegler Scholarships, and in later years, Oxford Scholarships. The building itself was absolutely and completely unsafe, firewise."

A. E. Rosborough was the principal of University High School, a position he held until his death in 1948. He was succeeded by H. E. Tanner who was head until the school closed in 1955. Tanner, who was elected to the Alberta Legislature as a Liberal in 1952, became the principal of Strathcona High School in 1955.

Many students from the Garneau building and University High School did not move to the Strathcona Composite High School in 1955. Instead they spent the next three years in Old Scona until the new Bonnie Doon High School was opened.

Between 1926 and 1936, Edmonton's high school enrolment almost doubled from 1,650 to 3,000. In an attempt to cut costs, some thought was given to eliminating Grade 12 from the high school program. However, protests and petitions forced the Board to abandon the drastic move.

But something had to be done to project future high school needs and the Board moved to appoint a committee headed by University of Alberta President Robert Wallace to study the matter. The Wallace Committee, predictably, recommended a massive building program for high schools in the east and west ends of the city, as well as an addition to Victoria High. Just as predictably, city electors voted down bylaws for the huge building program by a 2-1 vote, leaving the Board with no alternative but to continue the expansion of Grade 9 programs into elementary schools and to redraw school boundaries to balance enrolments.

The constant shuffling of students brought many protests to Superintendent McKee, one of them from student George Hawreliak who expressed his plight quite effectively:

9543 - 109A ave
Edmonton, Alta;

H. A. McKee
Civic Block, Edmonton.

Dear Sir -

This matter concerns directly my own circumstances and I seek your help.

Last Tuesday I was sent out of Victoria High School which is only three block away from the home I live, 109A ave 96 st. Now I go to Eastwood to which the distance is 28 blocks approximately. I walk this distance four times a day which usurps so much of my energy that I can not take part in High School Athletics.

My banishment from Victoria surprised me much because two other boys who take the same grade, come from the same district, stay at the same house and whose final average has never exceeded mine, go to Victoria and I am thrown out.

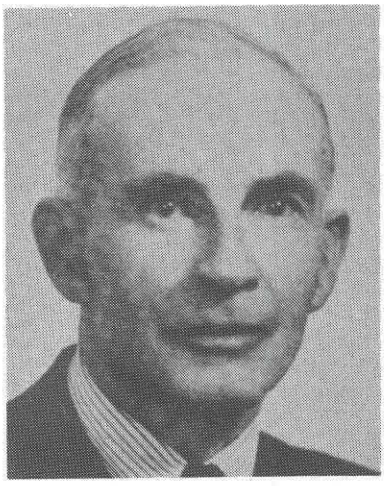
Where is the difference? Am I not as good a Canadian as they are? Am I not entitled to the same priveleges as the other Canadians are? Do I not stand on guard for Canada? Why should I not be granted ~~this~~ the privelege of going to Victoria? The other boys say that there are vacant seats in Room 5 where grade eleven is taught.

Will you be so kind as to grand me this privelege, Mr McKee? After all this would be a great convenience to me in getting an "A" education and taking part in the School's athletic sports. If I am granted this privelege then I will have great respect for the people who could comfort those that need help.

Respectfully yours,
George Hawreliak

Relief finally came in 1933, when the Department of Education authorized the introduction of the 6-3-3 plan of school organization. Prior to this time the 8-4 organization was extant. The introduction of the junior high school system was welcomed by the Board, as were the government grants for the reorganization plan.

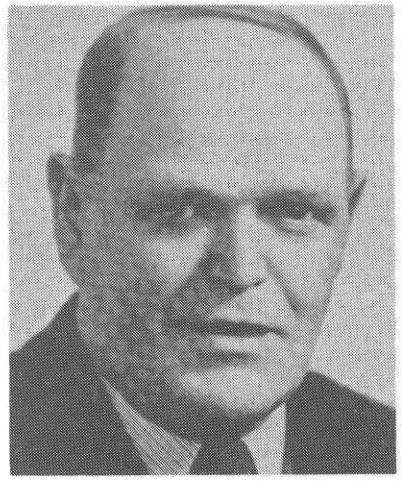
All Grade 9 students could now be taken out of Victoria, Strathcona and Garneau High Schools, leaving valuable space for the over-enrolled classes of Grade 12s. A new west end high school planned for completion in 1940 would also do much to alleviate the high school accommodation crisis which Superintendent McKee faced in the late 1930s.



W. E. Edmonds



A. E. Rosborough



A. Waite



M. Bowman

Veteran teachers of Old Strathcona High School

During most of McKee's term of office, the Board experienced a series of financial difficulties. The Black Tuesday of October 29, 1929, triggered recession and retrenchment which was felt by all public school employees for more than a decade.

The first pinch came in increased class sizes. Class averages were upped from 36 to 40 per classroom during the Depression years. But portents of the first painful steps in retrenchment came on July 8, 1931, in a sobering letter from City Commissioner D. Mitchell:

> . . . On account of the present stringency city council has agreed that a reduction in salaries and wages of all permanent employees in the city service is to be made. It is pointed out that other measures to reduce expenditures may possibly require to be considered, such as a reduction in the personnel and working hours in various departments wherever imperative.
>
> Meantime with a view to relieving the situation to some extent, a reduction of five per cent on salaries and wages of all permanent employees with the exception of those in receipt of not more than one hundred dollars per month will become effective as from 1st August, and in order to render the reduction equitable and of uniform application it is requested that all local public boards, whose operations are provided for from the general tax levy, should cooperate by adopting similar action in respect of all permanent employees in

the service of these respective boards. It is a matter of regret that the step should be necessary but taking into account the fall in the price of commodities and corresponding increased purchasing power of the dollar, it will be recognized that the civic employees are placed in a more advantageous position than a great many of the taxpayers whose earning powers, for the time being, are seriously crippled and who are finding extreme difficulty, owing to lack of employment and general depression in business, in meeting their tax responsibilities.

We are, therefore, communicating in the hope that your Board will be prepared to take immediate and definite action with a view to giving effect to the proposed reduction in respect to those employees on the payroll of your Board as from 1st August.

Realizing the dire financial straits of the Board and City, teachers agreed to accept a 4% cut in salaries. Notwithstanding the reductions and the fact that the salary schedule minima and maxima remained unchanged from 1929 to 1941, Edmonton's public school teachers were among the highest paid in the province during the bleak period.

In acceding to the cuts, the Teachers' Alliance representative wished it clearly understood that monies realized from the reduction in salaries were to be earmarked for unemployment relief. The High School Alliance urged that it be used specifically to assist unemployed married men.

Teacher representatives urged the Board to avoid the term "cut" with respect to salaries. Instead they wished their action considered "contribution to unemployment relief." Thus, the "CUR" plan of the '30s was effected, a plan that saw salaries reduced 4% to 16%, between 1931 and 1940.

All salaries exceeding $1,200 per year were subject to the reduction, and most of the Board's employees were affected.

At first, caretakers agreed to a contribution of a day's pay each month on salaries below $1,500 – two days' pay if the salaries exceeded $1,500. Heaviest hit were the salaries of the Superintendent and his assistant Lynn Yule, Building Commissioner Herbert Story, Medical Inspector Dr. D. J. Dunn, and Superintendent of Plant George Latham.

The hard times of the Depression forced the Board to effect other economies as well. In 1933, Secretary-Treasurer Harry Turner was informed that because the city had difficulty collecting taxes, and since debentures were not selling on the open market, the city could not honor the School Board's entire requisition for tax monies. Unsold debentures would be offered to the Board as part of the levy requested for operating costs. The Board, in turn, offered the bonds to employees in part payment of salaries.

For five years, teachers and all other employees had to accept the city bonds in lieu of salaries. Few could afford to hold the bonds to maturity and thus earn the 5½% interest growth. Most employees were forced to cash in the certificates immediately and sustain yet another loss in salary. A discounted $100 city bond brought from $83 to $90 at this time.

The late Arnold Henderson, the first city high school teacher to be hired without previous teaching experience, recalled having to sell his city bonds at a discount. However, obtaining a teaching position at the time was of paramount importance and the Board's deductions and other necessary cuts were really of secondary concern.

July 24, 1934.

COPY FOR MR. McKEE.

Mr. C. Hollingsworth,
11230 - 95 A Street,
Edmonton, Alberta.

Dear Mr. Hollingsworth:

I have pleasure in advising that you have been temporarily appointed to the staff of McDougall Commercial High School, for a period of one year, ending June 30, 1935.

Your duties are to commence on September 10, 1934, and your salary has been placed at a gross amount of $1,900.00. This amount is, however, subject to the following deductions:-

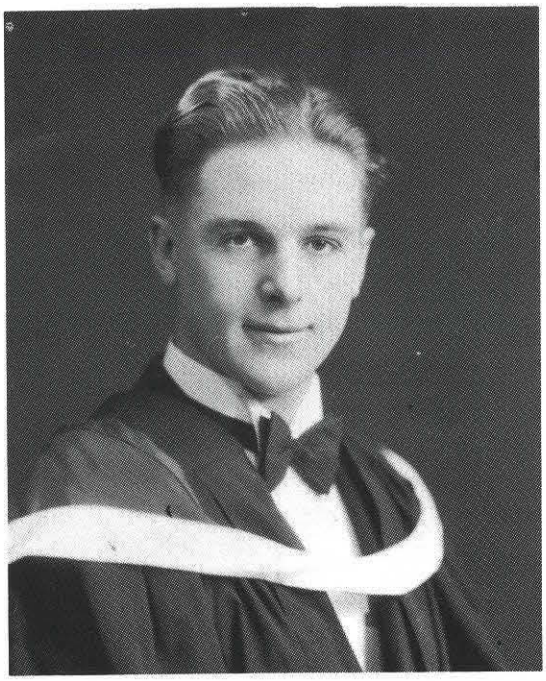
(a) 10% off gross salary;
(b) 15% of net salary payable in City of Edmonton bond certificates;
(c) loss of salary for eight days in the September-December, 1934, term, due to closing of schools.

Kindly advise if this appointment is acceptable to you.

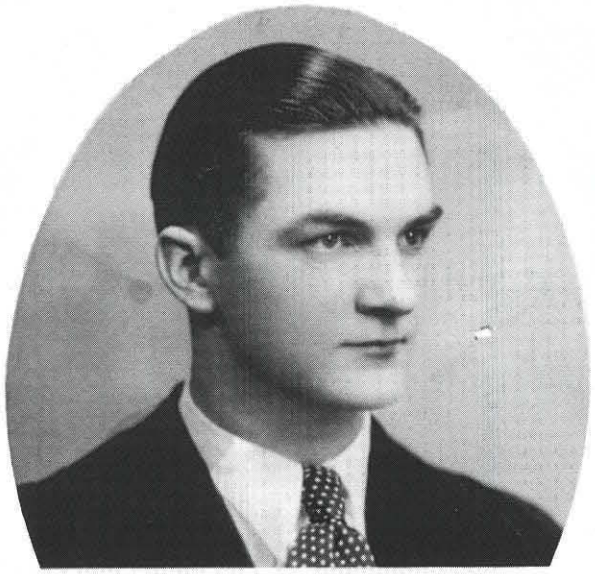
Yours truly,

T/C.

Secretary-Treasurer.



Clare Hollingsworth, teacher and administrator in Edmonton Public Schools for 40 years



A. E. Henderson

R/MB

GOVERNMENT OF THE PROVINCE OF ALBERTA
DEPARTMENT OF EDUCATION

EDMONTON, ALBERTA
June 27, 1934.

Dear Sir:

I have the honour to acknowledge the receipt of your letter of the 15th instant in which you petition the Minister to grant the board of trustees authority to close the high schools for a period of eight days and the public schools for a period of five days during the coming fall term. I note that you state that it is necessary to take this action on account of financial conditions of the city, and that the teachers' association has agreed to this action on the part of the board.

I wish to advise you that under the provisions of Section 145a of the School Act the Minister has approved the closing of the schools for the above mentioned periods.

Your obedient servant,

J. O. McKee.
Deputy Minister.

Mr. H. G. Turner,
Secretary-Treasurer,
Edmonton Public School Board,
518 Civic Block,
EDMONTON, Alberta.

In 1934, and again in 1935, government grants to school boards were reduced, and once more teachers and other employees had to bear the brunt of additional salary reductions. During these years the school year was shortened first by eight days and then by 11 days with the inevitable and automatic reduction in salaries.

Between 1931 and 1936, the average teacher's salary dropped from $1,926 to $1,804 as a result of the unemployment relief contributions, bonds-in-lieu of salary and shortened school years. And worse financial news was to come. Contributions to the Unemployment Relief Fund were increased again in 1936, and in 1937 some salaries suffered cuts as high as 16%.

Salary increments were suspended in 1936 and not reinstated for three years, resulting in yet another financial blow to teachers.

Although times were difficult, Superintendent McKee persuaded trustees to introduce a retirement pension plan for employees during the Depression years. The pension scheme, introduced in 1932, permitted teachers and other employees to retire between 65 and the compulsory retirement age of 70. Payments were based on a teacher's salary in his last year of service: 1/36 of this salary was paid as a monthly retirement allowance to teachers for three years following official retirement. In 1936, the average retirement allowance was approximately $50 per month. But, despite the incentive, few teachers chose to retire. Many of those who were forced to do so at age 70 requested to stay on the Board's provisional or substitute staff. Provincial pension schemes for teachers were not available until 1939 when $25 per month was paid to teachers who qualified for the payment.

Superintendent McKee grumbled little about his own financial plight, even though his salary was reduced by almost $700 during the Depression. The superintendent at this time was very much aware of the difficulties of others, especially those on relief.

McKee convinced the Department of Education to accept promissory notes from high school students whose impoverished families could not afford the $1.00 fees for final examinations.

Communications from desperately poor parents requesting books and clothing so that their children could continue going to school moved the superintendent to convince the Board of the genuine need of a fund to provide free textbooks and streetcar tickets for needy public school students:

THE UNEMPLOYMENT EXSERVICE-MEN'S ASSOCIATION

Phone 212253
Paris Rooms
10271-98th Street
Edmonton, 25th. August, 1932

The Superintendent of the School Board,
Civic Block
Edmonton, Alta.

Dear Sir:

We understand that provision is being made for the children of the unemployed who are in need to receive textbooks up to and including Grade 8, and pencil scribblers for pencil work, but that it may not be possible to provide them with pens, pencils, erasers, etc. although efforts are being made to provide them with those as well as scribblers for ink work.

Under the present relief system, it is absolutely impossible for parents to furnish school requirements of any sort to their children, as no allowances are made by the relief authorities for this purpose.

Would it not be possible for your department to take up this matter and see that the necessary arrangements are made to furnish these children with what they require for school purposes.

If it could be arranged that the issue of these school requirements takes place from a central depot, we think such a method of distribution would be preferable, for as you are aware grown up boys and girls feel rather sensitive in accepting charity before their fellow classmates, and hesitate in exhibiting their poorer circumstances or poverty to them.

Yours faithfully,
A. Stevens (Signed)
Secretary



Edmonton May Day Youth Demonstration, 1934

Superintendent McKee also encouraged the organization of a Children's Relief Fund, soon to be known as the "stocking fund," to which teachers contributed voluntarily. The fund provided bargain-priced clothing from Eaton's Department Store which co-operated with the plan. But the stocking fund was soon in the red as the Depression deepened. School concerts were arranged to rescue the plan and Superintendent McKee pleaded for their support in a special memorandum to all staff:

June 5, 1 9 3 3.

- AN APPEAL -

The School Concerts being given in McDougall Church Auditorium on Friday evening, June 9th, and Saturday afternoon, June 10th, are not school concerts in the ordinary sense of the term. If they were, we would not be holding them in times like these. They are rather an opportunity for the public, through the purchase of tickets, to share with the pupils of the schools in the creation of an emergency fund for the assistance in special cases of such necessitous children as do not come within the range of the services of the civic relief organization.

For the past three years of difficult times, we have used our school organization for observational purposes to see that no children of school age were prevented from attending school regularly through the lack of the necesary articles of clothing. We take great satisfaction from the fact that no child in straightened circumstances that we have known of during those three years has not been taken care of. The schools have done their part in tiding the children of the city over these hard times with a minimum of handicap. The children of the schools have helped by bringing to us for distribution, clothing and shoes which they have outgrown; the teachers collectively and individually have met the needs in more cases than can be imagined; an unexpended balance of a Christmas fund was handed over to us by a Masonic Lodge for this purpose, and so on. But we have now practically reached the end of our resources; the contributions of clothing have practically ceased; the teachers' fund is in the red; and our donations are practically all spent. We have nothing with which to face the situation which will be thrust upon us when the schools reopen in September.

Hence our appeal. I am sure that all we have to do is to ask and it will be given. Buy a ticket or tickets. If no one solicits you, any contribution to the fund which you care to make will be none the less welcome. Our office is in the Civic Block.

The schools are not a relief agency but they are in a strategic position to observe the conditions prevailing in that section of our population which is in the schools. Our Attendance Officer works in close co-operation with the different relief organizations, but there are needs to be met outside the range of the service of these organizations and that is why we require this fund.

G. A. McKee,
Superintendent of Schools.

M/G.

The superintendent's concern extended to students outside the city as well:

United Church Manse
Radway,
10th Nov., 1931

The Superintendent of Schools,
Edmonton.

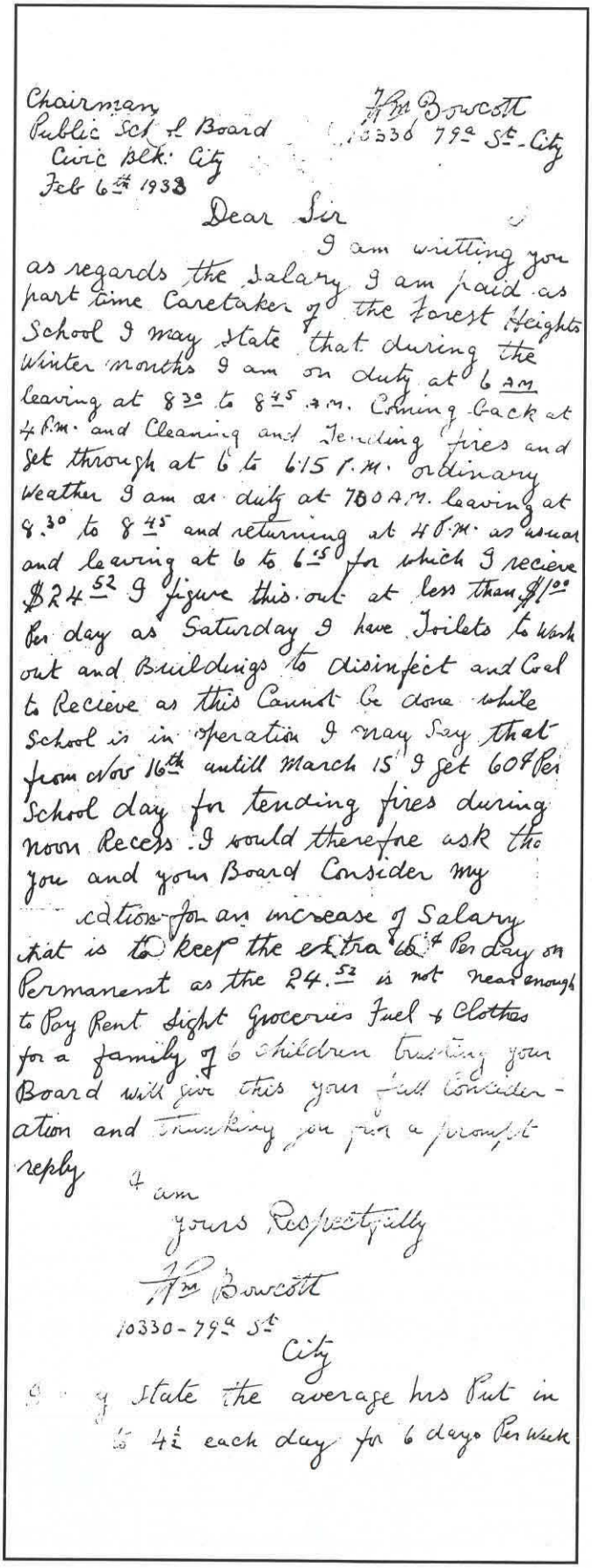
Dear Sir:
Some time ago I wrote to you telling of a Ukrainian girl here who was kept from school because she lacked four necessary books for her Grade Nine work.

Two weeks ago I received a parcel of new books from an Edmonton book-seller, enclosing a note to the effect that these books were sent from the Journal Sunshine.

As it must have been from you that the Journal was influenced to do this, I wish to thank you very heartily for your co-operation. The girl is now attending the Shakespeare School seven miles from Radway.

She is the best educated of her family, and there are still seven children at home, and while her father assured me that he could not give Olga the advantages of sending her away to take her grade Ten, after she completes her Grade Nine, yet, I feel a year in high school will give her an impulse for higher things, and perhaps the younger ones may be allowed to go to Grade Nine as they grow up.
Again thanking you, I remain,
Yours very sincerely,
Sara A. Smith (signed)

No doubt, McKee was also moved by the plight of school caretaker Bowcott whose $24.52 monthly earnings were woefully inadequate. However, the Board took no action in the custodian's case.



Chairman
Public Sch. Board
Civic Blk. City
Feb 6th 1938

Wm Bowcott
10330 79a St. City

Dear Sir

I am writting you as regards the salary I am paid as part time Caretaker of the Forest Heights School I may state that during the Winter months I am on duty at 6 AM leaving at 8.30 to 8.45 A.M. Coming back at 4 P.M. and Cleaning and Tending fires and Set through at 6 to 6.15 P.M. ordinary weather I am on duty at 7.30 A.M. leaving at 8.30 to 8.45 and returning at 4 P.M. as usual and leaving at 6 to 6.15 for which I recieve $24.52 I figure this out at less than $1.00 Per day as Saturday I have Toilets to Wash out and Buildings to disinfect and Coal to Recieve as this Cannot be done while School is in operation I may Say that from Nov 16th untill March 15 I get 60¢ Per School day for tending fires during noon Recess. I would therefore ask tho you and your Board Consider my

cation for an increase of Salary that is to keep the extra 66⅔ Per Day on Permanent as the 24.52 is not near enough to Pay Rent light Groceries Fuel & Clothes for a family of 6 children trusting your Board will give this your full consideration and Thanking you for a prompt reply I am

Yours Respectfully
Wm Bowcott
10330-79a St
City

P.S. I State the average hrs Put in is 4½ each day for 6 days Per week

Despite the austerity measures of the trying times, a number of new programs and new directions were initiated during the McKee years. Among the first programs introduced by the superintendent were classes intended for the mentally defective. Two such classes were set up – one at Norwood and a south side class in King Edward School with Maimie Simpson in charge.



Maimie Simpson

In 1926, McKee proposed a simple plan to assist students classified as backward pupils:

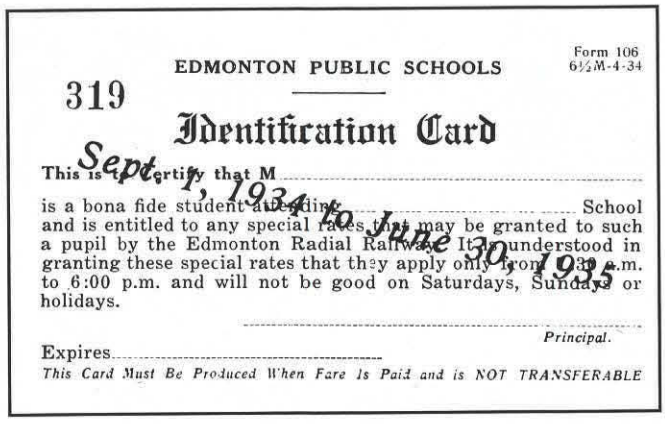
> Report No. 11-1926 of Committee on School Management
> Edmonton, Alta., May 4th, 1926
> Edmonton Public School Board.
> Madam and Gentlemen;-
>
> Your Committee on Management begs to recommend as follows:-
> In order that special attention may be given to backward pupils for the balance of the term, in an effort to bring them up to requirements in the subject or subjects in which they are weak, and possibly save them a year, that teachers in Grades III, IV, V and VI be permitted at their discretion to dismiss at three-thirty p.m. such pupils as have beyond question mastered the work of their grade, but to retain in attendance those pupils who have shown their need of more individual attention, provided however, that at no time shall less than two-thirds of the class continue in attendance until four o'clock p.m.

In 1928, the superintendent recommended the appointment of a Miss Steele as school psychologist, a position which disappeared in later retrenchment moves.

With a view to promoting thrift and savings, a School Penny Bank system was instituted in the schools in 1930. Ten years later, Superintendent McKee would report to trustees that almost $30,000 had been saved by the frugal students.

Between 1928 and 1930, the matter of Bible study in schools occupied much of the Board's time. In 1930, the subject came up as an item of discussion at 16 meetings of the Board. At first, Bible reading was made compulsory but, after many protests and petitions, including objections from the High School Teachers' Alliance, the compulsory activity was limited to a morning recitation of the Lord's Prayer and readings from a manual of Bible selections.

The first sight-saving class in Edmonton was established in 1931, with a Miss Post in charge. Free streetcar tickets were issued to the enrolees who were educated in a specially-equipped classroom at Queen's Avenue School.



EDMONTON PUBLIC SCHOOLS

Form 106
6½M-4-34

319

Identification Card

This is to certify that M.....

is a bona fide student attending ..... School and is entitled to any special rates that may be granted to such a pupil by the Edmonton Radial Railway. It is understood in granting these special rates that they apply only from 9:30 a.m. to 6:00 p.m. and will not be good on Saturdays, Sundays or holidays.

Sept 1, 1934 to June 30 1935

.....
Principal.

Expires.....

This Card Must Be Produced When Fare Is Paid and is NOT TRANSFERABLE

Student identification card for Edmonton Radial Railway, 1934

Three years later, in 1934, Superintendent McKee recommended to trustees the appointment of C. B. Willis as Director of Guidance for city schools. The same year, five experimental classes were set up for retarded students, and a home visit program to assist physically handicapped children was also approved.

Program developments continued to engage the attention of Superintendent McKee in the mid-'30s. A curricular innovation, the enterprise program, pioneered by Donalda Dickie and Belle Ricker, made its debut in Edmonton Schools in 1934. The new social studies program, which stressed the need for a variety of reference materials rather than a basic text, never got off to a good start as library materials were very limited during the Depression years. However, in subsequent years the child-centered program did become established and the enterprise method of teaching remained in vogue for almost 30 years despite criticism levelled at it as an American innovation.



Enterprise activities, Queen's Avenue School, 1952

REGISTRATION FORM

Pupil's Name ..... (Surname Preceding) ..... Date Enrolled .....
Pupil's City Address ..... Pupil's Phone No. .....
Place of Birth ..... Age ..... Date of Birth ..... (Month, Day, Year)
Name of Parent or Guardian ..... Parent's Phone No. .....
Address of Parent or Guardian ..... Nationality of Parent .....
Occupation of Parent ..... Religious Persuasion of Parent .....

PUBLIC SCHOOL RECORD

No. of Months in Public School ..... Number of Grades Repeated .....
At What School Did You Obtain Your Grade VIII Diploma? .....

Final Grade VIII Marks

Liter.	Comp.	Gram.	Spell.	Writ.	Hist.	Geog.	Phys.	Arith.	Art	Prac. Arts	Total

HIGH SCHOOL RECORD

	School Attended	Year	Units Passed
First year at high school			
Second year at high school			
Third year at high school			
Fourth year at high school			

Name the units you purpose taking this year .....
What vocation would you prefer to follow after leaving school? .....
In the space below, state the reasons which have influenced you in making such a choice.
Do you make a practice of working at some job outside your home during your vacations? .....
If so, at what job or jobs? .....
Do you purpose spending one, two, three, or four years in high school? .....
Do you purpose proceeding to the normal school, the university, or some other institution of higher learning? ..... If so, give particulars .....
What is your hobby outside of school hours? .....
What type of physical exercise do you prefer? .....
What type of school activity outside the classroom and apart from sports do you enjoy best? .....

Form 409—1M-5-34.

REGISTRATION FORM AND OUTLINE OF COURSES

Offered in

Edmonton High Schools, 1934-1935

• • •

WHICH WAY?

The successful Grade VIII pupil has now reached the point in his or her school career where the road divides, and a choice must be made as to the way to take. **The ways are three.** The regular high school is the way to general education, Normal School entrance, and University matriculation; the Commercial High School is the way to stenographic, clerical, secretarial, and bookkeeping training; the Technical High School is the way to the preliminary training for the trades and industry. Counsel with those who have been over the road, your parents and teachers, before reaching any decision. Study your own aptitudes and plan accordingly. If you have your mind definitely made up as to your life career, acquaint your teacher to that effect and seek his or her advice as to the school course which you should select. If your mind is not so made up, do not become anxious. Most other boys and girls are in the same position. Continue for a year or so at least to carry on your general education. Possibly by that time your choice of a vocation will have taken more definite shape. Be ambitious, but not beyond your capacities.

• • •

GARNEAU HIGH SCHOOL—
G. W. Robertson, Phone 31436.

McDOUGALL COMMERCIAL SCHOOL—
J. P. Page, Phone 81877.

TECHNICAL HIGH SCHOOL—
M. J. Hilton, Phone 33528.

WESTMOUNT HIGH SCHOOL—
J. G. Taylor, Phone 81426.

EASTWOOD HIGH SCHOOL—
E. E. Hyde, Phone 72048.

STRATHCONA COMMERCIAL SCHOOL—
P. B. Rose, Phone 31104.

STRATHCONA HIGH SCHOOL—
R. S. Sheppard, Phone 31978.

VICTORIA HIGH SCHOOL—
C. O. Hicks, Phone 26638.

• • •

N.B.—To be sent to the Superintendent's Office, in the Civic Block, on or before August 20th, 1934.

High school programs available at eight centres in 1934

Concern about Americanization of the Alberta curriculum was not very obvious during the McKee years, although a 1932 communication from a Dr. C. G. S. Baronsfeather was considered somewhat sympathetically by the superintendent:

Dear Mr. McKee,

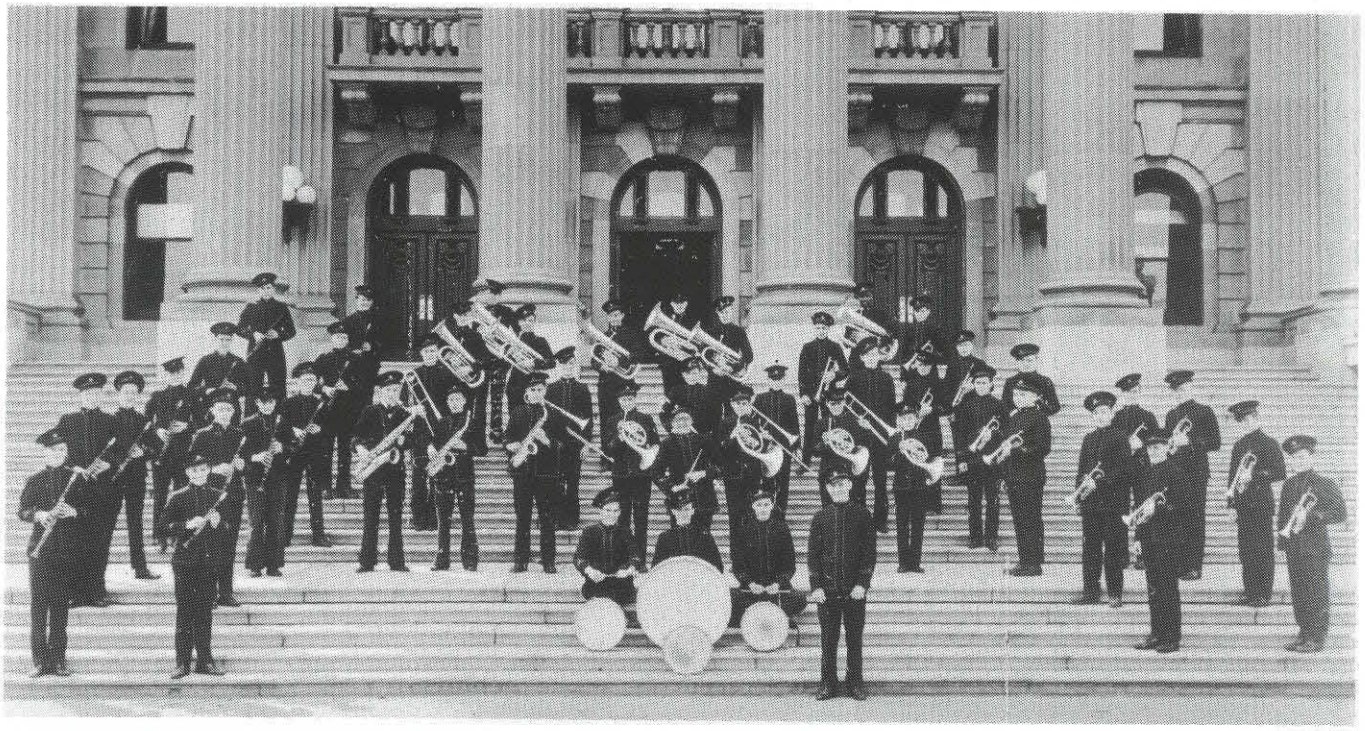
I had the pleasure of meeting you when I first came to Edmonton. I do not go out much, but this does not mean I am not keenly interested in Canadian affairs. I have a son at school who gives me much trouble, he finds so many amusements in this delightful city of ours. The young people have a far better time than in England, but this has its drawback! I have been studying things, "Things Canadian" with great care, and rather than write to the papers, I would like to say I hope you will use all your influence in molding Canadian educational methods on British rather than United States lines. Education here is practically pure Yankee, (i.e.) superficial, showy and shallow. A great number of subjects are scanned, nothing learned thoroughly. While with true Yankee obliqueness, the subjects themselves are not really taught! Thus, I find my son learned - not history but what I call "English constitution" a subject I took for my B.A. degree examination. Acts of Parliament are law rather than history. In the case of geography, physical or natural, science is taught rather than the position of London and Berlin. I am quite aware that specious arguments may be offered in defence of this method, and I base my opposition on the fact that under the strain of the last three years, Yankee institutions of all kinds have crumpled, while we British can look around and say we have played the game, and made good. Honestly now - would you like to see Yankee politics or legal methods, or discipline in Canada? Superficial, unreliable, and dishonest, are the three terms which come to my mind when dealing with Yankee methods. We don't want these in Canada. Now to the actual cause of this letter. Last Friday evening I rang up the C.N.R. telegraph office to send a telegram to Trinidad. The clerk replied, "Where is that?" I said "West Indies" - "Oh no," he said, "You mean the East Indies." "No," I said, "they are across the other side, don't you know Jamaica or Cuba?" "No," he said, "are they towns?" I said "your steamers run there every week or so." "Do they," he said! Then I got tired and suggested I had better try the C.P.R. but this meant loss of business, so he said he would find out, and went off, he said it would be all right, and the matter ended, but what profound ignorance! Now that is not an isolated case. One of your young teachers came in to us and my wife mentioned Gallipoli in the war, "What's that?" he said! If he had learned history he would know. If you asked him he could tell an act of Parliament in the Charles the First's reign, but that is not history. My boy asked me to help him with subjects that I simply don't know, and never learnt, for they are technical. That in a nutshell is the failing of U.S. teaching. The Yankee assumes knowledge which actually does not exist. The Britisher assumes ignorance which does exist, hence the superiority of the educational methods of the British. Technical subjects as say trigonometry, and political economy, etc., etc. should be reserved for university courses, not foisted on unfortunate children.

A few subjects well learnt make a foundation on which the special knowledge of the learner can be well built on. In our Yankee methods, there is no foundation, only shifting sand. Charming to see, but useless when the storms of life blow.

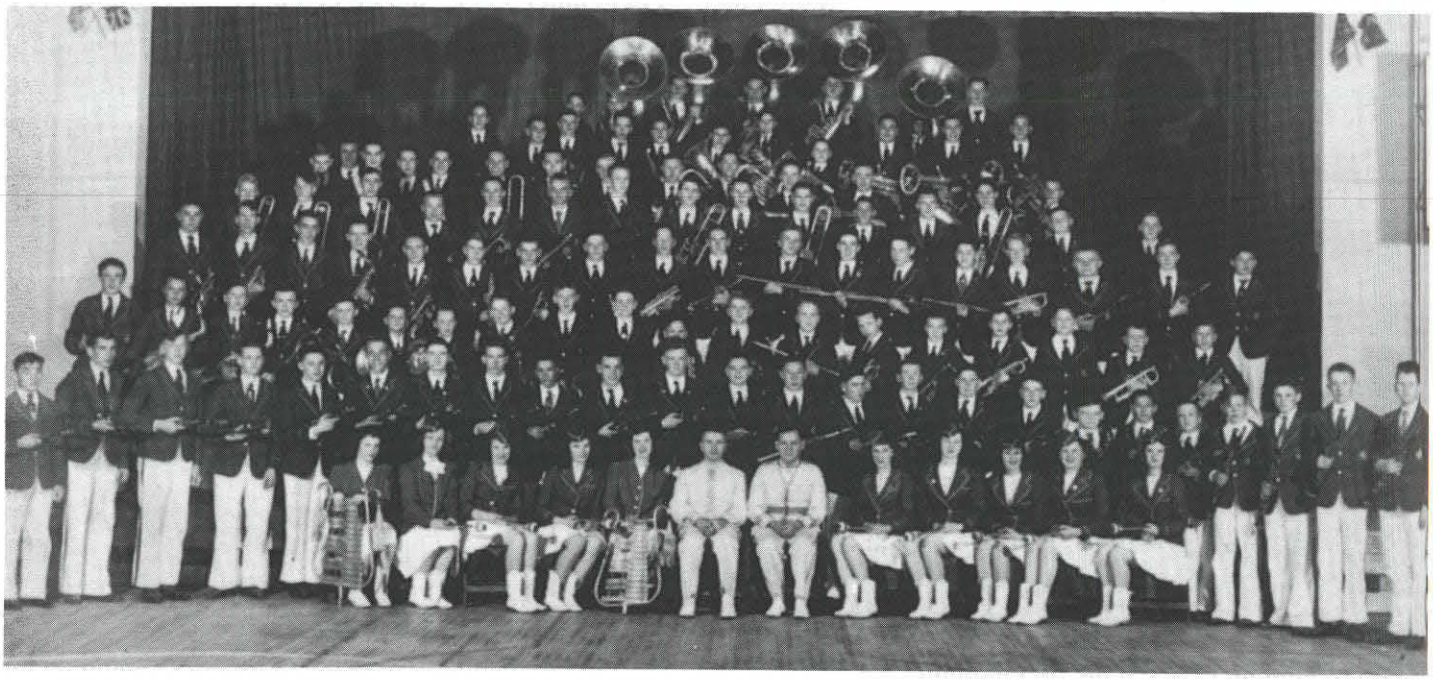
Hoping you will take this as it is written, with the earnest desire to help attain the best things,

Yours very sincerely,

C. G. S. Baronsfeather, M.A., LL.B. M.D.



Edmonton Schoolboys' Band, 1936-37



Edmonton Schoolboys' Band, 1946-47
Bandmasters Oliver Murray and Vern Newlove, front row centre

The Edmonton Schoolboys' Band was founded during the McKee years. In November, 1935, Vernon Newlove became bandmaster and served alone until 1941, when O. W. Murray was appointed his assistant.

At that time, in spite of economic restrictions, the School Board made a grant of $300 to the Band – $200 for instruments and $100 for music sheets. Even during Depression years it was no easy task to equip a 45-piece band on $200. However, by bargaining in secondhand stores, borrowing, and patching up old discarded instruments, enough equipment was obtained and rehearsals began in January at the Old Technical School.

High school boys from Victoria and other city schools practised and trained for four months before they were ready to play their first engagement for an open house at the Technical School. This was followed by a performance at the laying of the cornerstone ceremonies for the Eastwood High School gymnasium.

The band's biggest thrill came in 1939, when the 132 boys paraded at the C.N.R. station to welcome King George VI and Queen Elizabeth to Edmonton. It is believed that this was the only civilian band to play the Royal salute for Their Majesties in their trip across Canada

Thousands of Edmonton children greeted the first monarch ever to visit the city. Bleachers were erected on both sides of Portage Avenue for the classes of students so that they could have a better view of the dignitaries. The colorfully-decorated stands, and the cheers of thousands of flag-waving students, created a scene long to be remembered. One of the exuberant students who welcomed Their Majesties on that day was Jean Mucha, who, together with her classmates, travelled in the back of a three-ton truck all the way from Cold Lake to view the parade ceremony. The memories of that historic day are very vivid in Jean Mucha's mind today, almost as real as the 1939 Royal visit pencil memento which she still treasures. After the Royal visit, Portage Avenue was renamed Kingsway and the old Kingsway Avenue became known as Princess Elizabeth Avenue.



JUST A LAST REMINDER

ON THE EVE OF THE COMING OF THEIR MAJESTIES

Kindly conduct special Safety Talks in each and every classroom in your school on Thursday morning or afternoon, June 1st.

1. There will be a large crowd of people in the city on June 2nd and many of them may not be accustomed to city traffic regulations. Be ready for any emergency.
2. When you are in a crowd, whether it is gathering or breaking up, don't hurry, or jam, or push. Keep cool and move with the crowd. Don't attempt to dart about here and there.
3. Keep off the highways. Keep on the sidewalks.
4. Cross streets cerefully and only at crossings. Stop, Look, Listen. Don't "jay walk". Don't dart out into the street from the sidewalk or from behind cars. Get out of an automobile on the side near the sidewalk.
5. Follow traffic and safety rules when riding your bicycle. For this day, you had better leave your bicycle at home or if you have to bring it down town, store it in some place of safety at a distance from the route of the Royal Progress. Don't attempt to bring it into crowded areas.
6. Obey implicitly the instructions of all those in authority whether they be teacher, parent, policeman, veteran or soldier. If you are a member of a school group, remain in your place and await the instructions of your teachers before dismissing.
7. Don't climb on fences, buildings, or other structures. They may not be safe.
8. Every public school child, if not in a school group, should be accompanied by a parent or some adult. No child of public school age should go alone.
9. All young children should have identification slips with name and address pinned on their coats or dresses.
10. In case of need, First Aid Stations are being established at strategic points along the route.

All together for a day without any accidents.

Remember that we are welcoming our King and Queen. We have been listening on the radio to the welcome given by the boys and girls in other cities. It has been hearty and dignified. The welcome the Edmonton boys and girls will give Their Majesties will be just as whole-hearted and dignified. Our behavior should be beyond reproach, whether we are waiting for the appearance of Their Majesties, or while they are passing, or when it is all over and the crowd is dismissing and we are on our way home.

Wave your flags and cheer as the King and the Queen go by.

All together for a memorable day.

W. A. McKee,
Superintendent of Schools.

W/K

To the Teachers

NO DOUBT each of us shall be one of the many thousands cheering Their Majesties, the King and Queen. What can a teacher do to make this visit not merely a surge of enthusiasm but something that will continue through the pupils into the life of the community?

When we consider what the Royal Visit can mean to Canada, we begin to see our country, not only as she is, but in the light of her heritage from the past, and what she can become. This Canada with its rich heritage was made available for us by our fathers who dared to become pioneers, leaving all, risking all. Fired with the spirit of self-sacrifice and courage, they pushed past the old frontiers of ocean, forest, prairie and mountain to find a new world.

Today Canada calls for new pioneers, not to claim new lands, but to rediscover new frontiers of character; the pioneers who will dare to blaze new trails, breaking down fear, pride, greed—barriers that divide man from man—pioneers who will build bridges of love, faith and unselfishness.

The survival of democracy within our country is dependent upon the life of every Canadian. It cannot be maintained only by Government but also by those inner authorities of honesty, understanding and co-operation. During these weeks preceding the Royal Visit, we can stimulate and direct the loyalty and enthusiasm of our pupils through actual participation in a democracy within our classrooms. Every pupil may be led to see that he can be a true patriot and a good citizen of his country now, be a part of the cure of her problems, be a part of the Battle of Peace, as he develops an inner discipline, thinks creatively, makes decisions and is obedient, working harmoniously with others as he takes definite responsibilities for the school, home and community.

Our part may seem small but each individual is a vital link in the chain of better understanding that will unite Canada for service. If Canada is ready to lead the Empire in Moral Rearmament, then the Empire can lead the world to lasting peace.

May we each respond to the challenge of this great adventure!

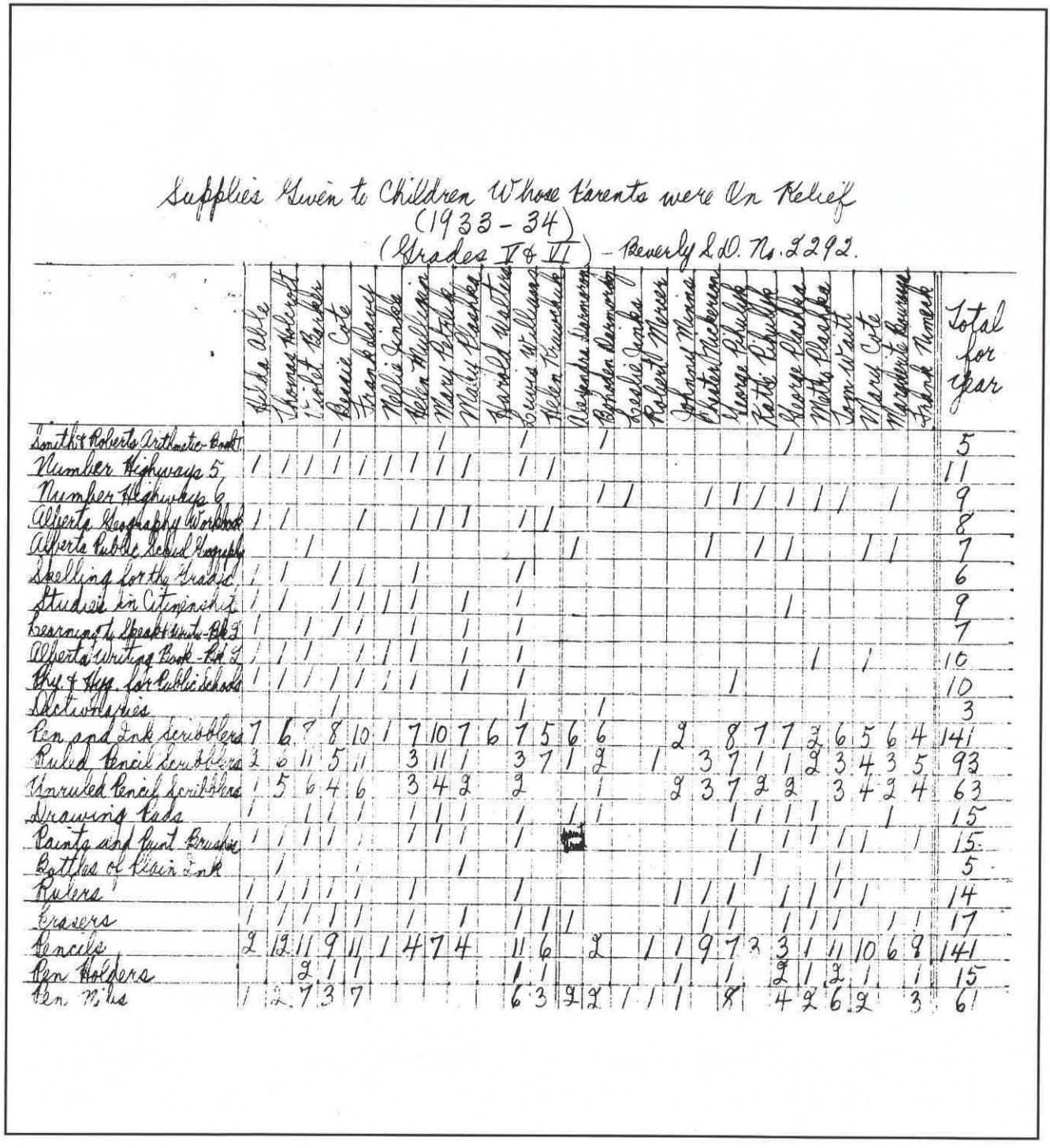
A Call to Youth

"As our fathers gave their lives to build this nation, so must we give our energies, abilities and enthusiasms to solve our nation's problems. The youth of today can create in the nation a new physical and moral fitness. Everyone can find employment in promoting honesty, unselfishness and love. Recovery depends on your willingness to accept such employment.

"Are you on the bleachers or in the game?"

NELLIE L. McCLUNG.

Souvenir program of 1939 Royal Visit



Supplies Given to Children Whose Parents were On Relief
(1933 - 34)
(Grades V & VI) - Beverly S.D. No. 2292.

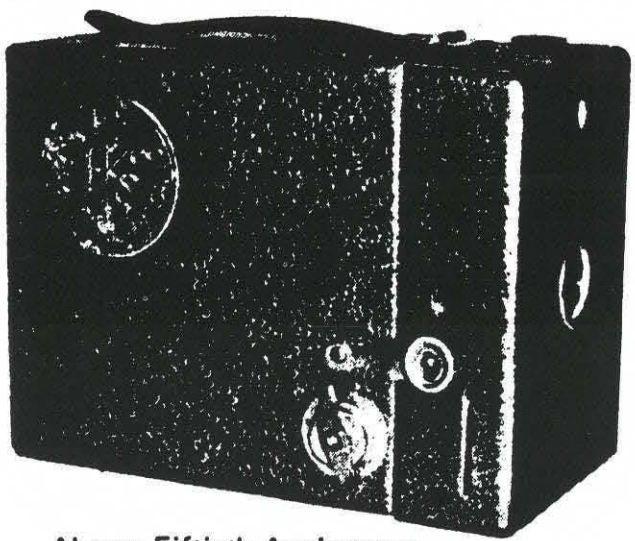
	Gilda Abbe	Thomas Abbott	Violet Barker	Bessie Cote	Frank Dimock	Nellie Jenkins	Helen Mullingan	Mary Petrenko	Mabel Rankin	Harold Watters	Evans Williams	Helen Tomashuk	Marjorie Summers	Brandon Bernardo	Leslie Jenks	Robert Mercer	Edward Mirana	Dexter Mackenzie	George Pituley	Kathi Pituley	George Plaskon	Mata Plaskon	Inga Swart	Marcel Cote	Marguerite Bourque	Frank Nemeth	Total for year
Smith's Roberts Arithmetic Book				1				1			1			1							1						5
Number Highways 5	1	1	1	1	1	1	1	1	1		1	1															11
Number Highways 6														1	1			1	1	1	1	1	1		1		9
Alberta Geography Workbook	1	1			1		1	1	1		1	1															8
Alberta Public School Geography			1										1					1		1	1			1	1		7
Spelling for the Grades	1	1		1	1		1				1																6
Studies in Citizenship	1	1		1	1	1	1		1		1										1						9
Learning to Speak and Write Book 3	1		1	1	1		1		1		1																7
Alberta Writing Book - Bk 2	1	1	1		1	1	1		1		1											1		1			10
Phy & Hyg for Public Schools	1	1	1	1	1	1	1		1		1								1								10
Sketch Maps				1							1			1													3
Pen and Ink Scribblers	7	6	7	8	10	1	7	10	7	6	7	5	6	6			2		8	7	7	2	6	5	6	4	141
Ruled Pencil Scribblers	2	6	11	5	11		3	11	1		3	7	1	2		1		3	7	1	1	2	3	4	3	5	93
Unruled Pencil Scribblers	1	5	6	4	6		3	4	2		2			1			2	3	7	2	2		3	4	2	4	63
Drawing Pads	1		1	1	1		1	1	1		1		1	1					1	1	1	1			1		15
Paints and Paint Brushes	1	1	1	1	1		1	1	1		1	[redacted]							1		1	1	1	1		1	15
Bottles of Blair Ink		1			1				1											1			1				5
Rulers	1	1	1	1	1		1				1						1	1	1		1	1	1	1			14
Erasers	1	1	1	1	1		1		1		1	1	1					1	1		1	1	1		1	1	17
Pencils	2	12	11	9	11	1	4	7	4		11	6		2		1	1	9	7	3	3	1	11	10	6	9	141
Pen Holders			2	1	1						1	1					1		1		2	1	2	1		1	15
Pen Nibs	1	2	7	3	7						6	3	2	2	1	1	1		8		4	2	6	2		3	61

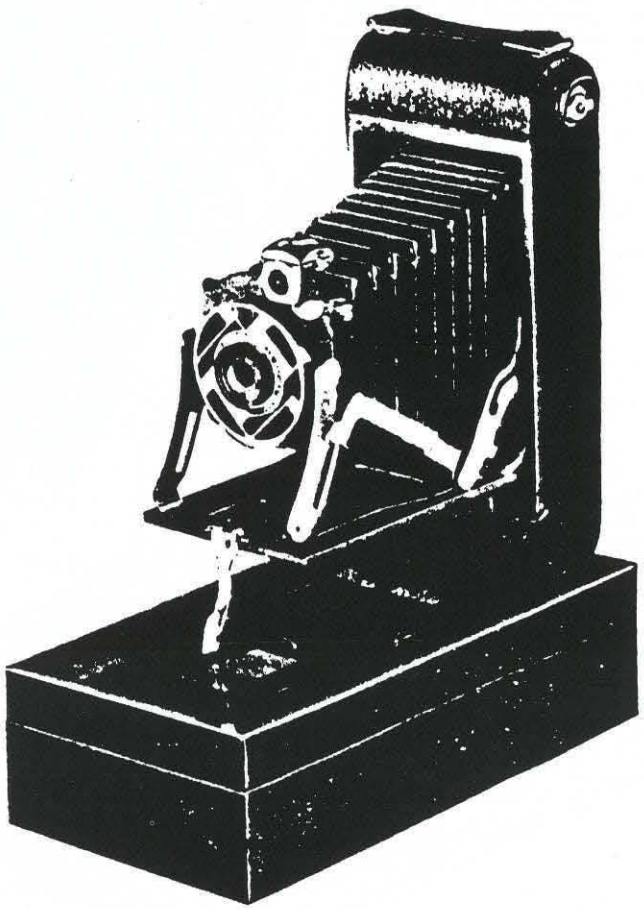
School supplies issued free to children of parents on relief, Beverly (Central) School

Education in Edmonton did manage to survive the worse aspects of the economic depression; nevertheless, the "lean and hungry thirties" was certainly more than a figurative expression in Edmonton Public Schools.

There were few give-aways during the Depression years but some Edmonton students were thrilled to receive free Kodak cameras for one exciting month in 1930.

From May 1 to May 31, 1930, the Eastman Kodak Co. gave away 550,000 cameras to any child in the U.S.A. or Canada whose twelfth birthday fell in 1930. The child, accompanied by a parent or guardian, simply went to any authorized Kodak dealer to receive the free camera and a free roll of film. Two stated purposes of this mass giveaway were: 1. In appreciation of the parents and grandparents of these children who had helped amateur photography and Kodak to grow. 2. To further promote the popularity of amateur photography, which will increase the use of Kodak products. The campaign was a smash success, and if you don't believe it, just ask anyone born in 1918. Many still remember that special gift as the high point of the Depression years.

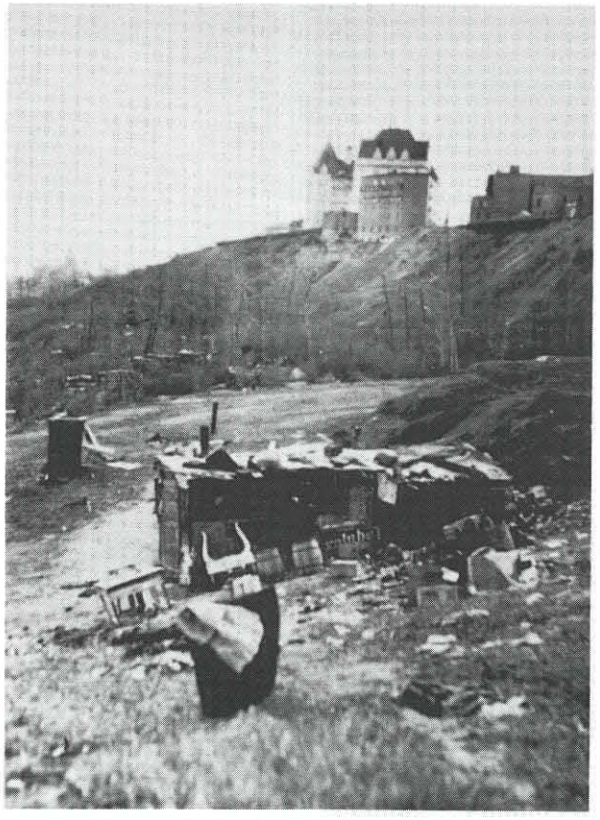




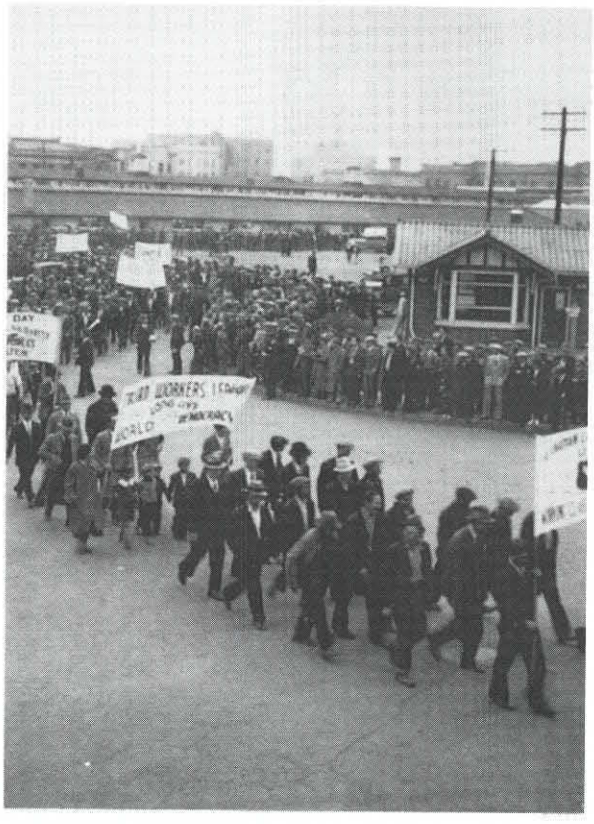
Above: Fiftieth Anniversary of Kodak camera.
Right: No. 1A Gift Kodak camera.

Student health examination records of the period tell their own story: a medical report tabled in 1937 indicated the Board continued providing free eye-glasses to students whose families earned less than $75 per month. The report also highlighted some rather stark and almost poignant facts: just under 2,000 of the schools' 15,500 students were on relief. Almost 2,100 were underweight and more than 2,600 were receiving free milk.

While the regular medical inspections by Doctors Dunn and Swallow were maintained, dental inspections and treatments had to be curtailed.



River flats shanty town, circa 1932



Workers' demonstration at old Market Square, 1934

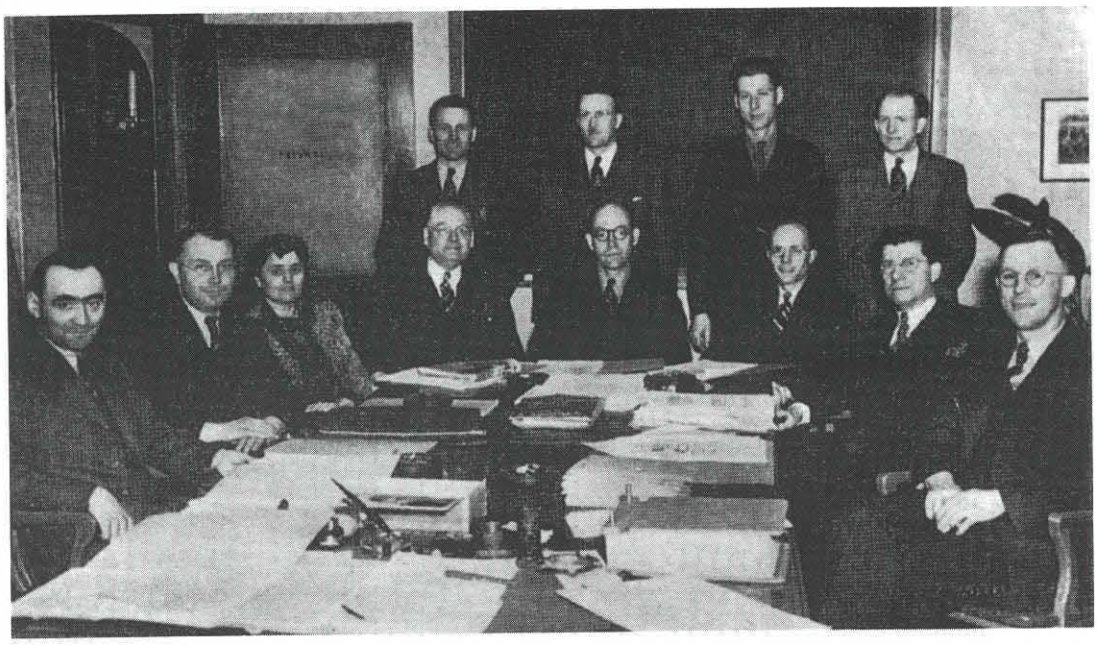


New family arrives in Edmonton during Depression years

Services such as these owed their existence, in large measure, to the initiatives of the compassionate men and women working in education at that time, not the least of whom was the superintendent himself.

In 1940, George McKee's term of office ended. Without fanfare, the gentle and scholarly superintendent slipped quietly into retirement. He left behind a record of patient endeavor and praiseworthy achievement. He had managed to keep public school education in Edmonton on a firm and stable footing during some of the most difficult economic conditions in the history of the city.

George McKee passed away in 1954.



Alberta Teachers' Association Executive, 1940
Seated left to right: Sydney White, William Kostash, (unknown), John Barnett, Ray Shaul (president), Jim A. Smith, M. E. LaZerte, A. A. Aldridge. Back row: Harold Melsness, Eric Ansley, Tom Baker, Roy Eyres

1939

IMPERIAL BANK
OF CANADA

Save Some of that June Salary Cheque

SAVINGS ACCOUNTS
Bear
1½% INTEREST

Safety Deposit Boxes to Rent at
from $3.00 up.

EDMONTON MAIN OFFICE
Jasper and 100th Street

J. A. WETMORE, Manager
D. N. GRUBB, Asst. Manager

BRANCHES:
South Side, West End, Norwood Boulevard
EDMONTON

SAFEWAY STORES

Prices Effective Friday and Saturday, September 1st and 2nd 1939

Quality Meat Specials

1 DOZ. BUNS
1 LB. WEINERS (Skinless) — ALL FOR **25c**

Tender Young Beef

RUMP ROAST	Lb. 17c
PRIME RIB (Rolled)	Lb. 21c
MARROWBONE ROAST	Lb. 11c

Milk Fed Young Veal

FILLET ROAST	Lb. 25c
RUMP ROAST	Lb. 18c
SHOULDER ROAST	Lb. 11c

Side Bacon Sliced or by the Piece ..... Lb. **23¢**

1939 Spring Lamb

LEGS— Half or Whole ..... Lb. **20c**
SHOULDERS— As Cut ..... Lb. **12c**

PORK PIES— Freshly Made ..... 4 for **15c**
COOKED CORNED BEEF— Sliced ..... Lb. **22c**
PICNIC SHOULDERS— Smoked ..... Lb. **19c**

Quaker Catsup No. 2 Tins ..... Ea. **8¢**
Tomato Juice Libby's 20-oz. Tins ..... 2 for **19¢**
Aylmer Soup Veg. and Tomato 10½-oz. tins ..... 2 for **15¢**
Polly Ann Bread White or Brown ..... 3 for **22¢**
Mayfair Butter First Grade Creamery ..... 3 lbs. **67¢**
ALL BRAN—Kellogg's ..... Pkg. 19c
BRAN FLAKES—Post's or Kellogg's ..... 2 pkgs. 19c
CORN FLAKES—Sugar Crisp ..... 3 pkgs. 20c
CREAM OF WHEAT ..... Pkg. 21c
GRAPE-NUTS FLAKES ..... 3 pkgs. 26c
PUFFED WHEAT—Quaker Brand ..... Pkg. 9c
RICE KRISPIES—Kellogg's ..... Pkg. 11c
Alta. Honey Reidell's. No. 2 Tins ..... Ea. **23¢**
Roger's Syrup Pure Golden, 5-lb. Tins ..... Ea. **36¢**
Cooking Molasses Family Brand, No. 1½ Tins ..... Ea. **10¢**
Strawberry Jam Monogram Pure, 4-lb. Tins ..... Ea. **49¢**
Peanut Butter No. 1 Waxtite Cartons ..... Ea. **15¢**
PINEAPPLE—Birk's Sliced, 16-oz. Tins ..... Ea. 13c
CHERRIES—Aylmer Red Pitted, 15-oz. Tins ..... 2 for 27c
APRICOTS—Aylmer Choice, 17-oz. Tins ..... 2 for 27c
PEACHES—Libby's Eastern Pack, No. 2 Tins ..... 2 for 35c
PINEAPPLE—Barclay's Sliced, 16-oz. Tins ..... Ea. 9c
RASPBERRIES—Aymler, 17-oz. Tins ..... Ea. 17c
STRAWBERRIES—Aylmer Choice, 17-oz. Tins ..... Ea. 15c
Mayonnaise Best Foods, 32-oz. Jars ..... Ea. **49¢**
Corn Starch Canada Brand, 1-lb. pkgs. ..... Ea. **9¢**
Cut Macaroni Catelli's, 8-oz. pkgs. ..... Ea. **5¢**
Table Salt Iodized or Plain, 2-lb. cartons ..... Ea. **9¢**
Excello Butter Second Grade Creamery ..... 3 lbs. **60¢**
Dollar Sodas I.B.C. Wood Boxes ..... Ea. **32¢**
Corn Brooms Strongly Made ..... Ea. **25¢**
Sweet Pickles Polly Prim, 26-oz. Jars ..... Ea. **25¢**
Orange Marmalade Empress, 2-lb. Tins ..... Ea. **25¢**
Plum Jam Pure Red, 4-lb. Tins ..... Ea. **35¢**

Bakery

Pound Cakes Ea. 25c

CHERRY CAKES— 2-lb. Average ..... Ea. 39c

Ginger Cookies Doz. 5c

LAYER CAKES— Assorted ..... Ea. 19c

Raisin Buns Doz. 9c

WEINER BUNS Fresh Baked ..... 2 doz. 19c

COCOANUT MACAROONS Doz. 10c

Bulk Goods

SEEDLESS RAISINS— Aust. Sultanas ..... 2 lbs. 25c
BULK DATES— Choice Sairs ..... 2 lbs. 15c
COOKING RICE— No. 1 Quality ..... 2 lbs. 15c
FANCY MACARONI— Shell, Alph't ..... 1-lb. pkg. 9c
CALIF. PRUNES— Choice Quality ..... 2 lbs. 17c
SHELLED WALNUTS— Fresh Pieces ..... Lb. 25c

Airway Coffee Lb. 25c

LAUNDRY STARCH— Silver Gloss ..... Pkg. 11c
ICING SUGAR— B.C. Pure Cane ..... 2 lbs. 17c

Fruits-Vegetables

PEACHES B.C. Freestone
No. 1's, Case, **$1.55** — No. 2's, Case, **$1.40**

WEALTHY APPLES— B.C. ..... 5 lbs. 25c
RIPE TOMATOES— B.C. Field ..... Bskt. 29c
CRABAPPLES— B.C. Transcendants ..... 5 lbs. 25c

TABLE GRAPES Red Malagas **2** lbs. **19¢**

BARTLETT PEARS— Fancy ..... Case $2.85
C Grade, Case $2.70
ORANGES— Fancy Quality ..... Doz. 15c
LEMONS— Fresh California ..... Doz. 25c

B.C. PLUMS Red or Green Display Lugs ..... Ea. **95¢**

B.C. FRUIT Prices Subject to Market Decline.

SAFEWAY STORES LIMITED

1939 advertisement of food prices

Chapter Nineteen

Ross Sheppard and the World War II Years



Ross Sheppard, Superintendent of Schools,
1940 - 1955

It was fortunate that one of the most effective teachers of mathematics in the District became Superintendent of Edmonton Public Schools in 1940. For Ross Sheppard certainly applied his mathematics skills in charting the city's growth, and in predicting accurately the population of the schools for the 15 years he served as the fourth Superintendent of Schools.

During the Sheppard years (1940-55) the number of permanent schools increased from 30 to 63. Enrolments increased by almost 1,000 students per year, and during the same period the permanent staff expanded more than twofold.

Teachers' salaries doubled during this time, too. Statistically, the average salary of the 443 teachers on staff in 1940 was $2,088. But compulsory contributions to the Unemployment Relief Fund brought the figure down to $1,885. In 1955, the average salary of the 1,084 teachers on staff was $3,896. Predictably, per pupil costs of education increased from $89.19 to $238.25 in the 15 years Sheppard served as superintendent.

The Sheppard years were a period of rapid growth, and the man who guided the schools during this very active period of expansion was the right one for the time. Although Sheppard was analytical and serious in his role as superintendent, another, more approachable side to his character could occasionally be glimpsed beneath his reserved exterior.

Former public school teacher Phil Cox remembered meeting Superintendent Sheppard at Bennett School in the early 1950s. Shortly thereafter, young Cox was married and, while honeymooning in the Red Deer area, was surprised to meet the superintendent again – this time at a public eating place. "He was dressed casually in a windbreaker and was sporting a two- or three-day growth of beard. He wished us happiness, shook my hand and then leaned over and kissed my wife, Mae. My perception of his aloofness certainly disappeared as a result of his gesture of friendliness."

Retired Assistant Supervisor of Physical Education Marion Irwin agrees with Cox. As a beginning high school teacher, Miss Irwin experienced a most frustrating first year, teaching four classes of social studies at Strathcona High. She was also responsible for an English program and all the physical education at the University High School in the old Normal School (Corbett Hall). By the end of the year the young physical education graduate was on the verge of a nervous collapse and was bold enough to visit Superintendent Sheppard in his Civic Block office to tell him so. Much to her surprise, Miss Irwin discovered a superintendent who was understanding and compassionate. "He was very sympathetic and encouraged me to stick it out. He even insisted on driving me home and arranged for his assistant, Mr. Wagner, to come out and see me the very next morning – I weathered the storm."

Jim Reid, retired veteran of 37 years of service with the Board, remembers Superintendent Sheppard as a man who tried hard to maintain close contact with the staff, even to the point of personally passing out cheques to all teachers on the last day in June. At this time the superintendent graciously thanked each individual teacher for his or her efforts during the year and expressed the hope that each would return refreshed and eager in the fall. Sheppard took pride in calling every teacher by name and seldom made a mistake in doing so.

Sheppard to Attempt to Break Jumping Records



R. S. SHEPPARD

An attempt to better the existing Canadian records in the standing high jump and standing broad jump, standing hop, step and jump , and three standing broad jumps will be made by R. S. Sheppard of the South Side, present holder, at the Arena rink on Tuesday evening, the same night on which the Grads open their series with the Toronto Maple Leafs.

Competition is open to all amateurs, and it is expected that several other athletes besides Sheppard will be seen in action.

It is planned to run off three of the events, commencing at 7:45, before the basketball encounter gets under way, while the fourth will be staged at half time.

Sheppard, who has been in strict training for some time, has been showing fine form lately, and it will not be surprising if he hangs up several new marks.

Edmonton Journal, April 21, 1923



Olympic Games Certificate presented to Ross Sheppard in 1924

Ross Stanley Sheppard was born in Belhaven, Ontario, on November 22, 1888, and completed his public and high school education in that area.

Sheppard was a diligent student who enjoyed athletics, particularly track and field in which he excelled. During his four years at the University of Toronto, he won acclaim as a football player and a sprinter of some note. He was also a brilliant scholar, graduating from the University of Toronto with honors standing and receiving the Royal Astronomical Society Gold Medal in Physics. Because of his brilliant undergraduate record, Ross Sheppard was awarded a fellowship at the University of California.

In 1909, the young graduate was successful in obtaining a summer teaching position at Meeting Creek, Alberta. The next term he taught at Wanda, in the Daysland area. From all reports Sheppard was a good teacher and a firm disciplinarian, but students and parents remembered the young teacher for his ability as a sprinter. Sheppard entered race competitions at many sport meets and picnics in the area where he thrilled spectators with his amazing speed. Sometimes he entered special competitions where he was pitted against race horses. Invariably, the young teacher outdistanced even the speediest mounts in a hundred-yard race, thus adding considerable prize money to his meagre salary as a country schoolteacher.

In later years the name Ross Sheppard would appear in the record book as Dominion champion in the standing high and standing broad jump events. On four separate occasions between 1913 and 1925, the agile teacher broke his own record in the Dominion competitions. In recognition of his athletic prowess, the name Ross Sheppard was entered into the Edmonton and Alberta Sports Hall of Fame in 1961.



Ross Sheppard's Certificate of Enrolment in Edmonton Sports Hall of Fame, 1961

Sheppard also participated in international competitions. In 1924, he represented Canada in the hop-step-and-jump event at the Paris Olympic Games. Although he did not win a medal, his performance was certainly a creditable one for a 36-year-old athlete.

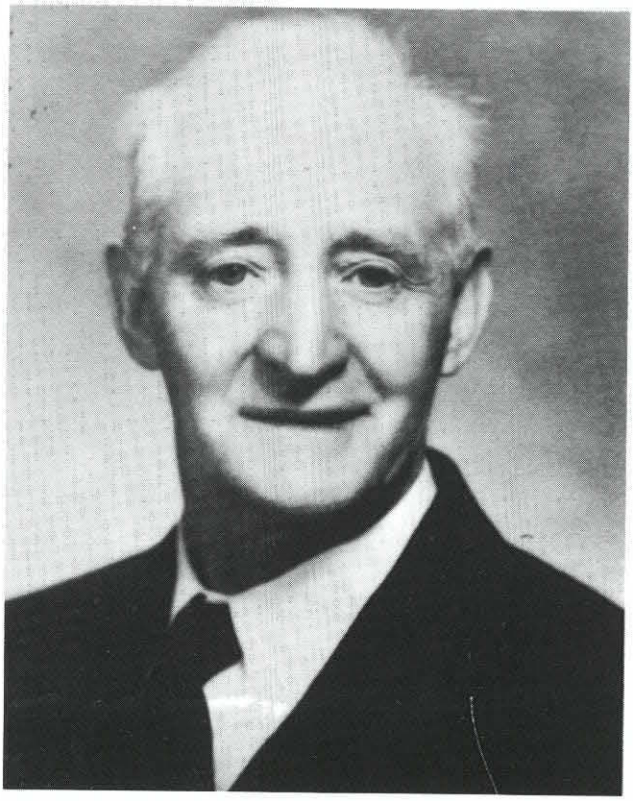
Retired school trustee Frank Newson was impressed by Superintendent Sheppard's amazing ability in the broad jump even at the age of 56. "It happened as we were examining a school in the Calder area. We were crossing the school grounds and as we passed a freshly-raked broad jump pit, I asked him to try a jump. Sheppard immediately obliged with a leap that was really not too impressive. Although I was no athlete, I tried, too, and surpassed his mark by about a foot. At that point Sheppard asked to try again, and with a mighty leap, passed my mark by at least six or seven feet. I didn't try again."

After completing a degree program at the University of California in 1913, Sheppard was appointed to the position of mathematics master at Strathcona Collegiate Institute. Seven years later, the principal of the Collegiate, George McKee, was appointed a provincial inspector of schools. Sheppard succeeded him and firmly guided the school for 18 years.

The young principal continued his university studies during summer vacations earning M.A. and M.Ed. degrees. The late Mel Downey (who, in 1954, was appointed to the position of Director of Guidance and Secondary Education for the Edmonton Public Schools), remembered Sheppard as his principal and trigonometry teacher. "He was an excellent instructor whose discipline was unquestioned. 'Shep' was really a test teacher and his record of passes on provincial examinations was outstanding. I really didn't know much about trigonometry, but somehow he got me through the examination with a 70% score."

Ross Sheppard's official entry into the central administration offices of the Board was recorded in 1938, when he was appointed Assistant Superintendent of Schools. For two years the 50-year-old assistant served as understudy to Superintendent George McKee before being appointed Superintendent of Schools at an annual salary of $4,500.

At the time of his appointment, the senior administration staff consisted of Secretary-Treasurer Harry Turner, Superintendent of Plant J. M. McAfee, Medical Officer Dr. G. E. Swallow, and Attendance Officer W. Tait. Four full-time supervisors assisted the superintendent in directing the instruction of teachers: T. E. Hughes (art and manual training), J. Norman Eagleson (music), A. Stuart Bird (physical education), and Miss M. Davidson (physical education).



Superintendent of Plant, J. McAfee, a veteran of 41 years of service with the Edmonton Public Schools



Marjorie Davidson, Assistant Supervisor, Girls' Physical Education, 1938

Ross Sheppard would soon prove that his interest in charts, statistics, and trend-lines enabled trustees to make wise decisions regarding the location and construction of schools. He seldom retracted his decision regarding recommendations made to the Board. His decisions were firm – whether in the area of school instruction, renovation, curriculum supervision, or staffing.

When Ernest Hodgson, a rookie teacher at Victoria High in the early '50s, requested leave of absence or release from staff so that he could accept a position with the Alberta Teachers' Association, Sheppard's decision was quick and final. In no way would he consider releasing the young teacher from contract as the request had been made too late in the summer.

Sheppard's decisions in financial matters were also firm. "He watched School Board pennies closely, unlike some of his successors," recalled the late Arnold Henderson, a legendary principal of Ross Sheppard Composite High School.

Superintendent Sheppard would see only two schools opened during the war – Westglen High under Principal John Niddrie, and Glenora Elementary headed by Jane Draper. Total cost of the two schools exceeded $200,000, but not a single penny was borrowed for their construction, boasted Secretary-Treasurer Harry Turner in the Board's 1940 Annual Report. But some teachers were not as elated as was the Board's guardian of the public purse. "Westglen School was the school the teachers built," insisted retired teacher and principal Walter Stewart in 1980. "There was much hard feeling over the fact that teachers took salary cuts for ten years and the Board hid the money in reserve. They pulled a fast one on us."

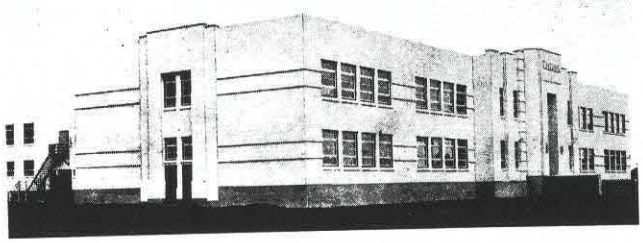
PROGRAM

OF

Formal Opening

OF

Westglen High School



Friday, November 29th, 1940

at 8 p.m.

DESCRIPTION OF SCHOOL

THE New Westglen High School building is the physical expression of teaching needs and teaching practices. This beauteous streamlined edifice betokens the latest developments of education for this continent.

The new school occupies the site bounded by 127th and 129th Streets, and 109th and 109A Avenues, comprising an area of approximately five acres. It is a two storey solid brick and stucco structure. Its deep ivory colored stucco facing, which is something new in Edmonton, has proven very satisfactory in other places, and at the same time gives the building a unique beauty.

The school comprises twelve classrooms, science laboratory, large library room, principal's office with separate waiting room, study room, staff rooms, medical inspection room, lavatories, shower rooms, boiler rooms, and a large combined auditorium and gymnasium.

The arrangement of the rooms is in accordance with the latest educational principles. Special attention has been given to the science laboratories and amphitheatre lecture room with the result that the pupils will have an excellent opportunity to do experimental work and have a special room for lecture purposes in science. To provide facilities for the dramatics option, a stage has been built at the end of one classroom. Reading rooms have been provided where pupils with spare periods may study and prepare reports. A large room has been equipped with tables and easels for the teaching of art. A projection room with regular ports and openings will house the school's projection machine.

An outstanding feature of the school is a large auditorium and gymnasium connected with the main part of the school by two corridors in which are located four hundred and twenty-eight lockers. The lockers are easily accessible, not only to pupils as they move from one classroom to another, but also as they enter and leave the auditorium.

The auditorium is not only an ideal place in which the pupils may assemble for school functions, but will also provide accommodation for the boys' and girls' physical training, now admitted to be an integral part of a secondary education. It is 90 feet long, 56 feet wide and has a floor space such that any league or championship basketball games can be played under standard conditions. As the room has a seating capacity for 1,200 it will doubtless be used by the community for many gatherings. At the west end of the auditorium has been built a fine stage 27 feet deep and about 56 feet wide, designed for the teaching of dramatics, orchestra work and glee club work. Ample storage facilities are provided for material used in dramatics and for the chairs used in the auditorium.

Coal is used to heat the building. A two-pipe heating system with the convector type of radiation which is recessed in the walls has been installed.

The ventilating system is the exhaust type in which a fan exhausts vitiated air through ducts.

Home-making and general shop accommodation, two necessary features, have been temporarily omitted but the building is so planned that these units can be added at a later date.

EXTRA

THE WEATHER

GOVERNMENT WEATHER FORECAST
Today and Friday—Fair and warm.
Sun rises Friday 5:43. Sets 7:24. Light vehicles by 7:44.
Edmonton temperatures—Noon yesterday to 9 a.m. today: Maximum, 71 above; Minimum, 49 above.

If You Don't Get The Bulletin, You Don't Get All the News Nor the Pictures

Edmonton Bulletin

AN INDEPENDENT NEWSPAPER IN PUBLIC SERVICE

WHEAT CLOSE

THURSDAY

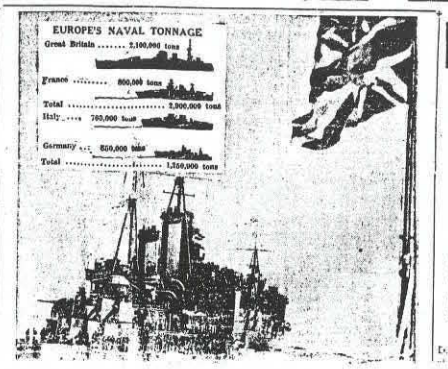
WINNIPEG CLOSING — Oct., 89; Nov., 60⅝; Dec., 60½; May, 63½.

FIFTY-NINTH YEAR. VOL. LIX, No. 204 EDMONTON, ALBERTA—FRIDAY, SEPTEMBER 1, 1939 Single Copy, Five Cents

WAR

POLAND IS INVADED BY NAZI ARMS

Amid shattering blasts of heavy artillery and the crash of aerial bombardments, war broke out along the Polish-German frontier at about 9:55 p.m. Thursday night. German troops crossed into Polish territory at a dozen different border points, and today fierce battles are raging all along the far-flung frontiers. Germans in Danzig have announced their



DANZIG IS IN HANDS OF HITLER

WARSAW, Sept. 1.—Poland, it was stated here last night, will insist on full restitution of her rights in Danzig.

BERLIN, Sept. 1.—Fuehrer Hitler today accepted the free city of Danzig into the reich. The fuehrer acted after Albert Forster, Nazi chief of state of the free city and Nazi district leader there, had proclaimed the reunion of the Baltic city with Hitler's Germany, and begged the Fuehrer to accept it.

BERLIN, Sept. 1.—The German official news agency, D.N.B., announced today that Albert Forster, Nazi chief of



Forty-year veteran of service
Walter Stewart

In his first year as superintendent, Sheppard reported 443 teachers (283 women and 160 men) in the employ of the Board, six fewer than in 1930. The decrease was the result of a drop of almost 400 in the student population. The decline, which was most noticeable at the high school level, was largely the result of student enlistment in Canada's armed forces.

In his Annual Report for 1944, Superintendent Sheppard reported that 15% of the teaching staff – 43 men and 16 women were on leave of absence serving with the Canadian forces overseas or doing war work in Canada. A year later the Superintendent would report that there was no loss of life due to wartime activities, of any male or female teacher. But the student mortality statistics reported to the Board were not as cheerful: of the 1,400 high school students who enlisted for service, 115 did not return.

During the World War II years, Superintendent Sheppard faced many problems on the home front. Shortly after the outbreak of war, he reported that some schools had instituted a flag saluting ceremony as part of their opening exercises. Early in 1940, trustees passed a resolution encouraging the activity, but allowing those students who objected on religious grounds to be excused.

On September 24, 1940, trustees voted unanimously to rescind their previous action, and voted to make the flag salute compulsory.

At the Board meeting of May 12, 1941, the regulation was made even more forceful:

> **Re: Flag Salute.**
>
> **That this Board go on record as approving the policy of conducting patriotic exercises in the schools, such exercises to include the saluting of the Flag, and reciting the pledge of allegiance.**
>
> **The Board requests the cooperation of the teachers in arranging that the pupils be given leadership and direction regularly in saluting the Flag and reciting the pledge in a dignified and respectful manner.**
>
> **Therefore, this Board hereby directs and requires that patriotic exercises be conducted in each school, or in each room in each school, from time to time as directed by the Superintendent of Schools. This Board also directs and requires that as part of such patriotic exercises all pupils shall together salute the Flag and recite in unison the following pledge of allegiance:**
>
> **"I salute the Flag, the emblem of my country, and to her I pledge my love and loyalty."**

Despite the Board order, some parents refused to allow their children to participate in the patriotic exercise. Principals were asked to submit to the superintendent the names of families that did not cooperate in the exercise. According to the October 8, 1942, minutes of the Board, the names of these students' families were reported to the Royal Canadian Mounted Police:

> **Superintendent re Saluting the Flag**
>
> **The Superintendent stated that following the recent meeting of the Management Committee he wrote to the Royal Canadian Mounted Police giving them the resolutions of the Board which state that all children are required to salute the flag in the schools and those that refuse on religious grounds are to be reported. Nine such pupils have been reported to date from three schools and these cases have been reported to the Royal Canadian Mounted Police, who, in turn, placed the matter in the hands of the City Police under whose jurisdiction such cases would fall. At the present time no reply has been received from the City Police.**

Principals were also directed to suspend from school all non-cooperating students, despite pleas from many parents who objected on religious grounds. The Board held firmly to its decisions, however, and for three years students who did not comply were suspended from schools. During this period, letters of support and protest were received from many sources, but it was not until April 11, 1944, that the matter was finally resolved. Changes in the School Act persuaded trustees to permit children of objecting parents to stand at attention and to remain standing silently while the salute was being given in the manner prescribed.

During the war years the population of the schools continued to decrease; so did the number of teachers, by 34. Average enrolments for December, 1940, were reported at 36.9 for elementary grades, 36 for the intermediate classes, and 34.4 at the senior high school level. Six months later, A.T.A. representatives were urging trustees to reduce averages to 36 in the elementary and intermediate grades, and to 30 at the high school level.

Another problem that confronted the superintendent and the Board during the war years was the status of female teachers who had married and wished to remain on staff. As early as 1921, Board policy dictated that "in the event of a lady teacher on staff becoming married, that she be notified by the secretary of the termination of her agreement with the Board." Those who married could apply for substitute teaching assignments or engage in temporary assignments.

Aug. 27, 1923

Mrs. A. O. Millions
10237-114 Street,
Edmonton.

Dear Madam:-

In harmony with the following resolution I have to advise you that your contract with this Board has automatically terminated:-

RESOLVED that hereafter in the event of a lady teacher on the staff becoming married, that she be notified by the Secretary of the Board of the termination of her agreement with the Board.

I am,
Very truly yours,
Secretary-Treasurer.

Exceptions were made occasionally, and over the years a small number of married women were appointed to the permanent staff after proving they were the sole supporters for their families. Differences in salaries between male and female teachers existed until 1946, when the last vestige of differential was removed: from this time on male and female vice principals were paid the same salary allowances.

Most female teachers knew they were expected to resign as soon as they were married, and complied. But Velva Hueston, who had become Mrs. Velva Thompson during the spring term, was not one of these. The young bride refused to resign and indicated so in a forceful letter to trustees:

9933-108 St.,
Edmonton, Alberta
October 4, 1943.

The Edmonton Board of Trustees,
Edmonton Public School District #7,
c/o H. G. Turner, esq.,
Secretary-Treasurer,
Civic Block,
Edmonton, Alberta.

Gentlemen:

Since the close of the spring term I have become a married woman. On Friday last, October 1st, Mr. Sheppard, Superintendent of Schools, communicated with me by telephone and expressed a desire that I should interview him in regard to my status as a member of the staff of the Edmonton School Board. Mr. Sheppard gave me to understand that the Board had passed a regulation providing that women teachers on becoming married should not be continued as members of the permanent staff, but that it might be possible for me to continue as a substitute teacher.

I have sought advice on the matter and am advised that a school board has not the authority to pass any regulation requiring that women teachers upon becoming married shall automatically retire or be requested to give notice of termination of contract of engagement.

I beg respectfully to bring to the attention of the school board that it is not my present intention to tender my resignation and furthermore that under section 167 of The School Act a teacher is not entitled to give notice of termination of her engagement after July 20 without the approval of the Minister of Education previously obtained; also that a school board cannot likewise give notice of termination after June 20th of any year. It is not my intention to seek the approval of the Minister to tender thirty days' notice of termination of my contract of engagement, and with all respect I must take the position that it is my intention to abide strictly by my rights under the contract and under The School Act, which does not permit any discrimination as between men and women (Section 246).

Yours respectfully,
Mrs. Velva Thompson,
nee Hueston

Much debate followed receipt of the shocking communication, with several trustees expressing sympathy for the young married woman's cause. Among the trustees who did not support retention of married teachers on staff was Mrs. W. J. Ross whose comments were recorded in the October 5, 1943 minutes:

Mrs. Ross considered that it may be that this very decision now may react very unfavorably later on. When the status of men and women was declared equal by an Act of the Dominion Government the possibility of two salaries in one family was considered very unwise. At the time the business places were canvassed and were asked to not employ a woman whose husband was also bringing in a salary. This makes it very attractive for a woman to go back to work. At present the organizations dealing with juvenile delinquency feel that it is much wiser that the women stay in the home and thus have better control over their families.



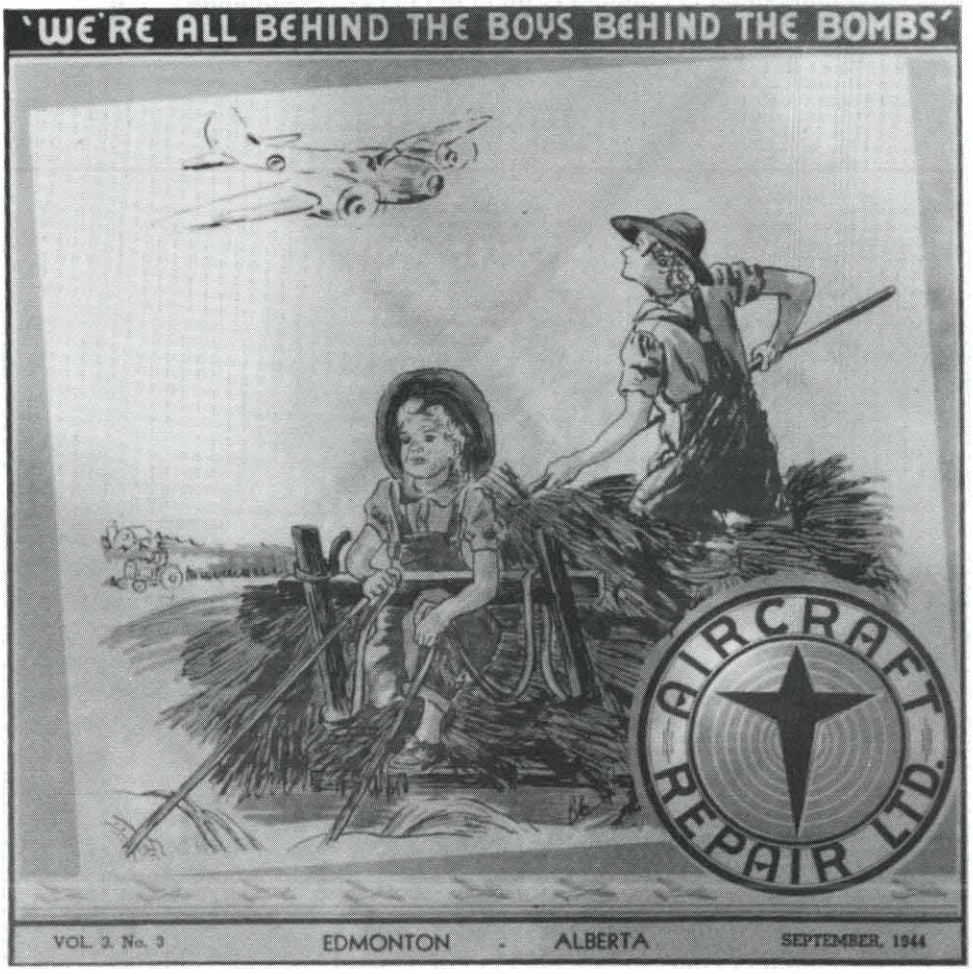
Mrs. W. J. Ross,
Trustee
1935 - 45

At the October 19 meeting, trustees agreed to submit a request to the Government of Alberta to so amend the Alberta School Act to provide that any woman teacher who married while holding a continuous contract with the Board should have her contract terminated. The issue was also raised at the annual meeting of Alberta School Trustees' Association. No changes in the Act were legislated, however.

Velva Thompson had won, but not before being harassed about her decision and action. "The superintendent never called me but I did receive several calls from a senior secretary in the office telling me what an awful thing I was doing, and if I insisted on staying they could send me anywhere in the system." She also recalled the comments of Trustee A. E. Ottewell: "Keeping house is a full-time job. School teaching is a full-time job. Married women school teachers must be a race of superwomen."

Mrs. Velva Thompson remained on permanent staff for two years after marriage. After resigning to raise a family, she returned, in 1956, and remained on staff for nine years. As a result of her bold actions the status of female teachers who married and wished to remain on permanent staff was certainly clarified.

Many other problems confronted the superintendent during the 1940-50 period. Canada was at war for the first five of the Sheppard years and all Edmonton Public School staff were committed to do their best for the country. Students, too, were caught up in the cause. Among the activities organized to assist in the noble effort was the construction of model planes which were used for aircraft identification training. Technical School students were delighted to receive a letter of appreciation from No. 4 Training Command Headquarters in Calgary congratulating classes for their efforts. "The Wellington models produced in your school are very accurate and extremely well-finished. These models are the best so far received," stated the communication.



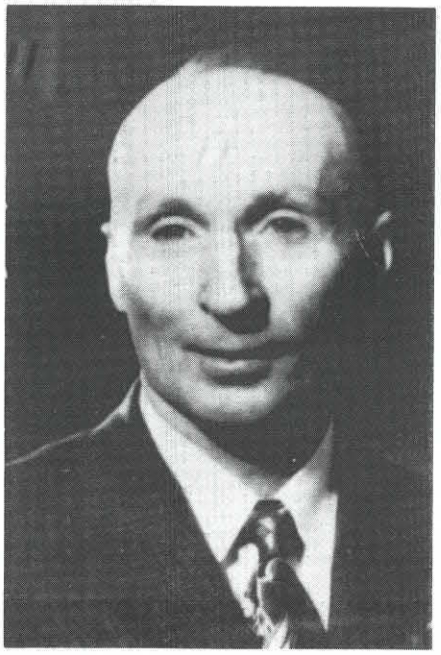
Day and night classes were organized for men and women wishing to secure employment in aircraft repair. Refresher courses in mathematics were also given at the Technical School for members of the R.C.A.F. stationed at No. 3 Manning Depot. So were classes in shorthand and typing for members of the Canadian Women's Army Corps.



Student War Saving, stamp packet, 1943

In most of the schools, students contributed nickels and dimes for the purchase of War Saving Stamps and enthusiastically participated in projects designed to support the war effort. Among these were salvage drives for wastepaper, rags, bottles, tinfoil and scrap iron. A "Tins for Britain" appeal early in the war brought a great response in student donations of canned food. Many classes throughout the schools filled ditty bags for the Navy League of Canada. Various Junior Red Cross clubs in the schools donated wool and knitted numerous afghans, mitts and scarves for the victims of air raids in the United Kingdom.

In 1944, Bennett school principal George Hustler reported to the Superintendent that his pupils had raised $16 through the sale of Victory Garden produce. A vote was taken as to what should be done with the money and students decided to send it to Prime Minister Winston Churchill. This was done and much to Hustler's surprise a sincere letter of appreciation was received from the office of the British Prime Minister.



Nels Quebec, veteran school custodian, 1927-60

Many Edmonton schools served as centres for the war effort. In 1941, the Dominion Government took over the provincial Normal School (Corbett Hall) for air force training, and for the remainder of the war a new home for the teacher training institute was found in the new Garneau School. Several other schools were made available free of charge for air raid meetings, for fund raising events, and for first aid meetings. Caretakers such as Westglen's Nelson Quebec offered their services free of charge so that these various war-oriented activities could be organized after hours in city schools..

With the passage of "Operations of the Schools (War) Act" the summer vacation was extended to October 10, 1943, so that young people of school age might help harvest the bountiful crops. Classes were extended to mid-July in 1944, to offset the late, 1943, commencement.

Parent interest in the schools was revitalized during the war years. In 1943, Superintendent Sheppard reported that the Garneau and Mountglen (Westglen) Home and School Associations were very active, complementing the efforts of the schools by engaging in such activities as distributing vitamin pills and participating in various campaign drives. Two years later Sheppard would witness the first official delegation of the Council of Home and School Associations to appear before the Board. The first concerns expressed by the parent groups were about the primitive outdoor conveniences and the need for new accommodation at King Edward Park, Allendale and Forest Heights Schools.

Home and School Associations were given official representation at Board meetings in 1945.

Superintendent Sheppard's concern about the inadequate provincial contribution to total education costs in the Edmonton Public Schools was first voiced in 1943. In that year he pointed out that over 90% of the costs of schooling were borne by taxpayers, while the province contributed only 6% in grants. Other revenues came from non-resident fees and miscellaneous sources. As a result of Sheppard's campaign to elicit more financial support from provincial sources, the first joint ATA-EPSB-ASTA proposal for much needed funding was presented to the government in 1945.

"V.E." – Victory in Europe Day, was celebrated May 8, 1945. In the same year the superintendent congratulated Garneau Principal Harry Ainlay on being elected Mayor of the City of Edmonton.

The post-war years would find the superintendent involved in a wide variety of concerns dealing with the operation of schools and the welfare of employees. In 1946, Sheppard would witness the negotiation of the first "single" salary schedule for teachers, the first such urban salary scale in Canada. No longer would high school or intermediate teachers be paid more than their elementary counterparts. Years of training and years of experience were the two basic components of the new schedule. The new schedule also incorporated a cost of living bonus, which was first introduced in 1942.

As early as 1946, Superintendent Sheppard reported to the Board on problems associated with inner-city population shifting. Board minutes of September 17, 1946, recorded his concerns:

> **The enrolment in two central schools, McKay Avenue and Donald Ross, decreased considerably and it was necessary to close one room in each of these schools.**
>
> **Owing to the increased enrolment and to the shifting of pupils from the central to the outlying districts a number of our schools are quite overcrowded. It has been necessary to transfer a number of pupils in order to find accommodation for them. In this connection the parents have cooperated very well.**
>
> **Double shifts have been put into operation in Highlands, Eastwood, Norwood, Spruce Avenue and H. A. Gray. It will also be necessary to operate a double shift at Rutherford until all rooms are available, which may not be until after Christmas.**

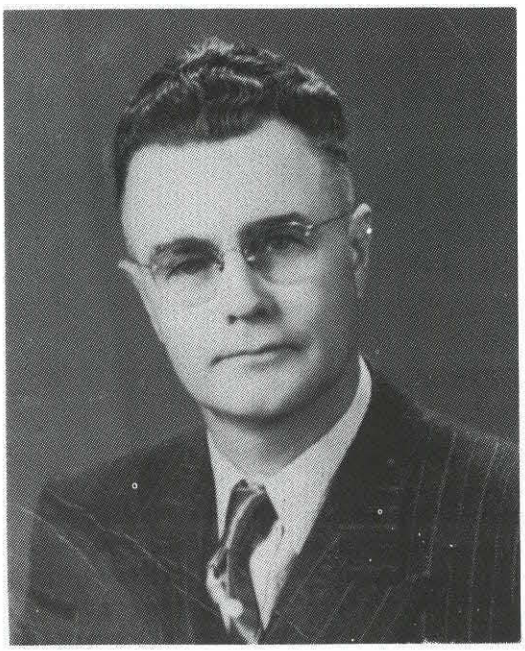


McKernan School, built in 1951

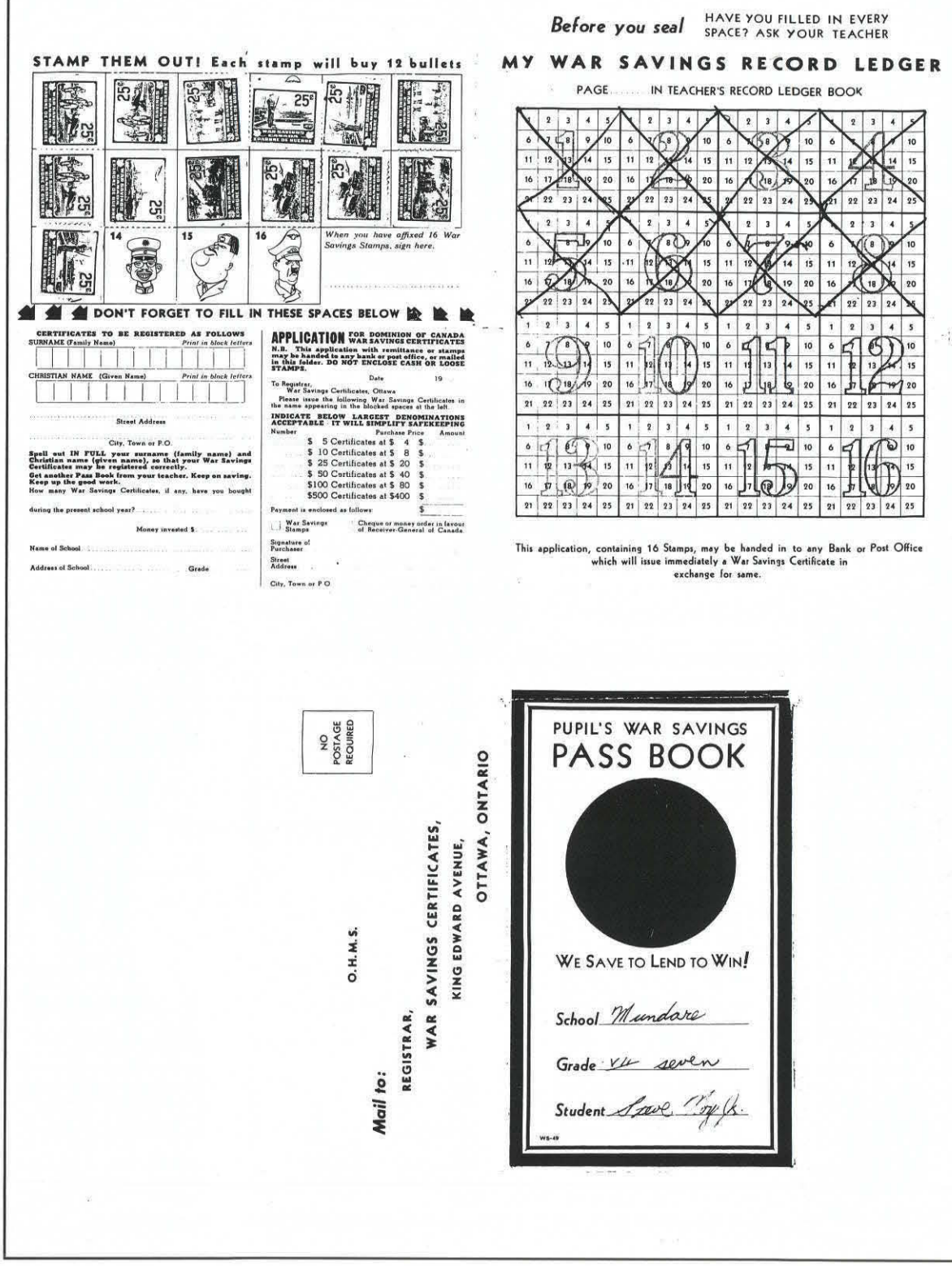
The shifting of population and the expansion of the city boundaries would result in a number of necessary changes in school boundaries. Double shifts of elementary school students had to be organized in some schools. At McKernan School, in the early 1950s, a triple-shift arrangement had to be effected, much to the disapproval of parents.

The first Education Committee of the Board was struck in 1946 by a motion of Trustee Mrs. Sterling Haynes. In the same year trustees received a small stipend for their services – $4 per regular or special meeting.

In 1946, Architect and Supervisor of Plant, W. W. Butchart, was appointed to assist the busy superintendent with the horrendous task of planning and building schools.



W. (Bill) Butchart, Architect and Supervisor of Plant, appointed in 1946



Students' War Saving Stamp packets, 1943



Leduc Imperial #1 well – 1947

The Leduc oil discovery in 1947, and the subsequent surge of population from rural areas to Edmonton forced Superintendent Sheppard and the Board to review hiring practices. In 1947, for the first time in the history of the Board, the superintendent requested permission to recruit inexperienced teachers for the Edmonton Public Schools. Prior to this time only the two top graduates of Normal School were accepted from the ranks of inexperienced teachers. All other applicants had to produce successful records of at least three years of teaching elsewhere before being considered for the Edmonton Public School staff.

In 1948, the superintendent recommended "Fairview" as a change of name for the North Delton School to avoid confusion with the new Delton School. Compulsory meetings of school staffs would also be recommended in the same year and each school would be required to dismiss classes one hour earlier one day each month to provide for the sessions.



Victoria Composite High School librarian, Alma Webster, 1949



Fairview School (87 Street and 125 Avenue), abandoned in 1960



Keith Bissell,
Supervisor of Music, 1948-55

A new art supervisor, Murray MacDonald, would assume duties in September 1948, as would music supervisor, Keith Bissell. A year later the superintendent would recommend the appointment of the first full-time school librarian in an Alberta School: Alma Webster would be the first such appointee at Victoria Composite High school.

In 1948, Ross Sheppard was asked to serve as honorary president of a new organization, the Edmonton Public School Administrators' Association. H. A. Gray School Principal Everett Ooley headed the new principals' association and other prominent names listed on the association's early letterhead included Tom Blacklock, George Conquest, Mary McIvor, G. K. Brady, A. T. Livingstone, Herb Thompson, John Niddrie, and central administration supervisors of home economics and art, Bea Brindley and Murray MacDonald respectively.

Superintendent Sheppard always maintained that schools should be used for more than regular day classes, but it was not until 1948 that his "lighted schoolhouse" policy gained momentum. In that year night classes for new Canadians were introduced at Victoria Composite High School. Principals involved in night school supervision included H. A. McFarland, M. E. Fowler and James Craig.

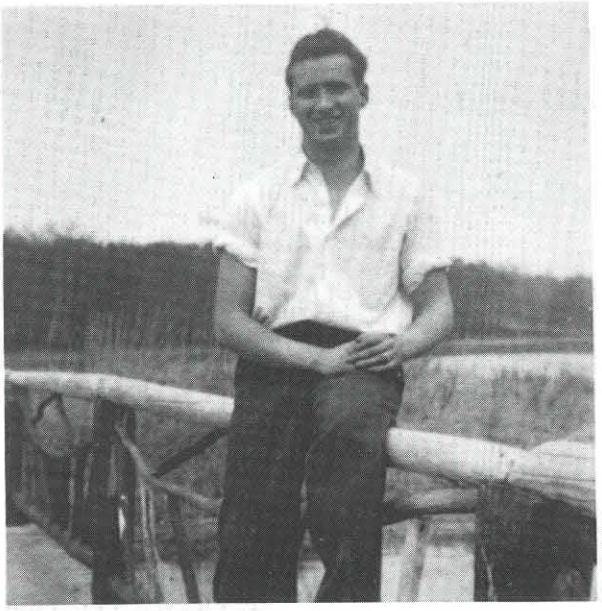
Double shifting of classes increased in 1949. In answer to the problem of housing classes in basement rooms, in hallways, on gym stages, and in church basements, the superintendent recommended the construction of truly portable annexes which became popularly known as "chicken coops." The first of these were placed at Delton, H. A. Gray, Eastwood, and Queen Alexandra Schools.

In 1950, Superintendent Sheppard recommended to trustees the appointment of a young accountant for the position of assistant secretary-treasurer. Tom W. Meen would remain with the Board and serve under five superintendents for a total of 27 years, almost two years longer than his predecessor, Harry Turner.

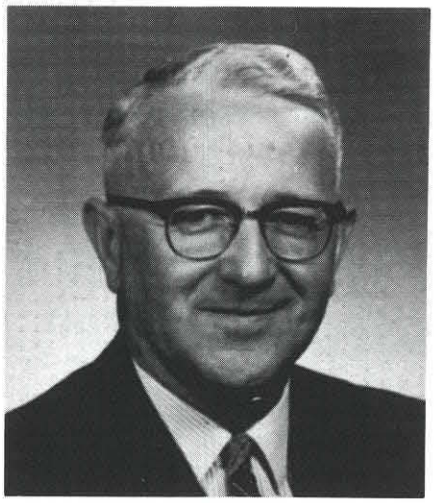


T. W. Meen
Secretary-Treasurer, 1956-74;
Deputy Superintendent, 1974-77

Two other names would be recommended for senior positions in the Board's administration: Garneau High School Principal George Conquest would succeed W. P. Wagner as a director of secondary education and guidance, and Mason Jones would be appointed as assistant purchasing agent. A year later Clydie Douglas would be appointed as assistant supervisor of physical education and Eden Corlett as psychologist and visiting teacher.



Mason Jones, 37-year veteran of service with
Edmonton Public Schools



George Conquest, appointed Director of Secondary Education and Guidance, 1950

In 1952, after 42 years of operation, the Board's Health Services department would amalgamate with that of the Separate School Board and be placed under the administration of the City of Edmonton Board of Health.

Early in 1953, Superintendent Sheppard canvassed principals and teachers regarding regulations pertaining to smoking in schools. Prior to the survey, no smoking was permitted. However, the "offence" was overlooked if a staff member sneaked a puff in the boiler room or in other dim recesses of the school basement. As a result of Sheppard's survey, smoking regulations were relaxed:

Re: Smoking Regulations
That the regulations of the Board that "Smoking is strictly forbidden in all school buildings" be amended by the addition of the following:
Provided, however, that employees of the Edmonton Public School Board shall be permitted to smoke in school buildings under the following regulations:-

(1) Teachers shall be permitted to smoke in their staff rooms only before 8:45 a.m., during the noon hour and following the dismissal of pupils in the afternoon.

(2) Caretakers shall be permitted to smoke in the Boiler Room only.

(3) Other employees of the Board shall be permitted to smoke in school buildings but not in places around the school where they may be seen by the pupils.

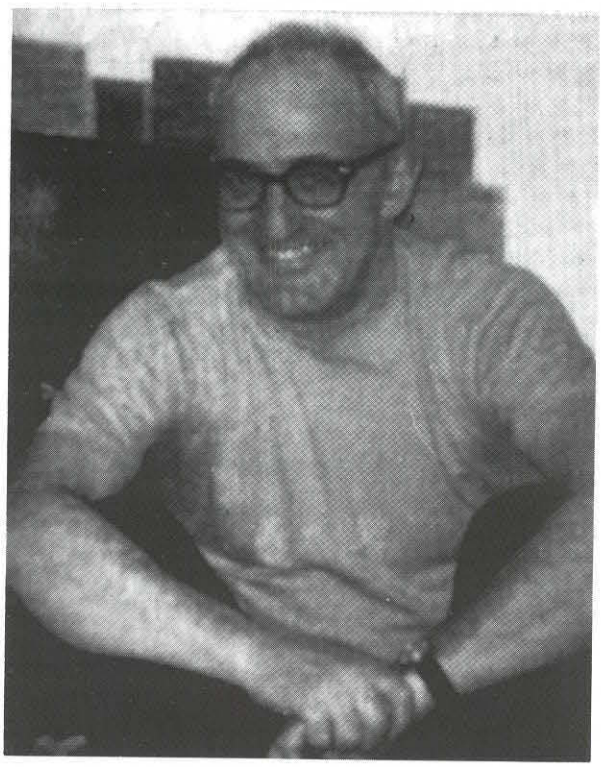
(4) Every possible precaution shall be taken against fire and to keep the odor of tobacco smoke from the corridors and classrooms.

Alma McKay, retired professional secretary with a quarter of a century service in the Edmonton Public Schools, recalls smoking rituals at the Board's central offices. "It was generally accepted that men could smoke at their desks but women had to light up in the washroom."

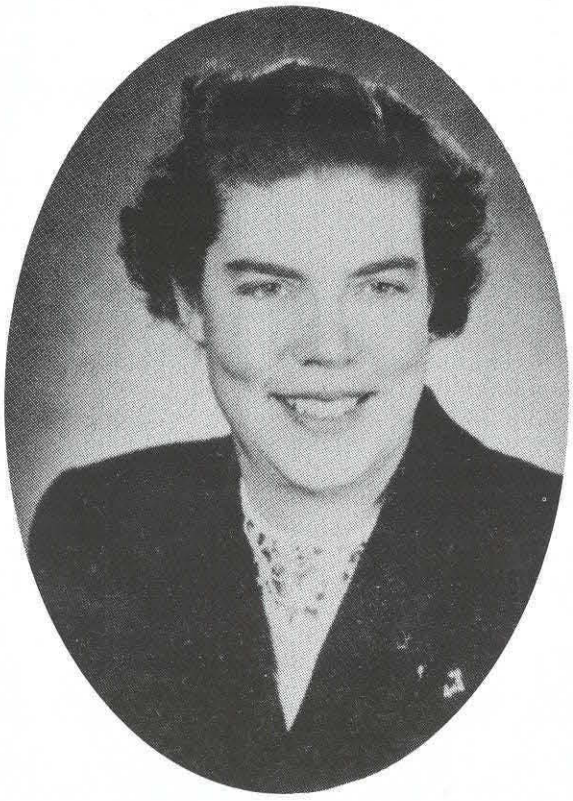
In 1953, as a result of a letter of request from the Forest Heights Home and School Association, family life education appeared as an item on the Board's agenda. The request was referred to the Management Committee of the Board for consideration, but not before reference was made to a previous discussion on the matter a year earlier. At that time the Management Committee warned Forest Heights Principal, Stanley Churchill, that "his school duties do not authorize his entry, or that of any member of the teaching staff, into sex education."

In 1953, Superintendent Sheppard made two other important recommendations to Board regarding staff members: newly-elected M.L.A. Harold Tanner of the University High School would be granted leave of absence for sittings of the Legislative assembly; Anne Carmichael would be recommended for the position of Assistant Director of Elementary education. She would be the first female teacher to be appointed to the senior post.

A year later, Robert Routledge would be appointed as the central co-ordinator of extracurricular activities and Marion Irwin as assistant supervisor of physical education for Edmonton Public Schools.



Robert Routledge, appointed Assistant Supervisor of Physical Education in 1955



Marion Irwin, Asistant Supervisor, Physical Education, 1954

Television experiments would be recommended to the Board in 1954. In co-operation with the Canadian Broadcasting Corporation and the Department of Education, four schools were selected to participate in a television project to determine the future usefulness of the media as an instructional tool.

Superintendent Ross Sheppard retired in 1955, but not before he reported to the Board that the statistics revealed that the system employed more than 1,000 teachers.

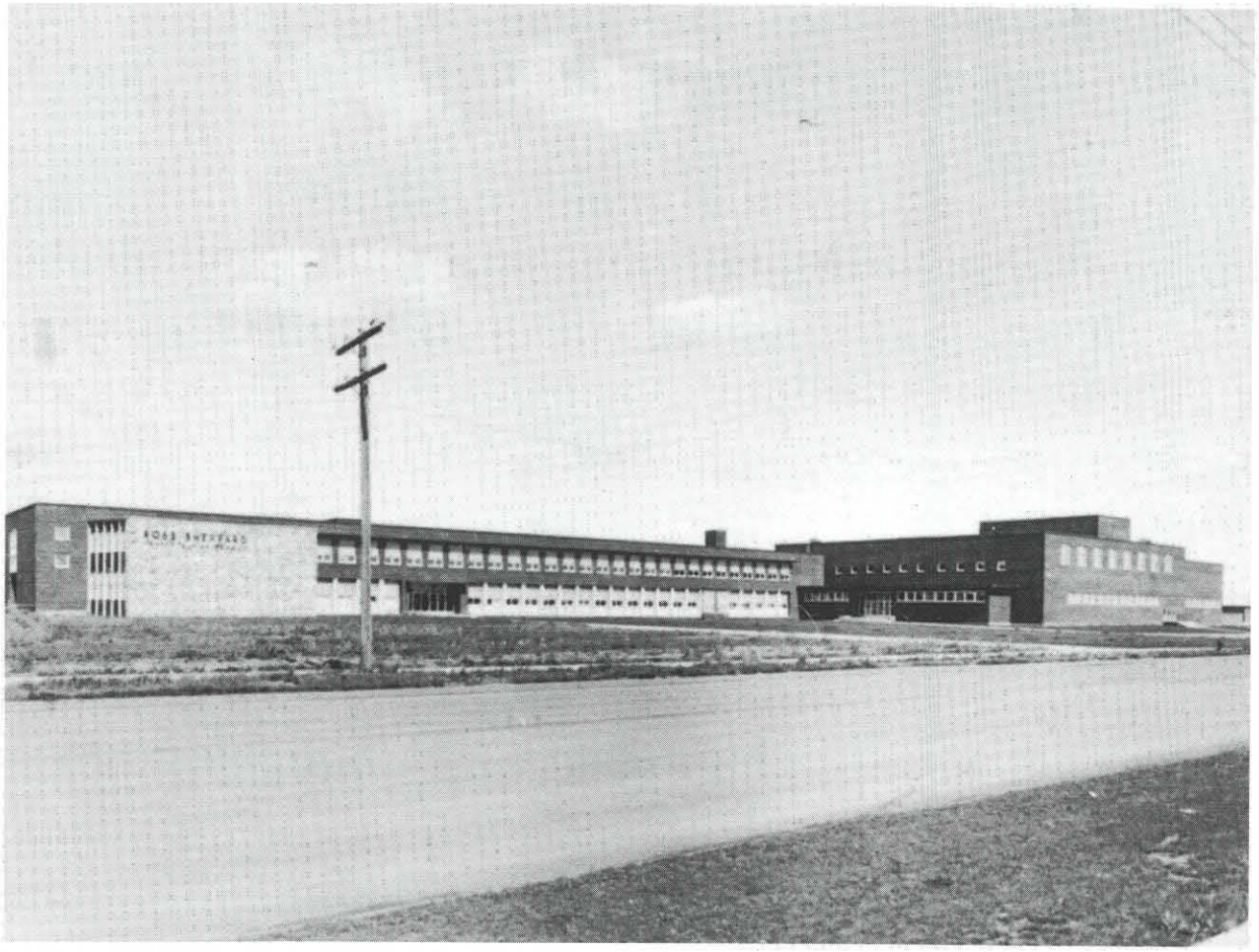
Edmonton's fourth Superintendent of Schools had served the city schools well during a period of growth no other superintendent had heretofore experienced. But he was ready to give credit to other valuable members of staff who had assisted him during his term of office. Among these were his senior secretaries, Dorothy Knudsen and Agnes Hemphill, on whom he relied constantly.

Sheppard also gave ample credit to his assistant, Bill Wagner, and to W. W. (Bill) Butchart with whom he had planned and opened the following schools during the period 1946-55:

School	Year Completed	Principal
Delton	1947	J. Kulak
Mill Creek	1948	F. Wooton
Virginia Park	1948	T. D. Baker
Allendale	1949	H. Gerry
Grovenor	1949	A. V. Cameron
Prince Charles	1949	J. N. McCallum
King Edward Park	1949	F. G. Botsford
V.C.H.S. (first unit)	1949	C. O. Hicks
Forest Heights	1949	S. Churchill
Bellevue	1950	R. O. Prichard
Inglewood	1950	H. O. Doughty
Montrose	1951	L. Campbell
Mount Royal	1951	S. Deane
Hazeldean	1951	G. Duckworth
McKernan	1952	G. L. Davies
Parkallen	1952	J. E. Ellingson
Strathearn	1952	T. M. Blacklock
Westminster	1952	K. Stewart
Coronation	1953	L. Nichols
Idylwylde	1953	H. B. Harding
Queen Mary Park	1953	E. Souch
Crestwood	1954	W. H. Coull
Eastglen Composite	1954	E. Hyde
Lauderdale	1954	T. J. Reid
Sherbrooke	1954	W. G. Montgomery
Mount Pleasant	1954	C. W. Clement
Belgravia	1955	R. Ramsay
Holyrood	1955	G. K. Brady
Prince Rupert	1955	R. S. Whyte
Windsor Park	1955	C. S. Corneliuson
Woodcroft	1955	B. Farnham
Strathcona Composite	1955	D. Innes
Princess Anne	1955	D. C. Adams

Two years after Ross Sheppard's retirement, a new high school bearing his name was opened in Edmonton's west end – a fitting tribute to an educator who had served as teacher, principal and superintendent of schools for 42 years.

Ross Sheppard passed away in 1961.



Ross Sheppard Composite High School

Chapter Twenty

Unprecedented Growth: The Wagner Years



William P. Wagner, Superintendent of Schools, 1955 - 1964

"From my standpoint, Mr. Wagner was the most approachable and most accessible superintendent we've had. He was always very pleasant and very cheerful." So stated Gail McDonald who, until her retirement in 1973, served for 26 years as secretary to the Board of Trustees.

Miss McDonald's sentiments are echoed by others who had worked with the fifth superintendent of public schools. The Wagner charisma, a product of modesty, intelligence, devotion and sensitivity, coupled with a sense of humor and whimsy, enabled the popular educator to bring forth the best from people – be they students, teachers, or trustees.

A dry sense of humor was a Wagner trademark. He once suggested to Victoria High principal, Fred Carr, the father of a very large family, that he should name his last child "Caboose." Nowhere was the witty superintendent's sense of humor better revealed than in the story of his life which he was asked to write some 25 years ago:

> I was born at 506 Namayo Avenue (corner of Isabella Street) into a family of four boys and four girls. Our home was near the CNR tracks. This was a great advantage because the engineer in the winter time would fill our ditch with water making a skating rink for the neighborhood children. The Andrews Bros. Undertakers were also conveniently near our home.
>
> My childhood days were spent in the small city. Edmonton was just a large town. I watched the waterman fill our water barrel for 20c twice a week, and his dog fight our dog at each trip! It was tremendous riding on Edmonton's first street car, attending the first movie (pirates and a circus story) and being run over by a team of horses.
>
> Across the street from us was the Skitch family of six boys. Our sidewalks were high and the streets were usually muddy or dusty. We swam in the river and almost drowned because we daren't land near the policeman waiting for us.
>
> I attended Queen's Avenue School (which later was purchased by the CNR and then demolished) and graduated out of Standard V into Grade IX at Vic. I had two paper routes – one in the early morning, the other in the evening. This may have been responsible for my report showing my standing 40 out of 42. My school work improved when I dropped the five o'clock morning route.
>
> Vic was a new school and Scona's rival. One afternoon some Scona boys stirred up the teachers and students of Vic by taking down the fire hoses in the hallways and turning the water on all who dared to come out of the classroom.
>
> I managed to win a University Scholarship in Grade XI (Junior Matriculation) but preferred to continue at Vic for Senior Matriculation. C. O. Hicks was my home room teacher. A number of us went to Camrose Normal – Fred McNally was principal of the school. This was quite a thrill for us city slickers – to live in a small town.
>
> Like many of my classmates, I applied for a rural school. I was accepted and taught 32 pupils of all grades from 1 to 8 in Castle School – 7 miles east of Fort Saskatchewan. The country life was good. I bought a horse and buggy and, therefore, was able to drive to the country dances. Playing baseball, working on the farm in my spare time, putting on a concert and meeting my future wife, makes these years memorable. The inspector came once a year – unexpectedly, of course – but still I was given a First Class Professional Teaching Certificate in 1917.
>
> My next experience was training as a pilot in the Royal Flying Corps in Eastern Canada. After World War I, I taught in another rural school near Daysland. On Saturdays I helped on the farm where I boarded, played baseball in Daysland and helped a pseudo-veterinary surgeon make his rounds in the country.
>
> I was then offered the principalship of Mannville School. My own class consisted of 30 students from Grade 8 to

12. Murray MacDonald taught in the neighborhood. His wife, Belle, was on my staff. I enjoyed this busy life – and especially the weekends.

In 1921, I applied for the principalship of Provost – a larger town and, of course, better pay. The next year I built a house for a bride. We spent seven years in Provost, becoming a part of the town. Teaching a class of Grades 10 to 12 kept me on my toes from Monday to Friday.

My two daughters, Dorcas and Elaine, were born in the Provost Hospital.

At one time Bill Swift was my assistant. I taught Bob Rees and Art Reeve's wife (Evelyn York), and Ena Hawken. We played tennis and golf, curled, put on plays and worked for the church and the community. We went into debt for our house and later for a 1927 Chevrolet Sedan!

In 1928, I migrated to Viking to do a similar job. While at summer school in 1929, Mr. McKee, Superintendent of Schools, noticed I was President of the Students' Union. He had inspected my school at Provost in 1922 and wanted me to apply for a position on the staff. He placed me at Strathcona High School under Mr. Sheppard, who asked me to teach History, Algebra, General Science, Geography, Physical Education and help the School Cadets. I thought this was a cinch – after my five-ring circus in the towns. I was in my glory when I finally taught Algebra, Trigonometry and Biology in Grade 12. Mr. Sheppard had moved to the Central Office.

In 1942, I joined the Army for active service – and was assigned to the Directorate of Personnel Selection. Courses, training, more courses and more training and then I moved from a pip squeak, to First Lieutenant to Captain and then while overseas to Major. I'm sure I interviewed over 10,000 soldiers including a company of CWAC (Canadian Women's Army Corps) by mistake.

I learned to speak the English language while in London – and some words in French while in Paris.

I drove a jeep over most of southern England. In 1946, I returned in Canada and while waiting to be retired taught ex-servicemen and women for DVA, who were preparing for Varsity Entrance Examinations. They reviewed the whole Trig course in 1½ months.

In September, after arduous summer courses, I became Edmonton's first counsellor- located at Central Office. My duties were really those of a Guidance Supervisor. I held weekly seminars for our first High School counsellors – Arnold Henderson, Harold McFarland, Dunc Innes, Larue Smith and Keith Stewart. We introduced our first Cumulative Records in 1947.

Then I was Director of Secondary Schools, Assistant Superintendent, Deputy Superintendent. In 1955 I was appointed Superintendent. I completed eighteen years in the Central Office. Many changes have taken place in every division and every department.

Because of his modesty, Bill Wagner included little about his academic training or his accomplishments as a teacher and administrator.

"As a teacher he was always correct, concise and precise," recollects Ernest Hodgson, who had Wagner as an instructor at the Old Strathcona High School. He was always well-organized, and didn't have to wield a big stick to maintain order. He did have a sense of humor, and I remember one lesson that was almost a half-hour comic routine, but an integral part of the routine, and a very effective lesson."

An early report by Inspector J. A. Fife confirms Dr. Hodgson's recollections: "Mr. Wagner is a young man with good presence and poise in the classroom. He displays good energy and animation and attacks his work with enthusiasm and sincerity. He has a keen and alert mind, an effective personality, and good qualities of initiative and resourcefulness. His optimistic manner has a good influence in the classroom."

At the time of the inspection, Wagner was completing course work for a Bachelor of Arts degree. Later he would earn B.Ed. and M.Ed. degrees from the University of Alberta.

Bill Wagner's effectiveness as a teacher at Strathcona High School was soon recognized and in 1946 he was appointed as a guidance counsellor for all junior and senior high schools. One of his very first initiatives

as counsellor was the development of cumulative record cards which served to indicate each student's academic, social and health progress throughout his school years. The card was in experimental use in 1947, the same year the first guidance counsellors were appointed to high schools. A year later the guidance program was extended to McCauley Junior High School, with Campbell Young as the first counsellor.

By 1954, Wagner had served as Director of Secondary Education, Assistant Superintendent and Deputy Superintendent of Schools. On July 1, 1955, he became the third teacher from Old Strathcona High School to be appointed to the position of Superintendent of Schools. In the new role he was ably assisted by senior secretaries Jean Binnie, Dorothy Knudsen, Agnes Hemphill, Pat Balderston and Phyllis Wilson. He also relied heavily on Daphne Stewart for forecasting population trends and enrolment projections.



Jean Binnie, senior secretary to W. P. Wagner

During his nine-year term as the chief executive of the Board, Wagner witnessed the largest percentage increase in pupils, teachers and schools ever recorded during the tenure of any previous superintendent.

Thirty-six new schools were built during the Wagner Years:

1956: Argyll, Avonmore, Newton, Dovercourt, McQueen, Parkview

1957: Athlone, Fulton Place

1958: Hardisty, Bonnie Doon, Capilano, Wellington, Ross Sheppard, Laurier Heights

1959: Killarney, King Edward Junior High, Gold Bar, Kensington, McArthur

1960: Queen Elizabeth, Belvedere, Ottewell, Terrace Heights, Abbott

1961: Rosslyn, Balwin, Grandview Heights, Mee-Yah-Noh, Scott Robertson, Braemar

1963: Lendrum, Glengarry, Kenilworth

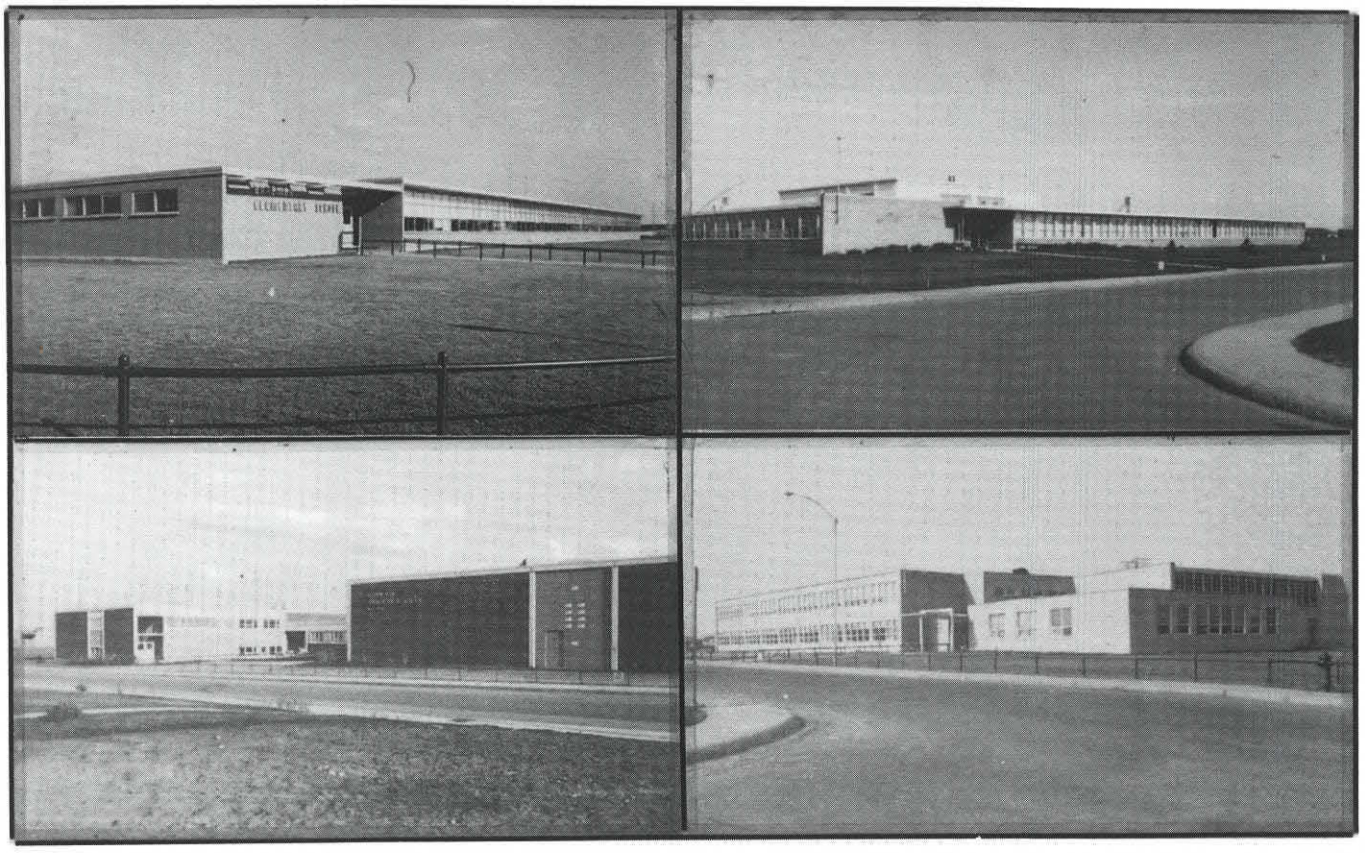
1964: Malmo, Princeton, McNally

When asked, in 1982, about the greatest problems he faced as chief executive officer of the Board, the alert then 82-year-old retired superintendent was quick to answer: "Getting enough teachers and enough schools. In the '50s there was a real shortage of teachers, you know, and our salaries - especially the increments - were not high enough to attract as many teachers as we needed. The Board was a little slow in raising increments and in paying more for past experience."

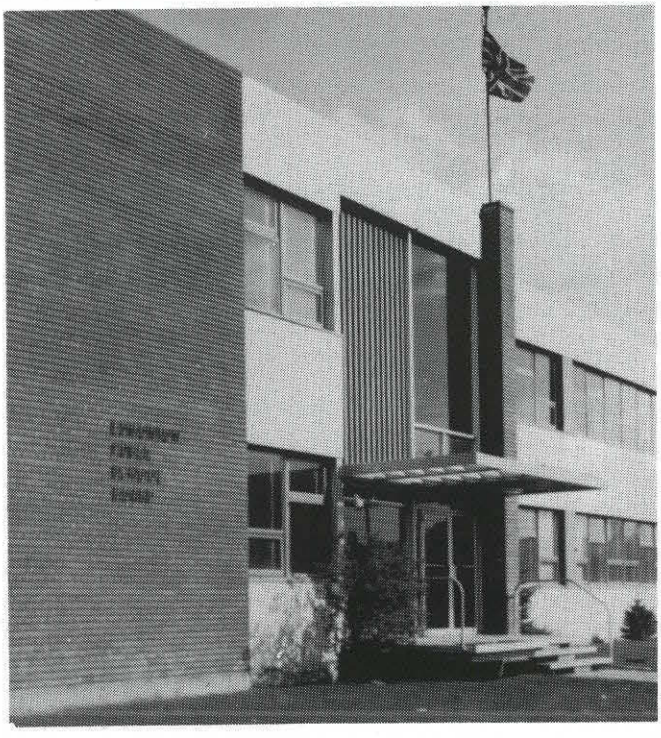
To deal with the growth problem, Wagner convinced the Board that a new administrative organization would be required. The new central organization was approved in 1956, the year the Board moved into its own administration building on 101 Street, just north of 107A Avenue. Here the central offices were housed until 1967, when a large addition was completed.

Wagner's 1956 reorganization of central office staff saw the emergence of three new departments: Accommodation, Personnel and Special Services; Elementary Education; and Secondary Education. These were added to the two older departments of Business Administration and Finance, and Building Construction and Maintenance. All five of the departments were to have been administratively responsible to the superintendent. In actual practice, however, the Business Administration Department continued to report directly to the Board of Trustees.

In an attempt to improve communication among senior administrators, weekly meetings of heads of the departments were held for the first time in the history of the Board.



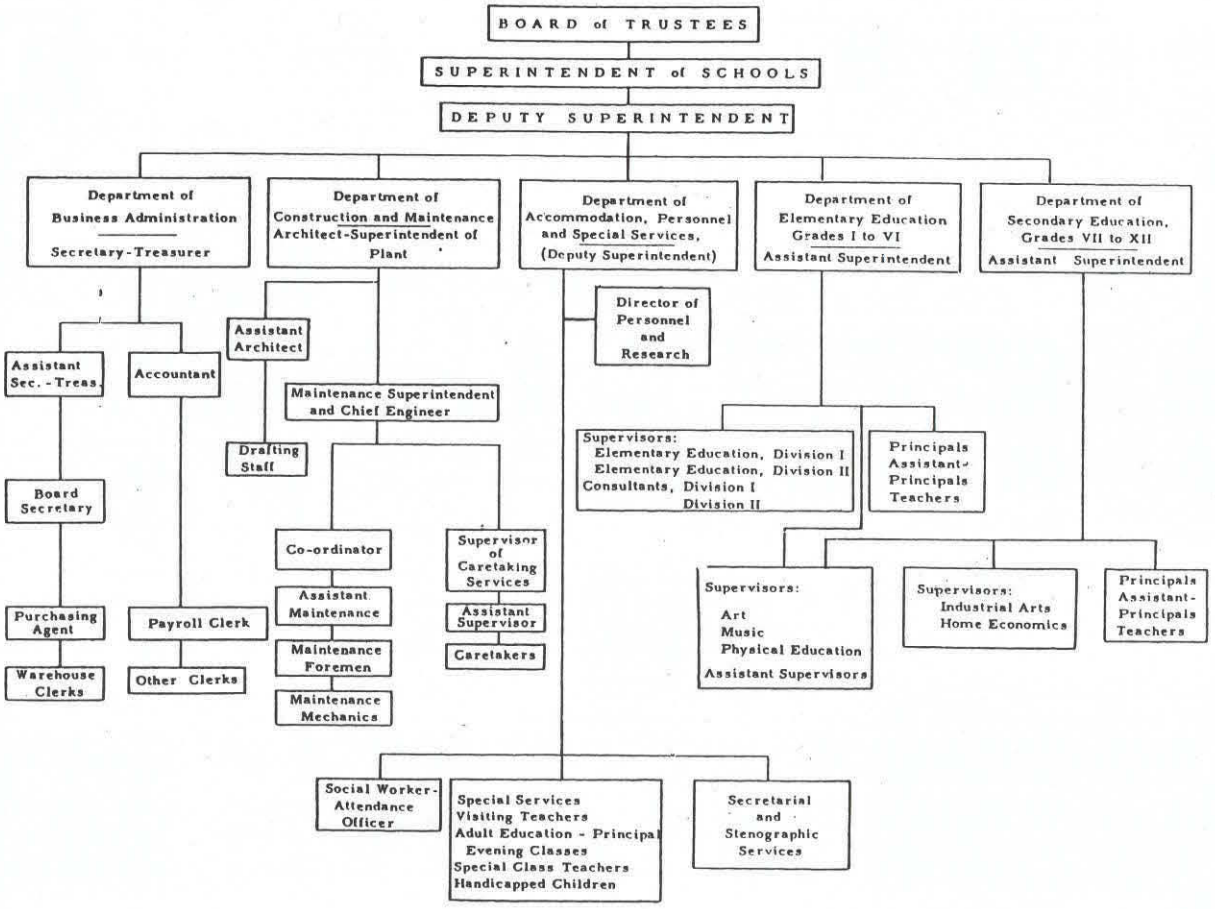
Some schools built during the Wagner years. Top row: Braemar, 1961; Gold Bar, 1959. Bottom Row: Kenilworth, 1963; Hardisty, 1958



Central Administration offices, 1956

A key figure in the 1956 reorganization was Deputy Superintendent Tom Baker, who was in charge of accommodation, boundaries, substitute teachers, evening classes, cafeterias, audio-visual aids, and some supplies and equipment. Baker was responsible for personnel and research as well, and relied on M. J. V. Downey for assistance in these areas. But perhaps the greatest challenge facing the new deputy in the re-organization was the provision of special education services.

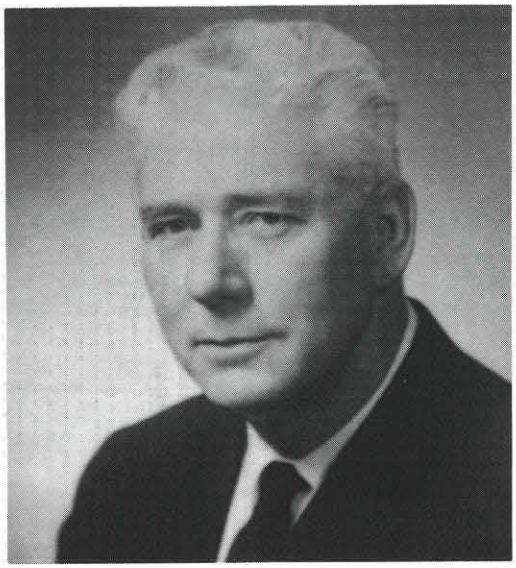
In later years, the name of T. D. Baker would become synonymous with the special education programs of the Edmonton Public Schools. However, the retired deputy superintendent, now a hobby farmer in the Evansburg area, expresses a reluctance to take full credit for the establishment of programs for children with learning difficulties. "It was Bill Wagner's encouragement, support and advice as a counsellor that helped establish and make Edmonton a lighthouse centre for these programs. That's why I loved Bill Wagner. I was able to sit down with him and discuss ideas and plans and bring these to fruition as ongoing programs."



Organization chart – Edmonton Public Schools, 1956



Heads of Department meeting. Left to right: T. D. Baker, W. Bullock, T. W. Meen, W. P. Wagner, W. W. Butchart, G. R. Conquest, A G. Bayly



T. D. Baker, appointed
Deputy Superintendent of Schools, 1955

The Glenrose School Hospital, the W. P. Wagner Vocational School, and the L. Y. Cairns School, were in large measure conceived by Deputy Superintendent Baker.

One of Tom Baker's most notable achievements was the organization of the Bureau of Child Study. The new branch was staffed by psychologists, social workers, therapists and specialists responsible for providing diagnostic and remedial assistance to the growing number of students requiring special programs.

As chairman of the Board of Directors of the Metropolitan Edmonton Educational Television Association, Baker promoted experimentation with the new medium in the late '50s. Through his efforts as well as those of Separate School Superintendent Harold MacNeil, and CKUA's Richard Morton, the groundwork was laid for the present day ACCESS programs.

In 1974, the University of Alberta conferred an honorary Doctor of Laws degree on Thomas Davidson Baker for his contributions to the civic and educational life in the Edmonton community. A cancer treatment clinic in Calgary was named in his honor. A 6.2 million-dollar-school named the T. D. Baker Junior High School was opened in southeast Edmonton in 1991 to honor the former Deputy Superintendent of Edmonton Schools.

Other key administrators in Superintendent Wagner's reorganization included Secretary-Treasurer Tom Meen. As head of the Business Administration Department, Meen was ably assisted by Walter Bullock. Architect Bill Butchart was responsible for directing the work of the Department of Construction and Maintenance until 1960. At this time the branch was split with J. T. (Tom) Brown heading the Maintenance Department.



Glenrose School Hospital



Trustee Rose Rosenberger congratulates Dr. T. D. Baker at T. D. Baker Junior High School opening, 1991

Heading the educational departments during the Wagner years were Assistant Superintendents George Conquest and George Bayly. It was Bayly, together with Supervisors Dave Cooney and Anne Carmichael, who pioneered the Continuous Progress Plan, which, in 1960, was approved for all elementary schools.



Promoters of Continuous Progress Plan A. G. Bayly, Dave Cooney, Anne Carmichael, circa 1965

In the late '50s, Superintendent Wagner supported numerous curriculum programs which were introduced by Assistant Superintendents Bayly and Conquest. Committees of elementary and junior high school teachers were organized to develop curriculum packages in most subject areas. Individual social studies resource units were written for all six elementary grades and requests for their use were received from many parts of the province. Active in the compilation of these units were consultants Don Massey and Bill Prunkl, who assisted the elementary schools at this time. Standardized tests were also developed and adopted in the areas of spelling, social studies and science.

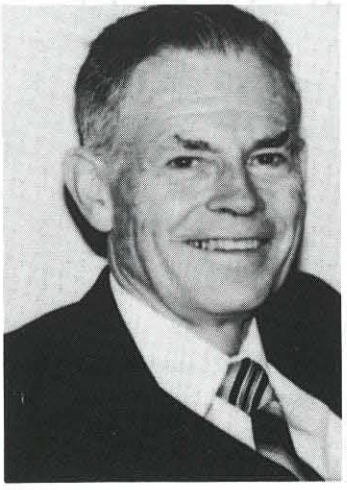
Two full-time supervisors, Bea Brindley and William E. Robinson, were appointed in 1955 to oversee the junior and senior high school home economics and industrial arts programs, respectively. An attendance officer-social worker, Ron Henbest, was appointed in the same year. A year later an assistant supervisor of music, Ron Stephens, was recommended by the superintendent to assist Supervisor A. S. Rumbelow in expanding music programs. One of the programs successfully established was instrumental music, which was introduced into junior high schools in 1961.

Support for the establishment of a Board policy for the joint development of school and park land was proposed by Wagner in 1957. This policy led to a greater use of schools for community purposes.

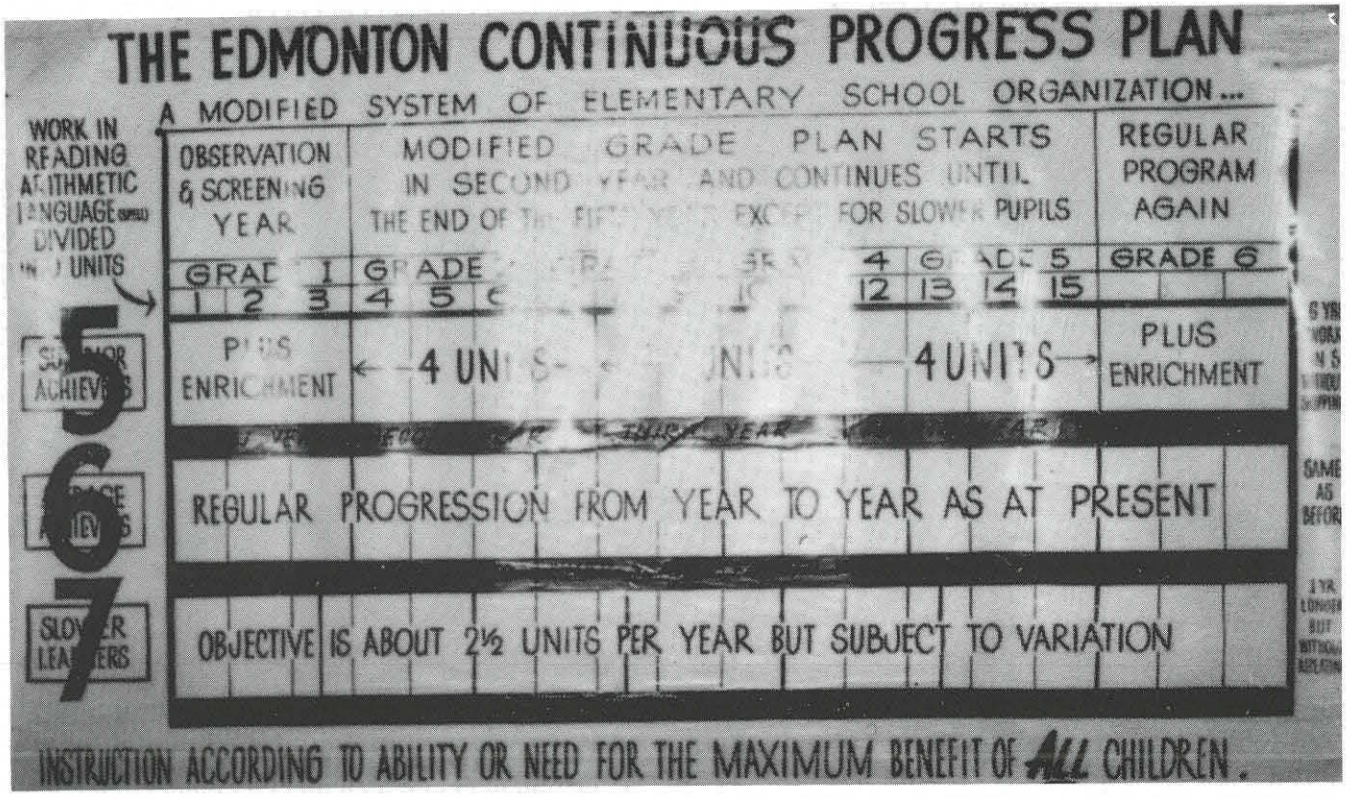
In 1957, the visiting teacher service was increased with the appointment of Ken Grierson, who, in 1961, was instrumental in establishing the first adaptation classes for students of normal intelligence experiencing learning difficulties. A year later the Cerebral Palsy Clinic educational program came under the direction of the Board, and in 1963, Edmonton Public School services extended to juveniles in the South Side Detention Home.



Ron Henbest, social worker and attendance officer, 1955



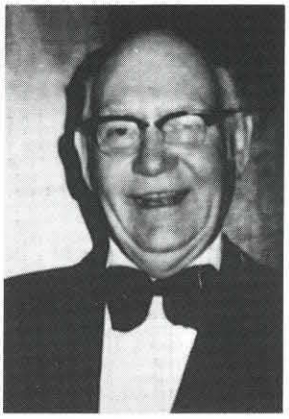
Dr. Ken Grierson, 1988





Special Subject Supervisors meeting,
Left to right: R. H. Routledge, S. Bird, R. Stephens, M. MacDonald, G. R. Conquest, C. Bird, W. Robinson, A. Rumbelow

A new position, Supervisor of Junior High Schools, was filled by Raymond E. Shaul in 1958, and two years later two junior high school consultants, M. A. Kostek and W. R. Prunkl, were added to his staff.



R. E. Shaul, Supervisor of Junior High Schools, 1958



W. R. Prunkl, junior high school consultant, 1960

Differentiated classes were introduced into junior high schools in the early '60s. John Perry and Hilda Muttart instructed the first pre-employment classes at King Edward Junior High School. Modified classes for students experiencing difficulty with the regular curriculum were introduced at this time. In 1962, the first junior high school team-teaching experiment was organized at Wellington Junior High School.

At Ross Sheppard Composite High School, Arnold (Iron Duke) Henderson established a grade system based on ability grade-grouping which caused Superintendent Wagner some concern. According to Henderson, Wagner went along with the plan. "He gave me much freedom on the understanding that I was accountable to the parents, and I appreciated this. I also appreciated that Bill Wagner made possible much staff input into the construction of Ross Sheppard Composite High School. I believe this is the first time that real staff involvement was made possible in the planning of a new school."

In 1958, Principal Henderson and other high school heads met with Superintendent Wagner to discuss details of a new high school program approved by the Board. The program included four basic streams for the city's high schools: matriculation, commercial, industrial arts or home economics, and general.

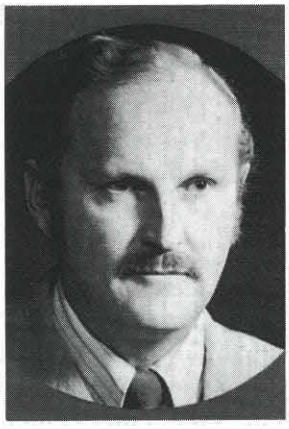
Two elementary consultants, Robert Armstrong and Alva Kettyls, were appointed to Wagner's organization in 1958. Their responsibilities centred on assisting teachers new to Edmonton public schools. A year later Cliff

Driver joined Marion Deverell and Eden Corlett in expanding the visiting teacher service to schools. By 1964 the visiting teacher branch was increased with the addition of Mrs. D. Izzard, John Paterson, and Frank Samis.

Other new appointees that Superintendent Wagner would propose to the Board during his tenure included library and reading specialists Laurie Wiedrick and Elsie Bradshaw.



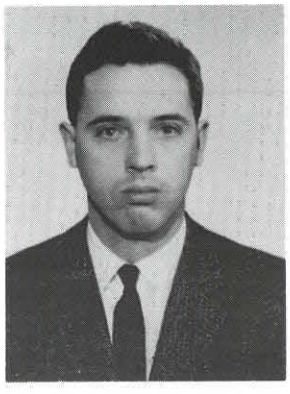
Marion Deverell, visiting teacher



John Paterson visiting teacher

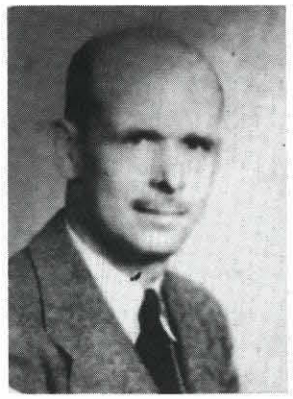


Elsie Bradshaw, reading specialist



Jim Simpson, Supervisor of Art

In 1960, Superintendent Wagner reported a student population of 43,488 – more than twice that of a decade earlier. Because of this rapid growth, a firm of management consultants was asked to review the Board's central administration organization and to recommend changes for its operation. One of the recommendations accepted by trustees was a change to mechanical accounting. Personnel changes were recommended too, resulting in the appointment of E. E. Ogden to the newly created post of planning officer, and M. J. V. Downey as Director of Research and Personnel.



M. J. V. Downey, appointed Director of Research and Personnel, 1960

In 1961, A. B. Evanson was appointed general supervisor of high schools – to be succeeded by Ottar Massing in 1963. A new art supervisor, Jim Simpson, Jr., would join the Board's central administration team at this time.

In 1961, G. McGinley was successful in his application for the position of Deputy Secretary-Treasurer despite the protest of Trustee Edith Rogers who maintained that the Edmonton School District was a Protestant system and that Catholics should not be appointed to administration staff.

Many new programs and new approaches for improved education were developed and introduced during the Wagner years. In 1955, trustees would approve a policy of including library rooms in all new schools and additions. A program of converting extra classrooms to libraries followed a year later.

An indolent student policy was introduced in 1956 to make the life of the confirmed high school laggard less secure. Although it was not necessary to invoke authority on many occasions, the policy had teeth in it and several students were suspended for their lack of diligence.

A year later, the superintendent would highlight in his Annual Report an expanded program of public library visitations for elementary school students.

An oral French experiment was introduced in twelve Grades 4, 5 and 6 classrooms in 1959. Two years later a new six-year sequential program in French was introduced at the Grade 7 level in several pilot schools. Expansion of the program was hindered by a shortage of qualified teachers of French.

As early as 1957, experimentation was being conducted to assess the advantages of modern mathematics. In 1964, the superintendent reported that all elementary and junior high schools were using the new program.

A summer school for Grade 12 students, first introduced in 1935 under the direction of J. W. Chalmers and W. Scott, was re-established in 1959, at Victoria Composite High School. The program enabled students to enrol in a maximum of two subjects for credit purposes.

An urban first for Alberta school systems was the commencement of a teacher-intern program in 1961. Three years later, Wagner would report that 154 inexperienced appointees participated in a 20-day internship program.

Adult education was carried a step further in 1960, when the Board provided facilities and teachers for the training of the unemployed. Classes operated between 4:15 and 7:30 p.m. when 28 teachers were employed to provide instruction in 15 trades.

In 1962, Superintendent Wagner was responsible for the administration of five additional schools as a result of amalgamation with Beverly. A year later he would welcome Dr. P. F. Bargen who would join the staff as Superintendent-Designate of Edmonton Public Schools.

The Annual Night of Music, which has continued for almost three decades, was introduced in 1963.

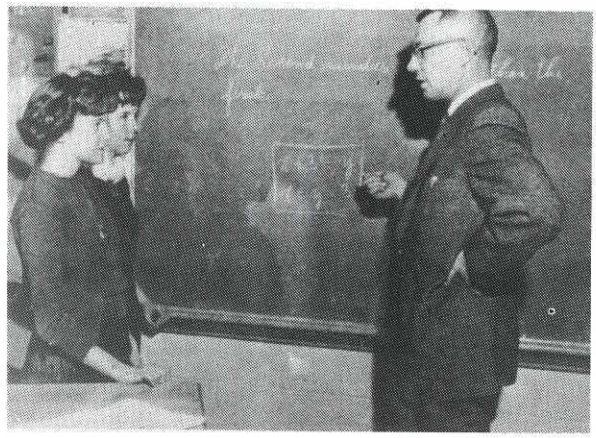
Although Superintendent Wagner could point to many successes in his nine-year tenure, the instances of frustration were many for the usually cheerful administrator. One of the greatest concerns was the difficulty of getting well-qualified teaching staff.

In the early '50s, staff shortages were causing concern to former Superintendent Sheppard. Bursaries and Future Teachers' Clubs were introduced in 1953 to attract students into teaching in Edmonton schools. But the shortage continued – and in fact became more acute.

In 1957, Wagner reported that only 47% of the 1,467 teachers on staff were degree holders. Of the 315 teachers appointed to staff during the year, only 69 had degrees and 183 had only one year of training. In 1958, staffing statistics were even more alarming: the percentage of degreed teachers had dropped to 44.3%.

Added to Superintendent Wagner's staffing difficulties were salary negotiation disputes that nearly resulted in strikes on two occasions during his first five years of service. The effect of the acrimonious negotiations was to deter many teachers from applying for positions in the city, forcing trustees, in 1960, to approve recruitment of staff from England as well as other parts of Canada. Twenty-two United Kingdom teachers were recruited at this time.

By 1963, the teacher supply situation eased, prompting Trustee M. E. LaZerte to propose at the May 12 meeting of the Board, a resolution directing the Superintendent to hire, except in special areas, "only teachers with a minimum of two years' education and training beyond senior matriculation." Trustee LaZerte's motion, coupled with a more generous sabbatical leave, improved significantly the number of degreed teachers on staff. In 1964, the percentage of university graduates in Edmonton Public Schools had risen to 51%.



L. D. Nelson promotes "New Mathematics" at Ottewell Junior High School, 1961

Although his problems were many, Bill Wagner was always willing to assist members who had to face personal crisis. One of these was Physical Education Supervisor Stuart Bird, who had become so frustrated with the slow growth of physical education programs that he penned a letter of resignation which he personally handed to the superintendent and walked out. A few minutes later, Wagner was in Bird's office, and with counselling skills, managed to get the young supervisor to express his frustrations for most of the morning. "His patience, understanding and concern were so real that I withdrew my resignation. He was a wonderful man," recalled the late Physical Education Supervisor who was one of Canada's leading trapshooters.

"It was the time he took to discuss non-educational topics such as families of staff members, that made the man unique. He was a very sensitive man," recalls Tom Meen, who served as secretary-treasurer with Wagner for nine years. Indeed, Superintendent Wagner's presence in the office of a new consultant or at the desk of a

payroll clerk was not an unusual sight. At Christmas and especially at the end of the school year the respected and affable superintendent would visit with every member of the staff and extend greetings flavored with dry humor from his vast repertoire of puns.

When William Wagner retired as Superintendent of Edmonton's public schools in 1964, there were approximately 2,000 teachers on staff and the remarkable superintendent could recognize and name most of them. The facility of being able to greet most teachers, in many instances on a first-name basis, was one that future superintendents would envy. Just how the popular superintendent managed to store so many names in his memory remains a mystery. Perhaps a clue to his success was suggested by the late Nicholas Poohkay: "Bill Wagner liked people. Besides providing excellent leadership, he possessed, to use Kipling's phrase `the common touch,' a most desirable quality in the public service."

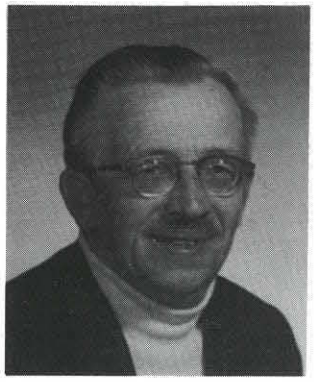
People came first with Bill Wagner. He never lost the common touch.

An honorary Doctor of Laws degree was conferred on William Phillip Wagner by the University of Alberta in 1982.

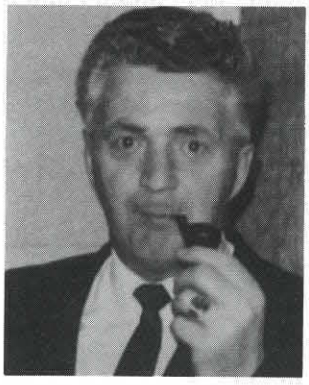
Superintendent Wagner passed away in 1986.



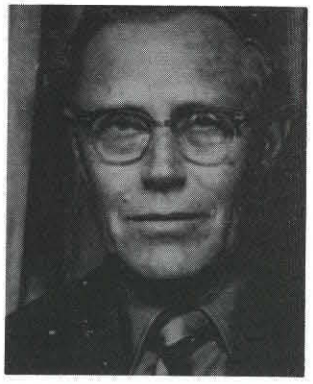
W. P. Wagner Vocational High School



Mac Knowles



Robert Ramsay



Pat Holt



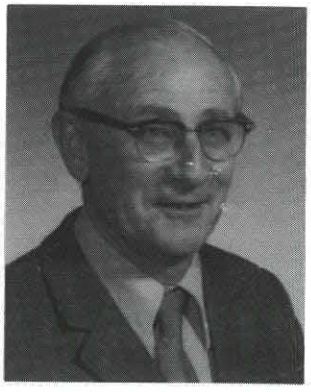
Art Yates



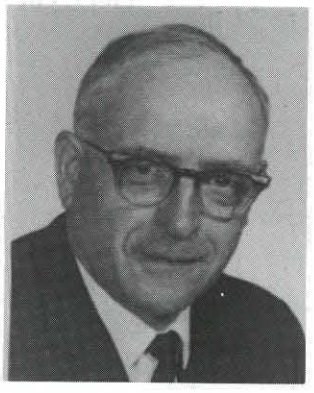
McKim Ross



Elmer Gish



Henry Simonson



Bill Bevington



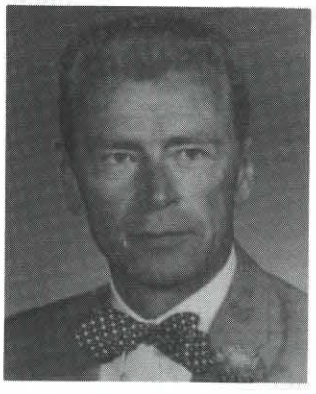
Enid Brooks



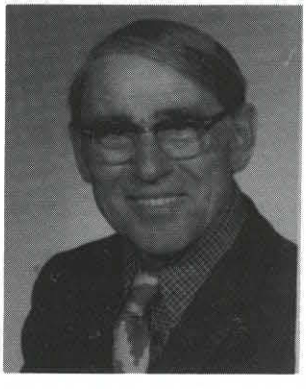
Elmer Souch



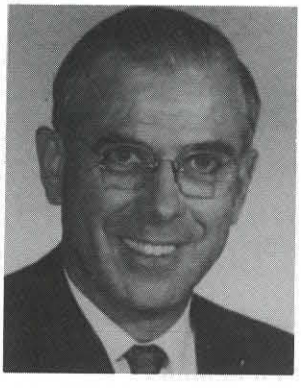
Stan Wilkie



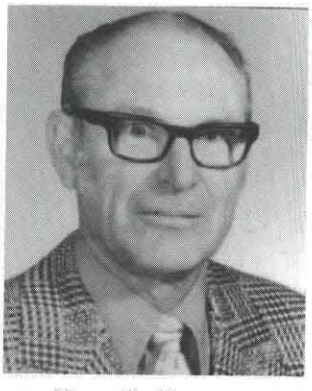
Frank Loewen



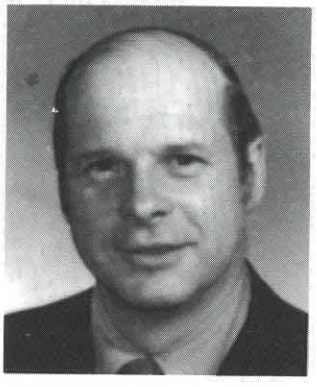
Ben Farnham



George Schurman



Norm Cuthbertson



Don Millar

Some prominent principals during the Wagner years

Chapter Twenty-One

The New Superintendents – Bargen, Jones, Strembitsky

First Carpenter and then McKee,
And after them came Shep,
And then came Willie Wagner
And all of them were hep.

From Jasper Place a Bargen came,
He didn't stay so long
And now we've got the Jones boy
We hope we ain't done wrong.

When Jones had gone, Strembitsky came,
And built the "Big Blue" for our fame,
He based the budgets in the schools
To spend the money – that seemed cool!

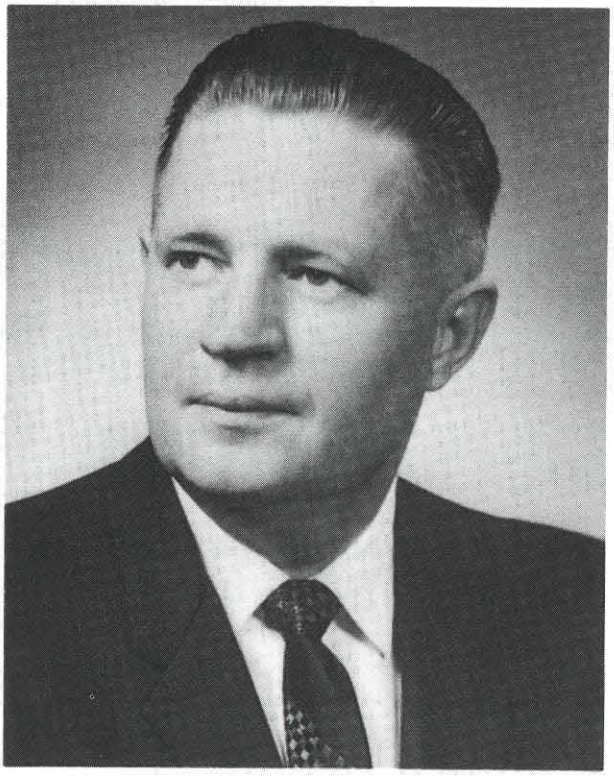
With great confusion every May,
Jobs were changed without delay,
Now Strem has stayed for twenty years,
Through thick and thin he perseveres.

Perhaps it's time he gave up power
Someone new should have the tower
Let's hope the Board soon ends this tale
Make the next superintendent – a female

All but one superintendent of the Edmonton Public Schools were satirized in the above ditty which first surfaced in the 1970s. In 1992, a member of the "DD-40" club, a unique association of former female staff members of the Edmonton Public Schools, added the last three verses. Most of the satire was directed at the new wave of chief executive officers who would have profound influence on the direction public school education would take in the city's schools.

The first of the new superintendents "who didn't stay so long," was Dr. Peter F. Bargen. Born in 1922, of Mennonite parents, the native of Tiet, Ukraine, emigrated to Canada in 1930. After completing his elementary and high school education in Saskatchewan and Manitoba, Peter Bargen earned B.A. and M.A. degrees from the University of British Columbia. A Diploma in Education from the University of Manitoba qualified the young educator for future teaching assignments in rural Manitoba and Alberta schools as well as for a high school principalship in Coaldale, Alberta. Bargen's teaching career was interrupted during World War II when he enlisted for active service in the Canadian army. In 1957, the confident teacher-administrator served as Assistant Superintendent of the vast Edson School Division with primary responsibility for elementary education.

Peter Bargen's experiences in the administration of schools in the mid '50s whetted his thirst for more



Dr. Peter Bargen, Superintendent of Edmonton Public Schools, 1964-1967

knowledge and insight in this area. At that time the University of Alberta was the only school in Canada offering a Ph.D. degree in Educational Administration. In 1958, the 36-year-old student pursued his studies in the new program at this school of education. Bargen's interest in the new science of administration was insatiable, and in partial fulfilment of requirements for his Ph.D., he completed a thesis entitled "The Legal Status of the Canadian Public School Pupil." The thesis was later published and used as a reference text by many universities and school systems across Canada.

Retired University of Alberta Professor Dr. Harry Sparby recalls the tall, fair-haired educator in two of his classes. "I remember him as a mature, and a very capable student who faced problems with a measure of energetic confidence that made him interesting to work with."

After graduating in 1959, Bargen was hired as Superintendent of Schools for the West Jasper Place School District, a position he held for almost four years. In 1963, he was the successful applicant for the position of Superintendent-Designate of Edmonton Public Schools. In this capacity Dr. Bargen studied the Edmonton system as well as other systems in Canada and the U.S.A. Following Superintendent Wagner's official retirement in June, 1964, Bargen became the sixth head of Edmonton Public Schools and the first chief executive officer to hold a Ph.D. degree. In the same year he would see Jasper Place amalgamate with Edmonton, and would personally welcome many of his old colleagues into the fold.

The articulate superintendent was not at all reluctant to initiate changes, not so much in new programs as in the processes of decision-making. "We instituted weekly cabinet meetings where the associate and assistant superintendents were given opportunities to share in the decision-making process. Following one of the weekly meetings, I decided to recommend some action to the Board that was not supported by the majority of the cabinet. In very short order I was approached by one of my disappointed colleagues demanding to know why I didn't respect the majority's wish. To this I replied that I didn't always count votes – but sometimes measured them. After all, it was I who was accountable." One of the first changes Bargen initiated involved the budget process. "I was shocked at how little input trustees had in the entire procedure and insisted on change."

Observers of Edmonton Public School Board scene suspect that Peter Bargen was the first superintendent to chastise a trustee for getting involved in the process of administration. Bargen readily admits having done so on many occasions, but not for the sake of the dramatic. "It's a matter of principle that is basic to the functioning of any school system. We're the professionals on the Board, and trustees buy the package for professional advice and administrative skills. Sometimes our professional advice may cost the Board more than they had anticipated, but the role of trustees is not in administration — it is policy making. There is no sense in a trustee buying a dog and then barking himself."

From the very beginning of his tenure with the Edmonton Public Schools, Bargen exuded a confidence bordering on brashness.

Dr. Wes Penner, former Edmonton Public School Board Employee Relations Supervisor, has known Bargen as a fellow churchman and as an educator for over 20 years. Penner believes that Bargen has a high level of confidence and that his desire to project it may be interpreted by some as arrogance. "Sometimes, unwittingly perhaps, his sharp tongue beats his soft heart to the draw and a person may be left hurt and intimidated. His major goal in life has not been to please others and seek favor, but to promote what he believes is right, based on his thinking, his experiences and his relationship with God."

Although Peter Bargen felt his greatest challenge with the Edmonton Public Schools was in developing new decision-making processes, other significant changes were initiated during his short stint as superintendent. Bargen promoted the need for well-built and well-

equipped buildings, particularly elementary schools. He was also successful in persuading the Board to increase the number of supervisory personnel, which included the appointment of Ray Phipps and Jim Jones as drama and modern languages supervisors, respectively. Through his initiatives, teacher aides were introduced into elementary schools in 1966, the same year the Board inaugurated a summer driver-education program.

Two highly-profiled Jasper Place educators were recommended for senior positions with the Board shortly after amalgamation of Edmonton and Jasper Place schools in 1964. John Finlay was appointed Director of Junior High Schools, while former Jasper Place Superintendent A. E. (Bert) Hohol headed the Pupil Personnel Services division of the organization.

The new superintendent encouraged the establishment of large, open, team-teaching areas in most of the schools built during the 1964-67 period. He supported the installation of carpets in these schools and witnessed much bitter opposition from trustees who regarded the carpeting as a luxury item. The late Trustee Edith Rogers was particularly vocal in her opposition to the installation of the proposed floor covering.

Television experimentation in the schools was encouraged as well, as was the expansion of special education programs. But Bargen insists that the credit for these programs should be given to Deputy Superintendent Tom Baker.

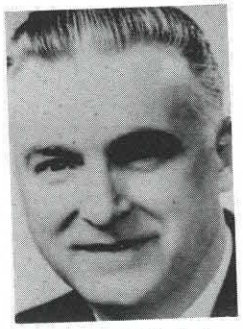
Salary increases for all Board employees were fairly generous during the Bargen years. By 1966, an experienced teacher could earn a salary of $10,000; the head caretaker of a large school, $5,000. In the same year trustees' stipends were raised by $600 to a maximum of $2,400. In 1967-68 teachers' salaries were increased by 14.5%.

Fourteen new schools were opened during the Bargen years and two schools were somewhat forcefully retired during the same period. In 1965, Brightview School was destroyed by fire of unknown origin. Queen's Avenue School fell to the wrecker's ball in the same year. The demolition would provide space for the construction of a new maintenance and warehouse building for the school district. Prompted largely by the superintendent, a new addition to the Board's Administration Building was completed in 1967.

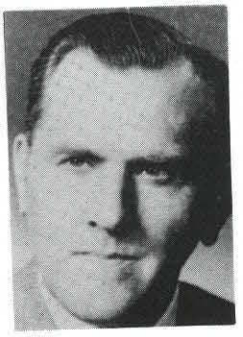
In the same year, Bargen resigned his $23,500 position as Superintendent of Schools to accept a five-year contract, at $28,000 a year, as the Chief Commissioner of the City of Edmonton. Following this assignment, Dr. Bargen pursued a career as the Chief Executive Officer of the Ontario School Trustees' Association, a position he held until his return to Alberta in 1979. Accepting an appointment as Superintendent of the St. Albert Separate (Protestant) Schools in the same year, Bargen remained its chief executive officer until 1984 when he retired.



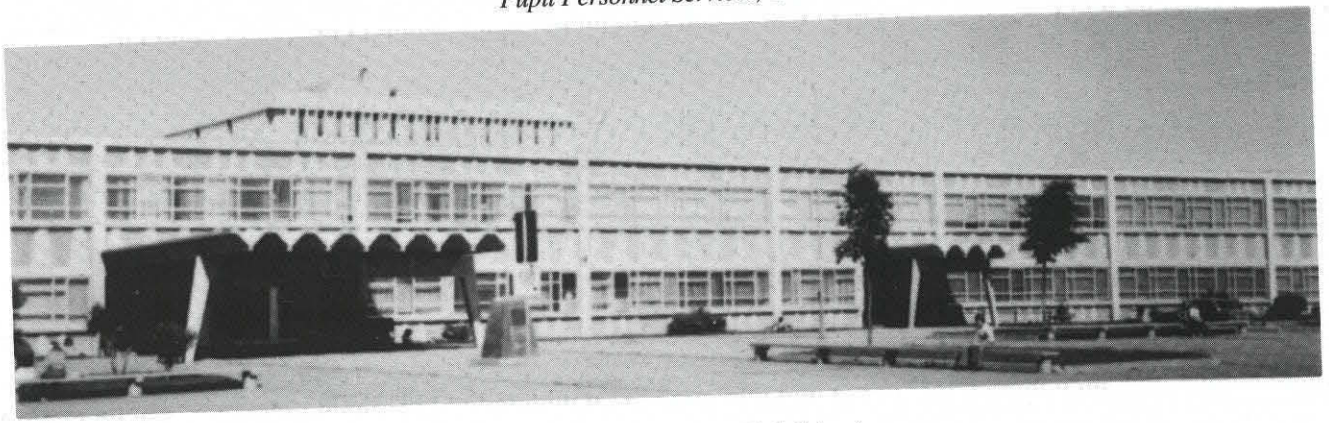
Jim Jones, Supervisor of Modern Languages, 1967



Dr. A. E. Hohol, Assistant Superintendent Pupil Personnel Services, 1967



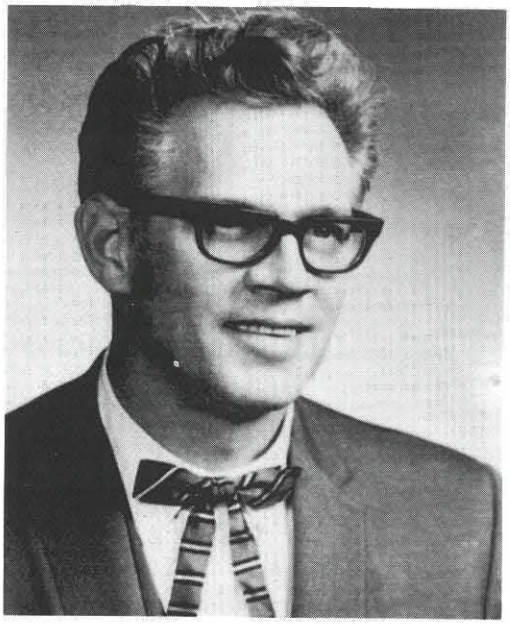
J. H. Finlay, Director Junior High Instruction, 1967



Jasper Place Composite High School

On July 1, 1967, the Board appointed Deputy Superintendent Tom Baker as Acting Superintendent of Schools while it conducted a search for a new chief executive officer. Advertisements published in Canadian and American newspapers produced responses from 20 local and outside candidates for the $25,000 position. One highly-profiled applicant so attracted Board attention that a committee of trustees was authorized to visit his school jurisdiction to get first-hand information on his performance. That applicant was Rolland Jones, who had been recently appointed Superintendent of the Decatur (Illinois) Unified School District.

Edmonton Public School trustees liked what they saw and heard in Decatur, and on November 14, 1967, announced that their new superintendent would be Rolland Jones, the first American to be appointed to the high post.



Dr. Rolland Jones, Superintendent
Edmonton Public Schools, 1968-72

Knock It Off, School Board Tells Teachers

DEC 21 1967

'Best Man Has Been Chosen For Superintendent's Job'

DEC 21

Ed - Public School Board

Edmonton Public School Teachers' Local will be told it should clam up on its criticism of the hiring of the new public school board superintendent.

The local's executive will be told, politely but firmly, that the local's interest is appreciated but that the best man has been selected for the job.

Board Chairman Dr. E. W. Buxton said Wednesday the board's conference committee has instructed him to reply to a protest letter from P. J. Cox, local executive secretary.

Acting on the executive's instructions, Mr. Cox had dispatched a brief letter to the conference committee saying the local wished to protest the hiring of Dr. Rolland W. Jones.

AMONG TWENTY

Dr. Jones, at present superintendent of schools for the Decatur, Ill., Board of Education, was selected from among more than 20 American and Canadian applicants to succeed Dr. Peter Bargen as school board superintendent.

In the letter, the local, in essence, wondered whether the board had considered all the qualifications of applicants from within the public school system in making its selection.

Dr. Buxton said although the letter did not mention that Dr. Jones is an American, the question "seemed to be in their thinking," in the sense an American had been chosen over a Canadian.

Asked Wednesday if the local was protesting the hiring of an American, local President Mrs. Myrtle Maher replied, "No, this is not so."

Mrs. Maher said the letter "was sent at the protest of members of our association." She said the executive has received "a number" of letters from teachers critical of the hiring.

It is believed, however, that feeling against Dr. Jones or sentiment critical of the handling of the hiring generally is not unanimous among the local's 3,200 members.

Dr. Buxton stressed that the board had "made every effort" during its five-month hunt to find the most suitable person for the superintendent's post.

He said he hopes his letter will still any further debate on the matter because argument of this type "doesn't end anywhere." All the candidates were carefully examined and given equal chances.

DEC

SURPRISED

He said the local definitely has a right to express an opinion. But he added: "The board has a responsibility not only to our teachers but to the 70,000 students in our system."

Contacted in Decatur, Dr. Jones expressed surprise about the criticism. "It hadn't occurred to me that people would feel this way."

"But I would certainly hope that in my performance in Edmonton I would help to prove that the board made a good choice . . . I'll certainly try to live up to their confidence," Dr. Jones said.

News of the appointment caused a stir in Alberta Teachers' Association circles. Rumors persisted that Jones had left a previous calling, the Mountainview School District in California, under some duress. Specifically, a Palo Alto newspaper had reported that when Jones left Mountainview he was being sued for libel by several teachers for a public statement he made about their performance. The charges were later dropped. Shortly after Jones's arrival, the new superintendent was warmly received by Edmonton teachers as indicated in an ATA Local newspaper in 1968:

Welcome, Dr. R. W. Jones

Ordinarily one should say, "Welcome and congratulations on your appointment", however, under the circumstances, we should be congratulating ourselves.

How often in the course of a lifetime do employers and institutions discover persons so amply well qualified, so richly experienced, and possessive of unique personal qualities?

It is important to know that Dr. Jones graduated in education from the State Teachers College, North Adams, Mass.; in 1948; that he mastered in English and American Language and Literature from Boston University in 1949; that he won his law degree from Westminster Law School and University of Denver in 1953, and his degree in Educational Administration from the University of Denver in 1961. It is also important to recall that Dr. Jones has taught high school, served as principal of several schools, directed team teaching projects, served as programming director of a big corporation, and then advanced to positions of Assistant Superintendent, Administration of Personnel Services, Director of Special Services, and Superintendent of School Districts in Illinois and California. One begins to marvel how, in addition, he found time and energy to engage in a wide variety of projects and programs in education with State Legislatures; national seminars on Innovation; National Association of Doctors of the United States; the National Organization on Legal Problems in Education; American Association of School Administrators; National Association of Secondary School Principals; National Department of Elementary School Principals; U.S. and Canadian Association of Public School Business Officials; National School Public Relations Association; Association for Supervision and Curriculum Development; American Management Association; National Association for School, College and University Staffing, and the National Community School Education Association.

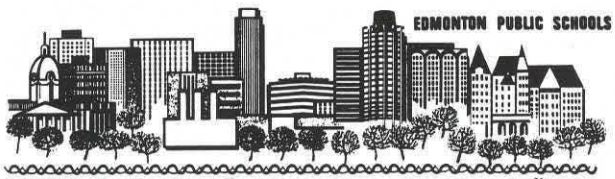
We shall know and respect him even more for his modesty, sincerity, warmth and humanity. We feel comfortable in his presence. He inspires confidence. If he can do for the system what he has already done for many individuals and groups, then he is doubly welcome to live and work with us and for us. May he and his wife, Nancy, and their three daughters, Penny, Debby, and Shirley, who love our schools, fill completely at home in our community, never truly becoming conscious of the harshness of our climate because of our goodwill, friendliness, co-operation, appreciation, and human warmth.

Welcome, Dr. Jones. Mutual congratulations are indeed in order!

—Chairman, Public Relations Committee

Standing 6'6" tall, the towering superintendent pursued his responsibilities as head of Edmonton Public Schools with an air of informality. His first message in the Superintendent's Bulletin was folksy and warm.

Superintendent's Bulletin .....



Date: August 28, 1968 Vol: XIII No: 1

DOC J's CORNER

Pleasantly, I look forward to getting to know you personnally. Thanks for your hospitality and your patience. In this first message of the school year I mainly want to let you know my joy at being a part of your school family.

I have attempted to dispose of enough of my office routines and organize the district in such a way that I will be able to spend some time in each of the schools, after school starts. My body will follow my heart where the action is -- in the schools. The only significant reason we are here is to enhance the pupil-teacher relationship.

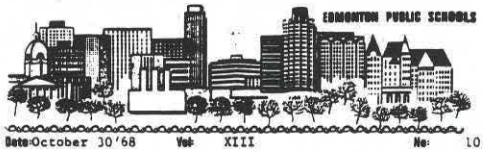
Stan Was created the above detail as symbolic of our concern for the total educational purposes throughout the Edmonton Public Schools. This reminds us that once again we are all joined together in the vital challenge of educating the children of Edmonton.

I greet you with warmth and enthusiasm;- warmth because I know and respect your professional capacities and your personal dedication; - enthusiasm because we enter this phase of our continuing instructional endeavors with new programs and new emphasis on desirable growth.

A busy and rewarding year for all staff members is certain. I hope to be able to contribute to your professional satisfaction. I stand ready to assist in all possible ways as we go about our tasks in the noblest of employments.

In his first year, Jones used the Superintendent's Bulletin as no other superintendent had in the past. True, Peter Bargen would occasionally communicate an educational message in the weekly Bulletin. But "Doc J" used it consistently as a sounding board for his views on many matters of educational concern or philosophy, almost, it would seem, to proselytize. Theories about trust and basic assumptions were often proposed in the *Bulletin*. The message in the October 30, 1968, issue was typical of many that appeared during the first year of Jones's term. It expressed the superintendent's philosophy of education in great detail:

Superintendent's Bulletin .....



Date: October 30'68 Vol: XIII No: 10

DOC's "CORN" . . .

TOWARD OPENNESS

Historically, throughtout the educational world, much of what has been done has had the effect of preventing teachers from assuming an active role in the professional work of education. Traditionally, teachers separated themselves from one another. They planned, prepared and taught in isolation. Their opportunities for professional growth through close cooperation and involvement in a team with other teachers was limited. Curriculum in those days was substantially determined for them by others.

To bring about the kind of group dynamics we yearn for certainly requires time and money. But these factors will not be used as excuses for not beginning. Significant, even though slow, progress can be made in changing traditional concepts of education. It begins when we openly express, as a policy of the district, and openly show, as a practice of the administration, that we are:

1. Working toward patterns of organization that broaden and strengthen participation in decision-making as it relates to organization of instruction, curriculum development and educational facilities.

2. Willing to provide the facilities that will enable the entire staff to participate with a group commitment.

3. Investigating ways of moving school organizations away from the traditional model so that genuine and autonomous individual action is possible.

Our trustees expressed their support of these concepts when they approved the reorganization plan. Now the burden of action is upon us.

The first and necessary condition for team processes to succeed is a healthy climate characterized by mutual trust and support, openness, self-respect, and self-actualizing people with a voice in the operation of the enterprise and the ability to motivate and control themselves.

Under such conditions of mutuality there are no "win-lose" adversary relationships. Defensive and protective behavior diminish. Like the members of a healthy family, the participants act as a team even when they are not in geographic proximity.

A healthy enterprise will exist where certain basic assumptions are made by everyone within the organization, when their actions are based on those assumptions, and the assumptions are mutually practiced among students, teachers, trustees, administrators and public.

Many of the principals have asked me to repeat in Doc's Corner the following assumptions which I gave in a talk to them.

2.

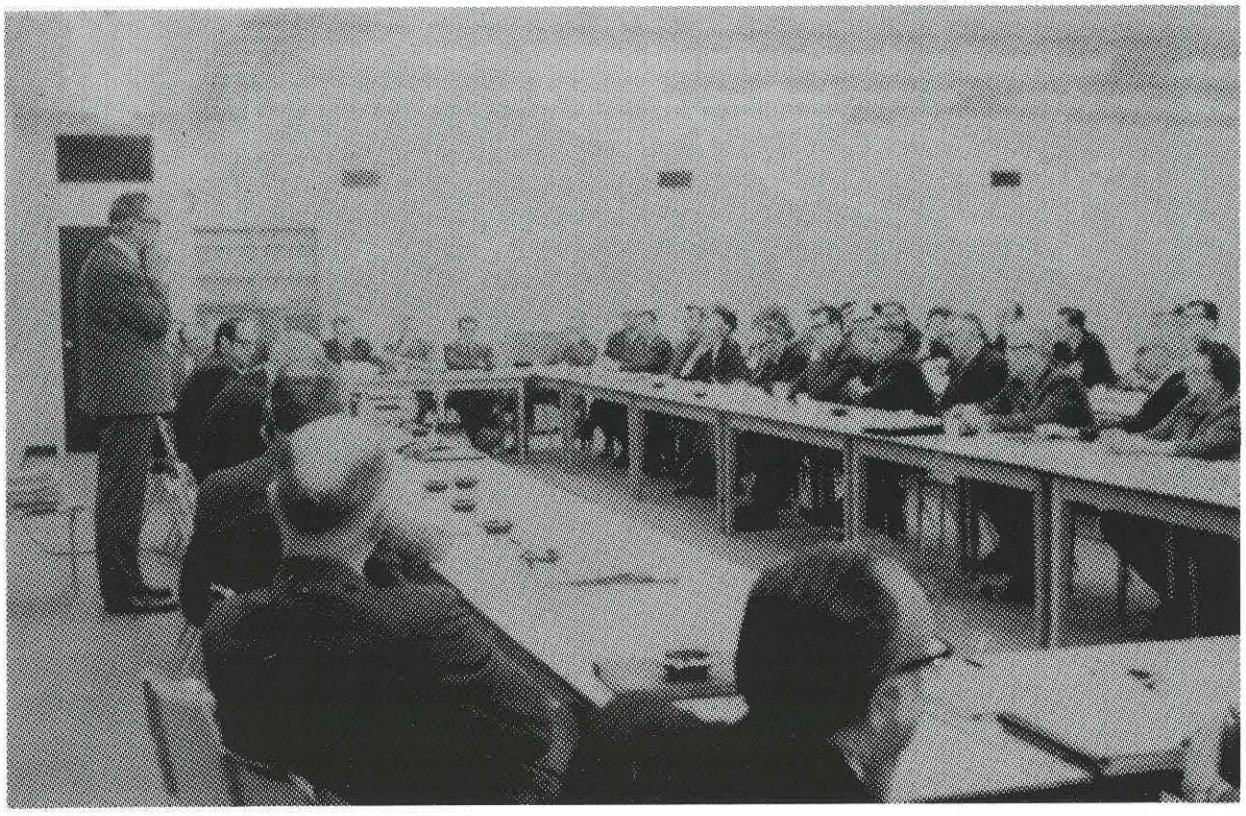
1. Assume everyone is to be trusted.
2. Assume everyone is to be informed as completely as possible of as many facts and truths as possible, i.e. everything relevant to the situation.
3. Assume in all people the impulse to achieve, assume they are for good workmanship, are against wasting time and inefficiency, want to do a good job, etc.
4. Assume there is no dominance - subordination hierarchy in the jungle sense or authoritiarian sense.
5. Assume that everyone will have the same ultimate managerial objectives and will identify with them no matter where they are in the organization or in the hierarchy.
6. Assume good will among all the members of the organization rather than rivalry or jealousy.

6.a. Assume that Synergy exists.

7. Assume that the individuals involved are healthy enough.
8. Assume that the organization is healthy.
9. Assume the "ability to admire".
10. Assume that the people are not fixated at the safety-need-level.
11. Assume an active trend to self-actualization.
12. Assume that everyone can enjoy good team work, friendship, good group spirit, good group harmony, good belongingness, and group love.
13. Assume hostility to be primarily reactive rather than character-based.
14. Assume that people can take it.
15. Assume that people are improvable.
16. Assume that everyone prefers to feel important.
17. Assume that everyone prefers or perhaps even needs to love his boss (rather than hate him) and that everyone prefers to respect his boss (rather than disrespect him).
18. Assume that everyone dislikes fearing anyone (more than he likes fearing anyone), but he prefers fearing the boss to despising the boss.
19. Assume that everyone prefers to be a prime mover rather than a passive helper, a tool, a cork tossed about on the waves.
20. Assume a tendency to: improve things, to straighten the crooked picture on the wall, to clean up the dirty mess, to put things right, make things better, to do things better.
21. Assume that growth occurs through delight.
22. Assume preference for being a whole person and not a part, not a thing or an implement, or tool, or "hand".
23. Assume the preference for working rather than being idle.
24. Assume that all human beings prefer meaningful work to meaningless work.
25. Assume the preference for personhood, uniqueness as a person, identity.
26. Assume that the person is courageous enough for group sensitivity processes
27. We must make the specific assumptions of nonpsychopathy.
28. Assume the wisdom and efficacy of self-choice.
29. Assume that everyone likes to be justly and fairly appreciated, preferably in public.
30. Assume the defence and growth dialectic for all these positive trends that we have already listed above.
31. Assume that everyone, but especially the more developed persons, prefer responsibility to dependency and passivity most of the time.
32. Assume that people will get more pleasure out of loving than they will out of hating.
33. Assume that fairly well-developed people would rather create than destroy.
34. Assume that they would rather be interested than be bored.
35. Assume a preference for identity with more of the world, moving toward the ultimate (away from alienation).
36. Assume a yearning for values (truth, beauty, perfection, justice).

They aren't much different than the assumptions for good classroom management among students and teacher.

Doc J



Superintendent Rolland Jones speaks to school principals, 1970



M. E. LaZerte Composite High School nears completion, 1969
Left to right: Trustee John Bracco, Architect G. Lord, Trustee M. E. LaZerte

Not only was Jones a prolific writer, he was also an eloquent speaker. His soft-spoken delivery had an almost mesmerizing quality, prompting some teachers to refer to him as the "man with the velvet voice." At Easter, Jones, who held a law degree, kept audiences spellbound with his delivery of "The Modern Legal Aspects of the Trial of Jesus Christ."

The superintendent's linguistic abilities were obvious on many occasions during his four-year tenure, but never more effective than at the time of a student demonstration at the Board's Administrative Office in 1970. The sit-in occurred during a caretakers' strike which had failed to close city schools. Several dozen students, sympathetic to the custodians' cause "occupied" the stairwell area of the Board's office with the view of protesting the use of parent volunteers in the schools. Some thought was given to ejecting the students with the assistance of police who were stationed nearby. But Jones dismissed this course of action. Instead, the tall man sat among the protestors for almost an hour and "rapped" with them. The end result was that the students left peacefully with the promise that their views would be communicated to trustees immediately.

As in the case of previous superintendents, Rolland Jones carried out the traditional ritual of reorganizing his central administration. In Jones's scheme, there were vivid differences. First, the organization was based on a vertical K-12 basis. Supervisor of mathematics, Carl Daneliuk, for example, was responsible for the work of all grades. Secondly, inservice was to play a role on a scale never before witnessed in the schools. To promote the need for personal and professional development, Jones proposed a Staff Development Department to be headed by a fellow countryman, Carl Carlan.

Carlan described the thrust of his new department in the 1969 Superintendent's Annual Report:

STAFF DEVELOPMENT

PHILOSOPHY — An investment in people—children, teachers and administrators—that's what Staff Development is all about!

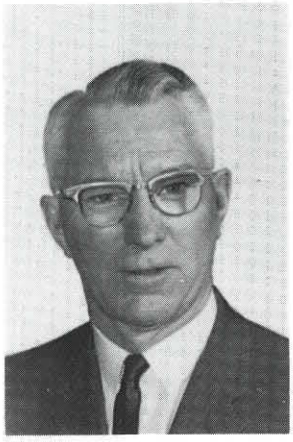
The role of the recently created Department of Staff Development is an emerging one. Primary tasks are teacher assistance and in-service at all levels.

The prime reason for in-service education is to provide for and facilitate the continuous improvement of all staff (professional and paraprofessional) in the school system. An in-service program yields two major benefits to the educational process. It provides improvement of understandings, skills, and techniques which directly affect the teaching-learning process. It provides an opportunity for staff members to interchange ideas, to discuss concerns and to develop professional relationships.

In-service education affects staff members as individuals and as groups. It is a motivating force, one which stimulates a striving for improvement and a unity of purpose.

Improvements are brought about mainly by a variety of kinds of in-service sessions, conferences, institutes, staff meetings, workshops, seminars, staff group planning, informal visits and visits on request, meetings of teachers of zone clusters or feeder schools, meetings of teachers of the same subject, and inter-visitations.

Seven other directors, three in curriculum, and others in administrative staffing, personnel staffing, and school operations, were deployed for the first time in the Board's history, on a K-12 basis.



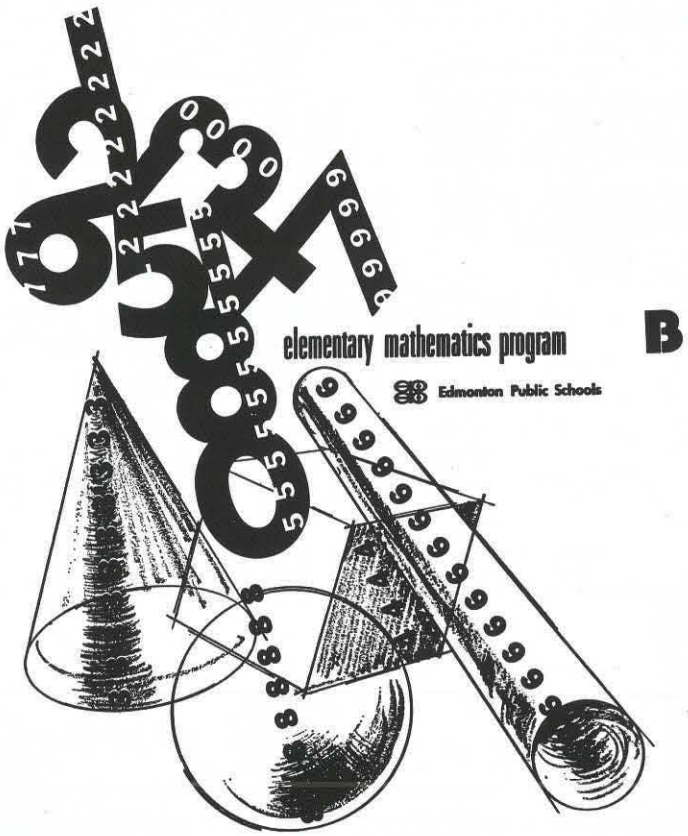
Jim Reid, Director of Humanities, 1970

Superintendent Jones also relied heavily on a newly-appointed assistant, Michael Strembitsky, to expedite the work of his office. He delegated major responsibilities to his young mentor.

Symbolic of curriculum activity during the Jones years were numerous projects, programs and processes. Many of these were characterized by acronyms and abbreviations which became the buzz words of the time. Libraries came to be known as I.M.Cs. (Instructional Materials Centres). At Ross Sheppard Composite High School an English Depth Elective project was developed by a team of teachers headed by Department Head Irene Hargreaves. The project, commonly referred to as APEX (Appropriate Placement for Excellence) was modelled on an American program and designed to give teachers more professional input and students more say in their education. VTRs (video tape recorders) were becoming popular in high school English classes. McNally High School's John Pankhurst was experimenting with biology programmed-learning packages called UNIPACS. At neighboring Forest Heights School, Principal Bob Holmes was extolling the virtues of I.P.I. (Individually Prescribed Instruction). Early in 1971, the first phase of SAPA (Science: A Process Approach) had been completed under the supervision of Director of Environmental Studies, R. S. Melnychuk. The project involved intensive work by 18 teachers who provided a more meaningful sequence of study at Grades 1-3 level.

At the same time about 100 teachers in 30 elementary schools, guided by Mathematics Supervisor Emery Dosdall, were involved in redesigning the sequence of an individualized mathematics program called EMDA (Elementary Mathematics Development Activity). A new reading approach called the USSR (Uninterrupted Sustained Silent Reading) was being touted by Reading Supervisor Vern Lowry. Individualized reading programs were being introduced in many of the schools at the same time.

A PPBES (Planning Programming Budgeting Evaluation System) partly funded by the Department of Education, was another new thrust during the tenure of Superintendent Jones. The 1971 experiment, which was abandoned two years later, arose from the need to analyze instructional and non-instructional aspects of school systems in order that a better allocation of funds might be made.



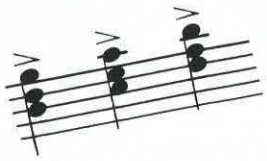
LEVEL B

ELEMENTARY
MATHEMATICS
PROGRAM

Edmonton Public Schools

During the 1969-70 school year, Assistant Superintendent Carlan enthusiastically reported the completion of 400 workshops, seminars, and meetings involving teachers at all levels. Not so enthusiastic were many staff members who were not accustomed to so many sessions focussing on so much innovation. One of the vocal critics of the wave of staff development and curriculum projects was Leif Stolee, who felt the school system was entering "The Golden Age of Progressive Lunacy." To make his point, the witty social studies supervisor composed the Curriculum Song which was to be sung to the tune of "The Happy Wanderer."





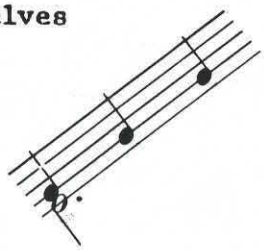
THE CURRICULUM DIVISION SONG

We love to build curriculum
On Education's trail
The more we work, the more we talk
The more the children fail.

Encouraged by our leader, Doc
More memos we will write
And cover the whole landscape
With waves of paper blight.

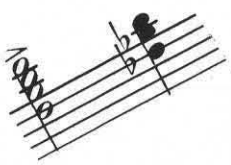
Oh, we will throw the texts away
Old methods we'll destroy
And build the new curriculum
On Love and Faith and Joy.

And when the course is over
They may not know a lot
But students may refresh themselves
With LSD and Pot.



Oh Fenton I will follow
Oh Taba I adore
And follow every fashion
A dialoguing bore.

Inquiry! Individualize!
Co-operate! Team Teach!
Oh Trump and Massialis
Their Doctrines we will preach.



And when confusion thickens
We'll build a social lab
And feed the students Unipacs
Their thinking to rehab.

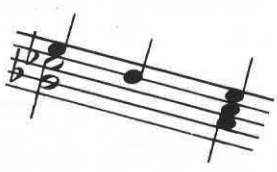
I talk about ungraded schools
To meet the needs of man
To mitigate the failings of
The Continuous Progress Plan.

Oh, I will always flourish like
A growing green bay tree
As long as educationalese
Keeps flowing out of me.

And now the time has come for us
To bid you all farewell
And if you wish to be like us
Ride Fashion's latest swell.

Reality is not the aim
As everyone here knows
Even if like the Emperor
We really have no clothes.

Farewell, Farewell, we say again
As we float out of view
Remember it is what you say
And not the things you do.



Curriculum and staff development innovations were highlighted in Rolland Jones's Annual Reports in the early 1970s. The Superintendent would note that semester programs were extended to Jasper Place, Victoria, and Ross Sheppard Composite High Schools in 1968, the same year the Board approved an experimental kindergarten program in some schools.

A modified scheduling project at the Grade 1 level, which had been introduced at Delwood by Principal M. A. Strembitsky, was expanded to include six schools in 1968. The plan permitted more teacher-pupil contact for the first and last hour of the day when only one-half of the class attended. In the same year, for the first time in Board history, some Grade 12 graduates had completed six sequential years of French language study.

Professional qualifications of teaching staff improved remarkably during Superintendent Jones's tenure. In 1968, 65% of all teachers held degrees. Four years later, the superintendent would report that 83% of the teaching staff were university graduates.

In 1969, Edmonton Public School services were extended, through government contracts, to patients at the Charles Camsell Hospital and to inmates of the Alberta Youth Development Centre.

In 1971, the RDI (Research Development, Information) branch reported it had funded some 141 teachers in research projects designed to improve classroom instruction. Computer terminal experiments were initiated at Jasper Place Composite High, Hillcrest Junior High, McDougall Elementary-Junior High and Richard Secord Schools in 1970. One of the purposes of the experiment, funded by Alberta Human Resources Research Council, I.B.M. Canada, and the University of Alberta, was to determine which curricular area might best be served by the new technology.

In 1971, Superintendent Jones reported that the Board's computer was being used to store attendance records from 54 schools and to monitor student progress in seven junior high schools.

One of the programs that Rolland Jones strongly promoted was Family Life Education. First proposed in 1968, the program was not initiated for two years pending organized meetings called to consider briefs and petitions for and against the controversial program. The Board's resolution for introduction of the program was carefully worded in a report prepared by Assistant Superintendent Eldon Bliss:

> Commencing in September, 1970, a Family Life Education Program will be offered as an elective in junior and senior high schools in the Edmonton Public School system where strong support is evident on the part of staff and public concerned and where adequately trained staff can be provided and materials resources permit.

Shortly after the debate on Family Life Education, the Board agreed on a policy regarding the growing use of drugs by students:

> Since the non-medical use of drugs is illegal, and since the schools uphold the laws of the land, the possession and use of illegal drugs in schools must be prohibited. The role of the school relative to illegal drug usage should be rehabilitative and therapeutic.

To supplement the policy statement, trustees mandated that schools participate in an approved drug education program and that all staff members report suspected cases of drug abuse or trafficking in the schools.

During the Jones years, city students were beginning to experience the new mood of unrest that characterized the late '60s. Various measures were taken to meet student demand for involvement. High school students were given official representation at Board meetings in 1969, and senior students, for the first time, were permitted to smoke in their high schools. Through Board action on April 13, 1971, high school principals were permitted to designate sections of their buildings as smoking areas providing there would be "no costs accruing to the Board" to provide for such areas. Nearly 20 years later, in 1987, all smoking in school board buildings was forbidden.

Twenty new schools, including M. E. LaZerte Composite High and the W. P. Wagner Vocational , were opened during the "Doc J" years. The M. E. LaZerte Composite High School was organized as a community school, the forerunner of other such concepts in subsequent years.

The Board took advantage of federal grant monies for the new Wagner School, then described by educators as one of the most up-to-date vocational schools in the country. In 1969, the initial year of its operation, the school enrolled over 800 students who would not normally have completed a regular high school program. A variety of occupational pursuits including horticulture, building construction, service station operation and institutional services, were offered at the school. An integral part of the school program was a work experience course that operated in conjunction with many of the city's business establishments to provide students with practical experience.

The late 1980s saw enrolments at the vocational school decline dramatically. The drop resulted in re-organizing W. P. Wagner into a school offering an academic high school program focusing on science and technology.

Though trustees were pleased with many of Rolland Jones's endeavors during his four-year tenure, they were distressed by numerous rumors indicating that their superintendent was making applications for other positions. Jones denied that he was actively seeking new challenges, but the rumors persisted.

An *Edmonton Journal* report on August 7, 1970, indicated that the Edmonton superintendent was among seven finalists for the head of Washington, D. C. schools. On September 10, 1971, the *Journal* announced that Dr. Jones was one of three educators being considered for the position of superintendent for Stamford, Connecticut schools. Again, Jones denied seeking a new position. Ten weeks later, on November 30, the *Journal* reported another application – this time for the headship of Fort Lauderdale schools. Shortly thereafter, several trustees from the Fort Lauderdale jurisdiction interviewed local educators for an assessment of Jones's superintendency. Subsequent newspaper reports indicated the Edmonton superintendent was runner-up for the lucrative $37,500 posting.

On August 22, 1972, the rumors ended: Rolland Jones submitted a letter of resignation to the Board indicating he had accepted the superintendency of the Charlotte and Mecklenberg County schools in North Carolina. Jones would spend four years with the North Carolina Board before being released. (He would spend another 10 years as superintendent of Baldwin Schools in Long Island, New York, before retiring in 1988.)

In accepting Dr. Jones's resignation as Superintendent of Edmonton Public Schools, trustees expressed their appreciation that, in his four years as Superintendent of the District, he had brought about many worthwhile and innovative changes that kept Edmonton in a leadership position among educational systems in the country.

Retired Deputy-Superintendent of Schools Tom Baker, who worked closely with Rolland Jones, comments in retrospect on Edmonton's seventh superintendent of schools. "He was a person who came from a milieu so different from ours and from a professional development area so different from ours that he didn't become one of us."

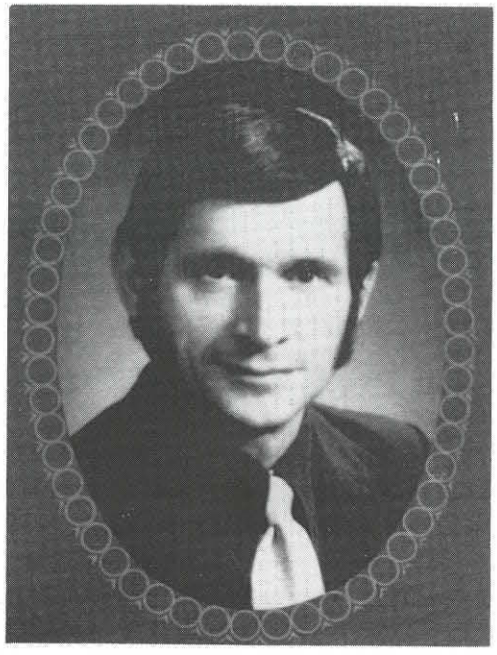
W. J. (Rip) Klufas, retired principal of Bonnie Doon Composite High School and a former Director of Staff Development in the early 1970s, thought highly of Superintendent Jones: "He was a people man and I think he believed it. Jones caused us to think more widely and people became more wide open in what they were doing – to wit, the K-12 concept. The process of Americanization did help to understand students and the whole process rather than segments of elementary, junior high and senior high education. He set up cabinet meetings and listened to the advice of his fellows – but this was before the sensitivity training approach, and this did not help in any way. Disenchantment appeared at central office and in the field."

Retired Director of Employee Relations, Derald Willows, recalls Edmonton's first American Superintendent of Schools and the controversy that was evident during his incumbency. "In retrospect, Doc J made a big contribution by shaking up the system. He made it a K-12 set-up and gave the elementary schools some status. He laid the foundation for Mike Strembitsky to develop his school-based budgeting and decision-making scheme for which Edmonton is now famous."

With the resignation of Rolland Jones in 1972, trustees again faced the task of selecting a new school head. In the interim, they appointed the young Deputy Superintendent, Michael Strembitsky, to serve as Acting Superintendent until such time as a selection was made.

To assist trustees in their search for a new chief executive, staff members and the public were encouraged to submit names of promising candidates. Hundreds of letters followed the request, and subsequently the competition narrowed from approximately 50 applicants and nominees to eight serious candidates. Of these, two were from within the system and six from other parts of Canada.

A final selection was made on January 23, 1973, when Trustee Vern Johnson announced the unanimous choice of the Conference and Selection Committee: Mike Strembitsky was to be Superintendent of Schools.



Michael A. Strembitsky
Superintendent of Edmonton Public Schools, 1973-

The *Edmonton Journal* on January 24, 1973, reported that the appointment of the new chief of schools was a popular choice: "This appointment brought an immediate and sustained burst of applause from teachers, principals, students and members of the public sitting in the public gallery. In fact, the applause for Mr. Strembitsky was more sustained and more responsive than that accorded an announcement by Board Chairman Dr. John Paterson, at 8:15 p.m., that peace had been reached in Vietnam."

In adding his words of welcome to the new appointee, veteran Trustee Jim Falconer announced that he expected great things from Mr. Strembitsky. Board minutes of January 23, 1973, recorded Falconer's comments:

> Trustee Falconer stated that it had been his privilege to work as a trustee with four previous Superintendents of Schools. Mr. Ross Sheppard was a strong, capable and well liked person. Mr. Bill Wagner was mild-mannered but a firm leader, a progressive educator and a person who communicated well. Dr. Peter Bargen was a distinguished superintendent, very competent and well respected. Dr. Rolland Jones was a scholar who left his mark in Edmonton. He was a most capable Superintendent of Schools. Now we have a new superintendent who, Trustee Falconer believed, has the good qualities of his predecessors. Trustee Falconer felt sure that Mr. Strembitsky, too, would be respected and would give the kind of leadership to this position that we have had in the past. Trustee Falconer stated that he looked forward to great things from Mr. Strembitsky.

Strembitsky was certainly no stranger to the Edmonton public schools. The local educator was born and raised in Smoky Lake, Alberta, where his ingenious father operated a modern feed mill which he designed and assembled himself.

Young Mike Strembitsky was a precocious student who enjoyed school. Perfection appeared to be the hallmark of the Strembitsky style. "He was always at or near the top of his class," recalls University of Alberta Professor Eugene Ratsoy, a high school classmate of the new superintendent. "Whatever he pursued, he did so in a meticulous manner. He practised his typewriting skills as diligently as he did his clarinet. Strembitsky took pride in producing neat work. He practised his flowing handwriting for hours on end until he perfected it, and the desire to excel always seemed to be a driving force in him."

Throughout his high school years, Mike Strembitsky developed another valuable skill. Through perseverance he became ambidextrous, a facility he used to good advantage as a part-time carpenter. At age 17, Strembitsky had constructed his first frame building, a bungalow for a family friend at Smoky Lake. Later, as a university student, he supervised the building of larger homes in Edmonton's developing west end.

After graduating from the H. A. Kostash High School at age 17, Strembitsky entered the University of Alberta, where he obtained a B.A. degree in history, followed by a B.Ed. degree awarded with distinction. While in university residence, he developed yet another skill, albeit a non-educational one: the art of winning at card games. A very retentive memory not only aided him in obtaining first class honors standing, it also enabled him to win ample pocket money.

In 1956, the young University of Alberta graduate applied for a teaching position with the Edmonton Public School Board. "A fair risk," noted one school board administrator who interviewed him. Another recorded that his "attitude was commendable" and a third was impressed by his confident and pleasant manner and with his practice-teaching marks.

Strembitsky's first teaching assignment was at Crestwood School. That year, he was encouraged by Deputy Superintendent Tom Baker to apply for a relieving-teacher position, which at that time was considered to be a stepping stone to a vice-principalship. For two years Michael Strembitsky served in this capacity, releasing principals for administrative duties and observing their operations at McKernan, Ritchie, and Queen's Avenue Schools.

The relieving-teacher experience buoyed his confidence that he would some day become a vice-principal and prompted Strembitsky to prepare himself professionally for a career in administration. An application for entry into the University of Alberta School of Educational Administration was completed, and a personal interview followed with the school's department head. The interview brought bad news, however: Strembitsky was advised that even though he had an enviable scholastic record, he should "really get back to Smoky Lake and become an assistant principal for a few years and then re-apply for admission to the School of Administration." The Edmonton system, he was told, was a "closed one."

The rebuff had a profound influence on Michael Strembitsky, who set out to prove that he could become an administrator even though he could not obtain credentials in school administration at his own university.

In 1960, Strembitsky was appointed to the staff of Queen Elizabeth Composite High School, where he

served for four years as a teacher and department head of social studies. He also enjoyed a short stint as acting assistant-principal in the same school.

High School Supervisor Eldon Bliss was very impressed with the young department head's teaching abilities, as indicated in his report of February 18, 1965:

EDMONTON PUBLIC SCHOOL BOARD

Memorandum - Classroom Visit

Teacher Mr. Michael Strembitsky School Queen Elizabeth High School

Classes Observed Social Studies 30 Date February 18/65

The lesson observed under Mr. Strembitsky's leadership was the most stimulating fifty minutes that I spent in the school. It demonstrated the effectiveness of a stimulating, critical, inquisitive approach to the problems which exist everywhere in the social studies program for the imaginative and resourceful teacher.

It is very evident why Mr. Strembitsky is the Social Studies Co-ordinator in this school. He should seize every available opportunity to ensure that the other teachers of social studies on this staff are exposed to his understanding of the aims of the social studies program and of the effective method of presentation needed to achieve the aims.

Signature E.L. Bliss



Florence Phillips, first female high school principal (Queen Elizabeth Composite High School, 1975)

It was at Queen Elizabeth that "Strem," as he was nicknamed at the time, decided to pursue graduate studies at Columbia Teachers' College in New York. Several summer sessions followed by a short sabbatical earned him M.A. and M.Ed. degrees from the prestigious school.

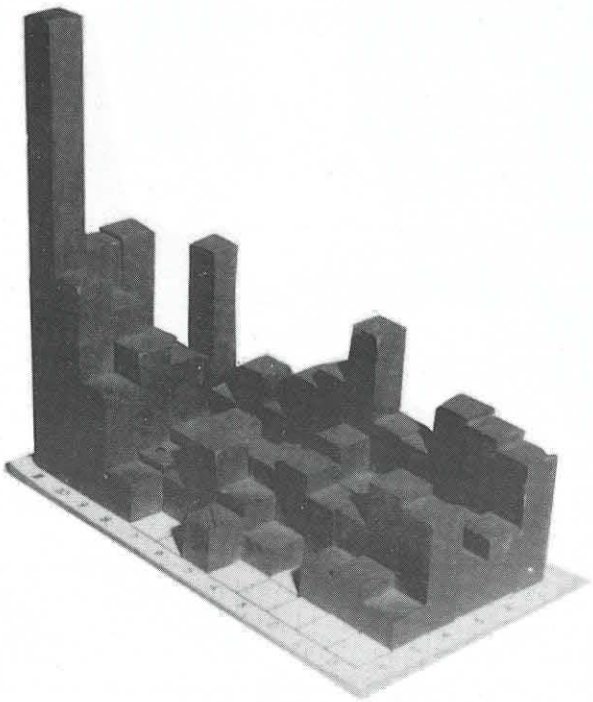
Following his experiences at Queen Elizabeth, the 30-year-old assistant principal moved quickly up the administrative ladder of the Edmonton Public Schools. In 1965, he was appointed assistant principal of Fulton Place Elementary-Junior High; a year later he was named principal of Delwood, a new team-teaching school in north-east Edmonton. It was at Delwood that Strembitsky grew impatient with the tardiness of the City Parks Department in beautifying the school grounds. Recruiting a few volunteers, the young principal had over 300 spruce trees planted in the school yard on a single weekend.

After a year-and-a-half stint at Delwood, Strembitsky was appointed Acting Supervisor of Elementary Education, and in six months, Director of Elementary Curriculum for city schools.

Three months later, Superintendent Rolland Jones selected the young administrator as his assistant, a position Strembitsky held for three years before being appointed Deputy Superintendent.

Following Jones's resignation, Strembitsky was appointed acting superintendent, and on January 23, 1973, superintendent of schools – at age 37 – the second youngest chief executive on record. A year later, another first would be recorded in Michael Strembitsky's personnel record: in addition to his role as superintendent, the Board appointed him secretary-treasurer, a position he held for five years.

Superintendent Strembitsky who has always had a penchant for charts and statistics, takes great delight in presenting three-dimensional models to portray the system's growth.

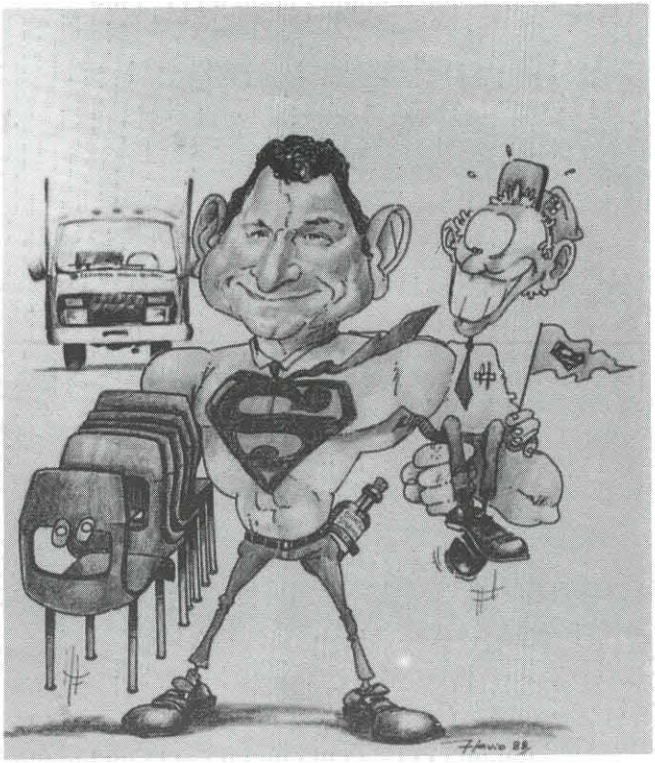


M. A. Strembitsky's three-dimensional model showing teaching staff in various categories of training and experience

This interest has characterized all his pursuits, including his commercial hog farm enterprise which he operated for several years on the city's northern outskirts. The operation, which at its peak marketed over 3,000 hogs a year, required careful planning and record-keeping, and provided him with an opportunity for some valuable business experience.

Strembitsky approached school administration convinced that long-range planning must take place and that decision-making processes must involve a variety of publics. A firm believer in input from teachers and administrators, Strembitsky held regular meetings with his staff members for over 17 years, affording him the opportunity of meeting teachers and support staff in small group sessions. These "rap" sessions have given Edmonton's eighth superintendent of schools better insight into the roles and responsibilities of a very diverse staff.

On one occasion Strembitsky joined a regular crew of workers and spent one full day as an Edmonton Public Schools deliveryman and enjoyed the vicarious experience: "The day was spent hauling chairs to schools for Christmas concerts. If I recall correctly, my two partners and I unloaded over 2,000 chairs that day and I got some better insight into this line of work – along with some sore muscles, as well. Our biggest problem was not the heavy work but the interruption of my work by some principals who recognized me in my delivery suit. These fellows wanted to discuss school problems which I refused to do on that day. I had to earn my keep as a bona-fide delivery person." Strembitsky's new role quickly became a topic of discussion among office and warehouse staff, prompting designer Flavio Rojas to translate the superintendent's experiences as a delivery man, into cartoon format.



Superintendent Strembitsky has high regard for the position of elected trustee and constantly reminds his associates of the need for respect for the position. As a result, he seldom resorts to "taking on a trustee in the public forum" believing firmly that an "appointed official is no match for an elected one." He is also a strong proponent of public input into children's schooling, and believes that developing a number of alternative programs for students allows parents more say in education.

An honorary Doctor of Laws degree was conferred on Michael Strembitsky by his alma mater, the University of Alberta, in 1989.

At the June 7, 1989 Board meeting Trustee Doug Tupper, on behalf of the trustees, presented the superintendent of schools with an illuminated scroll:

> This scroll is presented by the Trustees of the Edmonton Public School Board in recognition of the conferment of the degree of Doctor of Laws – Honoris Causa by the University of Alberta on Michael A. Strembitsky for his enlightened and creative leadership in making Edmonton Public Schools more responsive to students, parents, staff and communities – June 6, 1989.

During Strembitsky's 20 years as superintendent of schools, some very significant developments have occurred on the Edmonton Public School educational scene. The introduction of an open-boundary program for pupil attendance has certainly piqued interest from many school districts in the nation. Edmonton students are no longer compelled to attend their neighbourhood schools. Instead they may register for a variety of programs offered in the Edmonton Public Schools.

In language programs other than English, for example, courses are available in French immersion and French-as-a-second-language. In addition, students may cross local school boundaries for bilingual programs in Arabic, Chinese, Japanese, Spanish, German, Hebrew, and Ukrainian. A Cree enrichment program is also available.

High school principal Curt Lund is a strong supporter of the open boundaries for students:

> "Open boundaries provide parents and students with choices. I can think of few major services accessed by the public that would not have some element of choice. Why should education be any different? While our schools have as many similarities as differences I believe that the existence of open boundaries has promoted the refinement of school differences to the point where the consumer now has real choices. One result of this is a high level of satisfaction by parents with their children's school. I feel schools will be more effective when parents and students are highly satisfied with the service provided.
>
> "The injection of competition into any enterprise will affect human behaviour. The responses of educators to open boundaries in Edmonton Public Schools have been most positive. The absence of competition leaves only professional integrity and monitoring as forces to promote quality education. With competition we must constantly reassess our operation to assure that we are doing the best job possible, and that we are meeting the needs of our clients. If we do not measure up, our clients will get the service they want somewhere else.
>
> "Open boundaries promote better communication and improved relations with feeder schools. Not only do we have to satisfy parents and students, we must also work co-operatively with feeder schools in a variety of ways in order to maintain the confidence feeder school staff have in our operations. Failure to do so could result in clients being subtly directed to other schools."

The number of female senior administrators has increased substantially during Superintendent Strembitsky's tenure. A decade ago only two females appeared in the associate superintendency hierarchy of the Edmonton Public Schools: Dr. Susan Therrien and Merle Audette.



Dr. S. Therrien, first female associate superintendent, 1982



Dr. Heleen McLeod, first female assistant superintendent, 1976

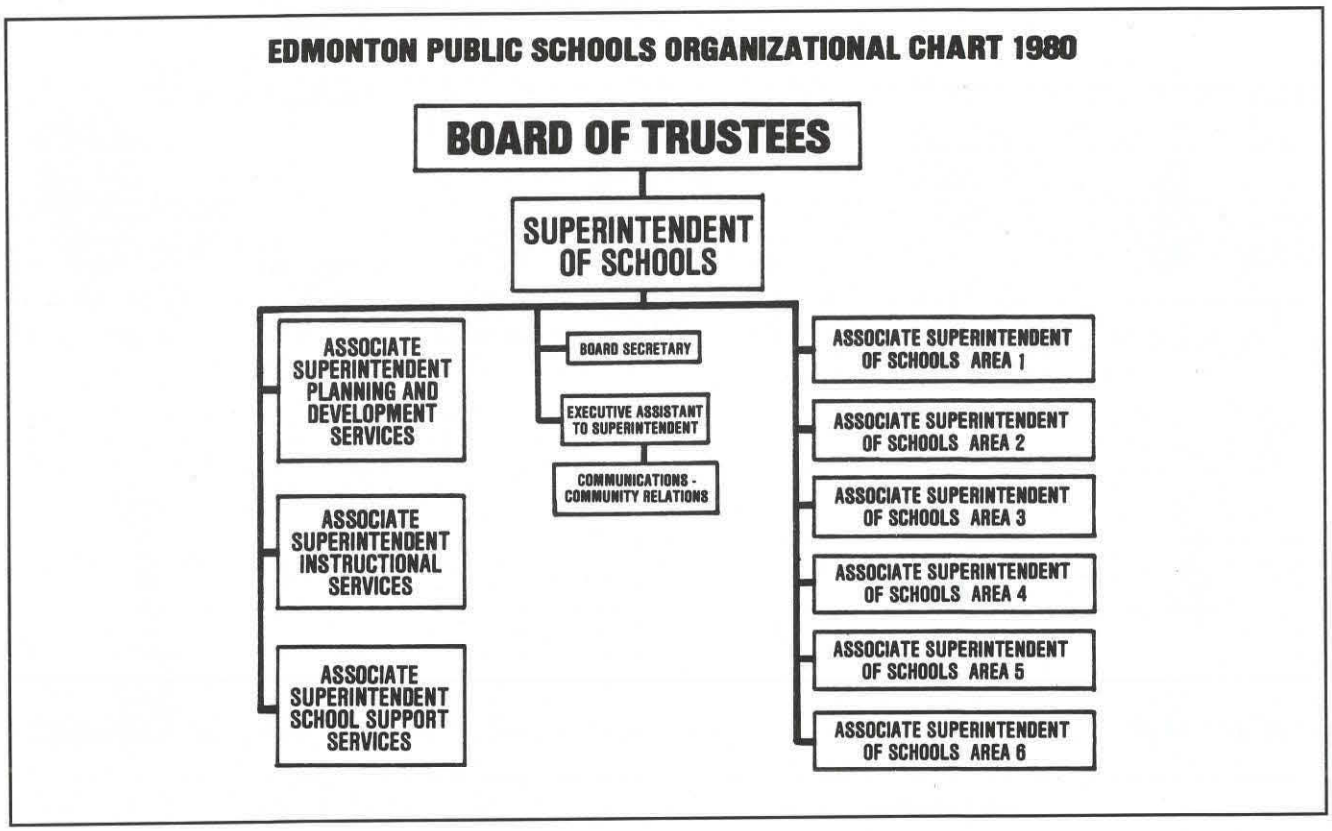
In 1982, only 13% of the system's principals were women. By 1992, the total increased to 27%. Twelve new principals were added to leadership of Edmonton Public Schools for the 1992-93 school term. Nine of the new appointees will be women. Of the ten senior positions in central administration for 1992-93, five will be filled by female administrators.

Perhaps the most significant development in the Edmonton Public Schools during the past decade has been the radical restructuring of the Board's central administration to create a more diffuse model. A regional organization of schools headed by area associate superintendents has been instituted during Strembitsky's tenure. An integral part of the new organization has been the introduction of school budgeting, designed to bring some much-needed substance to the process of staff involvement and decision-making at the school level.

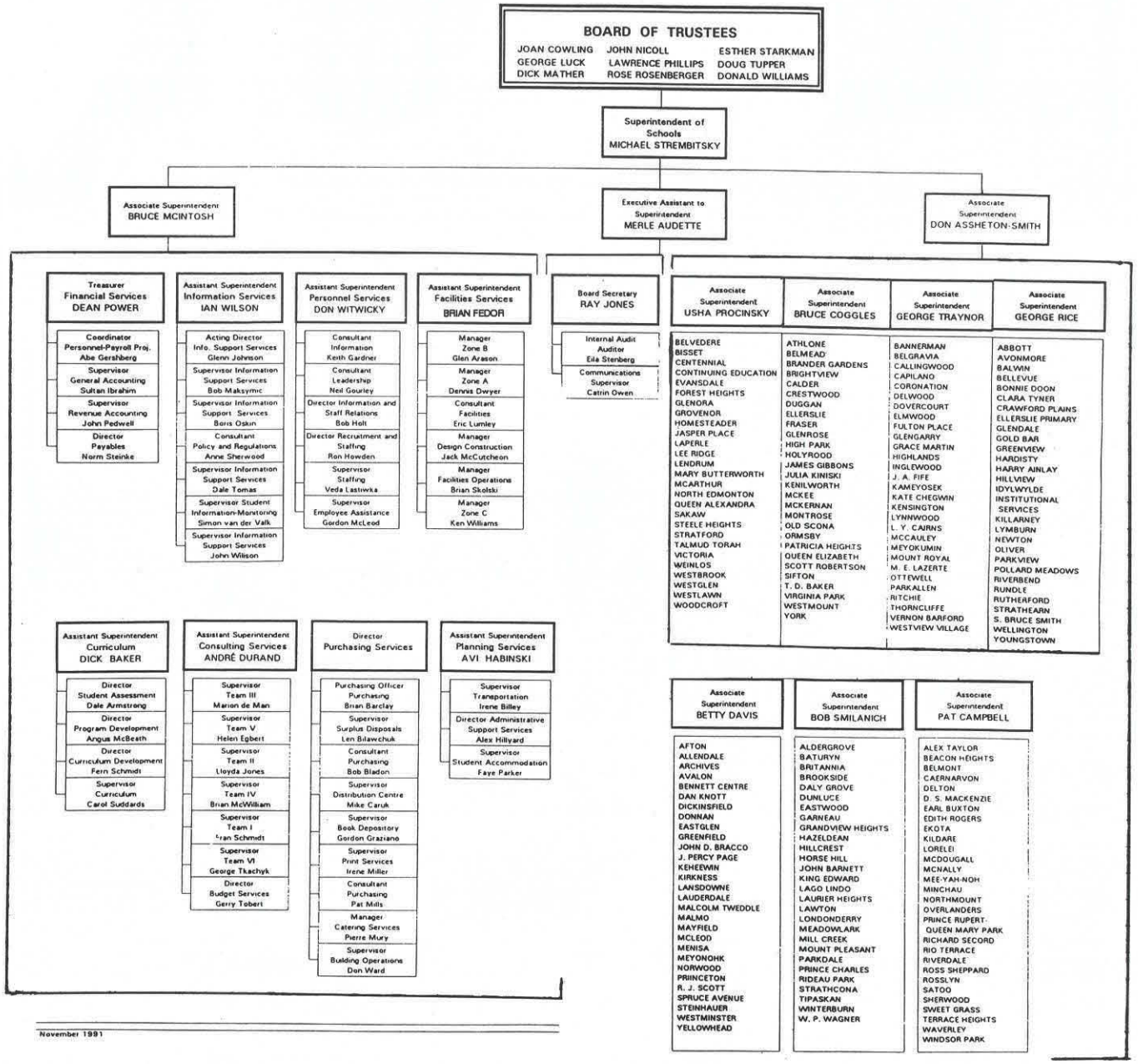
Acknowledged by educators as the "father of school-based budgeting," Edmonton's eighth superintendent of schools is in great demand for participation in conferences and workshops locally, nationally, and internationally.

Gender Comparison of Leadership Positions: 1982 and 1992

	# of Males		# of Females		% of Males		% of Females	
Position	1982	1992	1982	1992	1982	1992	1982	1992
Senior Staff	10	14	2	5	83%	74%	17%	26%
Principals and Assistant Principals	237	191	63	90	79%	68%	21%	32%
Department Heads and Curriculum Co-ordinators	102	99	33	86	76%	53%	24%	47%
Consultants	24	26	37	86	39%	33%	61%	67%
Totals	373	330	135	234	73%	59%	27%	41%



EDMONTON PUBLIC SCHOOLS REPORTING STRUCTURE 1991 - 1992

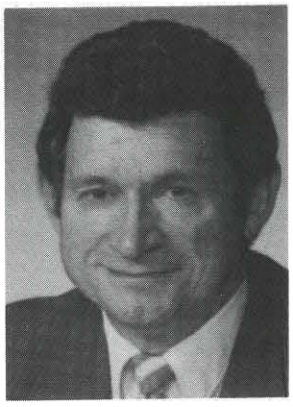


"The action is in the schools," says Strembitsky, "and that's where the money should be. Believe in the people in the schools and they will not disappoint you. They, too, want a chance to succeed."

Although the Province of Alberta lost some of its economic thrust in the 1980s, educational developments in the Edmonton Public Schools spearheaded by Dr. Strembitsky, have certainly captured the attention of the western world.

Bargen, Jones, and Strembitsky, the superintendents of new directions, all appear as agents of change in a changing Edmonton school scene. Each of the new superintendents seems to have emerged as a man of his time. In his own way, each has tried to meet the demands of a fluctuating and fast-flowing computerized society, as the world crowds into Edmonton to observe the progress that has been made during the last three decades.

Senior Administration Staff Edmonton Public Schools
1991 - 1992



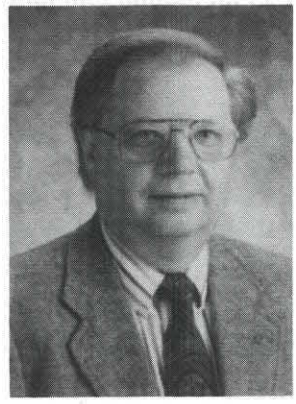
Michael A. Strembitsky
Superintendent of Schools



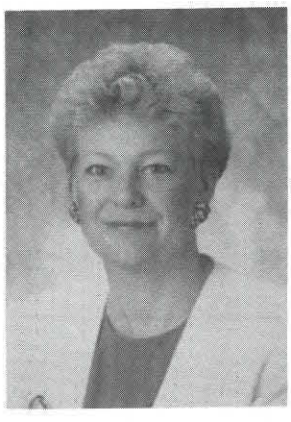
Don Assheton-Smith
Associate Superintendent
Area 8



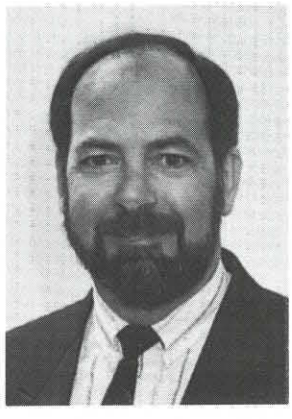
Merle Audette
Executive Assistant
to Superintendent



Dick Baker
Assistant Superintendent
Curriculum



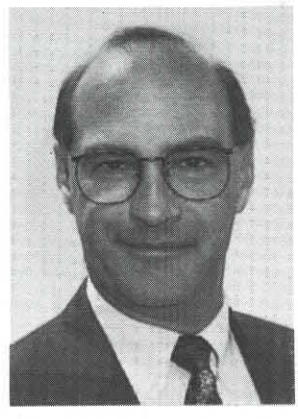
Pat Campbell
Associate Superintendent
Area 7



Bruce Coggles
Associate Superintendent
Area 2



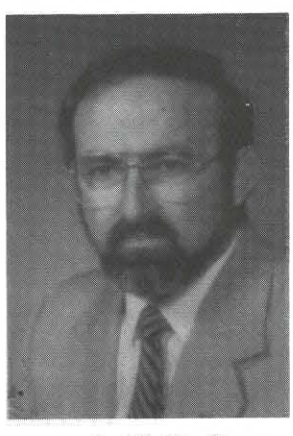
Betty Davis
Associate Superintendent
Area 5



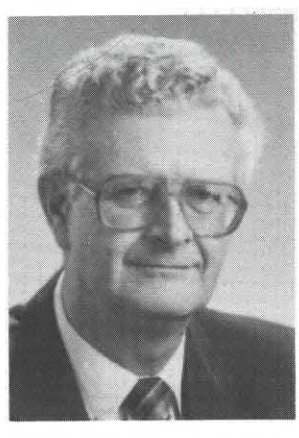
Andrë Durand
Assistant Superintendent
Consulting Services



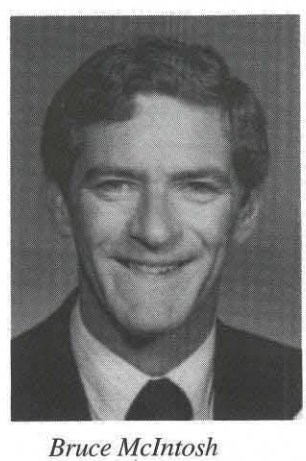
Brian Fedor
Assistant Superintendent
Facilities



Avi Habinski
Assistant Superintendent
Planning

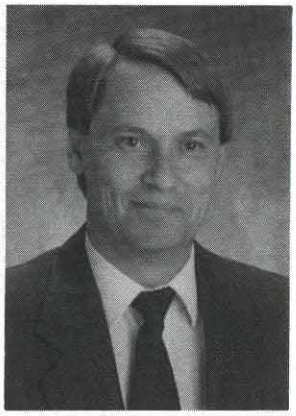


Ray Jones
Board Secretary



Bruce McIntosh
Associate Superintendent
Area 9

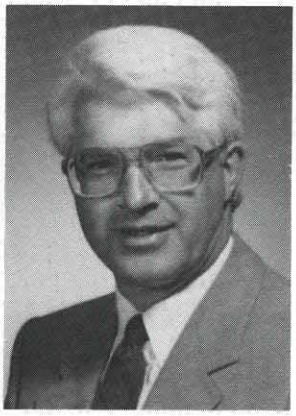
Senior Administration Staff Edmonton Public Schools
1991 - 1992



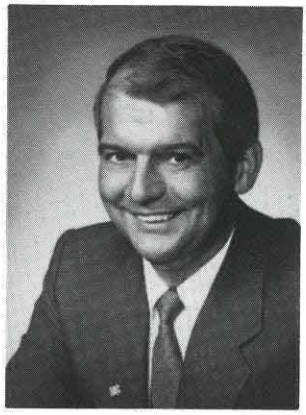
Dean Power
Treasurer



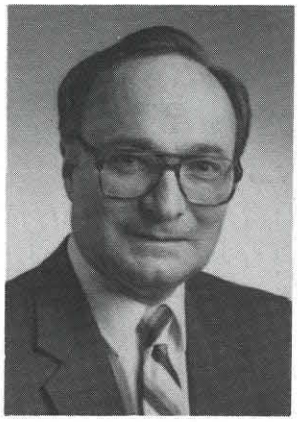
Usha Procinsky
Associate Superintendent
Area 1



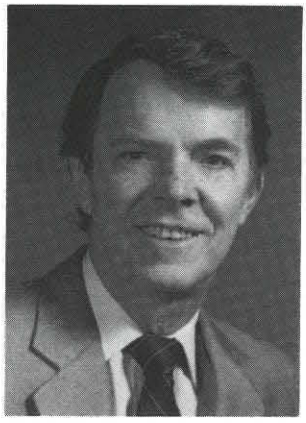
George Rice
Associate Superintendent
Area 4



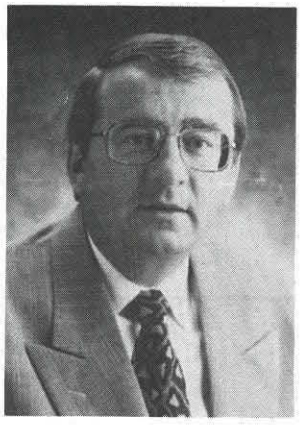
Bob Smilanich
Associate Superintendent
Area 6



George Traynor
Associate Superintendent
Area 3



Ian Wilson
Assistant Superintendent
Information Services



Don Witwicky
Assistant Superintendent
Personnel

Chapter Twenty-Two

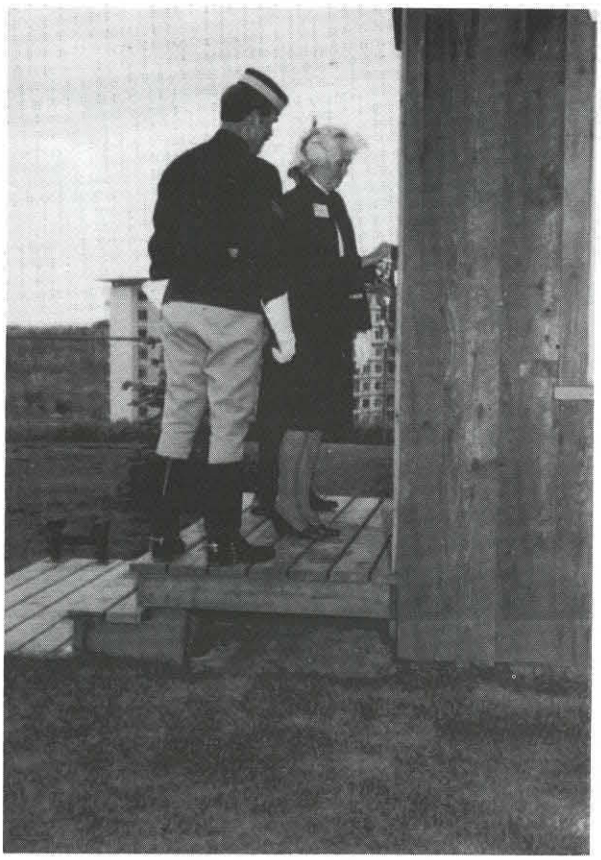
School Slates and the Willow Switch: History Comes Alive



Early student Kate (McCauley) McLean is assisted by Assistant Superintendent Doug Wright in official flag- raising ceremony at re-opening of Edmonton (1881) School, September 25, 1982

It happened on a bright Saturday afternoon on September 25, 1982. Several hundred Edmontonians gathered on the McKay Avenue School grounds to witness an event that would make history come alive in Alberta's oldest school.

As two members of the R.C.M.P. clad in scarlet-coated N.W.M.P. uniforms saluted, Catherine (McCauley) McLean raised a Union Jack to the top of a tamarack flagpole. The flag-raising ceremony marked the official re-opening of one of Alberta's most precious historic resources – the original Edmonton (1881) schoolhouse. The ceremony also culminated a year of activities in the Edmonton Public Schools to commemorate a century of education in Alberta's first school district.



Edmonton Public School Board Chairman Shirley Forbes unlocks door of restored 1881 Schoolhouse, September 25, 1982

The restoration and relocation of Edmonton's first school was a year-long venture. For over 80 years the 1881 schoolhouse remained on the north bank of the Saskatchewan River at 9647-100 Street. It had been moved there in the early 1900s from its original location on the McKay Avenue school yard. In 1980, the City of Edmonton purchased the historic building from the Mawhinney family who had lived in their little schoolhouse-home since World War I. In very amicable negotiations, the 1881 landmark was returned to the fold of Edmonton Public Schools for a token $1.00.

Although negotiations for its purchase proceeded very harmoniously, there was acrimonious debate about the siting or relocation of the historic school. Petitions and briefs were presented to the Board recommending a permanent location. The Rossdale Historic Planning Committee, headed by Co-ordinator Linda Duncan, pleaded to have the 1881 schoolhouse remain on its riverbank location where it would enhance the historic ambience of the Rossdale district. Dr. Howard Welch, a Director of the Fort Edmonton Historical Foundation, provided documentation to show that the late Mrs. Margaret Mawhinney wished to have her 1881 schoolhouse-home relocated to Fort Edmonton where it would become part of the 1885 streetscape. Other historians and observers suggested moving Edmonton's oldest schoolhouse to the Walterdale Flats between 105 Street and the High Level Bridge. There it could become part of the interpretative program involving the historic John Walter residences. The Bennett School site was yet another alternative proposed. Several Edmonton pioneers and local historians felt the 1881 school should be returned to its original site on the McKay Avenue School grounds.

Pondering the most historically-appropriate location for the Edmonton (1881) School, trustees decided to hear the views of former trustees at a special meeting of the Board. The venue for such a hearing was chosen after some negotiations with the provincial government.

Speaker of the Alberta Legislature, Dr. David Carter, agreed to allow the Edmonton Public School Board the use of the Alberta Legislature for the special meeting and historic ceremony to launch the school district's centenary. Carter's willingness to allow use of the Legislature chamber was influenced by an historic decision made by Edmonton trustees in 1906. The assembly hall of McKay Avenue School was then rented to the provincial government for the first two sessions of the provincial parliament.



Edmonton Public School Board Centenary Reception at Alberta Legislature, January 5, 1982

The Special Centennial Meeting in the Alberta Legislature on January 5, 1982, was the first Board activity to commemorate 100 years of education in the Edmonton Public Schools. Among those invited to the ceremony were Mayor Purvis, provincial cabinet ministers, M.L.A.s and Department of Education officials.

Occupying prominent seats in the Alberta Legislature were a number of senior citizens who contributed to the progress of Edmonton schools: Ada Lent, oldest Alberta Teachers' Association Local president; George Davies, most senior Edmonton principal; W. P. Wagner, former superintendent of schools; Harry Turner, longest serving secretary-treasurer; Anna Whitla, senior clerk, Edmonton Public School Board, with 46 years of service; Doug Miller, longest serving custodian; and Grace Martin-McEachern, Edmonton's oldest teacher.

David Mawhinney, whose family lived in the 1881 schoolhouse for over 70 years, was also an honoured guest, as was Margaret (McCauley) Wood, whose grandfather was Edmonton's first public school trustee. A tribute was paid to Frank Oliver, who championed the cause of education in the 1880s when his daughter, Mrs. C. Becker was introduced as a special guest. The Hudson's Bay Company, donor of lots for the 1881 school, was represented by local manager J. B. Bustard.

Eighteen former trustees whose services dated from 1937 to 1980, were also present at the special Centenary meeting:

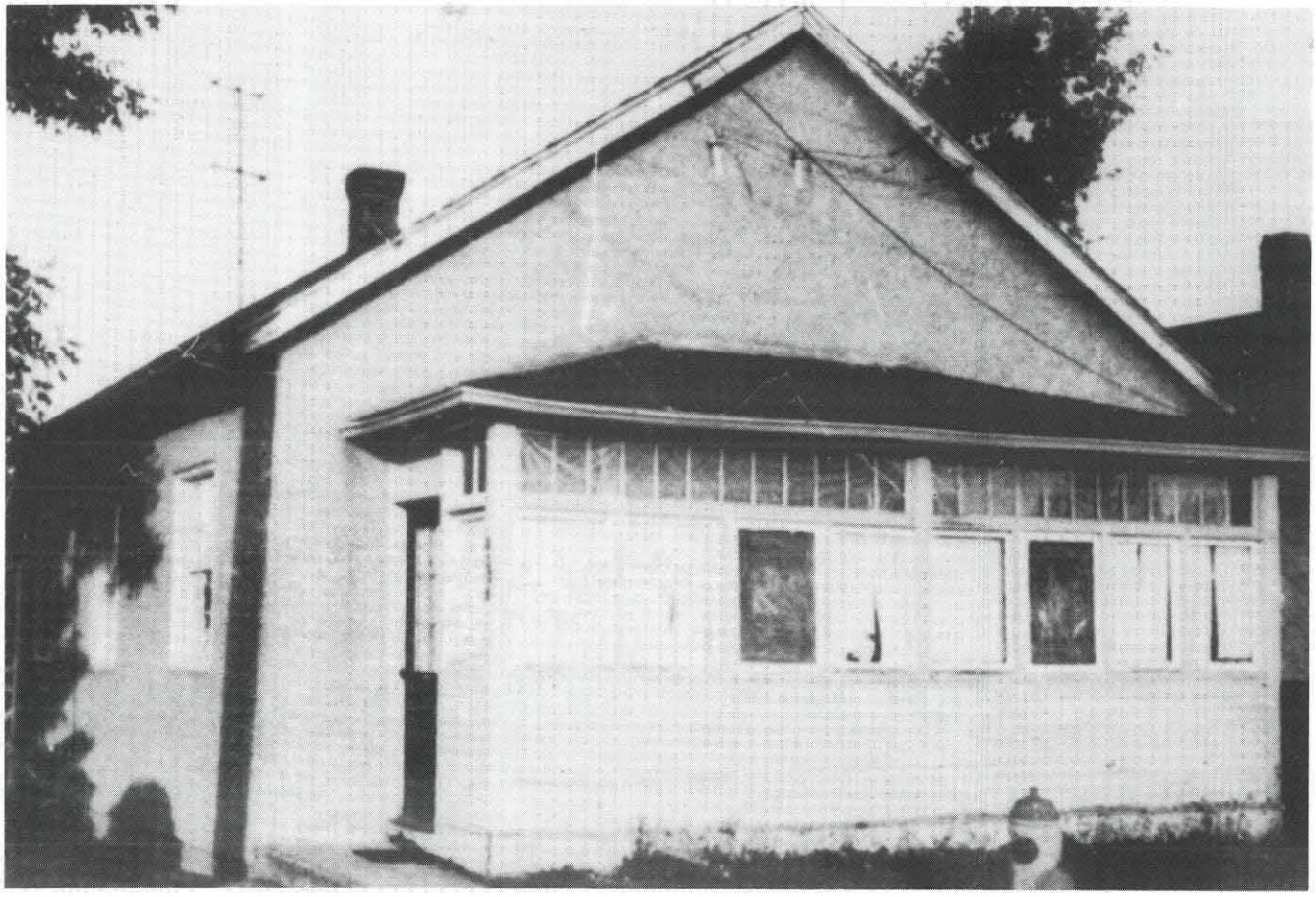
Mrs. Lois Campbell
Mrs. Helen Sinclair
Mrs. Edith Rogers
Dr. John Paterson
Frank J. Newson
Don Kennedy
L. D. Hyndman
J Ernest Hanna
James Patrick
Dr. Walter Gainer
James Falconer
Eric Duggan
William Cowley
Justice J. D. Bracco
Justice D. H. Bowen
Justice S. Bruce Smith
Dr. W. E. Smith
John Thorogood

After formal introductions, Board Chairman Shirley Forbes called the special meeting of former trustees to order. Only one item was identified for discussion: the siting of the Edmonton (1881) school. Fourteen former trustees spoke convincingly about possible locations for the historic building. Eight favoured relocating Alberta's oldest free public school to the McKay Avenue site; four opted for the existing Rossdale location and one trustee suggested relocation of the school to Fort Edmonton. The advantages of relocating the school to the Provincial Museum grounds were outlined by one trustee, as well.

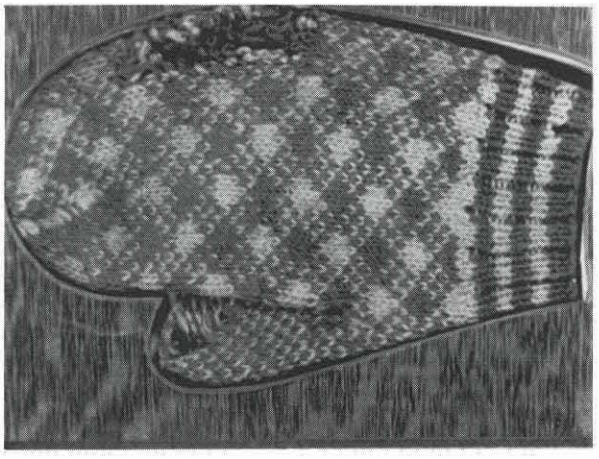
Although former trustees were not empowered to pass motions, their discussions certainly influenced incumbent board members. At the May 25, 1982, meeting of the Edmonton Public Schoool Board, trustees voted unanimously to relocate the century-old school to the McKay Avenue School site.

Josef Weinberger, a former employee of the Edmonton Public Schools, was seconded by the Provincial Department of Labour to serve as Clerk-of-Works and to work closely on restoration details with Assistant Superintendent Doug Wright and Board Archivist Michael Kostek. With a penchant for historic detail, the resourceful Weinberger proceeded with vigour and enthusiasm to ensure that Edmonton's first frame-lumber building would be restored for future generations.

Restoration of the 1881 schoolhouse began while the building was still on its riverbank location at 9647-100 Street. In order that the historic landmark could be moved safely without damaging its balloon-frame construction, reinforcing timbers had to be imbedded securely into its wooden foundation. A coat of heavy stucco, which had protected the building since 1940, had to be carefully removed. Walls had to be reinforced to withstand the mile-long haul to the McKay Avenue site.



Edmonton (1881) School as a converted residence, 1981



This hand knit mitten was discovered in the wall cavity of this schoolhouse about 12 inches below this frame. It was probably lost by a workman who was stuffing wood shavings into the wall cavity in the fall of 1881.

Restoration of the 1881 schoolhouse was completed on the McKay Avenue school grounds by tradesmen and labourers in the employ of the Board. While removing moldy sawdust insulation from the wall cavity of the building, workmen discovered a mitten impaled on a nail. It had probably been dropped by a workman who had rammed sawdust into its hollow walls when the $968 building was being constructed.

Another artifact was also discovered in the century-old building. What appeared to be a spruce board exactly four feet long and 14" wide was, upon close examination, a desk top complete with grooved pencil trough. Two square-headed nails, projecting from the wooden board, were later identified as hand-made. Discovered in the attic of the schoolhouse, the desk top had served as a rafter support for perhaps eight decades.

Clerk-of-Works Josef Weinberger pursued restoration details meticulously. Every wainscoting board within the old school was removed and stripped of many layers of paint before being fitted into its original location. As window frames and doors were restored, it was discovered that the ornate hinges of the exterior

door were original. It was also determined that one of the window frames was still intact. Close examination of the century-old window-frame revealed yet another discovery: one pane of glass had survived in the little schoolhouse for over 100 years.

Much of the original blackboard was revealed after 22 layers of wallpaper had been stripped from the end wall. The original blackboard ledge, although scorched by cigarettes, was also found to be intact.

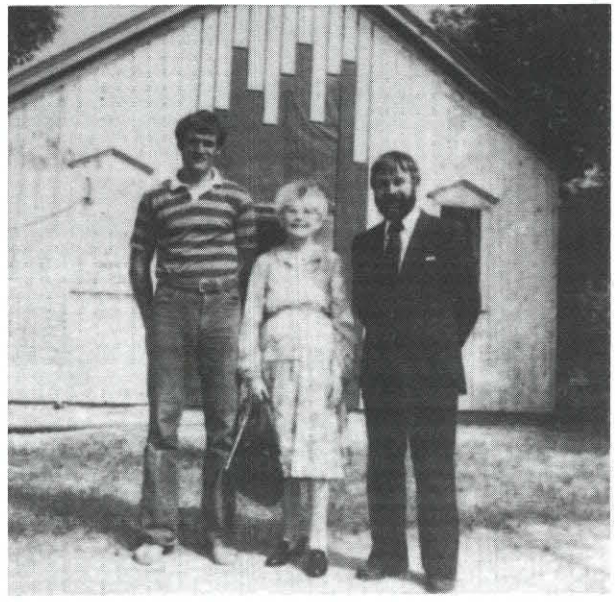
In 1947, during a conversation with the owner of the schoolhouse residence, Mrs. Margaret Mawhinney, it was learned that her husband always smoked while relaxing in the bath tub. On several occasions. Mr. Mawhinney had rested his cigarette on the blackboard ledge which extended into the bathroom, leaving an interesting pattern of burn scars in the soft wood.

Although much of the original blackboard was discovered beneath the one-quarter-inch-thick layers of wallpaper, a new chalkboard had to be installed. Layers of cheese-cloth and plaster were used to replicate the original 23½' x 4' writing surface.

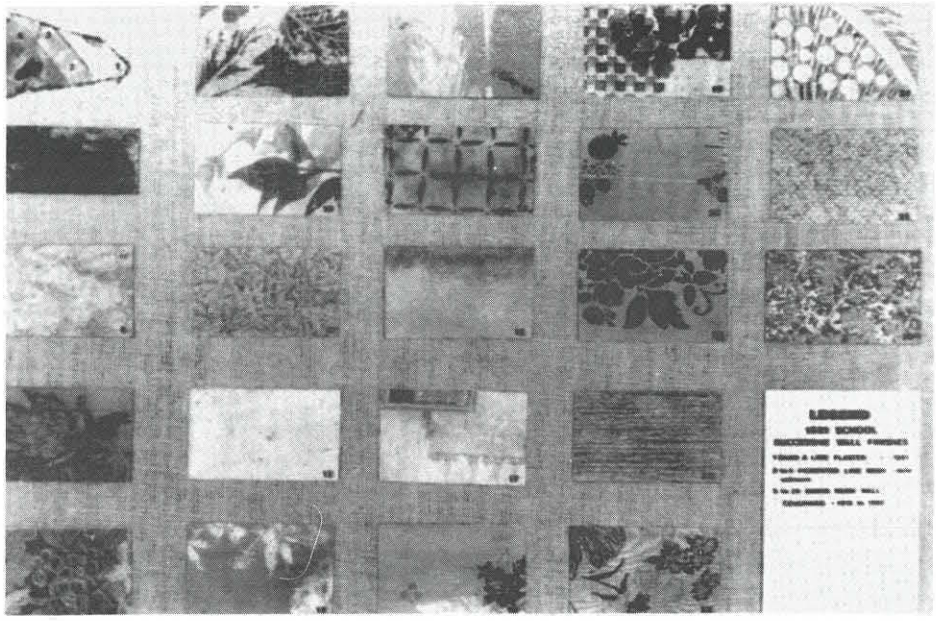
Original specifications for the 1881 school called for an 18" platform across the room. Workers restoring the schoolhouse assumed that the 18" platform was designed to serve as an elevated perch for the teacher's desk. While the platform was being replicated, a former student, Catherine (McCauley) McLean visited the school. Mrs. McLean, niece of trustee Matthew McCauley, was a student in the schoolhouse in the late 1890s when it was part of a three-room complex.

Entering the partially restored school, Mrs. McLean was quick to recall some details of the original classroom, including the narrow width of the partially restored platform. An architectural mishap was avoided when the 94-year-old former student convinced everyone that the platform was not for the teacher's desk. It was used only by students asked to read or recite before the class. Mrs. McLean vividly recalled the great apprehension she felt every time her strict teacher directed her to read on that narrow ledge.

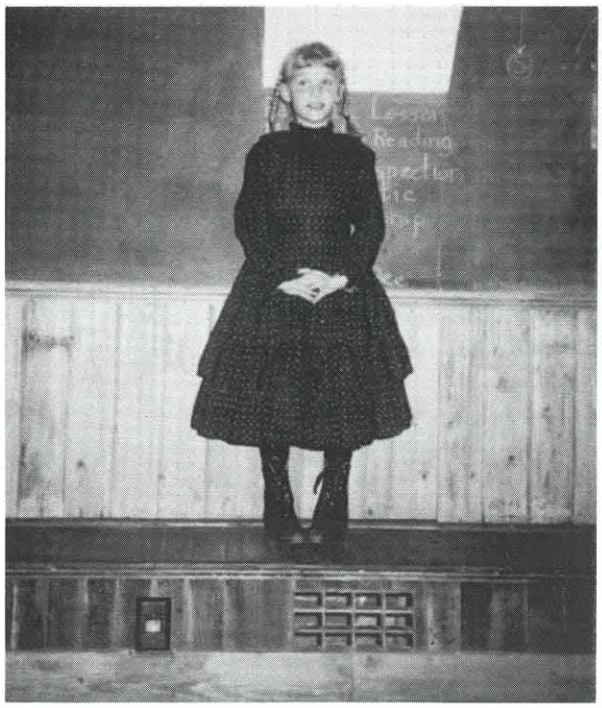
The 18"-high perch that was being constructed for the teacher's desk was hastily re-constructed into a narrow 18"-*wide* reciting platform, thanks to the retentive memory of a former student.



94-year-old Catherine (McCauley) McLean visits her Edmonton (1881) School, David Alton (left), Josef Weinberger (right), 1982



Twenty-two layers of wall paper were removed from wall in 1881 schoolhouse-home during restoration

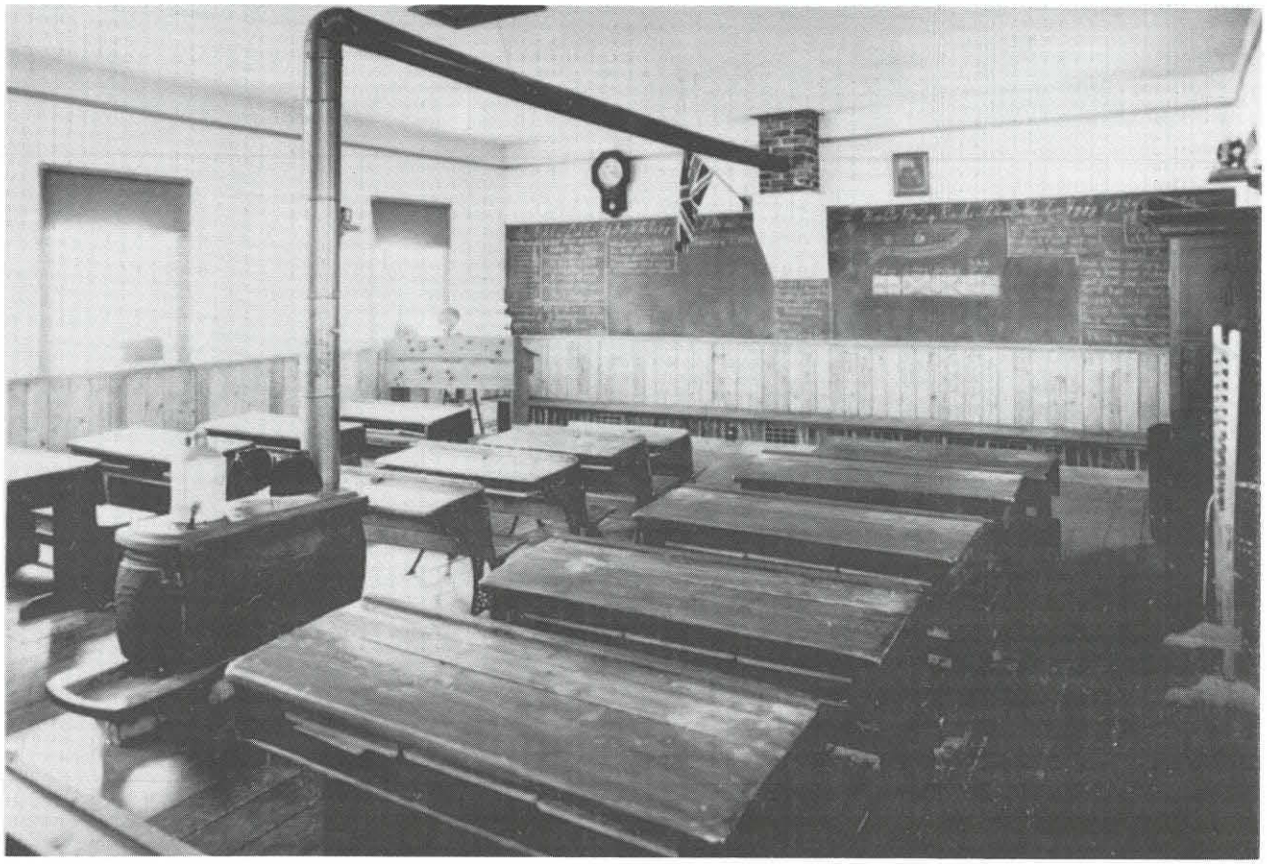


Lynnwood School student Anastasia Bodnar stands on narrow reciting platform in 1881 School, 1990

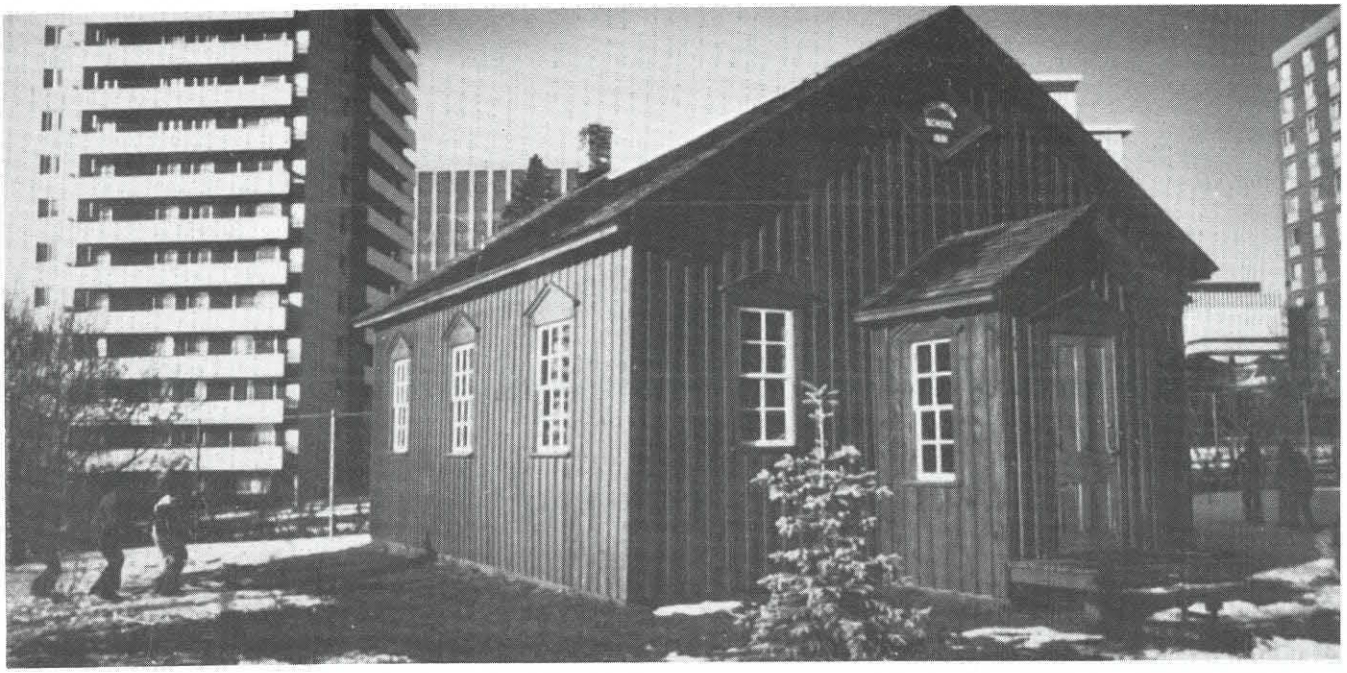
As indicated in the original 1881 specifications, 12 double desks and accompanying forms (benches) exactly 4' long, were carefully constructed to match late nineteenth-century school desks. A hinge-top teacher's desk was also provided. Writing tablets of genuine slate were crafted by school board carpenters. Other E.P.S.B. tradesmen replicated copper pails, cups and period lamps to create the necessary ambience for the historical building.

An archival letter written to Superintendent McKee by a pupil who attended the school in 1885, described a box stove which heated the little schoolhouse. A similar stove, along with a world globe, flags, a photograph of Queen Victoria and other supplies were obtained from the City of Edmonton Artifact Centre to recreate an authentic interior setting for Alberta's first free public school. A tamarack flagpole, adjacent to the school, was installed for flying the Union Jack, whenever school was in session.

One other very special item was obtained for the restored schoolhouse – a supple willow switch which in future years would be replaced many times as a result of simulated disciplinary procedures reminiscent of the 1880s.



Restored interior of Edmonton (1881) School, 1982

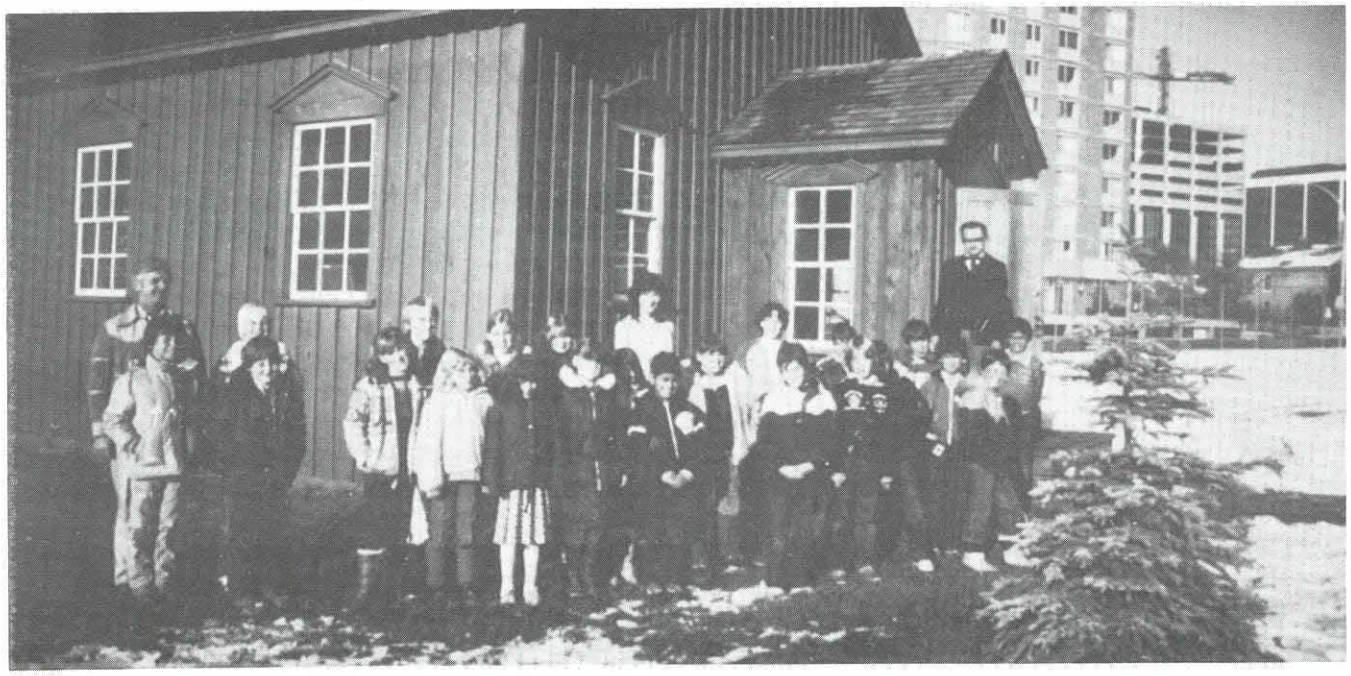


Restored Edmonton (1881) School

Restoration costs for the 1881 schoolhouse, including installation of an electric furnace and security system, were $82,726, about eighty-five times the $968 construction costs of the school in 1881. Approximately half of this total was recovered through grants from Alberta Culture who had designated the schoolhouse a Provincial Historic Resource in 1983.

Clerk-of-Works Josef Weinberger presented the keys of the restored school to Board Chairman Shirley Forbes at a special opening ceremony on September 25, 1982. One month later, on October 25, the little schoolhouse resounded with the voices of students, signalling the beginning of another century of schooling in the historic landmark.

Teacher Doug Cowan and his Braemer School Grade V class were the first students of the 1881 schoolhouse in over a century. Their strict Victorian teacher, Michael Kostek, recalls with some emotion the privilege of being the first instructor in the little school's second century of life.



Braemar Grade V class, the first to visit the restored Edmonton (1881) School, October 25, 1982

Waving a threatening willow switch, he greeted his 24 scholars who stood in two neat rows outside the entrance door. Students were warned sternly to be very still as instructions for entry were announced. Young ladies were directed to enter first and proceed quietly to a designated row of desks, where they would stand rigidly at attention. When the last young lady had passed through the doorway, the row of young men proceeded to enter and stand at attention until permission was granted to be seated.



Grandview Heights School pupils display answers on slates, 1991

The teacher then announced some very basic classroom rules. The class was informed that, although the first teacher's name was James Harris, his name was never uttered in the schoolhouse. Instead, a very simple term of respect to be used was the one-syllable word "Sir." Woe betide the lad or lass who forgot to use the preface!

Another admonition issued was that no student was allowed to speak without receiving permission to do so. When given such permission, the student should spring to attention and respond, remembering to preface his response with the word "Sir." No one could move about the room without permission, with one exception: any student who suffered gastric discomfort could leave to use the school's privy.

Because paper was scarce in the Edmonton settlement during the 1880s, students used slates until their fourth year of school. In the past decade, the 30,000 students who have attended half-day sessions in the 1881 schoolhouse have also used slates and slate pencils.

Today's 1881 schoolhouse lessons begin with reference to the great Queen Victoria who ruled the British Empire for over sixty-three years. Mention is always made of her daughter Princess Louise Caroline Alberta, our province's namesake. Victorian virtues of honesty, piety, reverence and respect are extolled in lessons and students are expected to memorize such gems as "Do good by stealth and blush to find it fame." The evolution of the Union Jack occupies considerable time in each morning's session. Always emphasized is the symbolic significance of the flag's colors: red for courage, blue for bravery, and white for purity.

Courage, bravery and purity of thought were instilled into school children of the Northwest Territories in the 1880s. An important objective of the teacher's hidden curriculum was the conversion of reluctant scholars into good British subjects as quickly as possible.

A half-hour reading lesson occupies a prominent slot in the 1881 school timetable. Most of the lessons are from the Ontario readers which were the officially-authorized texts in the District of Alberta during the 1880s. Many of the reading lessons stressed morality. Current reading lessons in the 1881 school stress morality as well as vocabulary and comprehension skills. Oral reading, by individual students directed to stand on the the reciting platform, is a vital aspect of reading instruction in today's 1881 Schoolhouse lessons. So is oral reading in unison.



Grade 3 Lorelei School pupils, in period costumes, read in 1881 schoolhouse, 1990



Baturyn School pupils read before classmates, 1991

After short comprehension questions are asked to determine that understanding has taken place, the teacher ascertains whether students have grasped the moral intent of the selection. Individual students are asked what they have learned from their reading that will help to mould their character and make them better persons. Reference to the Almighty and the expectations of the Great Queen often enter into lessons at this juncture.

The 1881 schoolhouse lesson in number work and mensuration places much emphasis on mental arithmetic and rapid calculation. Calculation drills are often practised in unison. Some emphasis is placed on Roman numerals as well as on weights and measures of bygone days. "How many gallons in nine firkins, and how many feet are in six rods?" are typical questions asked. Questions involving calculations of bushel measures for oats, barley and wheat are also common.

At recess time, students are organized to play Ante-I-Over or Fox and Geese, games typical of the 1880s. It is interesting to note that the "Ante-I-Over" game stresses honesty and courtesy in addition to the simple play aspect of the activity. When a student is unable to throw the ball over the roof, he and his team courteously inform their opponents of this inadequacy by yelling "Pigtail." Students are honour-bound to tag players of the opposing side only after the ball has been caught legitimately. A deerskin ball filled with wool is an important prop for the activity.



Steinhauer School pupils in Fox and Geese game, 1991

Health inspection, reminiscent of early times, is a required ritual in every session at the historic school. Classes were sometimes suspended in the 1880s when outbreaks of impetigo or itch afflicted too many students. Lice infestations were often causes of much scalp discomfort for students as well. Current 1881 schoolhouse teachers check for cleanliness of hands, ears and scalp and warn youngsters that the presence of any vermin in their hair will necessitate a crude but effective treatment: a coal oil and carbolic soap shampoo.

A history lesson about Alberta's first school within Alberta's first school is one of the most important subjects on the time table. Sitting at old desks, analyzing old photographs, examining century-old textbooks, and writing on real slates with screechy slate pencils leaves an indelible impression on students. So does the strict demeanor of the teacher armed with the threatening willow switch. Many students arriving for schoolhouse sessions dress in period costumes, thus heightening their experiences.

One of the most popular learning activities in 1881 schoolhouse is the spelling bee. Divided into two teams, students are asked to spell such words as "moccasin," "toboggan," "bushel" and "Saskatchewan." Often, adult visitors participate in the spelling bee as parents did in the 1880s. Although parents were not permitted to assist their children in the spelling competition a century ago, they clapped joyously when their progeny spelled a particularly difficult word correctly. Parents and visitors are encouraged to become involved in today's schoolhouse programs.

In the past decade over 1,000 classes of visiting students have been photographed at the conclusion of their half-day sessions at the 1881 schoolhouse. The photos are forwarded to students at their home schools as mementoes of their visits.

The first inspectors to visit the Edmonton (1881) schoolhouse were ordained ministers of the Presbyterian church. The traumatic experience of the inspector arriving at the 1881 school is sometimes repeated in the current school program. During the past decade, reincarnated Inspector Andrew Baird appeared in the person of Burt Demeriez who arrived at the school to ascertain whether learning was taking place. More important, Inspector (Demeriez) Baird visited to gauge any improvements in the moral climate of the school. "Have you uttered good thoughts recently and have you been thankful to the Lord?" were typical questions in the old inspector's repertoire.



Burt Demeriez visits school as Inspector David Baird



Christmas concert at 1881 Schoolhouse, 1986

For the past eight consecutive years, Christmas concerts have been staged in the 1881 schoolhouse before overflow audiences of parents and guests. A typical concert includes carolling, drills, recitations and a stage play or skit. A scene from Dickens's Christmas Carol, featuring the vicissitudes of the Cratchit family, has also been a very popular dramatic presentation. The aroma of roast goose at the Cratchit Christmas dinner delights the audience, who are later invited to sample the delicacy at a post-program reception.



Lansdowne School pupils enjoy roast goose at the Cratchit Christmas dinner, 1989



Christmas carols, Lynnwood School, 1990



Escort trappers Neil Winchester and Paul Kieran are participants in concert programs, 1989

Incumbent Edmonton Public School Board trustees in roles of elected trustees of the 1880s greet parents and grandparents of the participating students. The audience is often chastised for neglecting to pay their pledges for school support.

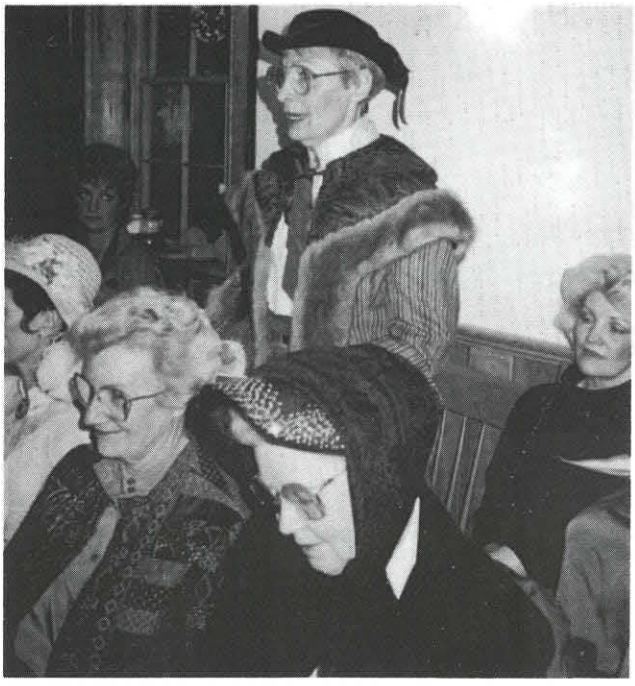


Trustee Rose Rosenberger as an irate parent at Christmas concert, 1991

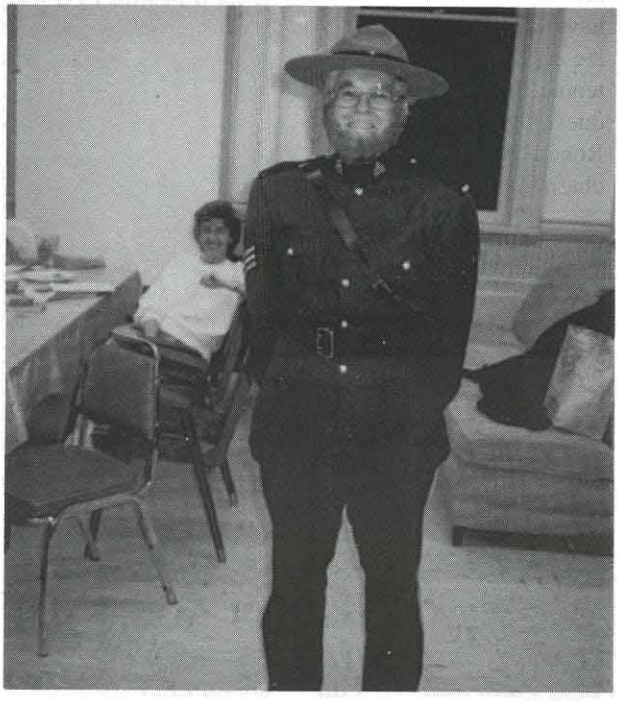


As 1880s Trustee William Rowland, Trustee Don Williams berates Christmas concert parents for not paying pledges for school support

On occasion, the speeches are interrupted by some irate mother who utters complaints about a dress regulation or some indiscretion on the part of the teacher. Teacher Major Stiff, impersonated by teacher Al Lust, has on several occasions been the victim of rehearsed tirades by costumed female trustees in the roles of mothers of the 1880s. Politicians, such as Frank Oliver, often reappear to promote their causes at the historic concerts. The school inspector also takes advantage of his captive audience to do a fair bit of proselytizing.



Another irate parent at 1988 concert, Trustee Dr. Lila Fahlman

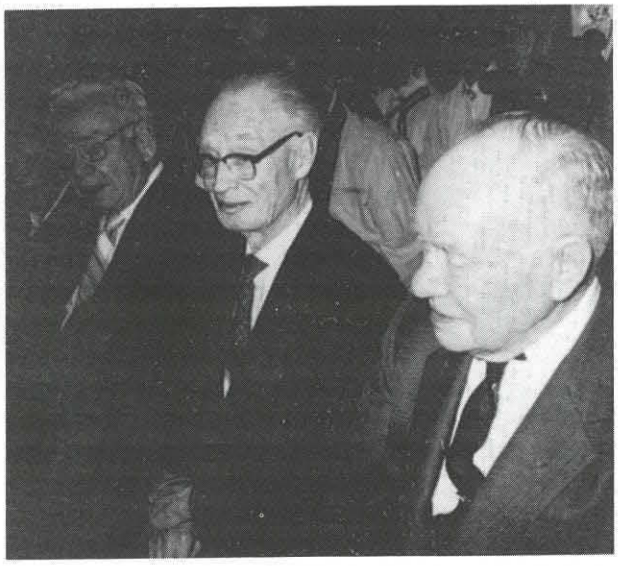


Trustee Elaine Jones as Inspector Griesbach, *1987*



Trustees Don Massey, George Luck, Elaine Jones and John Lakusta at 1987 Christmas concert

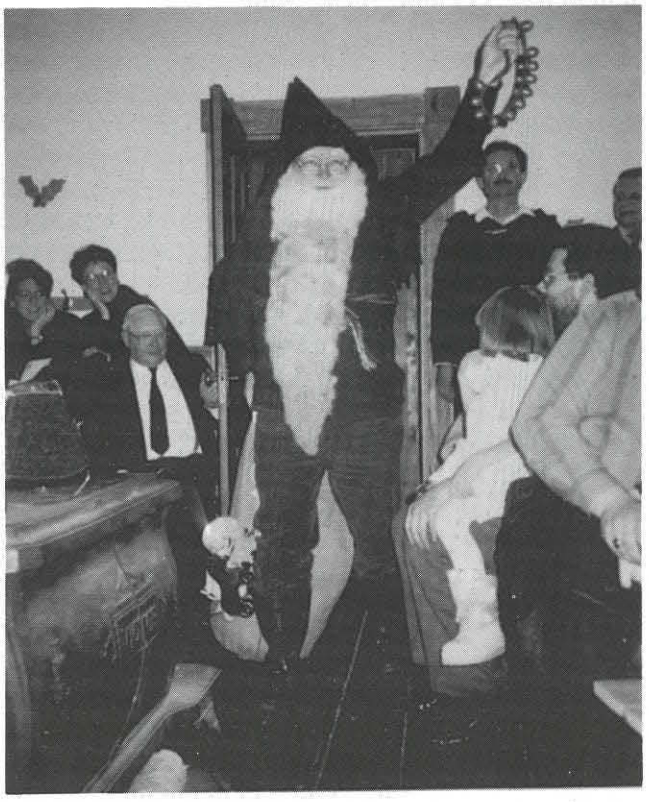
Each Christmas concert concludes with carolling and the arrival of Saint Nicholas and his traditional bag of presents. A special feature of the distribution of good fare is the awarding of a piece of coal to some recalcitrant individual in the schoolhouse. In the past, associate superintendents, principals, teachers and archivists have been the recipients of coal packets which symbolize some very major trangressions. Associate Superintendent Robert Smilanich, for example, received his dues when St. Nicholas was informed that "Rapid Robert" was discovered flirting with one of the school's charming lasses.



Former Dean of Education Dr. Coutts enjoys 1990 Christmas concert with former Deputy Minister of Education Dr. W. Swift and veteran teacher George Lambert



Lorelei School parents join students in slate work, 1990



St. Nicholas (Jack Calkins) arrives with good fare for all



Saint Nicholas (Frank Mathew) gives Associate Superintendent Betty Davis a lump of coal for being bad

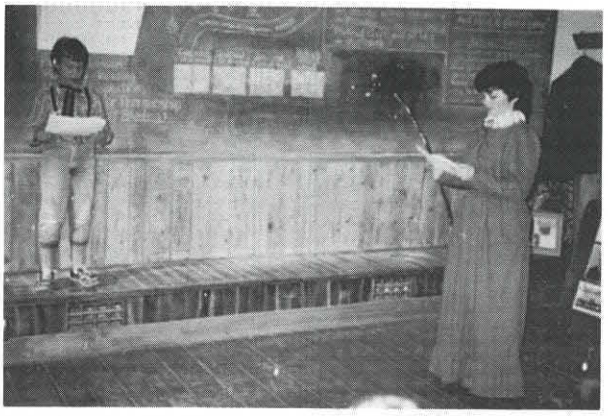
During the past decade, reincarnated teachers in the modern-day presence of Al Lust, Mike Kostek, Leslie Kroening, Donna McKay and Ray Phipps have instructed in the 1881 schoolhouse.

The spirit of history revived in the 1881 schoolhouse continues to charm and to teach us valuable lessons. Years after its restoration, history lives on at the old school as a result of the dedication, creativity and enthusiasm of all participants. Hundreds of letters of appreciation have been received from students attesting to the effectiveness of the living history program which has been described by museum officials as one of the best on the continent.

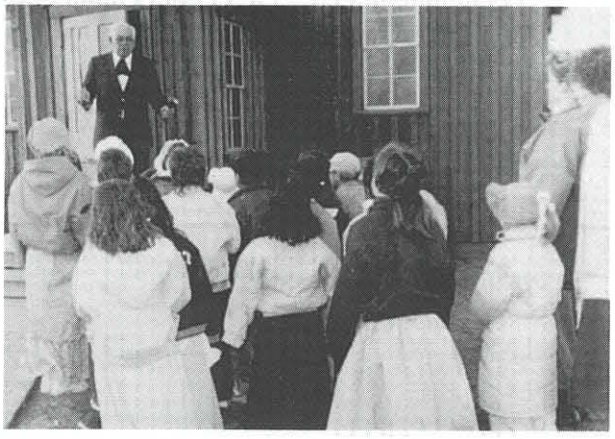
Schoolhouse Teachers, 1982 – 1992



Leslie Kroening



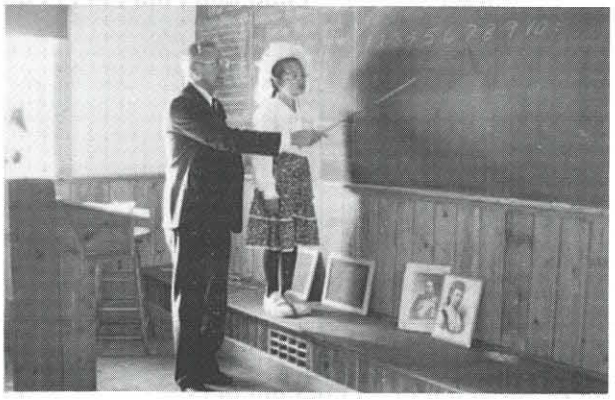
Donna McKay



Al Lust

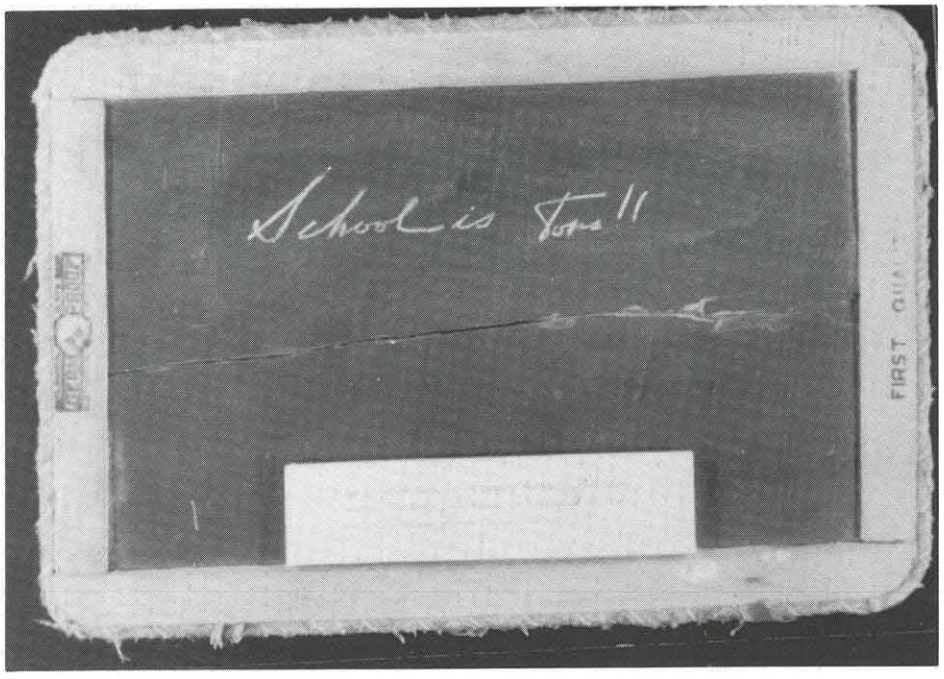


Michael Kostek



Ray Phipps





School is Tops! wrote Governor-General Jeanne Sauvé when visiting Edmonton's oldest schoolhouse in 1987

A Day in the Life of Miss Osborne

T'was January, nineteen eighty-nine,
Thirty children from Malmo stood in a line
Lillian stood at the entrance of the school
Willow switch in hand, quiet and cool.
She guided the class inside with looks,
Led them to a wall, with multiple hooks,
On which to hang their coats and hats,
"Young ladies this-away, young gentlemen that.
Her voice was firm, yet somehow warm.
"Now sit in two's and fold your arms."
"Don't question, cavil, or debate"
"Address me as ma'am." she wrote on a slate
"You'll speak when spoken to, not 'til then."
"My word is law as to why, or when."
The morning started with `God Save the Queen'
Next lesson on Empire and Dominion scene.
Following, a morality poem was learned,
Plus how Alberta's title was earned.
Health inspection, of hands, ensued in a trice*
Ears checked, then heads (perhaps for lice)?
Out of the blue, brash Noah spoke,
"Writing on slates is just a joke."
"Crazy," said he, "to act like sheep
To obey orders, without a peep."
The class dumbfounded barely stirred,
Noah was punished with never a word.
Fox and Geese, then was ordered to play,
"Now return to this room, and your desk," I say.
Our claxon resounded, back, in time and place
Reciting from a dais in a frontal space.
History was recounted of the Walterdale flood
How this school was rescued from a sea of mud.
The morning concluded with a great spelling bee
Thanks Miss (Osborne) McKay for discovering me.

by Ruth Groves
teacher – Lansdowne School
and Malcolm Clarke, P.L.M.A.S.

*trice – in a moment

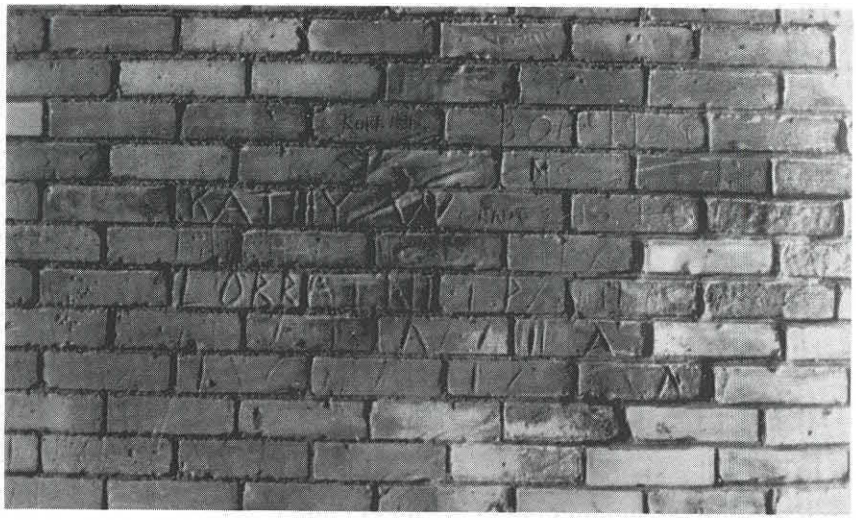
Chapter Twenty-Three

Preserving Our Historic Roots: More History Comes Alive



Lieutenant-Governor George Vicars Hedley Bulyea arrives at McKay Avenue School to open the second session of the provincial parliament, January, 1907

Terry Doherty's name is preserved for posterity. Shortly after being hired as a new custodian at McKay Avenue school in the summer of 1983, the young Irishman scratched his name on the brick wall of the building. Had Doherty been a student at McKay Avenue School in the 1930s or 40s, he probably would have had his hands warmed by Principal Fraser or Sinclair. The strict headmasters were particularly vigilant on the last day of school when it was traditional for boys to hurl bottles of ink at the school or carve their initials into its brick facade.



Initials and names of students on south exterior wall of McKay Avenue School

Doherty's historic act of vandalism, however, was inspired by the action of McKay's last principal, Ron Poots. When the School was formally closed, Poots and several members of his staff left the old building with some feelings of nostalgia. Thus, they conspired in adding their marks to the names and initials of former students who attended the old school in the preceding 75 years.

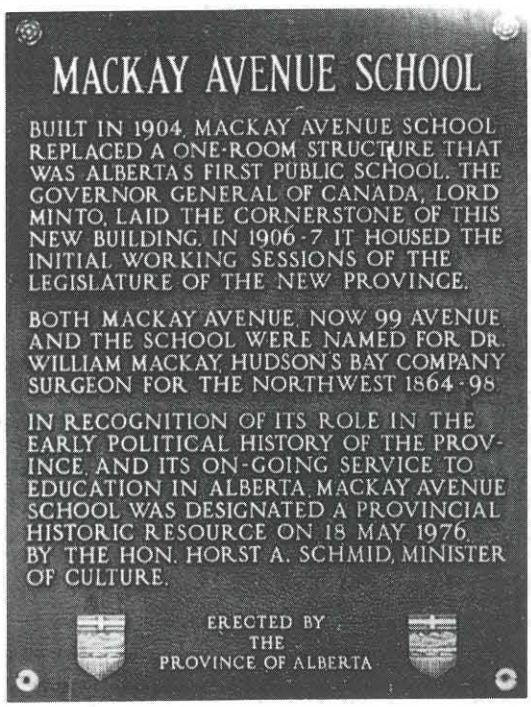
McKay Avenue School has played a very important role in the educational, social and political development of Edmonton and of Alberta. Its doors to formal schooling had to be closed, however, on June 30, 1983, when enrolment dropped to 59 students.



Last day of school, McKay Avenue School, June 30, 1983

What would happen to the old building, wondered former students, some of whom attended the old school with such well-known Edmontonians as bush pilot Wop May, writer Lotta Dempsey, Hollywood actor Leslie Nielsen, and Chief Justice of the Canadian Supreme Court Ronald Martland. Would the old brick school be sold, or heaven forbid, demolished? Would the government permit the destruction of a building that, in 1906, was the first home of the Alberta Provincial Parliament?

Edmonton Public School Board trustees pondered the future of the venerable institution long before its eventual closure. Sale of the majestic Edwardian edifice and its 2.2 acres of school yard would have brought several millions of dollars in revenue and drastically reduced the Board's deficit. But the sale of the old building was never seriously considered. Nor was demolition, since it had been declared a provincial historic site by Culture Minister Horst Schmid in 1976. Because of the historic designation, the school could not have been demolished without approval from provincial authorities. According to regulations, no structural changes to the building's exterior would be permitted under the provisions of the designation.



Historic plaque with correct spelling of Dr. MacKay's name

The historic designation of McKay Avenue School brought financial benefits: $75,000 could be accessed over a five-year period to meet the costs of repairing and preserving the building. Smaller grants would follow if the brick school were open to the public to reflect its historic past.

Pleased with public response to restoration of the 1881 schoolhouse a year earlier, trustees discussed future uses for the brick school. At the Board Meeting of April 18, 1983, Trustee Ernest Lund proposed a motion "to approve a museum and archives as well as a children's art repository in McKay Avenue School." The motion was unanimously approved and a steering committee of Trustees Cowling, Massey and Lund was struck to oversee plans for the project.

A history-conscious school board had made a momentous decision: McKay Avenue School would be preserved to reflect the school district's past.

But a very vital component necessary for the restoration was missing – Money! Approaches to Minister of Culture Mary Le Messurier in 1983 elicited an enthusiastic response, but promise of little financial assistance. Alberta Culture would, however, underwrite the costs of an historic study on the role of McKay Avenue School in the social, political, and educational life of the province. It would also fund a feasibility study which would propose plans and project costs for the restoration of the venerable landmark. The school board's archivist was commissioned to complete a research paper on the McKay Avenue School's historic and educational role, while the firm of Woolfenden Group architects was selected to prepare a feasibility study for the restoration and rehabilitation of the building.

The Woolfenden architectural report indicated that McKay Avenue School was structurally sound. Its 30-inch thick basement walls were solid and most of the original fabric of the building was intact. But there were many upgrading changes required to meet current building code and life-safety requirements. Floor joists were found to require reinforcing. Plumbing, heating, and electrical systems had to be upgraded. Windows had to be repaired, floors sanded and walls stripped of their many layers of paint. A passenger elevator for elderly visitors was recommended. So was the complete re-shingling of the school roof and the installation of a wrought-iron widow's walk which once crowned the majestic structure.

Another costly structural change recommended in the Woolfenden study was the relocation of a flight of wooden stairs leading from the second to the third floor of the school. When completed in 1905, McKay Avenue School was an eight-room building with one flight of wooden stairs leading from the centre of the second floor to the third floor assembly hall. The stairwell remained in this location until 1912, when $68,000 was expended on a four-room addition to the school. Fire regulations in 1912 called for two avenues of exit from each floor of the school – one at each end of the building. For this reason the old central stairwell had to be relocated to the east end of the second floor. The 1912 stairwell relocation resulted in disrupting the area which

had been occupied by Provincial Parliament of Alberta in 1906 and 1907.

In order that an authentic restoration of the Provincial Parliament area could be undertaken, the stairs would have to be returned to their original location, but this would prove to be a very costly and difficult endeavor. Fire regulations in 1987 demanded that wooden stairwells had to be replaced with steel ones. Steel staircases, however, would violate the historic integrity of the proposed restoration, and immediate steps were taken to discuss this problem with fire department officials. Prolonged discussions resulted in permission to relocate the wooden staircase, provided that two emergency exits leading to an outside steel fire escape be installed. The installation would add an additional $75,000 to the costs of restoration. Return of the stairwell to its original location was a costly $30,000 endeavor as well, about $8,000 less than the contract price of the entire eight-room school in 1905.

The Woolfenden Feasibility Study projected the costs of restoring McKay Avenue School at $2,357,000 – about $2,000,000 more than the Trustee Steering Committee felt could be made available from school board coffers.

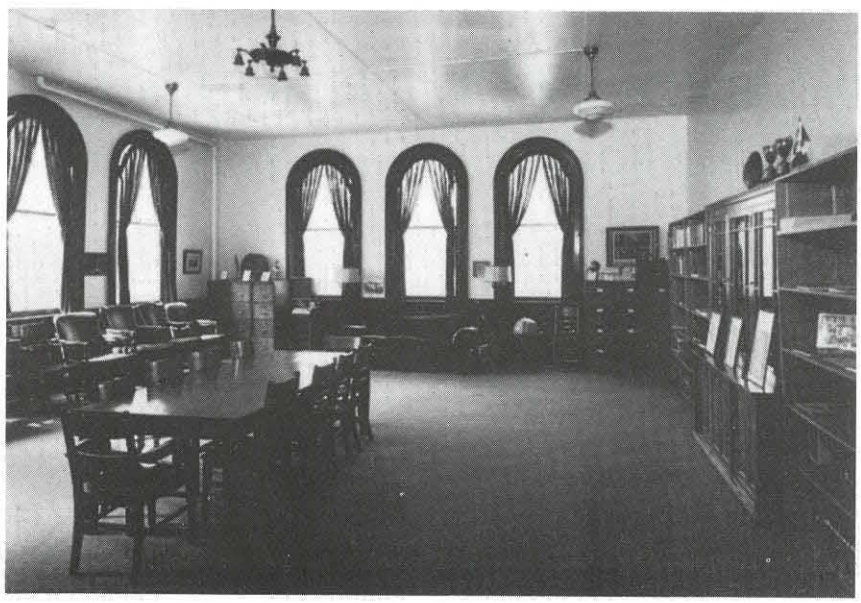
Armed with plenty of enthusiasm but hampered by very meagre financial resources, the McKay Avenue School Steering Committee headed by Chairman Joan Cowling proceeded to seek funds for the project. Within a year, eight cabinet ministers were lobbied to financially support the restoration and rehabilitation project. Premier Lougheed was also approached, as was the Chairman of the Executive Council, George de Rappard, who was very supportive of the school board's historic project.

Edmonton Public School Board Facilities Designer Vivian Manasc was appointed to seek money and volunteer labour so that a start could be made on restoration. Through Ms. Manasc's efforts the ground floor of McKay Avenue School was rented to the Edmonton Immigrant Society Association who named their location MacKay House. The immigration agency, funded by several government departments, offered educational services to new Canadians. Included in the society's programs were a citizenship preparation course, a conversational English class, a legal clinic and orientation seminars to help Canadian immigrants become acquainted with the customs of their adopted country.

Unfortunately for the Edmonton Public School Board, Ms. Manasc tendered her resignation after overseeing the project for less than a year. Historian-Archivist Michael Kostek was asked to take over her responsibilities as project director.

To maintain momentum in the project, a building construction class from W. P. Wagner School was encouraged to commence restorative work on the school's second floor as a work-experience project. Under the guidance of teacher Ron Massing, a dingy classroom was transformed into a period reading room.

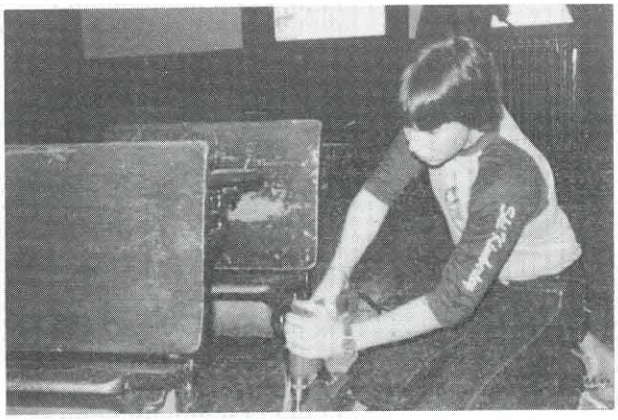
To create some historic ambience, furniture was soon acquired from various sources. A circa-1913 five-legged oak table was donated by the H. A. Gray School. A bookcase originally ordered for the 1914 Highlands brick school was stripped of its roxatone paint to reveal high-grade oak construction. Six oak filing cabinets which once stored important central office correspondence were rescued from the basement of the old board offices on 107A Avenue. The same offices yielded other furniture treasures as well: thirteen leather and fabric chairs which had been ordered for trustees and senior officials in 1956 at a cost of $275 each.



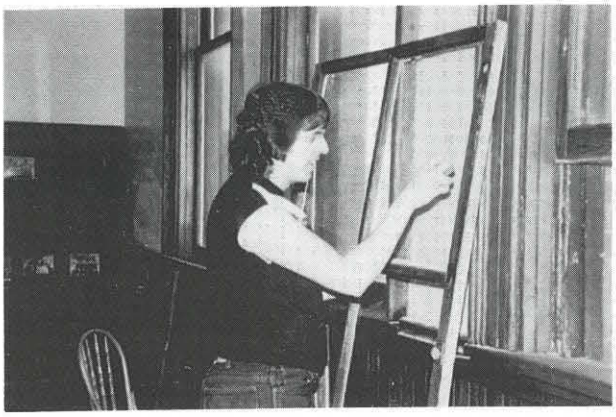
Classroom converted into Archives Reading Room

A 1930s time-clock was discovered in the City of Edmonton Artifact Restoration Centre. The clock, originally from the new Queen's Avenue School, once activated the School's buzzers and bells to signal arrival, dismissal and recess times. An antique brass chandelier came from an anonymous donor. Oak office chairs and desks stored for years in school basements were refurbished for the new setting. A $10.00 camel-hair sofa from the local Salvation Army Surplus Store, as well as other donated furnishings, helped to convert the old classroom into a 1912 Reading Room.

Only one mishap occurred in the restoration of the Reading Room. After one of the eight-foot window frames was stripped of its many layers of paint, a Wagner School student proceeded to sand it, somewhat vigorously. The heavy sanding caused the window to fall out of its frame onto the roof of a parked car. The incident added an extra $250 to the cost of the project.

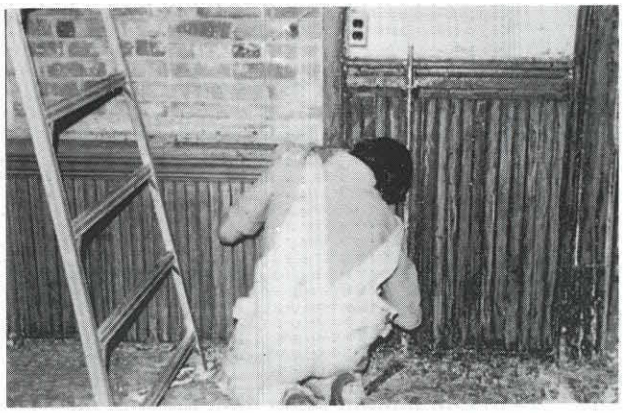


80-year-old desks are attached on wooden runners

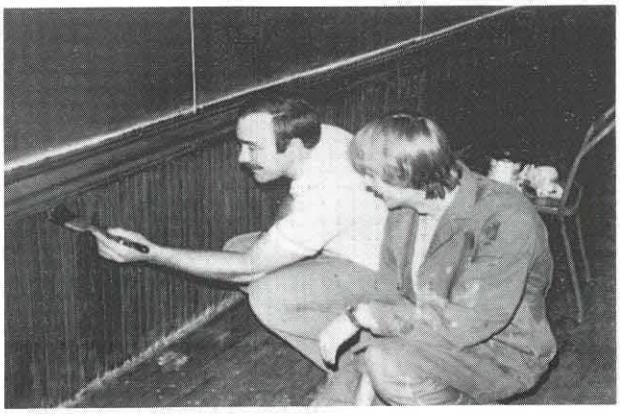


Restoring inside storm windows

Wagner students then proceeded to restore another classroom to its 1912 setting. The total cost of restoring this room was $3,500, about one-sixth of the projected costs in the Woolfenden Feasibility Study. The most expensive aspect of the 1912 classroom project was the



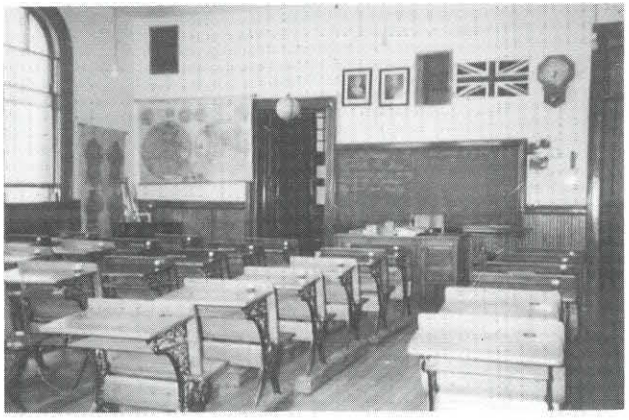
Wagner School student strips paint from wainscoting



Wagner School teacher demonstrates staining procedure

installation of old hot water radiators, one of which was discovered in the basement of the school where it had been installed 70 years earlier.

Historic furniture for the 1912 classroom came from many sources. Ornamental wrought iron and maple-wood desks, originally from Queen's Avenue School, were installed on wooden runners as they had been



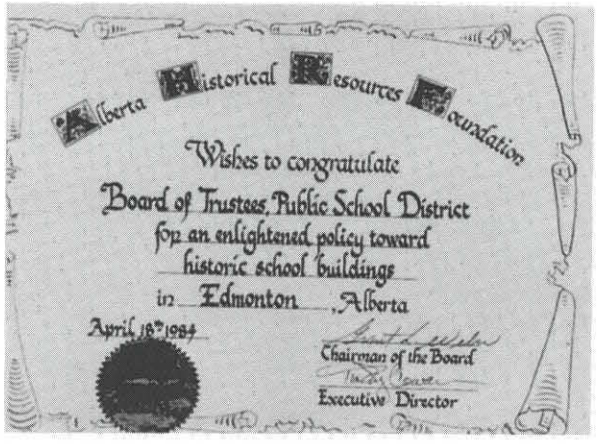
Restored 1912 classroom

eight decades before. A corner library cabinet from Cromdale School added to the furnishing of the 1912 classroom as did a unique oak cabinet complete with seven large oak-framed relief maps. Archival records indicate that the cabinet was purchased in 1909 for $125.00.

The original slate blackboards were found to be intact, requiring little repair. A circa-1912 oak teacher's desk which mysteriously disappeared from the school in the 1960s suddenly re-appeared when an anonymous donor responded to a public plea for return of McKay Avenue School furniture and memorabilia.

Restoration of the two rooms at McKay Avenue School captured the attention of the Alberta Historical Resources Foundation and the Clifford Lee Foundation. At a special ceremony in Calgary on April 18, 1984, the prestigious Heritage Preservation Award was presented to the Edmonton Public School Board for its effort to protect historical buildings in Alberta. A $10,000 cheque from the Clifford Lee Foundation was a much-appreciated donation at this time.

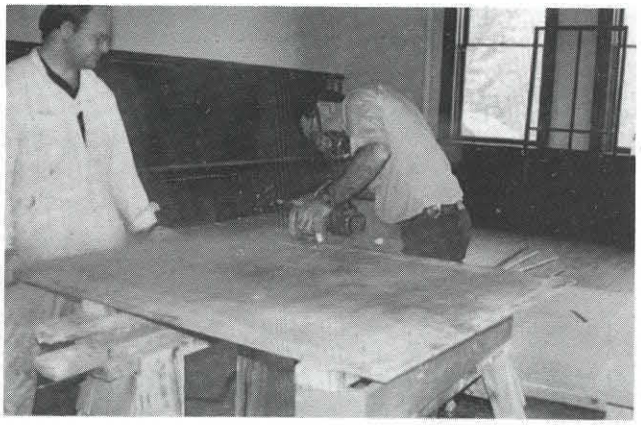
Much restoration and archival work took place at McKay Avenue School in 1984, at little or no cost to the Edmonton Public School Board. Through a Canada Works Project grant, Lena Demko, Tesoro Deguzman and Marlene Smith were temporarily employed in processing the hastily-packed materials received from schools and central administration offices for archival storage. Marlene Smith, who would later be appointed as a full-time curator at McKay Avenue School, made a major contribution to the preservation of history during her tenure.



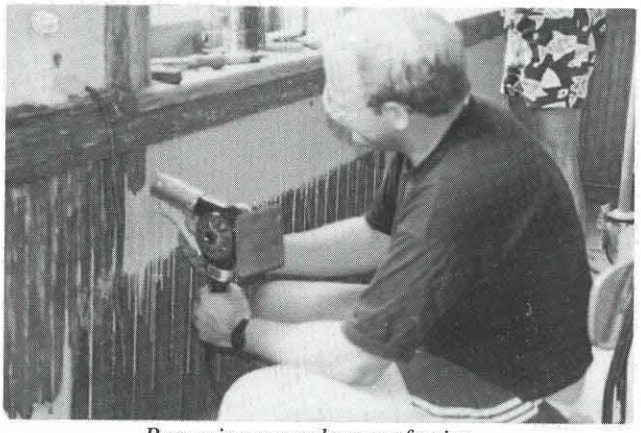
Heritage Preservation Award, 1984

Another Canada Works Project in 1984 made possible the hiring of six students who continued paint stripping and restoration activities at the School. Among the tradesmen employed in the project was Ron Hlady who would join the permanent staff of the archives and museum in 1987.

A further boost for restoration activities was provided in the fall of 1984, when six tradesmen and labourers were obtained on a Federal Government Section 38 Job Creation Project. The special program was designed to provide opportunities for unemployed workers to maintain and utilize their work skills during periods when they were laid off. Strong support for the job creation program at McKay Avenue School was provided by Member of Parliament William Lesick who took great interest in bringing Alberta's oldest standing brick school to life.



Reinstalling slate blackboards



Removing seven layers of paint



Restored classroom, renamed the Northwest Territories Room. 1990

The 1984 job creation program would be the first of several approved by the federal government in the next six years. Monies obtained through federal employment grants during the six years of restoration exceeded $200,000.

The fall of 1984 brought especially good news to friends of the McKay Avenue School. The Alberta Historical Resources Foundation announced news of a $125,000 grant to assist in the rehabilitation endeavours at the school. Funding was earmarked for restoration of the third-floor assembly hall, home of the Alberta Legislature in 1906.

Encouraged by this financial support, McKay Avenue sub-committee Trustees Cowling, Lubin and Massey intensified their efforts to obtain additional financial support from the Alberta government. Their efforts proved successful, as indicated in the January 27, 1986, letter from Minister of Education David King.

Dr. Don Massey
Chairman, Board of Trustees
Edmonton Public Schools
Centre for Education
1 Kingsway, Edmonton
T5H 2R4

Dear Dr. Massey:

It is my pleasure to inform you that the Priorities, Finance and Coordination Committee of Cabinet has approved financial support for the McKay Avenue School historical restoration project. Provincial funding in 1986/87 is to be limited to fifty percent of the total project cost, to a maximum of $1.2 million.

This funding is a "one-time only" form of assistance, recognizing the unique history of the building and the desire to promote worthwhile construction activity in the province at this time. The project is basically as described in the Alberta Education, May, 1985 document which was modified upon discussions with representatives from your board. Copies of these documents are attached for your perusal.

The funding will be allocated through the 1986/87 school modernization program. Application for these funds is to follow the standard administrative procedures for school capital projects. The money must be expended by the end of the 1986-87 school year.

Don, I want to congratulate your Board for their support for this worthwhile project. I wish you the very best in completing substantial work toward a project that will add a lot to our city.

Sincerely,

David King
Minister of Education

Attachment

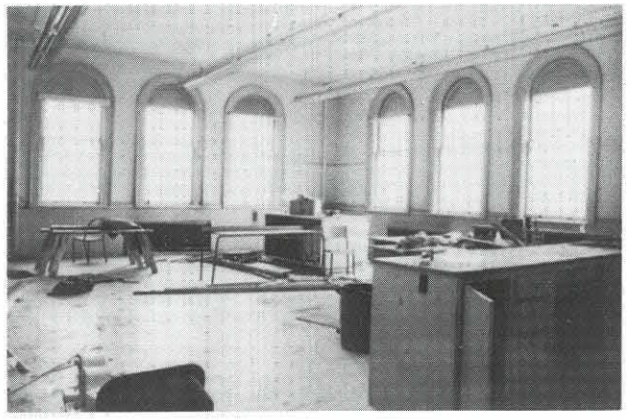
RECEIVED
FEB 5 1986
Edmonton Public Schools
Archives and Museum

The offer of a matching "dollar-for-dollar grant" was good news. So was the willingness of Alberta Education School Buildings Branch officials to match the dollar value of past services provided by staff and volunteers at McKay Avenue School. After much negotiation, the value of these services, including the contribution of W. P. Wagner students, was accepted at $258,000. The agreement would bring a matching grant of $258,000 for the McKay project.

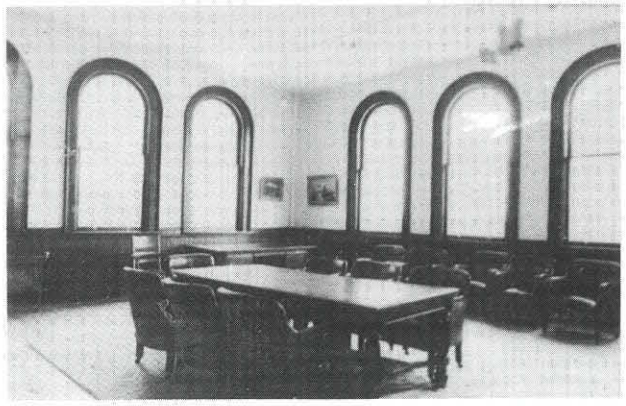
Matching grants would also be considered for monies previously received from federal government works projects, from the Alberta Historical Resources Foundation, from Alberta Culture, and from the Clifford Lee Foundation. Money previously spent for plumbing, electrical wiring, paint, floor sanding and other supplies was also eligible for matching grants. So was the total cost of designing and establishing a historic Victorian park which was funded almost entirely by a federal government works project.

Total matching grants thus obtained from Alberta Education amounted to $878,334.80.

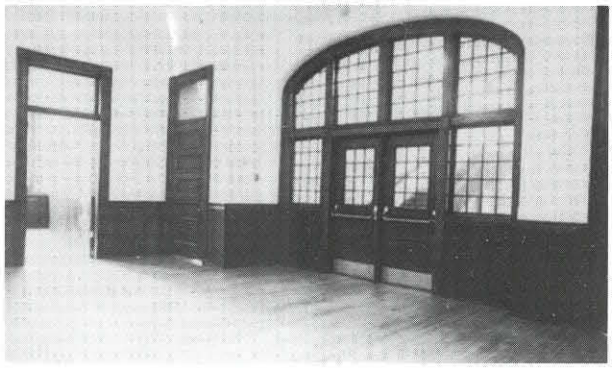
Promise of the provincial government's substantial contribution to the restoration of McKay Avenue School prompted immediate action to select an architect and contractor to complete the project. Architect Gene Dub and the firm of Pentagon Construction were selected to complete the 1.5 million dollar project. School officials assigned to the project at this time included Facilities Assistant Superintendent Doug Wright and Supervisor Jack McCutcheon.



"Alberta Room" before restoration, 1987



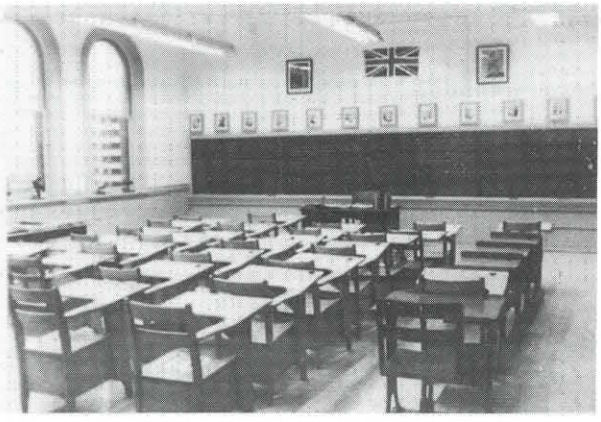
"Alberta Room" after restoration, 1987



Restored hallway area, 1987



Steel liners lowered for school chimneys, 1987



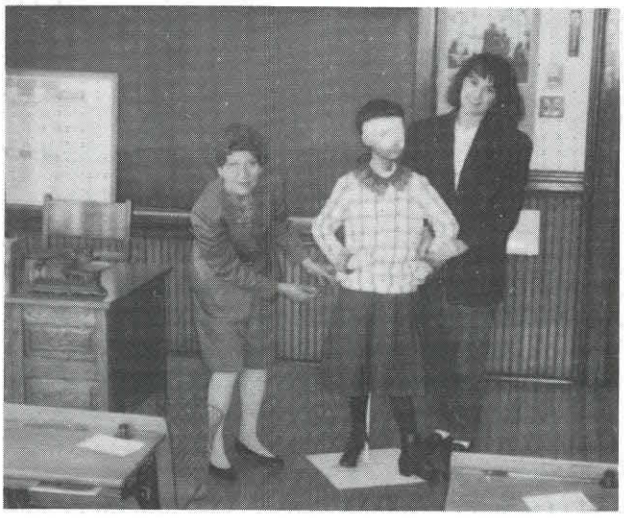
Restored 1950s classroom



Relocation of stairwell to original entry, 1987



McKay Avenue School theatre room, 1990



Archives staff members Vicky McGregor (left) and Lori Clark adjust mannequin in 1912 classroom, 1992

Restoration by Pentagon Construction commenced in January, 1987, and except for one pleasant interruption, continued for 14 months. The interruption was prompted by a visit to Edmonton of Her Excellency the Honourable Jeanne Sauvé, Governor-General of Canada.

Accepting an invitation to re-dedicate the historic school, the Queen's Canadian representative agreed to participate in a ceremony similar to one in which a predecessor of hers had been involved. In 1904, Governor-General Lord Minto laid the cornerstone for McKay Avenue School and participated in a time-capsule embedding ceremony. He was the first Governor-General to be involved in a cornerstone laying ceremony in Edmonton. Governor-General Sauvé's participation would add much to the historical importance and status of McKay Avenue School.

After weeks of preparation involving the staffs of the McKay Avenue School Archives and Bennett School, arrangements were completed for an outdoor re-dedication ceremony on September 18, 1987. A special edition of *The Bulletin*, similar to an early edition of Edmonton's first newspaper, was printed to announce the news of the vice-regal activities.

THE BULLETIN

FRIDAY, SEPTEMBER 18, 1987

RENOVATION OF HISTORIC SCHOOL NEAR COMPLETION

Restoration of one of the province's most historic buildings, McKay Avenue School, is almost complete. The $1.5 million restoration program funded largely by Alberta Education, the Federal Government, and the Alberta Historical Resources Foundation, will see the school returned to its former grandeur of 1906 when it housed Alberta's first legislature.

A few minor restoration details have yet to be completed according to project architect Gene Dub who has worked closely with the Pentagon Construction head Klaus Rieder and members of the Edmonton Public School staff.

The building will continue to remain closed to the public until some time in October when it will again serve as the Archives headquarters for the Edmonton Public School Board.

In addition to restored conference and reading rooms, the school will feature 1912 and 1950 classrooms furnished and equipped to reflect decor and curricula of the earlier days.

According to Trustee Joan Cowling, head of the McKay Avenue School Committee, a public open-house is being planned for March 18, 1988, exactly 82 years to the day when members of the first Alberta Provincial Parliament gathered in the historic third floor assembly hall of the school. This third floor is being restored and equipped with original furniture, historic flags and photographs, and a replicated 1906 Alberta mace which was made by Edmonton artist Richard Razik. The original 1906 mace manufactured by a Calgary jeweller who used an iron bedpost and a shaving mug in its construction.

GOVERNOR GENERAL JEANNE SAUVÉ AT McKAY AVENUE SCHOOL RE-DEDICATION CEREMONY

Eighty-three years and eight days ago today, the cornerstone for the eight-room McKay Avenue School was laid by Canada's eighth Governor General, Lord Minto. Canada's present Governor General, The Right Honourable Jeanne Sauvé will participate in today's ceremonies at McKay Avenue School by embedding a time capsule above the cornerstone laid by Lord Minto in 1904.

At the time of the 1904 cornerstone-laying ceremony, a galvanized box containing newspapers, stamps, coins and scrolls, was embedded into the corner of the $38,000 school. Among the items encapsulated in the 1987 container will be letters from Premier Getty, Mayor Decore and Edmonton Public School Board Chairman George Luck.

Paper artifacts from Edmonton Public School students will also be encapsulated.

PUBLIC TO MEET GOVERNOR GENERAL DURING PARK STROLL

Edmontonians will be able to meet and greet Her Excellency, the Governor General of Canada, during her park stroll from 11:50 to 12:05 in the historic park on the McKay Avenue School grounds.

A visit to Edmonton's 1881 schoolhouse, the oldest school in the Northwest, is also on the Governor General's schedule on September 18. Schoolmaster Al Lust and a class from McKernan School will host the short visit to the historic schoolhouse.

Following Her Excellency's visit to the historic one-room school, well-known Edmonton Piper Malcolm MacCrimmon will pipe Madame Sauvé to McKay Avenue School.

KINDERGARTEN STUDENTS PRESENT FLOWERS

Master David Mathew and Miss Robin Kostek, two kindergarten pupils who have started their schooling in Edmonton Public Schools this year, will present Governor General Sauvé with a floral bouquet at the re-dedication ceremony today.

The flowers will be presented on behalf of all Edmonton Public School students who have started their educational careers this year.

David's father is a high school teacher at harry Ainlay Composite High School while Robin's father is on the staff of Patricia Heights Elementary School

GROUND FLOOR OF McKAY AVENUE SCHOOL TO BE RENTED

Approximately 6000 square feet of floor space on the first floor of McKay Avenue School will be rented this fall. The rental space, along with parking stalls, will be leased to individuals or organizations whose objectives are compatible with those of the E.P.S. Archives-Museum.

Interested parties should phone 422-1970 for further information.

RE-DEDICATION PROGRAM

McKay Avenue School – September 18, 1987

Time	Event or Activity
10:55 a.m.	Arrival of Governor General
11:00 a.m.	(a) Vice-Regal Salute is played (public to stand)
	(b) O Canada
	(c) Introductory comments – by Master of Cermonies Trustee Joan Cowling Chairman of McKay Avenue School Sub Committee
11:00-11:25	Greetings from Federal, Provincial Governments, City and School Board officials
11:30 a.m.	Presentation of Time Capsule by students of Edmonton High Schools
11:35 a.m.	Embedding of Time Capsule by Governor General
11:40 a.m.	H. McCuaig, grandson of Alberta's first premier
11:50 a.m.	Governor General to meet public in historic park

Edmonton Public School Board Trustees will host a luncheon for Governor General Sauvé in the restored legislature assembly room at McKay Avenue School. The building will remain closed to the public until all restoration and renovations have been completed.

ACKNOWLEDGEMENTS

The Edmonton Public School Board wishes to express their appreciation to the many individuals and organizations that assisted in the re-dedication program. Among them are the following:

RCMP – K Division – Assistant Commissioner Gregg

City of Edmonton Police – Chief Leroy Chahley

City of Edmonton Planning Department – B. Duncan, Director

City of Edmonton Parks and Recreation Department – D. Ausman, Director

Provincial Museums and Archives

City of Edmonton Archives and Archives Restoration Centre

First Presbyterian Church

Edmonton Public Schools All City Symphonic Band – Garry Silverman, Conductor

Lorelei School French Choir – Vivian Cunningham Director; Heather Field, Accompanist

Members of the Edmonton Public Schools Singing Strings – Miyo Inouye, Conductor

W.P. Wagner School Food Services Students – Mrs. Eileen Gow, Teacher; Marvin Karenko, Chef Chef

Flower Presentation – Robin Kostek, Patricia Heights School Kindergarten David Mathew, Lymburn School Kindergarten

2981 Strathcona Communications Cadet Corp – Capt. T. L. Yee, CD, Commanding Officer

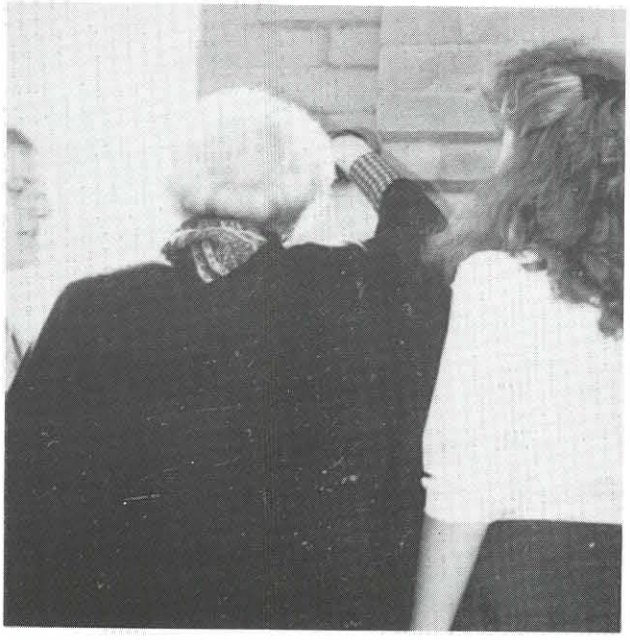


Friends of McKay Avenue School pose as volunteer Derald Willows checks fit of time-capsule opening

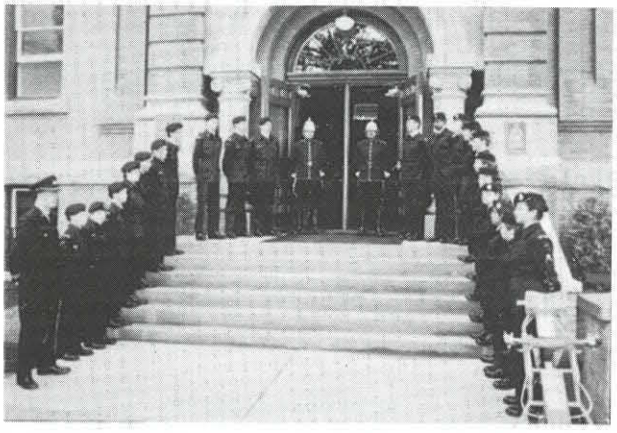
The highlight of Her Excellency's visit was the embedding of a time-capsule above the cornerstone wherein was placed a similar capsule by Governor-General Lord Minto 83 years earlier. Assisting Her Excellency in the historic ceremony were high school student union presidents, Stephanie Lachman of Jasper Place Composite High School and Jan Krepelka of J. Percy Page Composite High School.



Piper Malcolm McCrimmon leads Governor-General Sauvé into McKay Avenue School



Governor-General Sauvé at cornerstone ceremony, 1987



Her Excellency's Honour Guard of 298 Strathcona Cadet Corps, led by Captain T. Lee



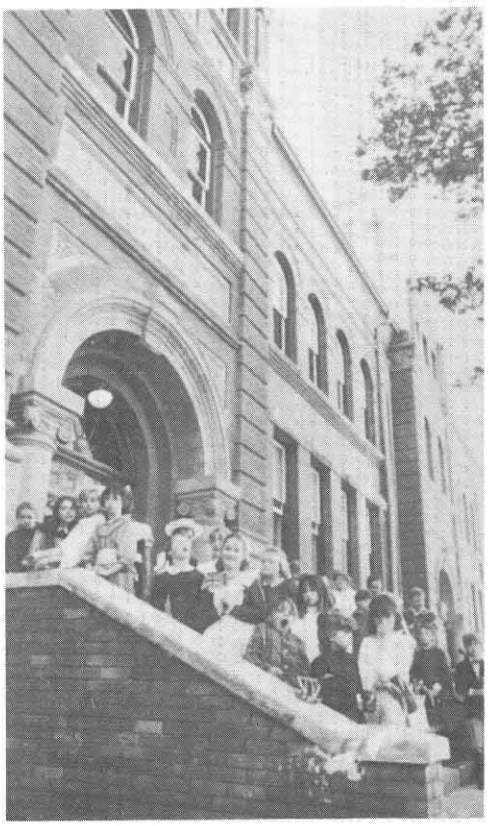
Alex Taylor School children welcome Governor-General



Archivist-technician Ena Schneider points to relocated stairwell at McKay Avenue School, 1987



Some members of platform party (l. to r.) Trustee Leon Lubin, Trustee Don Massey, Mrs. Hazel McCuaig, Trustee Elaine Jones, Wm. Lesick, M.P., Trustee Dick Mather



McKernan students in 1881 period costumes



Student Union president Jan Krepelka speaks at ceremony



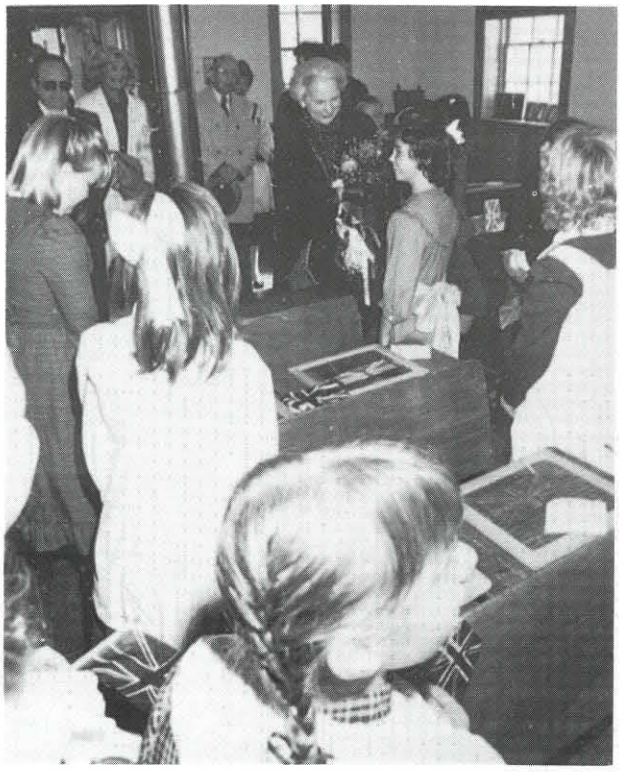
Kindergarten students Robin Kostek and David Mathew present flowers to Her Excellency



Board Chairman Luck and Trustee Cowling escort Governor-General into McKay Avenue School



Governor-General Sauvé examines replicated mace in McKay Avenue School Legislature



Governor-General visits 1881 Schoolhouse

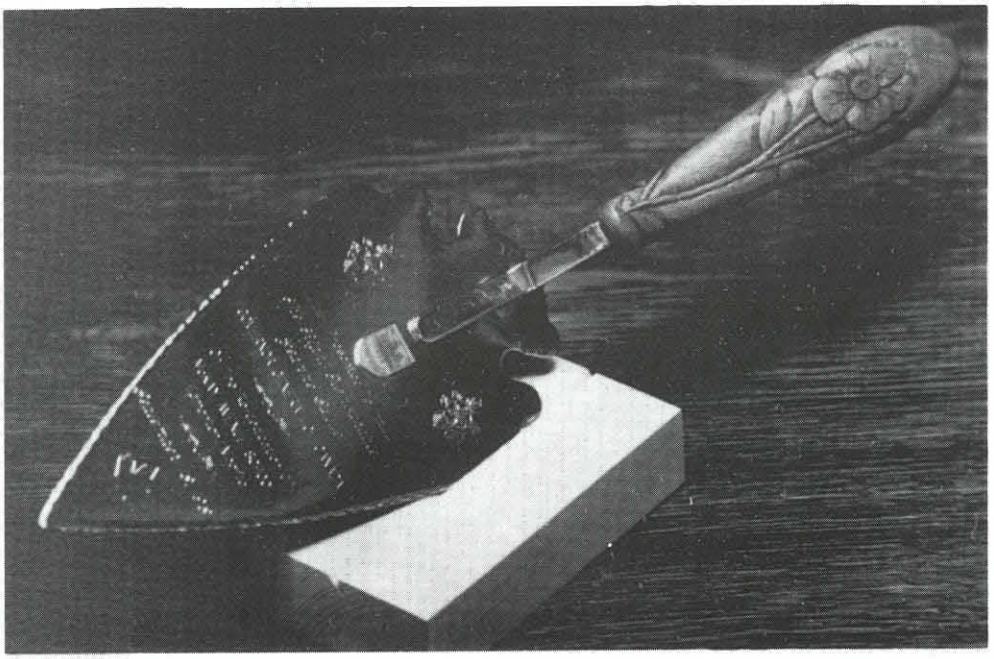


Trustee Massey thanks Governor-General Sauvé

Some of the items placed within the stainless steel container were a 1987 Canadian coin set, Canadian and British stamps, photos of McKay Avenue School, an Edmonton Public School Board Annual Report for 1987, City of Edmonton Telephone Directory, copies of the

Edmonton Journal and *Edmonton Sun*, City of Edmonton and Chamber of Commerce information and publicity brochures. Letters from Superintendent Strembitsky, Board Chairman George Luck, Trustees Joan Cowling, Leon Lubin, Curator Marlene Smith and Archivist Michael Kostek were also included. Letters from Student Union Presidents James Dartemer (Victoria Composite High School), Stephanie Lachman (Jasper Place Composite High School), Theresa Foritalas (Eastglen Composite High School), John March (Harry Ainlay Composite High School), Rob Dagwood (Ross Sheppard Composite High School), and Jan Krepelka (J. Percy Page Composite High School) were also inserted into the time capsule. So were greetings from Premier Getty and Alberta Legislature Speaker Dr. Carter. A copy of "Looking Back," the 1982 edition of the official history book of the Edmonton Public Schools, was sealed into the stainless steel box as well. A glossy advertisement describing the world's largest shopping centre, West Edmonton Mall, was also preserved for posterity.

In 1904, an engraved trowel was presented to Lord Minto as a memento of his participation at the cornerstone ceremony. A similar trowel was designed for Governor-General Sauvé, who chose to preserve her memento in a glass case in the restored third floor legislature of McKay Avenue School.



Engraved trowel presented to Governor-General Sauvé, 1987

The Governor-General's visit culminated with a trustee-hosted banquet at McKay Avenue School. Following her banquet address, Madame Sauvé was presented with a copy of the Board's official history book as a memento of her participation in the historic ceremony.

Following the re-dedication ceremony, restoration work intensified in preparation for another function planned to raise public awareness of the historic school. Working closely with Speaker Dr. David Carter and House Leader Les Young, plans were laid for a special sitting of the Alberta Legislature in the third floor assembly hall of McKay Avenue School, the first home of the Provincial Parliament.

On the day that news of the special sitting was announced in the Alberta Legislature, a special gesture of appreciation and respect was paid to the Edmonton Public School Board. Trustees were invited to sit in the Speaker's Gallery of the Alberta Legislature where they were introduced to the Assembly. The *Alberta Hansard* of March 18, 1988 recorded the events thusly:

MRS. BETKOWSKI: Mr. Speaker, in recognition of Government Motion 1, recognizing tomorrow as being the 82nd anniversary of the First Legislature of Alberta and the very important role played by McKay Avenue school in our province's and our city's history, I am very pleased to welcome to your gallery today members of the Edmonton public school board and associate staff, whom I would ask to rise as I read their names. First is Dick Mather, chairman of the Edmonton public school board; Dr. Lila Fahlman, trustee; Trustee Leon Lubin; Trustee Doug Tupper; and Trustee Joan Cowling. The board of trustees are accompanied by Mr. Strembitsky, the superintendent of schools; Mr. McIntosh, the associate superintendent; and Mr. Kostek, the archivist at the Edmonton Public Schools Archives and Museum. On your behalf, may they be welcomed to this Assembly.

History came alive on April 28, 1988 when the Eighty-Second Anniversary of the First Legislature of Alberta was commemorated in the restored legislature in McKay Avenue School. Following the daily Question Period in the Alberta Legislature, the Assembly recessed and proceeded by special bus to McKay Avenue School. Entering the building through the 1904 doorway, M.L.A.s were led into the restored chamber by Piper Malcolm McCrimmon. As the Members ascended the original staircase, they were saluted by an honour guard of Air Force cadets. This greeting was similar to the ceremony when Premier Rutherford and his government arrived for the first session of the Alberta Parliament in 1906. Members of the Anglican Boys' Guard stood on each stair at that time and saluted the Provincial parliamentarians as they proceeded up the stairs to the McKay legislature.



Premier Getty addresses Special Legislature sitting



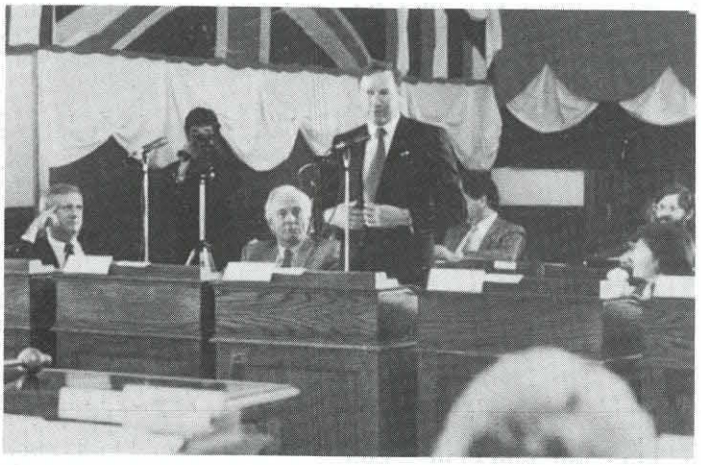
1905 Speech from Throne read by Lieutenant-Governor Helen Hunley



Trustees and guests in Speaker's Gallery of McKay Avenue Legislature



Special Sitting of Alberta Legislature at McKay Avenue School



MLAs Ray Martin, Nick Taylor, Ray Speaker, and Pam Barrett at Special Session of Legislature

At the special session on April 28, 1988, M.L.A.s sat at authentically-replicated desks in the twenty-four seat assembly chamber and in a special section immediately behind the Speaker's Gallery. Proceedings at the special commemorative session, which commenced at 4:30 p.m. on April 28, 1988, were described in a special issue of the *Alberta Hansard.*

LEGISLATIVE ASSEMBLY OF ALBERTA

82nd ANNIVERSARY

of the

FIRST LEGISLATURE OF ALBERTA

McKAY AVENUE SCHOOL

4:30 p.m., Thursday, April 28, 1988

[Mr. Speaker in the Chair]

MR. SPEAKER: Let us pray.

O Lord, we give thanks as legislators for the rich diversity of our history.

We welcome the many challenges of the present.

We dedicate ourselves to both the present and the future as we join in the service of Alberta and Canada.

Amen.

MR. SPEAKER: Please be seated. [interjections] Perhaps the Sergeant-at-arms could call order.

SERGEANT-AT-ARMS: Order!

MR. SPEAKER: We can't let this House get out of order.

Ladies and gentlemen, on behalf of all members of the Assembly, together with all those who have worked so hard to make this day a reality, in addition to all those who've worked so hard to make this facility the wonderful thing that it is, I bid you welcome.

While all of you are special guests, we have some special guests here who take us back to the roots of the formation of this great province, so I would like to introduce them to you. Seated in the Speaker's gallery is Dr. Hazel McCuaig, daughter of the Hon. Dr. A.C. Rutherford, Alberta's first Premier and Provincial Treasurer, Minister of Education, and Minister of Railways. Dr. McCuaig is accompanied by her son Mr. Harwood McCuaig. Perhaps the members would do the . . . [applause]

Dr. Rutherford was Premier until 1910 and a private member until 1913. He was also elected to the Northwest Territories Assembly in 1902. He was secretary-treasurer of the Strathcona town council and Strathcona school board between 1896 and 1906. From 1928 to 1941 he was chancellor of the University of Alberta.

Seated in the ladies' gallery are Mrs. Margaret Wood and Mrs. Elizabeth Aylen. They're granddaughters of Matthew McCauley, member of the Alberta provincial parliament for Vermilion. Mr. McCauley was also father of the Edmonton public school system, having been elected its first trustee and its first chairman in 1881. Mr. McCauley was also a member of the Legislature of the Northwest Territories from 1895 to 1902 and was the first mayor of the town of Edmonton in 1892. Could they rise. [applause]

Seated in the ladies' gallery is Mrs. Jean Saville, grandniece of member of the provincial parliament Matthew McCauley and daughter of Catherine McCauley McLean, who at age 17 was the official stenographer to all the members of the provincial parliament, who met on this floor. Her office was directly below this Assembly Chamber on the second floor and will be open for viewing this afternoon. [applause]

Seated in the members' gallery is Mr. Hubert Puffer, grandson of William Franklin Puffer, member of the provincial parliament for Lacombe. Mr. Puffer represented the Lacombe area in the Alberta Legislature for 12 years. [applause]

Seated in the members' gallery is Mrs. Marjorie Ross, wife of Mr. Bert Ross, who was a page here in the McKay Avenue school in the year 1906. [applause]

I would be remiss if I did not extend my personal thanks to the Edmonton public school board for this wonderful project, which they have brought to fruition and, in particular, to Mike Kostek. I believe all of us should recognize his efforts in particular. [applause]

The final note I would make is this; it probably has something to do with what happened this afternoon in the Legislature. Speaker Fisher, who occupied this Chair, in his three years had to deal with, in that total length of time, a grand total of 12 points of order. Stand by for what happens tomorrow.

So, ladies and gentlemen, I ask now that we carry on with our re-enactment of some of the things that happened as part of the great history of this province. I would ask you to remain seated, please, while the Sergeant-at-Arms escorts the Premier to escort the Lieutenant Governor to the Assembly.

[The Premier and the Sergeant-at-Arms left the House to attend the Lieutenant Governor]

[A fanfare of trumpets sounded]

SERGEANT-AT-ARMS: Order! Her Honour the Lieutenant Governor.

HER HONOUR: Please be seated.

Speech from the Throne

HER HONOUR: Mr. Speaker and gentlemen of the Legislative Assembly, it affords me great pleasure to welcome you to the performance of your duties upon this occasion of the opening of the First Legislature of the province of Alberta.

The advent of provincial autonomy in this and in our sister province of Saskatchewan is a matter of gratification and pride, not only to our own people but to the dominion as a whole, and in your name I thank the people of the older provinces for the expressions of goodwill towards us voiced in the addresses adopted in their respective representative Assemblies and greet them as kinsmen in the great family of Confederation into which we are now proud to enter. I congratulate each one of you upon being privileged to take part in an event fraught with so much importance to this dominion and particularly to western Canada as the opening of this first representative Assembly in the province.

Our thanks are due to divine providence for the bountiful harvest with which we were blessed during the past year. Insomuch as the fruits of the soil are at the basis of the material prosperity of any country, the glorious heritage to which the people of this province have been called justifies a boundless confidence in its future.

It is my privilege on your behalf to offer to our Sovereign Lord King Edward VII and to Her Most Gracious Majesty Queen Alexandra the continued loyalty and devotion of our people. It is a matter of gratification to us that we are shortly to be honoured by a visit from His Royal Highness Prince Arthur of Connaught.

It is with pleasure that I extend a welcome on your behalf to the settlers that have poured into this province during the past year, and while it is a matter of congratulation that settlement has increased with such unparalleled activity, it is still more gratifying to observe the high standard of the character of that immigration. It shall be the especial care of my government to encourage such settlement by every available means.

All sections of the province bear evidence of steadily increasing activity and enterprise on the part of our people, especially in agriculture, dairying, and kindred pursuits. The rapid advancement and growing importance of the dairying industry requires that sufficiently ample provision be made for its assistance and encouragement by my government, and in this connection the establishment and maintenance of creameries controlled by the government will be a matter to which your attention will easily be directed. The importance of such provision to the farming community can scarcely be overestimated.

Proper provision for an active policy for the improvement of livestock and agriculture generally will also engage your attention. Measures will be submitted to you looking towards the registration of brands and the protection of those engaged in the industry of cattle raising. In this connection also, it is felt that the public grant to exhibitions might well be somewhat augmented, and you will be asked to pass upon an amendment of the law in this regard.

The organization of the province upon proper constitutional lines is a matter of the first importance, and in order that public affairs may be efficiently and expeditiously conducted, it is necessary that the management of the several branches of the public service be put in charge of appropriate departments. To this end, measures will be submitted for your approval providing for the proper and efficient organization of the several departments of the public service.

The influx of immigration and rapid settlement of the province renders imperative a progressive policy with regard to the construction and repair of roads and bridges, and your consent will be asked to the provisions it is proposed to make for this purpose.

The duties devolving upon the province in relation to the administration of justice within its borders and the care of its insane, as well as the necessary provisions for its public buildings, will likewise be brought before you, and your consent will be asked to the provisions in this regard included in the estimates of the expenditure for the coming year.

The growing necessities of commercial and social activity in the province require that telephonic communication between the different sections of the province should be rendered as inexpensive and effective as possible, and your careful attention will therefore be directed to the consideration of providing means towards this end.

Insomuch as the present law with relation to mechanics' liens, their registration and enforcement, is found in many respects to bear hardly upon the labouring classes, a measure will be submitted for your approval providing means whereby the rights enjoyed by all mechanics or labourers under the present law may be rendered capable of enforcement in a simple and inexpensive way.

The present law governing public health and sanitation having been found by practical experience to be unworkable and in many respects inadequate to meet the growing necessities of the province, my government is desirous of making provision for every phase of public health and sanitation, and a measure will therefore be submitted to you looking towards this end and providing for the proper and effectual enforcement of the provisions of the law in this regard.

Among the other measures which will be submitted to you are a Bill providing for the registration of titles of land in the province, a Bill making provision for the establishment at such time as the growth of the province warrants of a provincial university, Bills providing for the appointment of such public officers as coroners, justices of the peace, sheriffs, and clerks of the court. The present law relating to the regulation of coal mines and the inspection of steam boilers having proved inadequate in practice, legislation in this regard will also be brought to your notice.

The public accounts will be laid before you for your consideration at the earliest possible moment, and the estimates for the coming year will also be submitted to you for your approval at an early date.

Mr. Speaker and gentlemen of the Legislative Assembly, to the several matters herein referred to and to all others that may be brought before you, I invite your careful attention, with the fullest confidence that the result of your deliberations will be beneficial to the province and to the dominion as a whole.

SERGEANT-AT-ARMS: Order!

[The Lieutenant Governor and her party left the House as a fanfare of trumpets sounded]

[Mr. Speaker in the Chair]

MR. SPEAKER: Please be seated.

MR. GETTY: Mr. Speaker, hon. members, distinguished guests, ladies and gentlemen, I feel very privileged to be able to speak to you today as the Premier of Alberta and to recognize formally the 82nd anniversary of the Alberta Legislature. I feel privileged to represent my colleagues in government and the people of Alberta, and also I feel a great respect for the history of this province. I'm proud of Alberta's tradition and of Alberta's pioneers. They were people with dreams, foresight, and perseverance, and also they had the strength to make their dreams come true.

Eighty-two years ago this building, the McKay Avenue school, was the temporary home of the first Legislative Assembly of the province of Alberta. In 1906 and 1907, when the first two sessions of the Legislature took place in this room, Canada was experiencing a great wave of immigration and growth. Many Canadians were settling on the rich farmland of the prairies. Now, this group of Canadians came from a wide variety of cultural and linguistic backgrounds. Even those who spoke English were by no means culturally similar. They moved here from eastern Canada, the United States, England, Ireland, and Scotland. They attended a variety of different churches. There were also many settlers who spoke French, German, Polish, Ukrainian, and other European languages. But wherever they came from, they had one thing in common: they were striking out into a new, strange, dangerous but promising territory to seek a new beginning for their lives. They were independent, self-reliant people who wanted to live in freedom and to do things their own way. That tradition developed by our pioneers in this province continues to this day. It is that tradition which makes Alberta such a fine place.

Throughout the past 82 years Albertans have blended together into a multicultural society, but it is still a society that is made up of individuals working together to find solutions to their problems. I am sure that we all feel something special today, knowing that Alberta's provincial government began here in 1906 and that they started the large tasks of establishing a court system, a school system, public works, and they did all of this with virtually none of the tools and mechanisms that we have today to assist us.

It's interesting, too, to note that they designated Edmonton as

the capital city of the province. I have to remind our Calgary members of that from time to time. They also established the University of Alberta here as well. I am sure the lively debate that must have preceded those decisions set the stage for the long-standing but good-natured rivalry between Edmonton and Calgary.

In closing, I think we should recognize those who have contributed to the restoration of this building, which is such a vital part of the history of Alberta: the Edmonton public school board. The provincial government was pleased to assist them with funding on this project. Also, we are all grateful for additional funds provided by the federal government, the Alberta Historical Resources Foundation, and the Clifford E. Lee Foundation. Also, our thanks to the city of Edmonton for their support and for the development of the historical park and the grounds outside. I am sure that all those who visit this building will feel a sense of respect for the traditions of this province and respect for the history of our education system as well.

I said at the beginning of my remarks that I feel proud to be here speaking to you today. In a strange way I also feel very humble, because I can't help but feel in this room around us the dedication and strength of Alberta's first MLAs who established a new part of our democratic society here in this room. You can feel something special here. So on behalf of the people of Alberta, my colleagues in the government of Alberta, I join you in saluting their courage and thanking them for their vision.

Thank you very much.

MR. SPEAKER: Leader of the Loyal Opposition.

MR. MARTIN: Thank you, Mr. Speaker. Also, it is with a great deal of pride that I rise to address the Assembly today. If I may, as an aside, it really does take me down memory lane, because it's the first time for many years I can remember having ink on my hands as we signed to come in today.

Mr. Speaker, there is a saying that if you don't understand your past, you don't have a future. That is why what we're doing here is so important and so appropriate today. We are celebrating our past. We're celebrating it provincially, of course, where we held the first Legislature in this province. We're also celebrating it in the city of Edmonton, of course, where the capital is, and I agree with the Premier that they made a wise decision at that particular time. Also, the Edmonton public school board, having been involved as partners in this, is celebrating a very good educational system over 82 years in this city.

But who would have predicted in 1906, if you look back, that Alberta would be such a great province today and such an important part of Canada? Who would have predicted at that particular time that Edmonton would be one of the major cities in Canada and, again, if I may say so, the city of champions! But, Mr. Speaker, that's precisely what Edmonton and Alberta are today in 1988.

I also would like to congratulate the Edmonton public school board for remembering our history in this special way and working hard to restore McKay Avenue school. Too often in this province we do forget our history, and I think this is very important, what you've done.

Now, Mr. Speaker, I ask your indulgence, but do I get to ask some questions of the government now? Later; I see. Okay. But let me just conclude by saying that because of our history -- and this building played a very important part of it, as did the members and the people who worked here -- I say to you that there is not a better place in the world to live, in Alberta and certainly also in the city of Edmonton.

Thank you for the time, Mr. Speaker, to address you today.

MR. SPEAKER: The Member for Westlock-Sturgeon on behalf of the Liberal caucus.

MR. TAYLOR: Thank you, Mr. Speaker. Following the Leader of the Official Opposition, I want to also express my pleasure for having this opportunity, and wonder a little at the planning, though: how the official leader and myself got the only two Conservative desks in the House today. It would appear that they wanted to have some quality all right.

Although I'm still only in my first term as a member of this Legislature, Mr. Speaker, I've closely observed happenings and characters for some 15 years, as you know. During those years and my experience as an MLA I feel I've gained some appreciation of the history and tradition that permeate our Legislature, Mr. Speaker, though sometimes you wonder, I know, when you call me to order.

But looking back over our history, one can see just how far Alberta and the citizens have come. The Legislature, of course, has moved from the original quarters in a local curling rink to the third floor of the McKay Avenue school to our proud and impressive Legislative Assembly, which you so ably chaired the anniversary of a while back. Meanwhile, Alberta has also moved from a relative have-not in Confederation, as we can tell from listening to the throne speech, to a province whose potential for dynamic growth and prosperity is limited only by its imagination, or the citizens' imagination and its legislators'.

Mr. Speaker, the Legislature may no longer be located in the McKay Avenue school, but the important role that our educational institutions play in shaping our province continues. Our schools, our colleges, and our universities are the incubators which will produce a new generation of Albertans with the knowledge and the enthusiasm to truly diversify our economy and allow us to thrive in the new age of technology. Only those realizing the importance of education -- and this is why I congratulate today's events and the Edmonton school board -- only those realizing the value of a good education may reach their true potential.

Finally, Mr. Speaker, in looking back to that first Legislature in 1906, I take note of the political orientation of Alberta's first government and leave my fellow members with this comforting thought: history always repeats itself.

MR. SPEAKER: Whether it be in 20-year cycles or 1,000-year cycles. Forgive me for the nonpartisan remark.

The Member for Little Bow on behalf of the Representative caucus.

MR. R. SPEAKER: Mr. Speaker, members, and friends, some here may believe it, but I was not here in 1906.

I have the opportunity today in this Assembly to represent Dr. McLeod, who was a farmer and also a medical doctor, who served for some five years and, I understand, with dignity. I would have to hope that during my period of time in the Legislature I fulfilled some of his promise at that point in time.

In thinking about my remarks today I went back to do some research in what I thought would be a very valid document, the Edmonton *Bulletin*, knowing that it was a very historic and credible paper of the day. There were some things of note that I think we would find of interest. One of the things -- the Legislature was a highlight of that paper, certainly in the first, opening Legislature of 1906. But in the years following that the Legislature always had the front page. But there was something else of interest. Not only was the pomp and the ceremony described but the fashion of the day was described very well. I believe that is something we may have lost over the years. I'd like to read a part of one of the articles of the Edmonton *Bulletin* of the day:

> Mrs. Rutherford looked sweetly pretty in a lovely gown of white Lousienne silk with a corsage of violets and the loveliest little Paris hat imaginable. Mrs. Cushing wore a lovely gown of black silk lace over white silk, which suited her to perfection, and dainty toque to match. Miss Cushing looked exceedingly well in a pale yellow silk gown with a smart hat of white straw.

I think that was very much part of the session at that time, and maybe we have lost it in description, but I know in presence in our current Legislatures it's certainly there.

There are some other items of note as well. A small opposition has been part of our history, and I guess the precedent was set in that first Legislature in the count of 23 to 2.

The Premier and the Leader of the Opposition mentioned the matter of the capital being located here in Edmonton. I guess as a long-standing member from southern Alberta and on behalf of my other colleagues, we are today prepared to concede that Edmonton was the proper place.

I note, because of my background, the interest in agriculture during that first session, the interest in the sugar beet industry, which is very much a part of my constituency. At that time Premier Rutherford passed a Bill allocating some $250,000 for a five-year support program to the sugar beet industry. It's interesting to note that after some 80 years, we have finally signed a tripartite agreement with the federal government.

There are some other interesting things too. In the committees, the agricultural committee met to determine the best prices for cattle. I think that would be of interest to us all. Also, and I think this was a major matter of note during that first session -- in committees it was under heavy discussion -- whether smoking was allowed or not in committee. I'd have to say that the precedent set, I guess, was that it did occur. And it still occurs, and the matter should still be under debate.

Calgary -- we should give credit to the Legislature at that time in that Edmonton laid out the red rug by giving it long distance telephone communications to the capital. I felt that was a significant move at that point in time. Sometimes they feel the same at present.

A couple of other things of note in that first Legislature, and as a representative of southern Alberta, is that following the closing of the Legislature, the government of the day decided that they would hire a special train to travel to southern Albertan so they could understand and recognize that the south was part of the province. Now, maybe I added a little bit to that. I'm not going to suggest that following the 1988 session of the Legislature, maybe Mr. Premier should do the same. [Inaudible]

The other item of note in the *Bulletin* those days was on the front page: that the Speaker entertained the MLAs on a previous evening, and the paper reports that "he had a reputation of being a first-class host." I'd like to say to you, Mr. Speaker, and to all of the people, the Edmonton public school board and our hosts here today, that times have not changed.

Thank you.

MR. SPEAKER: Minister of Education.

MRS. BETKOWSKI: Mr. Speaker, Mr. Premier, Members of the Legislative Assembly, honoured guests, ladies and gentlemen, this is an historic moment. As our Premier and others have said, we assemble here today on the site where the first brave souls who entered public office in this new province of Alberta first assembled. Housed in the province's capital, it is fitting that we all be here as McKay Avenue school is officially opened as an historic site.

The effort made to restore the site to its original state without taking away from the simple taste and scarce resources of the time is a tribute to all those who worked on the joint project. As a brand-new Member of the Legislative Assembly and, in particular, one who represents an Edmonton constituency, Edmonton-Glenora, I too feel a real sense of pride and of continuity with those who have served in public life in this province. We are their legacy, and the province they believed in and helped to build is the province we are all privileged to serve today. Just as our society's fundamental democratic principles are fulfilled by a process of public election, so education is the foundation by which society advances.

Our priority on education is not a new thing in this province. That tradition began with the first public school in the Northwest Territories, which was the original McKay Avenue school, which now stands in the historic park outside this building. The first McKay Avenue school was built in 1881, was directed by an elected board of trustees, and supported out of public funds. I certainly share the respect of Albertans for the early settlers who had the wisdom and the tenacity to establish a system of public education. I think we can also take some comfort in knowing that these settlers were quite human. They had their share of petty foibles to deal with just as we have today, but they clearly recognized a worthwhile goal when they saw one, as I know we do today. The goal -- for I, too, was looking at the Edmonton *Bulletin* -- was

> the direct benefit to the people of the place arising from having a permanently established school in their midst. In this age and country, every person requires at least a common school education in order to make his or her way in the world. It is necessary to the enjoyment and success of life.

The voting day was described by John MacEachern in his story of *Canada and Her Provinces*, and if you'll allow me, I'm going to quote from the book:

> It happened in 1884. A public school had been maintained by voluntary subscription for three years. The cost of its maintenance was not borne by the citizens equally. A few, a very few, as they always do, sustained the burden.
>
> The suggestion was therefore made that a regularly organized school district be established. The Hudson's Bay Company, which owned the larger part of the school area, and some of the oldest settlers, who were afraid of the taxes, immediately raised a chorus of protest. There was a howl of indignation.
>
> It was the first election of trustees when the fun took place. The Hudson's Bay Company, which fought the proposals strenuously, brought in from Slave Lake, Calgary, and Athabasca Landing, those of their officers who had votes, and also influenced a large number of local landowners, in a big effort to swamp the supporters of the school. Matthew McCauley, the present warden of the penitentiary, was the returning officer, and in his own picturesque way he tells of the happenings of the day.
>
> It [began] at one o'clock on the day of the polling, when the matters began to get red-hot. The Hudson's Bay Company, which had told the people that they would be taxed for their flour and provisions and even their cook-stoves, if they voted for the proposal, brought in a number of employees from the fort who were not known to have votes, the men voting as tenants of rooms at the company's buildings. This put the anti-school party five or six votes ahead.
>
> As a counter to this move, Donald Ross, of the Edmonton Hotel brought up a big batch of his boarders. These had only one coon-skin coat among them, and one of them would go and vote and then 'hike back' and give the coat to the next man. "Every time I saw the coon-skin coat coming," says McCauley, "I knew it was another vote for the school" . . .
>
> The votes were cast in three languages -- English, French, and Gaelic -- interpreters being required in the two latter to explain the oath . . .
>
> At four o'clock the poll was declared closed, just as an anti-school voter appeared at the poll. The returning officer and scrutineers counted up the votes and announced as the result 54 for and 43 against the organization of the school district.
>
> During the day, threatened destruction of the poll books did not materialize, but in the evening there were riotous scenes. There were free fights and black eyes which lasted for several days afterwards.

I thank Michael Kostek for pulling it out for me.

Thus began the tradition of public education in Alberta. Heated controversies continue to this day, and I can attest to several that I've been personally involved in since I was privileged to become Minister of Education nearly two years ago.

But today Alberta does enjoy an excellent education system, a system that's on the leading edge in Canada, in North America, and in the world. We have teachers who are highly trained and dedicated professionals. Their commitment to students is the key to quality in our education system.

Alberta continues to lead in the use of technology. We have computers in our schools and teachers that are being creative in using that technology. Our distance learning projects under way will use technology in a variety of new approaches in providing learning opportunities for students.

We have a system of developing and administering examinations which is second to none, diagnostic testing and reading programs for young people, school buildings, and a system that is directed by provincial legislation and policies, policies which ensure decisive action in the best interests of students and delegates towards considerable discretion for school boards. In turn, dedicated school trustees are responsive to the expectations of their parents and their community members and lead the way in meeting the needs of their students.

Our system of education had its beginnings in the first McKay Avenue school and in this brick building. The second

McKay Avenue school, in its elegant construction, suggests the value of public education to members of a free and a democratic society. In 1906, out of a provincial budget of less than $2 million, $200,000 was allotted to education. In the first year of the province's existence, 140 new schools were opened. The first teachers, though not well educated perhaps by today's standard, established a tradition of commitment and service that continues to this day. Since the need for a well-trained teaching force was recognized immediately, the first Legislature provided for the building of a normal school, or a teacher training institute, in Calgary.

At the beginning of the 20th century technology was yet to come, but Alberta's early school trustees took pride in providing a wide range of equipment, which included maps and globes. Some even acquired pianos.

McKay Avenue school was on the leading edge of its time. According to the latest education theory, children were not to be stuffed with facts but were encouraged to develop their capacities and advance their own abilities. Therefore, McKay Avenue school provided courses in manual training for boys and domestic science for girls to supplement the regular curriculum. I checked, and there's no record of a minister responsible for women's issues at the time.

Early outstanding graduates of McKay Avenue school included Wop May of northern aviation fame; Lotta Dempsey, the noted Canadian writer and journalist; Leslie Nielsen, actor of stage and screen; and Chief Justice Ronnie Martland, who was appointed to the Supreme Court of Canada. And although not as well known, perhaps, my mother, Dorothy Jean Pepper-Elliott, was also a graduate of this school.

Mr. Speaker, I have prepared for these ceremonies and spent a good deal of time thinking about what it means to be an Albertan and how our experiences during our brief history have made us what we are today. If we study the stories of the development of this province, we find, in fact, that Albertans had an outstanding tradition of risk-taking, of foresight, and of perseverance. That tradition has made us independent souls who do things our own way. It has made us strong and hard working and capable of finding the creative solutions, of which the Premier spoke, to difficult problems.

We've also developed a tradition of co-operating that balances that individualistic streak we all have. The pioneers helped each other and shared what they had. For them it was a necessity; that was how they survived.

There are two ideals, an excellent education system and a democratic system of government, and they're very suitably connected in this historic site, the McKay Avenue school. Here we have the first public school in the Northwest Territories. Here we have the home of Alberta's first Legislative Assembly.

To the present and to the past trustees of the Edmonton public school board, I express my thanks on behalf of all Albertans for capturing and preserving the cornerstone of our parliamentary and educational heritage in this province. I am delighted that Edmontonians, that all Albertans and visitors to the province will now have an opportunity to tour this building and learn about our proud past. I congratulate all those who have made it possible.

Thank you.

MR. SPEAKER: I'm given to understand that we have at least one former member of the Legislature here this afternoon, so I would invite any former Members of the Legislative Assembly to stand and be recognized by the House.

I wonder if all current members of the House would stand and be recognized by the guests, please.

Government House Leader.

MR. YOUNG: Mr. Speaker, I move that these ceremonies do now adjourn.

MR. SPEAKER: Having heard the motion by the Government House Leader to adjourn the ceremony, do you all agree?

HON. MEMBERS: Agreed.

MR. SPEAKER: Opposed? Motion carries. The Assembly stands adjourned until 8 o'clock this evening at the Legislature Building, when the Committee of Supply will sit to discuss the estimates of the Department of Labour.

[The proceedings adjourned at 5:25 p.m.]

Yet another official ceremony for the re-opening of McKay Avenue School took place on Friday, April 29, 1988, just one day after the special session of the Alberta Legislature. Edmonton Public School Board Chairman Dick Mather was Master of Ceremonies in an official re-opening program that brought greetings from federal and provincial governments and from civic leaders and other individuals involved in the restoration of McKay Avenue School.

The main address at the function was delivered by Her Honour, Helen Hunley, the Lieutenant-Governor of Alberta. Following Her Honour's address on the importance of preserving our historic roots, there followed a colourful flag ceremony to officially open McKay to the public.



Trustee Doug Tupper listens to Helen (McQueen) Learmonth express appreciation on behalf of former McKay Avenue School students

Five flags and banners were officially presented to McKay Avenue School by students who represented various governments and associations that had made major financial or manpower contributions to the restoration project.



Weslyn Star Mather presents flowers to Lieutenant-Governor Helen Hunley, April 29, 1988

The Canadian flag was presented by Grace Half of Spruce Avenue School; the Alberta flag was offered by Victoria Composite High School student Jennie Wong; the City of Edmonton flag was forwarded by Ed Anderson of Norwood School. A Canadian red ensign presented by Dragon Marjavoinic of McCauley School represented the contribution of the Alberta Historical Resources Foundation. Monica Ulrich of Alex Taylor School presented the Edmonton Public School Board banner to mark the commitment and contribution of the Edmonton Public School Board to the restoration. The flag-cluster finale culminated five years of effort to bring the old school to its former grandeur.

History has come alive in McKay Avenue School through the efforts of many individuals and organizations. Much of the period furniture displayed on the three floors of the school has come from Edmonton schools. The vintage seats in the basement theatre were obtained from Victoria Composite High School. Period light fixtures, several cabinets, two massive oak tables and an office desk once owned by Strathcona School District Secretary George Downes, were donated by an anonymous Edmontonian. Seventeen leather chairs that once graced the Members' Lounge of the Alberta Legislature were obtained through the efforts of Dr. David Carter, Speaker of the Alberta Legislature. A historic office chair from the office of the Lieutenant-Governor of Alberta was presented to the school by former Lieutenant-Governor Helen Hunley.

Another important donation of historic furniture was presented to McKay Avenue School in the summer of 1987:

Historic table and telephone donated to MacKay project

By FRANCES MISUTKA
Journal Staff Writer

The oak table used by the first members of the Alberta Provincial Parliament has found its way back home after 81 years.

Curator for the Edmonton public school archives said the table has been authenticated as the original table around which Alberta's first MPPs sat when they met to form the government of Alberta.

"There is evidence of a bracket on the end of the table where the mace would have been," Marlene Smith said, "and it has such a definite style of leg that we're certain it's the same table as the one in our (1906) picture of the legislative assembly."

The Public School Archives and Museum committee is collecting all the original items it can find to help restore MacKay Avenue School to the grandeur of 1906, when it housed the Legislative Assembly of Alberta on its third floor.

"The table will add an air of authenticity to our legislature," said Mike Kostek, archivist for the Edmonton public schools archives and museum.

The table was presented Monday to the public school archives committee on behalf of Alberta Government Telephones, who had housed it in their own achives since 1920.

AGT also donated an original Bell Standard Model telephone, a model which also appears in public school archives pictures of the legislative assembly of the early 1900s.

John Nienhuis, corporate historian for AGT, said the Bell Model is "very rare" and would now sell for about $800.

Gov. Gen. Jeanne Sauve will be on hand Sept. 18 when the archives committee rededicates MacKay Avenue School.

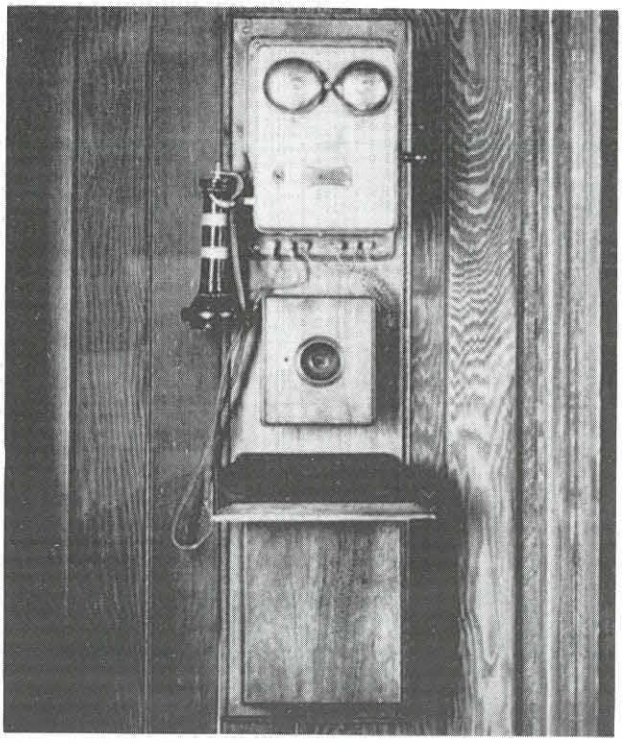
The school will not be open to the public until March 15, 1988.

The first two sessions of the Legislative Assembly of Alberta were held in the school from March 15 to May 9, 1906, and from January 24 to March 15, 1907.

Edmonton Journal
August 18, 1987



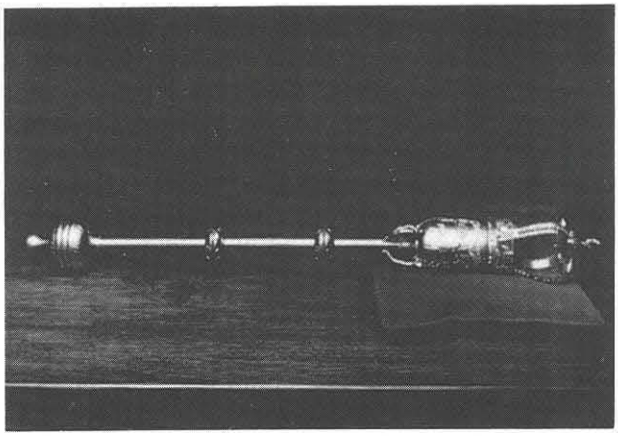
1906 mace table



Early 1900s telephone donated by Alberta Government Telephones

Location and return of the mace table to its original home was very fortunate, indeed, as the priceless artifact added much to the historic ambience of the restored Legislature. Alberta's first mace, designed for the Provincial Parliament in 1906, was crafted by a Calgary jeweller. Its main components were a section of a steel bed post and a pewter shaving mug. Adorning the symbol of parliamentary authority were the fleur-de-lis, the British rose, the Scottish thistle and the Irish harp.

Cost of the original mace was $150, a princely sum in 1906. Replacing the first mace would have been a costly endeavor had it not been for local artist Richard Razik, whose $400 replica required over 100 hours of work.



Replicated mace in McKay Avenue School Legislature

Thanks to the efforts of designer-electrician Gerald Paschen, light fixtures identical to those in the first McKay Legislature were manufactured locally. So was the crafting of an intricately-woven wicker basket by weaver Elsie Kostash, whose husband was vice principal of McKay Avenue School in the 1960s.

Chairs for the ladies', speaker's, press, public and members' galleries were obtained from various parts of the province including local thrift shops, auction sales and flea markets.

According to the Alberta Public Works records of 1906, most of the kitchen-type birch chairs for the McKay Avenue Legislature came from the Blowey-Henry Wholesale at a cost of 95 cents per seat. Leather and oak office chairs for the elected members of the 1906 Provincial Parliament were obtained from the H. Krug Furniture Company in Berlin (now Kitchener) Ontario. Contact with various museums in the province resulted in retrieving eight of the original chairs for the restored legislature. One of the historic chairs still carries its manufacturer's name on a tattered cardboard sheet attached to the underside of the seat cushion.

Thanks to the efforts of teacher Adolph Fuerpass and W. P. Wagner School students, eight members' chairs, almost identical to the original 1906 seats, are now part of the legislature display. Members' oak desks were carefully reproduced by "Tri-P Cabinet Manufacturers" of Edmonton.

Visitors to the restored McKay Avenue Legislature are often surprised to see a mannikin portraying a Member of the Provincial Parliament seated at his desk, apparently engrossed in deep thought. The likeness is that of William Franklin Puffer M.P.P. for Lacombe, dressed in one of his old suits.

William Puffer played a very influential role in determining that Edmonton would remain the capital city of Alberta in 1906. His contribution is thus remembered in the effigy created by artist Richard Razik. Two of Puffer's grandchildren, Hugh Puffer and Marion Black, retired from the Edmonton Public School staff in 1990.



DD-40 Club with mannequin of William Franklin Puffer, M.P.P. Lacombe 1906
Back row, left to right: Alice Simonson, Vivian Wilkinson, Kathleen McGregor, Jean Robinson, Alarie Oberg, Joan McDonald, Gladys Bramley-Moore, Audrey Clark, - - - - - -.
Front row, left to right: Annie Roberts, Dorothy Bramley-Moore, Jean Elliott, Alethea Stewart, Bessie Craig, Marjorie Cook
Ena Hawken, Helen Corcoran, Ethel Shantz, Dilys Mitchell, Irene Buckles, Jean Laidlaw, Lena Farnalls, Lorna Corcoran, Lillian Knight

A carefully designed Speaker's chair, identical to the original occupied by C. W. Fisher in 1906, was a gift to the McKay Avenue Legislature by Alberta Culture Minister Greg Stephens in 1987. The oak and leather replica adds an air of dignity and decorum, thus enhancing the setting for the first provincial parliament.



Speaker's chair in McKay Avenue School Legislature

Now that the restoration of McKay Avenue School is complete, interpretive and living history programs are being created so that history can come alive in the historic landmark. A "Mr. Puffer Goes to Parliament" program designed by former Supervisor Burt Demeriez will enable students to obtain a better understanding of our early legislature's history through role-playing activities. "A Footprints in Time" program involving Demeriez and former teachers Ray Phipps and Frank Mathew is also being finalized.

A hands-on interpretive program centering around a Grandma's kitchen, woodshed and attic, is another creative endeavor of Burt Demeriez. A section of a typical Alberta home of the 1930s has been meticulously constructed to enhance the program.

Many of the activities associated with this program have come from Faculty of Education instructors and students. Hundreds of circa-1930 artifacts have been obtained to provide vicarious learning experiences for school students in the projected studies. As a former museum-archives supervisor, Burt Demeriez also spearheaded the restoration of much of the school's main floor area.

McKay Avenue School now houses one of the largest educational collections of archival museum materials in Canada. Its holdings include staff lists, thousands



Program innovator Burt Demeriez and Supervisor Catherine Luck examine 1930s washing machine at Grandma's house in McKay Avenue School



Archival-technician Lois Rumsey and Supervisor Luck in Grandma's kitchen



Burt Demeriez displays rare acquisition for Grandma's attic – 1930s "long johns," trap-door style

of personnel files, attendance and health records of over 100,000 students from the year 1909. Board minutes from the year 1885 are also available in microfilm and

hard-copy format. Hundreds of text and reference books have been classified for display and storage with computer-retrieval as part of the process. The archival collection of photographs now exceeds 5,000 prints and slides.

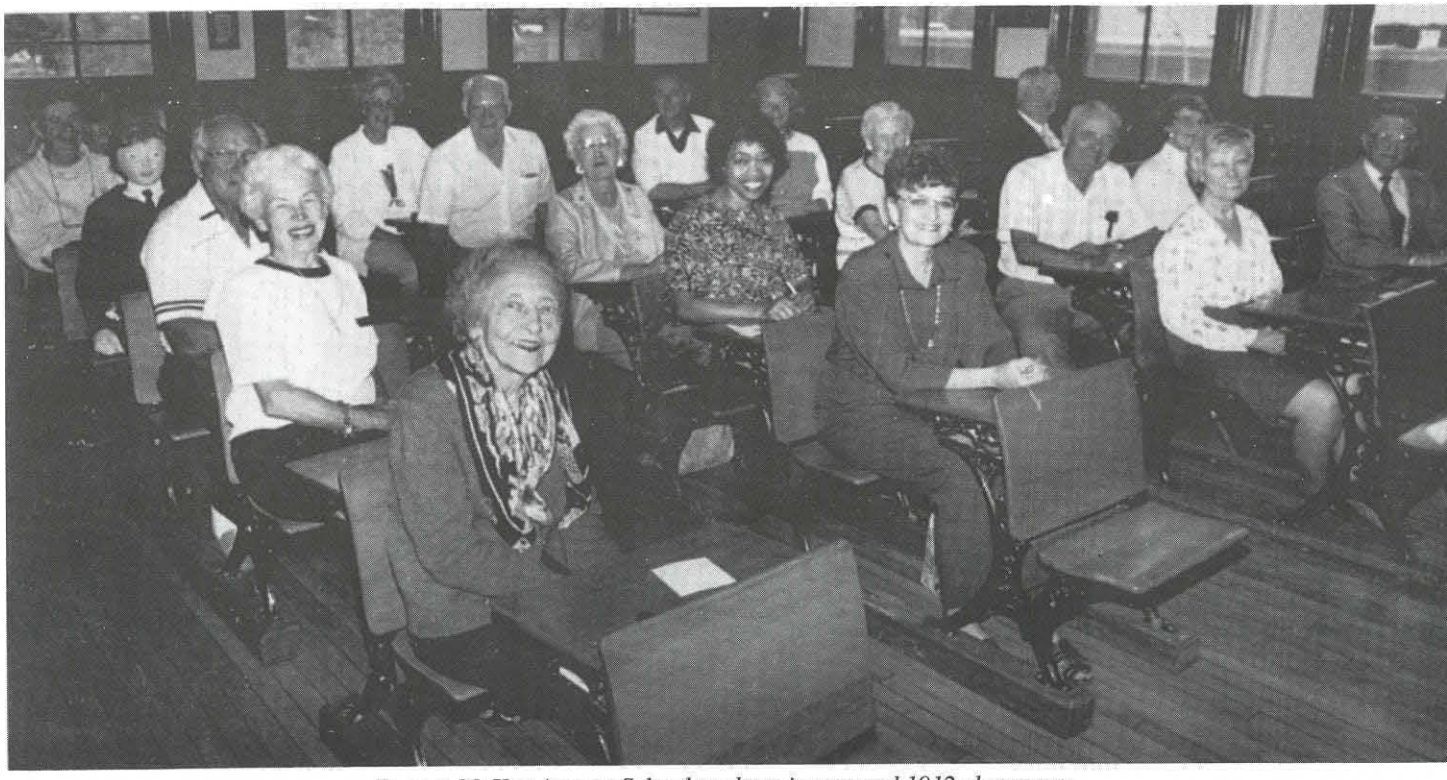
Carefully restored 1912 and 1950 classrooms as well as numerous hallway displays help to recreate an interesting and changing educational past in Alberta's oldest brick school. Described by visiting national museum officials as the "best kept educational museum secret in Canada," the McKay Avenue restoration has recorded thousands of visitors from all over the world.

And the past has come alive again to hundreds of school staff and other groups who have booked the Northwest Territories, Inspectors' or Alberta Rooms for inservice sessions. Each of these meeting areas is equipped with period furniture and displays selected to enhance understanding of our early educational and political roots.

A converted gas light fixture from the old Pendennis Hotel and an oak filing cabinet from the 102 Street Johnstone Walker Store, along with leather chairs from the Alberta Legislature, now grace the Alberta Room.

The school's third floor with its maple flooring and hardwood trim has been the scene of numerous meetings and celebrations. Shortly after its restoration, the Speaker of the Alberta Legislature hosted a Commonwealth Parliamentary Speakers' Conference in the restored Legislature area. Numerous educational and historical associations have held meetings and conferences in the third floor assembly hall.

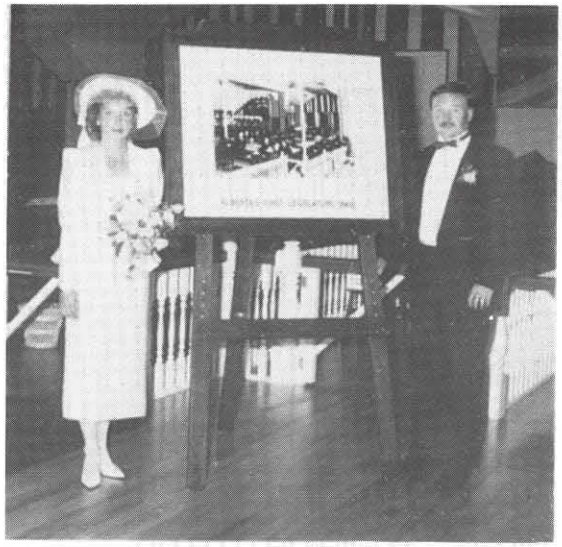
One of the most successful school reunions ever organized in Edmonton brought former McKay Avenue students to the old school in 1991. Through the efforts of Bruce Hay and an enthusiastic reunion committee, the function attracted hundreds of former students to the old school from all over the world, including Saudi-Arabia.



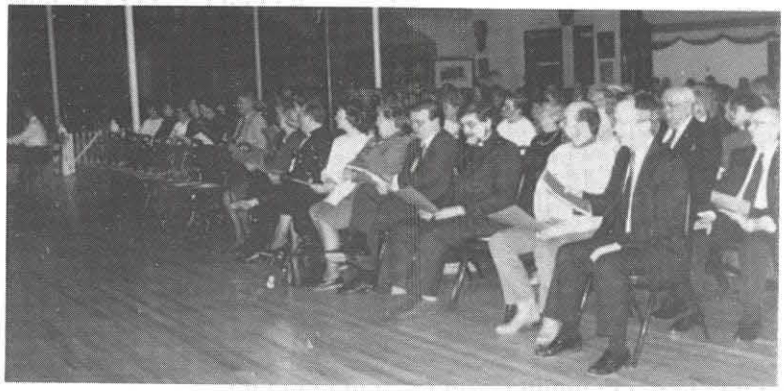
Former McKay Avenue School students in restored 1912 classroom.

Front to back: *Row one: Bessie McAvoy, Betty Binnie, Lucky Binnie, Wop May (mannequin), Mae Cox*
Row two: Joyce Leubman, Deloris Jack, Bea Murray, Ed Murray, Jackie Brent
Row three: Sheila Oates, Bill Grover, Eileen Humphries, Bruce McGavin, Mervin Durling
Row four: Ernest Binnie, Pat Binnie, Bruce Hay

The school's third floor has also been the scene of birthday fetes, wedding anniversaries and retirement functions of long-time staff. In 1989, social history was made when two members of the Board's teaching staff were married in the flag-draped assembly hall. Out of respect to deceased members of the Edmonton Public Schools staff, the historic third floor is available to family members for post-funeral functions.



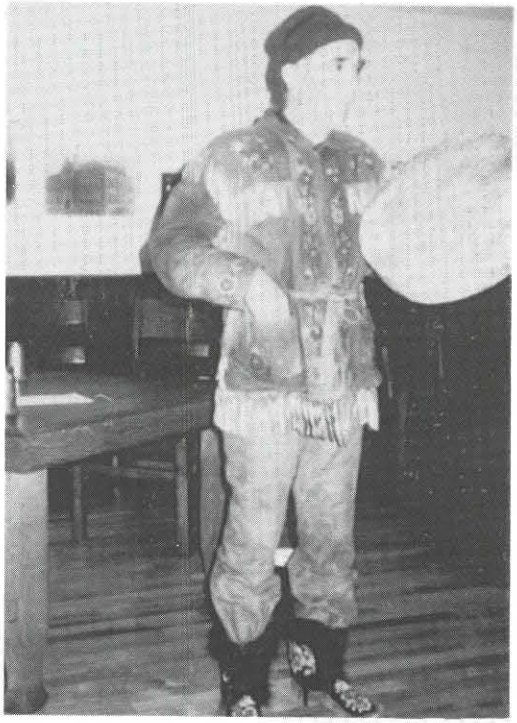
School administrators John and Dorothy Cronk at wedding ceremony in McKay Avenue School, 1989



Audience caroling at 1991 Christmas concert



Supervisor Catherine Luck presents school clock to Burt Demeriez at retirement party, 1991



McKay Avenue School volunteer Jim Hunter sings Huron Christmas carol at 1988 concert



Garth Worthington and All-City Choir at 1989 Christmas Concert



Trustees perform in Christmas skit, 1987. (l. to r.) Doug Tupper, Don Massey, Elaine Jones



Teacher Anne Kozak directs Edmonton Public Schools Cluster Choir at McKay Avenue School, 1987



92-year-old retired school principal George Davis tap dances at 1991 concert

According to McKay's Building Restoration Technician, the old school also is home to some spectral beings. More than one ghost inhabits the old school, according to Ron Hlady whose experiences have recently been published in the John Robert Colombo's anthology entitled *Mackenzie King's Ghost Stories and other Personal Accounts of Canadian Hauntings:*

41. *The Haunting of McKay Avenue School*

Ron Hlady

Haunted houses in Canada are legion. (Or at least reports of haunted houses are legion.) Haunted primary or secondary schools are few and far between. But here is one....

Ron Hlady is a Building Preservation Technician with the Edmonton Public Schools Archives and Museum. He wrote this account of his experiences in the building in which he works. "The Haunting of McKay Avenue School" originally appeared on a page reserved for "ghost stories" in the Edmonton Journal, *30 Oct. 1988.*

I DON'T LIVE IN A HAUNTED HOUSE but I do work in a haunted school.

McKay Avenue School is the Museum and Archives for Edmonton Public Schools. The big, old, brick building and the original 1881 School House are on the same lot at 10425-99 Avenue.

I've worked here since 1984. During this time I have been made aware of the presence of more than one ghost. These phantoms have never tried to frighten me but on several occasions they have interfered with my work. They've unlocked doors that I've locked, turned on and off the boilers, removed pictures from the wall, and scraped furniture across the floor of the room above me when I knew I was the only one in the building.

Once, I'd swear, they had a party. Another man and I spent the last part of a working day setting up a room in the school for an early morning audio-visual presentation. We pulled all the blinds down and stapled them to the sills, lined up chairs in neat rows, and locked the building on our way out.

We were the last to leave that day and the first to arrive the next morning. You can imagine our surprise when we discovered the blinds were up, some right off the windows and lying on the floor. The chairs were knocked over and strewn around the room. We had to really rush in order to redo the room in time for the meeting.

Former staff and students frequently visit the building and many of them have spoken of hauntings and ghosts. With all these strange goings-on I decided to bring an Ouija board.

One ghost, Peter, was quick to identify himself and he maintains that there are half a dozen other spirits floating around. Peter's a very personable character and has "told" me quite a bit about himself. He won't reveal his last name but he has explained that he was a labourer during the construction of the 1912 addition. He was killed in a fall from the roof. It was winter and the ground was frozen. The only place he could be buried was under the floor of the school. Apparently his spirit has roamed the building ever since.

Lately things have been quieter at work. The odd drawer that was shut will be wide open. Pictures may be off the wall or tilted, but I actually wonder if Peter's presence is still as strong as it was.

I asked two young psychics who operate "Second Sight" to come through the school. They confirmed there are a number of ghosts in the building, and the woman was continually drawn to the southwest corner of the addition. Could this possibly be where Peter fell from? I'll probably never know, but that corner does overlook the 1881 School House.

The building was used as a storage shed during the construction of the addition, and so Peter would have been in and out of there frequently. Sometimes when I go out there, a cold shiver passes through me.

It originally opened on Jan. 3, 1882. Peter claims to have died on Jan. 3, 1912. I was born Jan. 3, 1951. Quite a coincidence, isn't it?

There were many contributors in the successful restoration of McKay Avenue School. Marlene Smith and Ena Schneider were among the strong proponents for the establishment of the archives and museum complex at McKay Avenue School; Secretaries Alma McKay, Margaret Arnett, Beth Murphy, and Vicky McGregor have furthered the endeavor as well.

So have a host of retired members of the Edmonton Public School Board staff including Derald Willows, Malcolm Clarke, Jim Hunter, Alma Mc Kay, Audrey Clark, Betty Murray, Anne Coultman, Rudy Melnychuk, Norm Rodgers, Jack Calkins, and Anna Whitla (a school board employee for 46 years) readily assisted in preserving the early educational history of the Edmonton Public Schools.



Volunteers at McKay Avenue School, 1992
(L. to R.): Malcolm Clarke, Betty Murray, Alma McKay, Jack Calkins, Anne Coultman, Audrey Clark, Jim Hunter, Derald Willows, Norman Rodgers

Recently-appointed Archives and Museum Supervisor Catherine Luck and technician Lois Rumsey have brought a wealth of museum experience to the development of better collection, storage and retrieval procedures. Their roles are being expanded with the planned introduction of programs proposed for upper elementary and junior high school students.

Without a committed Board of Trustees, the McKay Avenue restoration story would not have been realized. McKay Avenue School sub-Committee Chairman Joan Cowling and Trustees Luck, Lubin and Massey combined political, social and educational expertise in dealing with the many problems which arose in such areas as the financing and soliciting of public support for the restoration.

The establishment of a Victorian park on the school grounds would not have been realized were it not for the co-operation and assistance of City of Edmonton Senior Planner Dennis Freeman, who worked closely with park project supervisor John McIsaac. Thousands of dollars were saved through McIsaac's frugality. Architect David Murray, who donated much of his services in the design of the park's gazebo and the supervision of its construction by W. P. Wagner School students, helped to reduce park costs considerably as well.

A drinking fountain was installed in the historic park as a tribute to the memory of Josef Weinberger, who was killed in a tragic highway accident in 1985. Among Weinberger's many contributions to the Edmonton Public Schools was his supervising of the res-

toration of the Edmonton, 1881, schoolhouse.

Through the efforts of skilled workers and the encouragement of hundreds of supporters, including teachers, principals, parents, government officials, civic leaders and societies, McKay Avenue School will provide students and residents of the province with the history of our educational past.

The author has been fortunate, indeed, to have played a small role in bringing the grand old building to life.



Arrival of dignitaries at park opening, 1986



William Lesick, M.P. presents Canadian flag at park opening



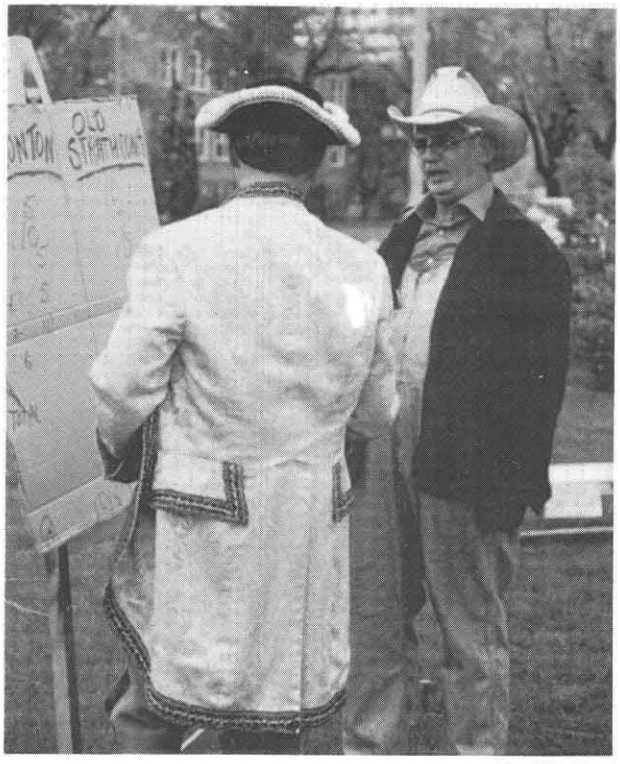
Dedication of park fountain to the memory of Josef Weinberger. (l. to r.) Jo-Dee Weinberger, Mrs. Joe Weinberger, Eric Weinberger, Trustee George Luck, 1986



Minister of Education Nancy Betkowski and Mayor Laurence Decore at park opening ceremony



1881 Schoolhouse teacher Leslie Kroening in broomball game at historic park



Park warden Burt Demeriez checks accuracy of scores posted by town crier Norm Diemert



Special park constable Sam Donaghey apprehends pseudo "Doctor" Neil Winchester at opening of park ceremony, 1986

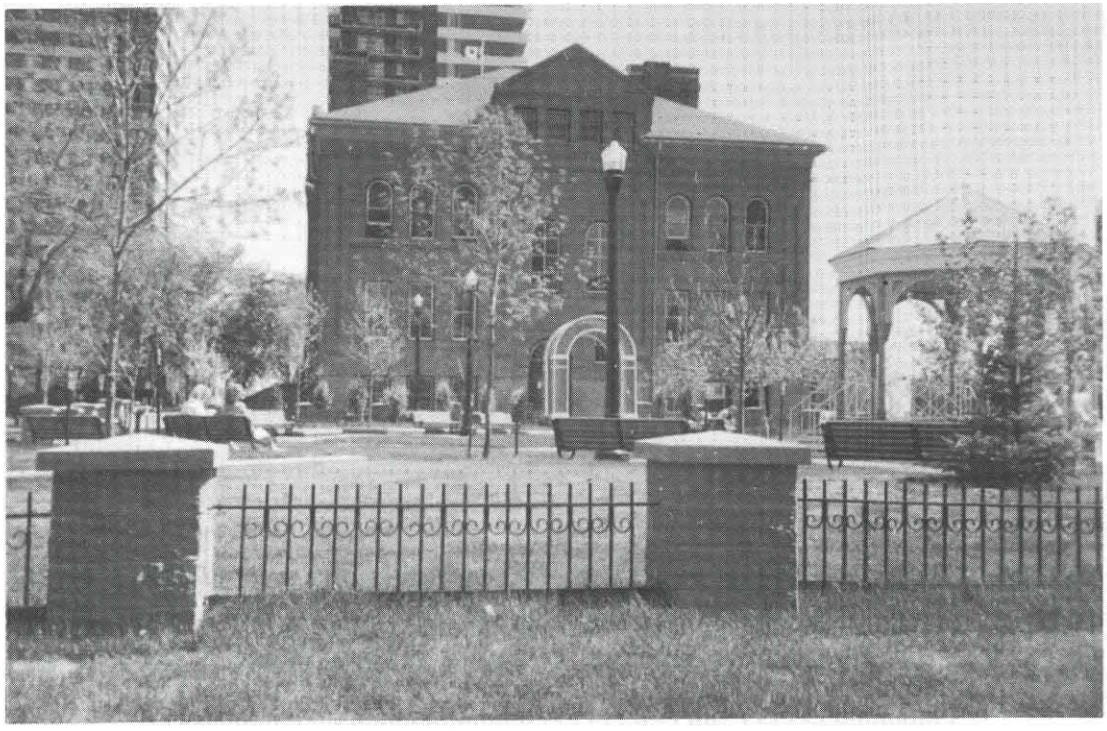


5-cent ice cream cones are dispensed at park opening



Tug-of-war competition at park opening

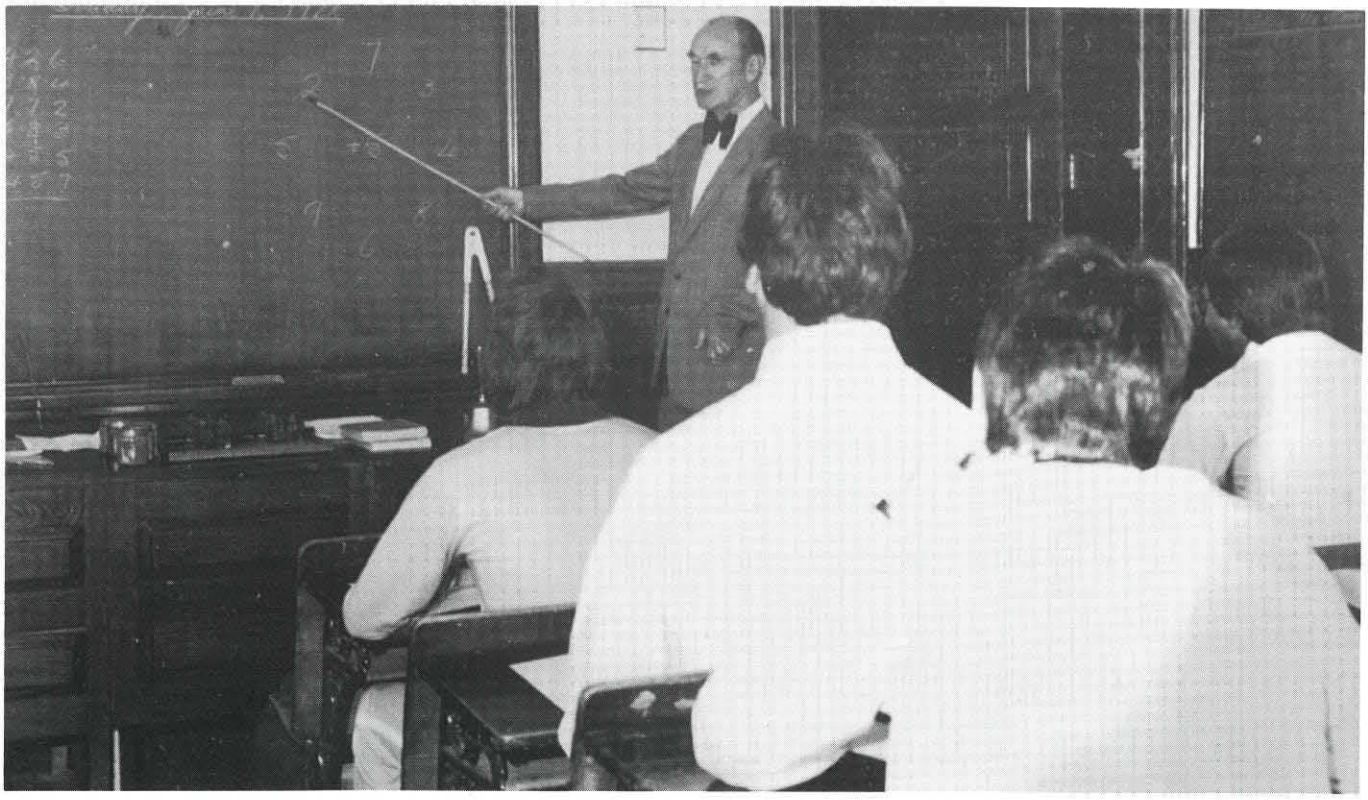
Visitors to McKay Avenue School



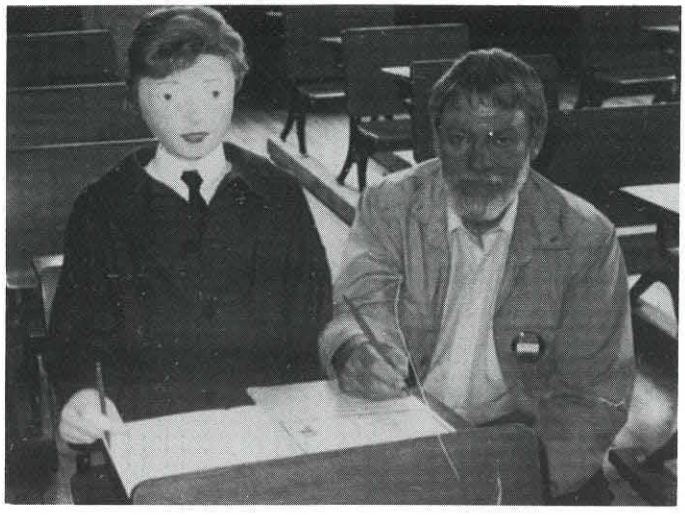
Looking east from park at McKay Avenue School. Gazebo (right) built by W. P. Wagner School students, 1986



Mila Mulroney and Alberta Culture Minister Mary LeMessurier, 1986



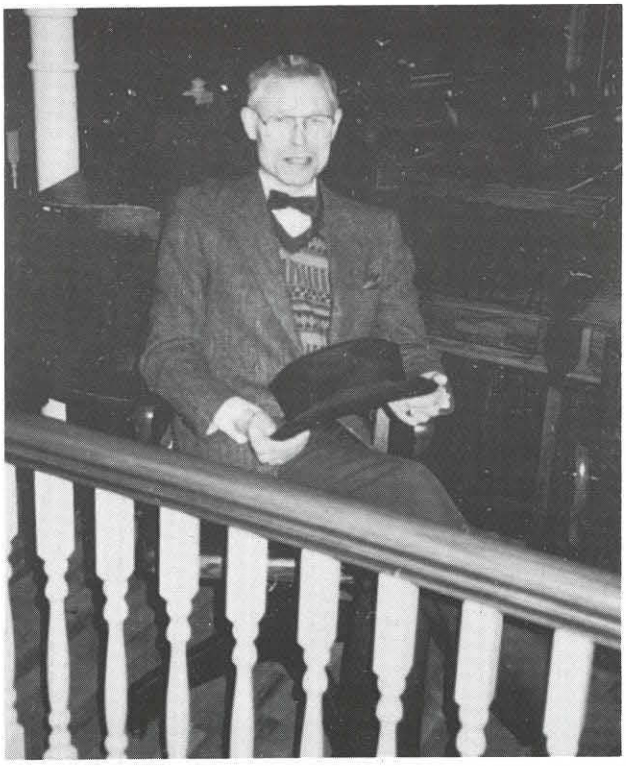
A teacher at McKay Avenue School in 1933, Stan Deane returns to teach class of W. P. Wagner students in 1912 classroom, 1986



Dennis May examines his father's (Wop May) school record in 1912 classroom, 1991



Eddie McDougall, son of former Edmonton Mayor John McDougall, chats with Chairman George Luck and Trustee Leon Lubin, 1987



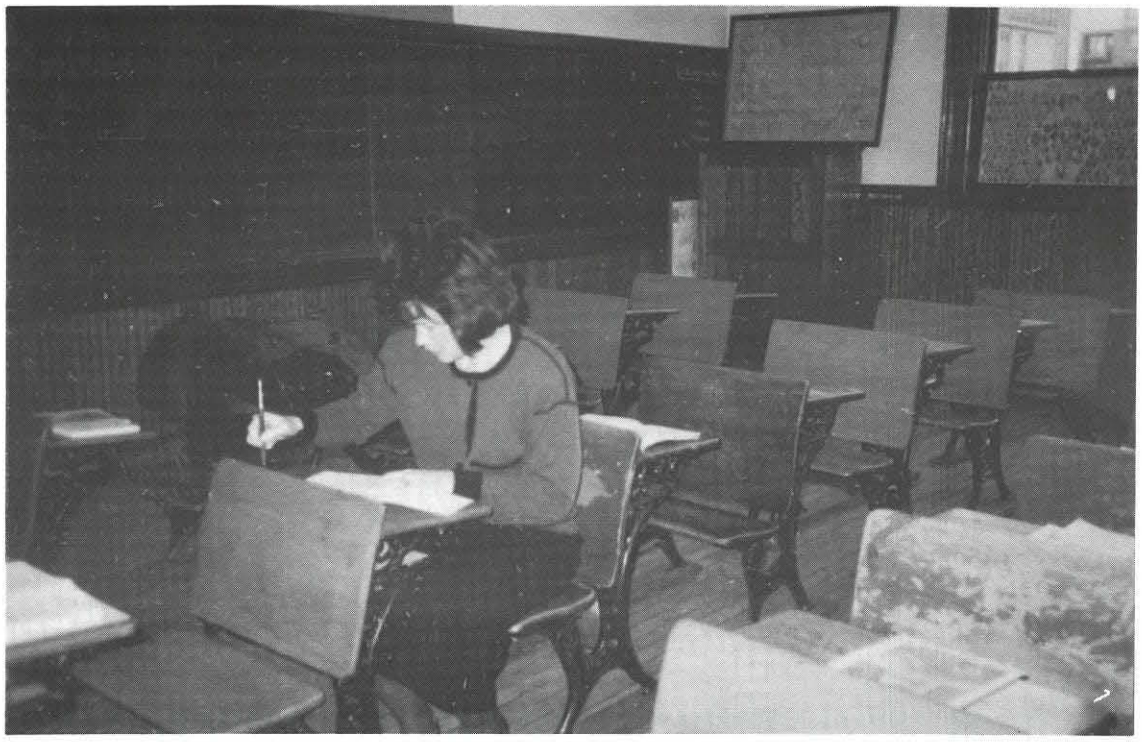
Athlone School principal Hugh Puffer in McKay Avenue legislature where his grandfather, William Franklin Puffer, M.P.P. for Lacombe once sat, 1989



McKay Avenue School's oldest student, Eva McKitrick, returns to reminisce in 1912 classroom, 1988



Board Chairman Luck presents history book to Mila Mulroney, 1986



Alberta Minister of Education, Nancy Betkowski, in 1912 classroom, 1986

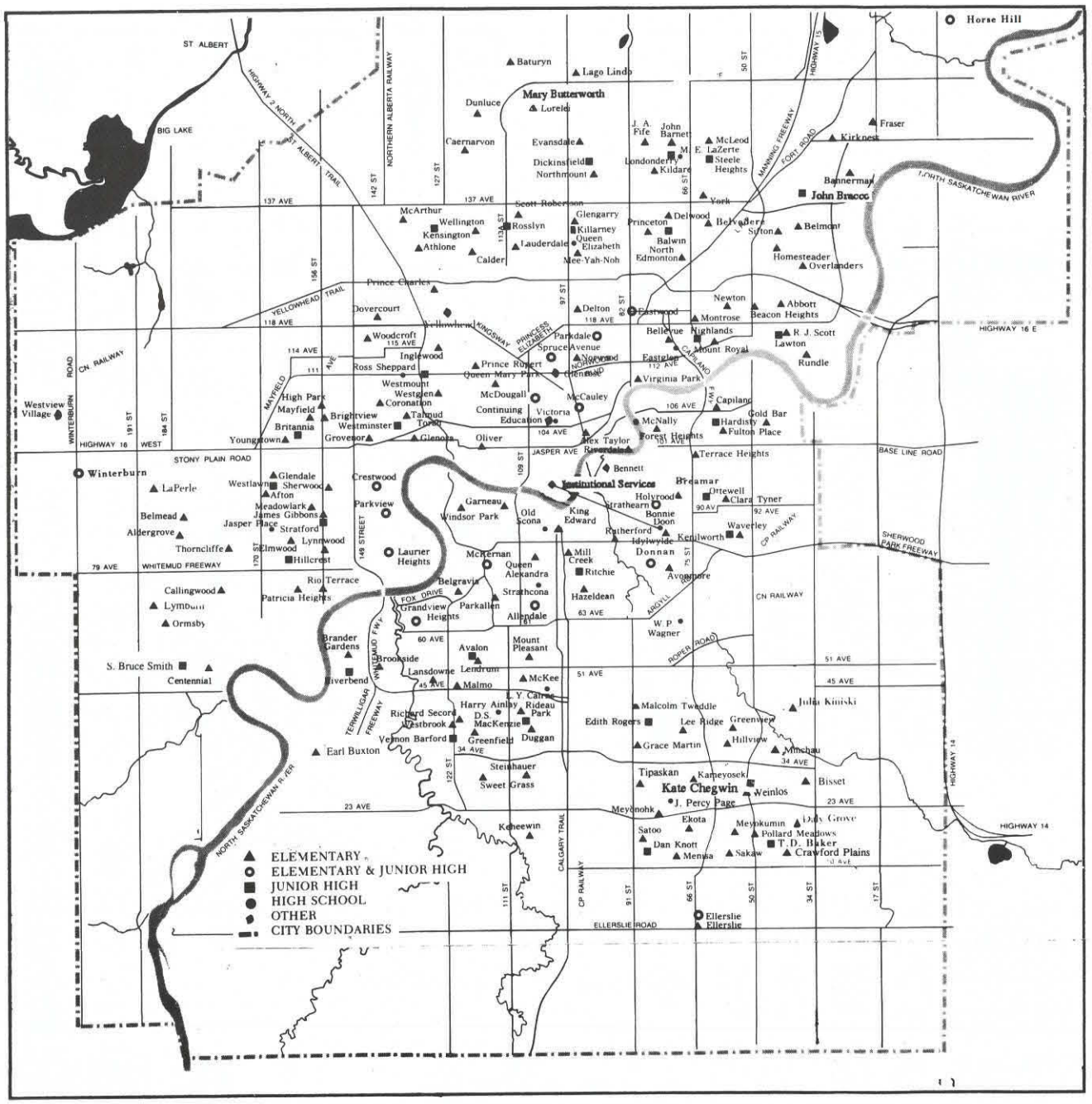


Descendants of Dr. W. M. MacKay plant a rowan tree
in memory of Dr. MacKay's youngest daughter, Florence Murdoch, 1992

Chapter Twenty-Four

The World Looks In

"The best kept school administration secret in North America," stated an executive member of the National Academy of School Executives, "is in Edmonton, Alberta, where site-based school management is a reality." Indeed, the educational world seems to have discovered Edmonton during the past decade. The reason: a Canadian school jurisdiction has revolutionized the manner in which funds are allocated to schools and the way school decisions are made.



Edmonton Public Schools, 1992

In December, 1991, one hundred and seventy-five individuals gathered in Edmonton to participate in "The Edmonton Experience III" - a three-day seminar on how to re-structure an organization's decision-making and budgeting procedures. Participants at the Edmonton seminar included school administrators, trustees, consultants, as well as representatives of labour and business organizations. Most of the delegates came from jurisdictions where school budgets are presented to trustees by senior executives.

Forty-two of the participants were from the continental U.S.A.; nine came from Hawaii. Five were from various boroughs of London, England, where school-based budgeting has been legislated. Three Australian delegates and four Yukon educators also registered at the seminar. All came to hear how Edmonton Public Schools have succeeded in restructuring the budgeting process of Canada's sixth largest school district so that real decision-making occurs within schools rather than at the central administration offices.

For years, educators have discussed the benefits of decision-making at the school level by people who are affected by those decisions - students, parents, teachers and principals. The theorizing has stopped in Edmonton where site-based school management has been a reality for over a decade.

No school jurisdiction in North America has refined its school-based budgeting and decision-making procedures to the degree that Edmonton has during the past 12 years. Little wonder, then, that Superintendent Strembitsky has been referred to as the "guru of site-based school management." His travel itinerary attests to his credentials as a world authority on the program. In the past five years, Edmonton's most senior school superintendent has spoken on this topic to dozens of urban school jurisdictions in Canada, U.S.A., and New Zealand.

Minneapolis Public Schools are certainly the beneficiaries of the Edmonton Public Schools' experience, according to an article in the *Star-Tribune* of February 26, 1992.

School board shifts starting times, adds new voices to management

By Mary Jane Smetanka
Staff Writer

By 1993-94, teams of parents, teachers and students should make many of the curriculum, personnel and budget decisions for Minneapolis schools, the school board decided Tuesday night.

The board also approved a plan to save almost $2.9 million in transportation costs for 1992-93 by shuffling buses, cutting buses for field trips and establishing new school starting times beginning next fall.

Hundreds of angry parents had written or telephoned board members about the proposed transportation changes, and at issue dominated board discussion last night. But the board's decision to support site-based management for schools will have more long-lasting impact.

In a public soul-searching over how best to manage schools, board members have agonized for months over how to balance freedom and creativity at the school level with the district's responsibility to ensure that students in all schools have the same educational opportunities. Although the board unanimously approved site-based management last night, some members said they were still wary of the consequences.

"Even as we get ready to approve the policy, many people are unaware of what it means," said board member Ann Berget. She said she worried that parts of the policy were vague and that it will be difficult to evaluate fairly how well locally managed schools are doing.

Across the nation, schools are moving toward having councils of parents, teachers and community members manage schools. The idea is to give the people closest to the children more power over what happens in schools, because they know best how to improve education.

The Minneapolis plan is to have teams of parents, teachers, staff, students and community and business people manage schools. Management teams, also called site councils, are expected to be racially and economically representative of the school. During the first year, at least one-quarter of the people on the team are expected to be nonstaff. That jumps to half by the end of the second year.

District guidelines say schools will have "autonomy" in areas such as instruction techniques, selection and evaluation of personnel and budget decisions, but they also say schools will continue to be subject to district policies, state law and labor contracts. For example, district policies will still control testing, student discipline and curriculum areas such as how many foreign languages must be offered in each high school.

How much freedom that leaves schools won't be clear until site councils begin asking for variances from those limits, said board Chairman David Tilsen. "My hope is that schools will take the power they've been given and apply for more," he said.

Schools will be expected to demonstrate that students are improving academically and will be required to meet district standards in areas such as community and family involvement and effective curriculum. Schools that don't meet the standards may lose their right to make decisions and will receive intensive district help to improve. If, after two years of district help, schools still don't improve, families in those schools will get preference for transferring their children to other sites.

Pioneering schools with appropriate plans for site councils will be selected this spring to move to school management this fall. All schools are expected to be site-managed by 1993-94.

The board's decision to approve plans to save transportation money by shifting school starting times was unanimous, but the board split 4-3 on whether to save $257,000 next year by withdrawing district support for buses for field trips. Judy Farmer, Carol Ann White and Sandra Harp voted against that proposal, saying they were worried that it would hurt arts and science curriculums and could lead to inequities between schools that would manage to find field trip funds elsewhere and those that would not.

Also approved last night was the appointment of Hubert Denny as principal of South High School, effective in March. Denny has worked as an assistant principal and has been a school superintendent in Arizona.

Just how did the revolution in deciding who participates in planning school programs and recommending budget monies for these programs come about? Traditionally, the budget for operating a school district has been decided centrally by its trustees on recommendations made by its superintendent and his senior staff. The procedure of determining the directions of school programs and recommending budget allocations for these programs by central administration authorities had continued in the Edmonton Public Schools for almost a century, when a remarkable change of direction took place. The change took place largely as the result of the dogged persistence of an elementary school principal appointed Supervisor of Elementary Programs in 1968. That individual, with a penchant for innovative organization, was Michael Strembitsky, who in 1956 commenced his teaching career with the Edmonton Public Schools..

As a supervisor, one of Strembitsky's tasks was the co-ordination of the map and globe order for all public schools. Traditionally, this was done by asking schools to submit their map and globe needs to a central office administrator.

After examining the schools' lists for the previous year, Supervisor Strembitsky determined that a budget of about $250,000 was necessary to equip schools adequately with the requested materials. But the actual amount of money allocated for maps and globes in 1967 had been cut down to $35,000 by central administrators. "The idiocy of asking schools to submit their needs, only to have those requirements whittled down to one-eighth of the original requests convinced me that there had to be a better way of making decisions in the budget process," reflects Dr. Strembitsky, now in his 20th year as Superintendent of Schools in Alberta's oldest school jurisdiction.



Dr. Michael A. Strembitsky, 1992

It was the contentious map and globe order issue that convinced him something should be done to improve budgeting for all facets of the organization. Meaningful decision-making and accountability at the school level was Strembitsky's goal.

Better to control the right things somewhat imprecisely than to control the useless with infinite precision

Michael Strembitsky

After his appointment in 1969, as Assistant to Superintendent Rolland Jones, Strembitsky witnessed the introduction of a jointly funded Edmonton Public School Board - Alberta Education project called "Planning, Programming, Budgeting and Evaluation by the Systems Approach." P.P.B.E.S. soon renamed "E.P.S.A." (Education Planning by the Systems Approach). Superintendent Jones's "Newsletter to School Administrators" announced approval by the Board to apply for funding for the project.

DOC J's newsletter

to school administrators edmonton public schools

DATE: September 11, 1970 VOLUME: II NUMBER: 3

EDUCATIONAL PLANNING BY THE SYSTEMS APPROACH

Because of recent reductions in Government Grants, restrictions on local supplementary requisitions and reduced funds for capital expenditures, there has been an increased concern by the Edmonton Public Sch ol Board with respect to maintaining the quality of education. The Administration, in recognizing the concern, has been moving for some time towards the development of planning and budgeting techniques designed to integrate the fiscal plan with the educational program. After careful review of the systems under development elsewhere today, the Administration has recommended the implementation of a concept of Educational Planning by the Systems Approach (EPSA).

On May 21, 1970, the Board of Trustees approved the forwarding by the Administration of an application to the Provincial Government for financial support of the Educational Planning by the Systems Approach (EPSA) under the Innovative Project funding announced by the Deputy Minister of Education on May 5th. Attached you will find a synopsis of this EPSA proposal.

There will be presentations and opportunities to discuss EPSA in detail at the Fall meetings with Administrators.

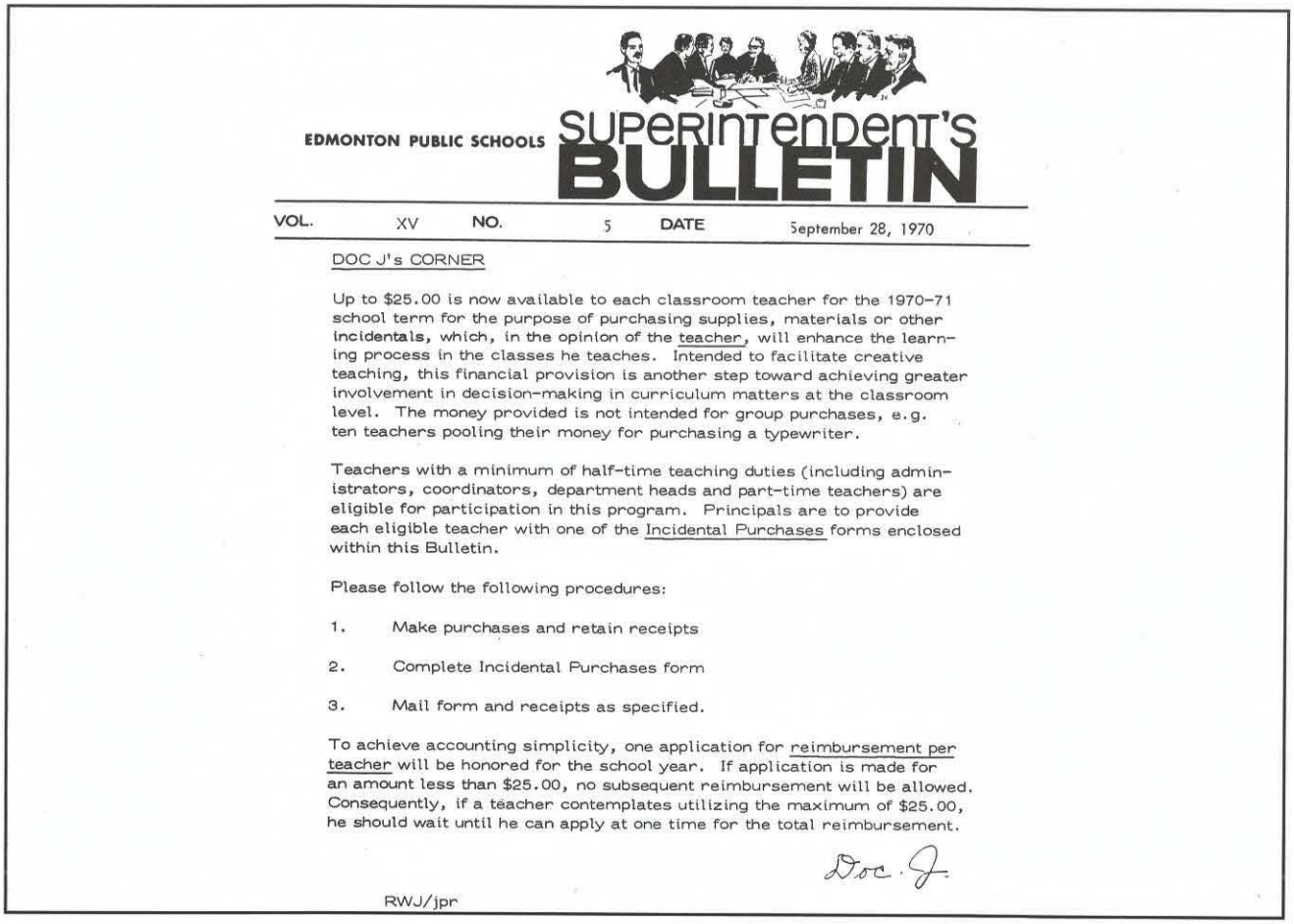
"E.P.S.A. was a conceptual model to enable schools to tie in their educational objectives with their budgetary allocations," states Alberta Heritage Scholarships Director Leon Lubin, who, along with Dr. Warren Hathaway, was involved in the introduction of the 1970 E.P.S.A. pilot project in four Edmonton schools.

In its initial stages, Superintendent of Schools Rolland Jones tried to stimulate the project by involving Assistant Superintendent of Research, Development and Information (R.D. and I.) Carl Daneliuk and Directors Doug Walkey, Dr. Earl Mansfield and Dr. Harry Mosychuk. But the E.P.S.A. project suffered an untimely death in 1973. It was decided to terminate the project because of the time-consuming and complex procedures required to convey the participating schools' needs to senior administrators.

Former Assistant Superintendent Carl Daneliuk, now Superintendent of Lamont County schools, recalls E.P.S.A.'s demise. "It was an enormously difficult task trying to order a sequence of curriculum objectives and to synchronize these with central administration's procedures. Some central administrators could not adapt to the change and the project was abandoned." The major reason for E.P.S.A.'s demise, however, was that there were no allocations of funds to schools to translate their plans into reality.

Shortly after his appointment to the Edmonton Public Schools, Superintendent Jones announced that every principal should be "superintendent of his school" and that school staff should be involved in planning school programs. According to Jones, central office administrators and supervisors were to serve in advisory and consultative roles. However, Jones's beliefs lacked detail concerning the implementation of such an organization. The accountability aspect was somewhat hazy.

Resistance to this projected role of principals soon surfaced. Some central office administrators questioned the change in a system of decision-making that had existed in the Edmonton Public Schools for decades. But Jones attempted to show, symbolically, that some decisions could be made by school staff. Teachers were authorized to make incidental purchases of supplies or materials (up to $25 annually) that would assist them in their teaching. Intended to facilitate creative teaching, Jones's scheme was a small step to show that some involvement in decision-making could be effected at the classroom level. His "Doc J.'s Corner" in the September 28, 1970, Superintendent's Bulletin details the plan:



EDMONTON PUBLIC SCHOOLS

SUPERINTENDENT'S BULLETIN

VOL. XV NO. 5 DATE September 28, 1970

DOC J's CORNER

Up to $25.00 is now available to each classroom teacher for the 1970-71 school term for the purpose of purchasing supplies, materials or other incidentals, which, in the opinion of the teacher, will enhance the learning process in the classes he teaches. Intended to facilitate creative teaching, this financial provision is another step toward achieving greater involvement in decision-making in curriculum matters at the classroom level. The money provided is not intended for group purchases, e.g. ten teachers pooling their money for purchasing a typewriter.

Teachers with a minimum of half-time teaching duties (including administrators, coordinators, department heads and part-time teachers) are eligible for participation in this program. Principals are to provide each eligible teacher with one of the Incidental Purchases forms enclosed within this Bulletin.

Please follow the following procedures:

1. Make purchases and retain receipts
2. Complete Incidental Purchases form
3. Mail form and receipts as specified.

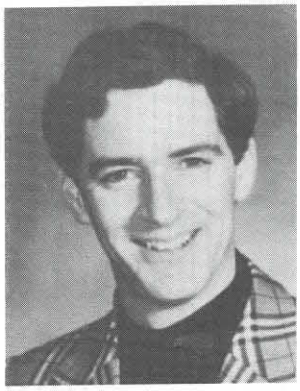
To achieve accounting simplicity, one application for reimbursement per teacher will be honored for the school year. If application is made for an amount less than $25.00, no subsequent reimbursement will be allowed. Consequently, if a teacher contemplates utilizing the maximum of $25.00, he should wait until he can apply at one time for the total reimbursement.

Doc J.

RWJ/jpr

Rolland Jones resigned as Superintendent of Edmonton Public Schools in 1972 to head the Charlotte-Mecklenberg Schools in North Carolina. Deputy Superintendent Michael Strembitsky served as Acting Superintendent until his full appointment on January 23, 1973. Remembering the globe and map experience, Strembitsky was determined to rectify the inadequacies of the traditional system of decision-making and resource allocation by central office administrators.

In 1976, he initiated action to set up a pilot project in school-based budgeting at seven schools: W. P. Wagner Vocational High, M. E. LaZerte Composite High, Hardisty Junior High, Parkdale Elementary-Junior High, Lynnwood, Kensington, and Grovenor Elementary. The schools were selected from a list of 40 that volunteered for the project.



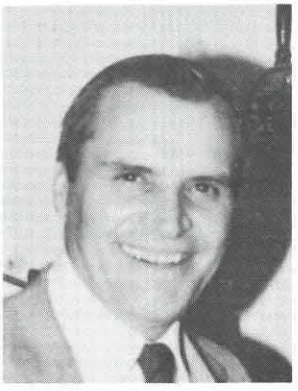
Bruce McIntosh, principal, Kensington



Alex Romaniuk, principal, Lynnwood



Lowell Olsen, principal, Parkdale



Dan Stetsko, principal, W. P. Wagner



Victor Nakonechny, principal, Hardisty



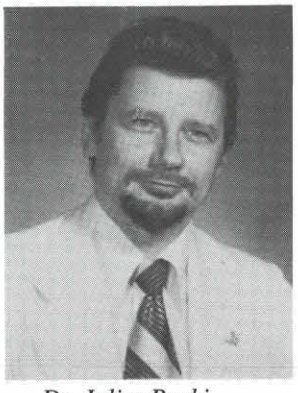
Dick Baker, principal, M. E. LaZerte



Elaine Mills, principal, M. E. LaZerte

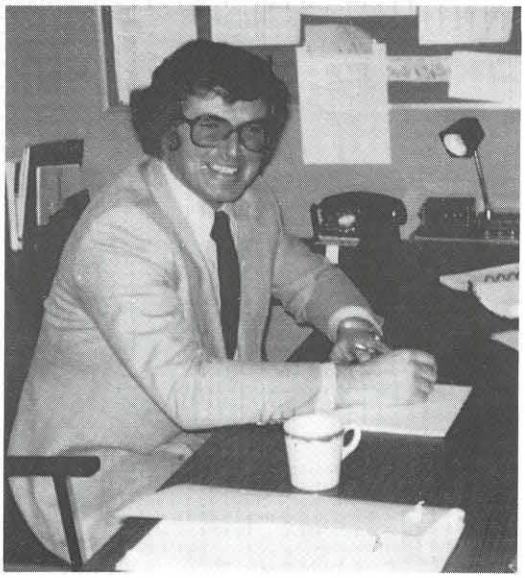


Robert McLeod Principal, Grovenor



Dr. Julius Buski, principal, Kensington

Principals involved in pilot project on school-based budgeting from 1976 - 1980



Alan E. Parry, 1974

Alan Parry, a young system planner soon to become an Associate Superintendent, was engaged by the school board at the time. It was Parry's responsibility to see whether school-based budgeting would work on a small scale. Much of Parry's energy was expended on moving the pilot project ahead. His specific responsibilities were to ensure that the pilot schools were given the advice and assistance necessary for planning programs, including staffing, supplies, equipment and services. The former British army officer pursued his goal tenaciously, often to the discomfort of some central office administrators who felt that the movement to shift decision-making powers and the commensurate funds to schools was occurring too rapidly. Such questions as "what do principals know about caretaking supplies or the purchase of equipment," were often asked at this time.

Assistant Superintendent Dick Baker, now in his 31st year with the Edmonton Public Schools, was Principal of M. E. LaZerte, one of the pilot high schools. He recalls the hours of extra work required to establish his school's budget and the interaction and contribution of his staff to the endeavor. In his article entitled "School-based Budget" which appeared in the 1977 (Vol.I) issue of the C.S.A. Bulletin "Challenge," Principal Baker reflected on the transition from philosophy to practice in the new budget process:

> Shifting educational decision-making to the school level brings with it the opportunity to involve three `publics' who have in the past, had little – if any – input into the system (parents / community, students and school staff). These three groups represent three distinct interest groups that ideally have common goals but often seek different means to achieve them. It is the task of the school principal to encourage each group to establish its own educational priorities and coordinate them at a council table.
>
> At LaZerte, a school council has been created to provide the coordinating function. Parent input into the budget is provided by the President of the Parent Association who is advised by a Budget Review Committee consisting of four parents. Student input is made by the President of the Student Union. The community-at-large is represented by the Community School Coordinator. The school staff is represented by the Administrators, Department Heads, Head Custodian, Head Secretary and Business Manager. The principal sits on the council as a non-voting member.

"A suspicion of the principal's power to eliminate certain staff positions surfaced in the second year of the school-based project at LaZerte. Some teachers felt that certain programs such as counselling might fall victim to the new budgeting procedures. The critics, however, were pleasantly surprised in the second year of the pilot project to discover that we decided to increase counselling time," recalls Dick Baker. "One assistant principal position was eliminated through staff input to provide for the extra counselling."

Another staff-initiated proposal that became a reality in the LaZerte school-based pilot project was the painting of classrooms. The ubiquitous green walls of the school were redecorated using pastel hues, much to the delight of staff and students. Had previous practice been followed, LaZerte staff would have waited until the 17-year painting cycle included their school.

Still another accomplishment in LaZerte's plans was realized when additional lockers were purchased for the school's rapidly-growing population. This was accomplished when other schools with centrally-controlled budgets had to respect a locker-freeze ordered by trustees because of declining enrolments.

The *Edmonton Journal* reviewed the progress being made at M. E. LaZerte Composite High School in its October 19, 1976 issue:

Edmonton Journal, October 19, 1976

Purse string controlled by school

An informal evaluation of school-based budgeting launched as a pilot project this year, indicates the program is a success at M.E. LaZerte Composite School.

Dick Baker, 36, is one of seven Edmonton public school principals handed almost complete control over their institution's budget. LaZerte, with $2.4 million, has the largest budget of any of the schools involved.

The project has enabled the school to experiment with courses and other programs which might not otherwise have received approval.

Previously, Edmonton's public schools (elementary and secondary) were able to budget for supplies only. Last winter the school board placed $6.7 million in the hands of seven administrators selected from 20 who had applied.

LaZerte's new-found autonomy should eventually foster a greater sense of responsibility towards the school on the part of both teachers and students.

"We are looking at better management of our resources. If we can save money on maintenance we can spend more on the education of our students."

The program has allowed the principal to do everything from installing more telephones to publishing Dialogue, a monthly news magazine for parents and staff.

A computerized attendance report system has been introduced and parents receive twice-monthly reports. The system has removed a headache for teachers who had to maintain almost constant communication with parents whose children may have been skipping too many classes.

Incentive to attend classes

"It also makes students realize that their parents will be getting these reports regularly and that's an incentive to attend classes," Mr. Baker adds.

A greater role has also been handed to LaZerte's guidance and counselling department, where a preventive approach rather than a corrective approach.

Two additional teachers, two more support staffers, part-time resource persons taken from the community and an extra custodian were hired.

Extra expenditures have to be balanced out by savings in other areas. Paper consumption, a deceptively expensive item, has been cut down, he says. "Teachers have to use a lot more chalk now."

Groundskeeping has to a large extent been taken over by students who may take part in a horticultural course planned for next year.

While emphasis is now being placed on broadening academic possibilities, the school administration is taking a long, hard look at itself. The school-based budgeting program has required hiring a full-time accountant but other personnel, such as secretaries, are starting to be hired on a part-time basis.

"I don't see the point in having administrative staff when we can cut down on their number and still get the same amount of work done."

He has also been able to "switch schedules around for teachers who request it" and he now teaches a social studies class, his first teaching experience in eight years.

Parents have greater voice

Decentralized budgeting allows for re-evaluation by the individuals directly involved on a daily basis. Parents not only have a voice through a budget review committee, they are also able to participate more actively in education by working as assistant-teachers or special "resource" persons.

"The emphasis has to be placed on human resources — more teachers, less supply and resources."

Another important benefit in the school-based budgeting concept is that courses initiated and funded by LaZerte may be judged on their own merits and discarded if thought wanting.

Under the centralized system, the same people who approved a program, the administrators and supervisors were also the ones who judged them.

"It must be difficult for the city-wide supervisor of a particular program, say English, to fairly and accurately judge the merits of the very program he's funded," Mr. Baker explains.

Since, with school-based budgeting, LaZerte's own best interests are at stake, it's somewhat easier for administrators and teachers to evaluate the success or failure of courses established, funded and taught by them. It easier to recognize and correct mistakes.

"I've gotten fantastic feedback from the school board and board administrators. They think it's like a breath of fresh air."

Across the city at Lynnwood School, the late Alex Romaniuk vigorously pursued his school-based budgeting plans. An avid sportsman and member of the Edmonton Sports Hall of Fame, Romaniuk was able to expand a summer school reading program as well as an outdoor education program as they were considered important goals at the west end school. Prior to this, the summer programs were funded through school and community door-to-door sales of chocolate bars and shoe laces.

The secretary of Lynnwood School was also involved in decision-making during the school-based budget pilot project. The first electric typewriter requested for an elementary school appeared at Lynnwood in 1976. In the past, purchasing guidelines dictated that only high schools could have electric typewriters. Participation in the school budgeting process made the purchase possible.

The *Edmonton Journal* of November 24, 1976, reported the views of Principals Romaniuk and McLeod on the new budgeting plan thusly:

> Alex Romaniuk has been principal of Lynnwood School for 17 years – but this year the job is different.
>
> Because this year he can set his own educational goals, spend money where he believes necessary, like tack boards for the library without going through "the Conga line at central office."
>
> Lynnwood, at 15351 84th Ave., is one of six schools experimenting with school-based budgeting.
>
> The school is allotted a sum equal to its normal operating cost; and the principal and staff decide how it will be spent.
>
> There are guidelines – they must stay within provincial policies and board goals. The budget is prepared by the school, approved by the board.
>
> The main advantage, says Mr. Romaniuk, is "you get things done in a hurry. You don't have to sit around waiting for requests to be processed through the Conga line at central office."
>
> The smallest school involved is Grovenor at 10345 - 144th St. Principal BobMcLeod is equally enthusiastic.
>
> Both men say their summer vacation and weekends since last February – when the schools were named – were ruined.
>
> "It was a nightmare at first," Mr. Romaniuk recalls. "It wrecked my summer."
>
> But the situation is improving. It was bound to be difficult at first because it was new, but it should be easier in coming years, both men believe.
>
> The program, which is being evaluated by central office, will run for three years.
>
> At Grovenor the supply budget was cut to increase the number of teacher aides and set up a special mathematics program for children having difficulty. Teachers also have a half-day a week for planning.
>
> At Lynnwood they've reduced their Grade 1 pupil-teacher ratio, added more library books, new audio-visual equipment, and put more money into field trips.
>
> This was done by cutting teacher substitute allowances, eliminating custodians' overtime, and making some minor changes.
>
> Mr. Romaniuk found that morale has improved because teachers have more to say in how things are to be run; and as a result absenteeism has dropped appreciably.
>
> Lynnwood has 460 students, 22 teachers and a budget of $433,581. Grovenor has 170 students and 11 staff – several part-time – and a budget of $186,463.
>
> At Lynnwood the largest chunk of money – $138,345 – goes into language arts. The next largest amount, $50,304 goes into social studies. General instruction (administrative allowances, secretaries' salaries, equipment and furniture repair, supplies and the like) costs $49,752. The math program costs $47,478.
>
> At Grovenor, 25.43 per cent of the budget goes into language arts. Another 13.22 goes into general instruction, 11.5 for math programs; 9.01 to custodial care and 7.64 to social studies.
>
> Mr. McLeod said the larger percentages for general instruction and custodial care reflect the school's small size.

In the same year, Principal Steve Ramsankar was wishing he could have been a pilot project school principal. Many of his inner-city students came from homes with very limited bathroom facilities. Ramsankar sought to improve the hygienic habits of his students by having a shower installed in the basement of his 1908 school. His request, directed to central administration authorities, received a sympathetic hearing. However, no funds were authorized for such a precedent-setting installation. Showers could be installed only in junior and senior high schools at the time!

School-based management is a process in which administrative decisions and actions aimed at achieving specified results at the schools are made at the school level.

M. A. Strembitsky

Word of the benefits of the new school-based budgeting procedures soon spread throughout the Edmonton Public Schools. On January 30, 1979, trustees approved a recommendation that school-based budgeting be implemented on a system-wide basis no later than the 1980-81 school year. Plans for the implementation were developed in 1979, with general support from trustees.

Associate Superintendent of Planning and Development Services, Alan E. Parry, was one of the strongest proponents of the new budgeting plan. Among the many voices of trustee support for the recommendation to expand school budgeting to all city schools, Parry recalls, was the input and encouragement of Trustee Catherine Ford, a former teacher. Board minutes of December 11, 1979, record the late trustee's comments:

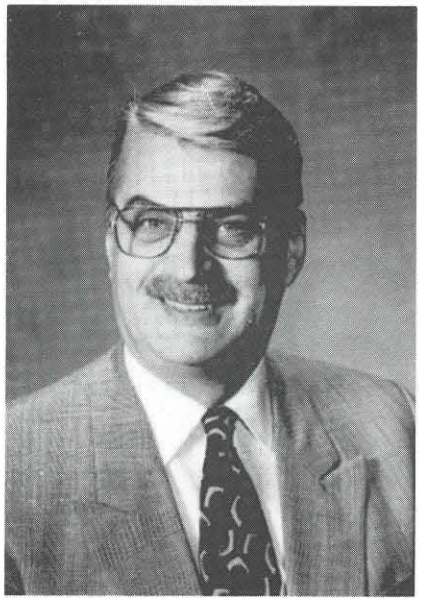
> Trustee Mrs. Ford indicated her support of the budget recommendation. In her opinion the recommendations would substantially improve our present budget system. As a Trustee, she expressed frustration with the present budgeting process, e.g. working with large numbers of teachers and not knowing how they will be assigned. She did not feel that schools coming forward with individual appeals was the solution. The new budget process will allow for resources to be allocated equitably to schools. The schools then would make the decision. The needs of the students, the expectations of the parents and the skills and abilities of the teachers vary from one school to another. On this basis the staff of the school could make the best decision about where the money should go. In her opinion school-based budgeting would be a very rewarding experience for the teachers if they have this kind of involvement. Parents have indicated their support and acceptance of school-based budgeting.

Although there was general agreement among trustees to expand the budgeting scheme, some concern was expressed by Alberta Teachers' Association officers. In 1980, the A.T.A. Local conducted two surveys of its membership to determine teacher reaction to the new plan. At the January 20, 1981, meeting of public school trustees, A.T.A. Local representative Jim McLaren indicated that the "thing that came through loud and clear was a positive feeling towards school-based budgeting but that time was required to prepare for it." McLaren called for two non-instructional days for staff inservice. "Without this time to prepare, the process would be principal-based budgeting", claimed the A.T.A. representative.

Trustee Ernest Lund, a former teacher in the Edmonton Public Schools, echoed MacLaren's concern. He, too, felt there was a real danger of school-based budgeting not involving teacher input and becoming "principal-based budgeting." Although sympathetic to the request, trustees voted not to grant extra study time for the implementation of the new plan.



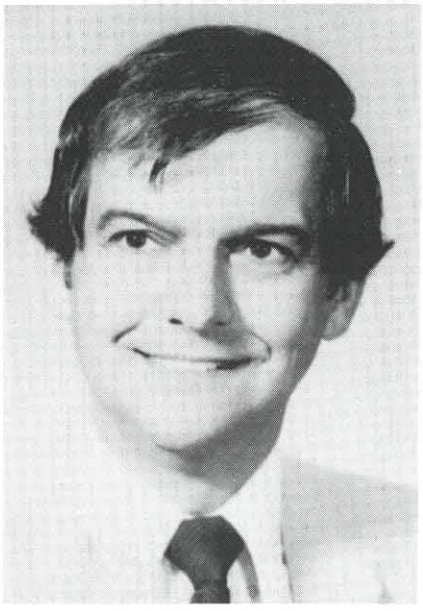
Don Assheton-Smith



Emery Dosdall



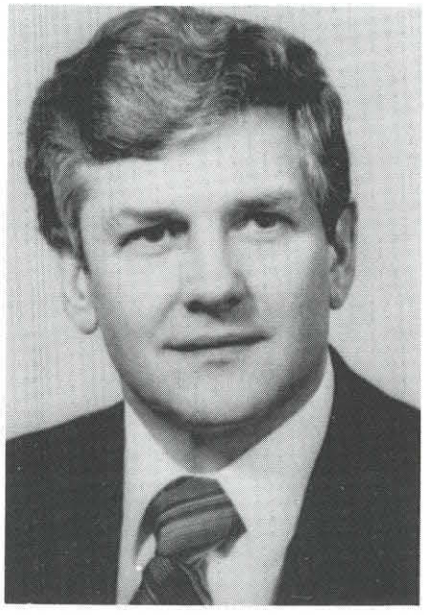
Dick Baker



Bob Smilanich



George Nicholson



Werner Schmidt

Associate Superintendents of Schools, 1979

To help in the change to school-based budgeting, a major administrative re-organization was effected in the fall of 1979. The school district was divided into twelve geographic areas, headed by six associate superintendents. Each area-associate superintendent had the responsibility for about 30 schools. Appointed to the new Associate Superintendent positions were Don Assheton-Smith, Robert Smilanich, Emery Dosdall, Dick Baker, and George Nicholson, the first Edmontonian to rise to the rank of Associate Superintendent in the system's schools. Former Superintendent of Schools for the County of Leduc, Werner Schmidt, also joined the fold of area-associate superintendents at this time.

In the re-organization, roles and responsibilities for the central office staff, principals, teachers, and support staff were clarified. Each employee would have only one "boss." Staff members could seek assistance or advice anywhere in the organization but

decisions could only be received from one source. Teachers were responsible to their principals, as were custodians, who previously reported to a central services director. Principals were clearly responsible for all curricular and co-curricular results, and were accountable to their area associate superintendents. Central service personnel, who no longer played a supervisory role, offered advice and assistance when requested to do so. The ultimate authority, of course, was the Board of Trustees who set the policies and priorities for the school district.

ROLE AND RESPONSIBILITY STATEMENT FOR PRINCIPAL

For the school, in accordance with law, board policy, and administrative directives, the principal shall be responsible for:

- the conduct and outcome of all programs both curricular and co-curricular
- evaluating and reporting student learning and development
- the attitude of students toward self, others, school, and education
- the safety, welfare, and conduct of students while participating in school programs or on their way to or from school on transportation provided by the district
- the attitude of staff toward the students and parents, toward other staff, the schools, the district, and its programs
- the selection, assignment, training, performance, professional growth, advancement, evaluation, retention, transfer, promotion, reprimand, demotion, and separation of all staff
- the attitude of the parents and the community toward the school, the district, and its programs
- the condition of the physical assets: these shall include the neatness and cleanliness of the buildings and grounds and the safety, security, and state of maintenance and repair of the buildings, grounds, furnishings, and equipment, except to the extent that responsibility has been assigned to a department of the district
- the accommodation and district transportation of students
- the planning and control of the expenditure of all funds
- additional duties and obligations assigned by the associate superintendent of schools

August 25, 1988

EDMONTON PUBLIC SCHOOLS

Among their responsibilities, the associate superintendents assisted schools in the preparation of their budgets. They were to make certain that teachers and principals set school objectives and made co-operative decisions for the expenditure of monies allocated to each school. This was done with the clear understanding that the Board of Trustees would remain the final authority in the budget setting process. School budgets were first approved by the area associate superintendent, then presented to trustees for review and approval.

For the first time in the history of the Edmonton Public Schools a process had been instituted to ensure that input at the school level was a compulsory requirement in the setting of budgets. Contrary to popular opinion, the process for more involvement in school management at the site level originated not with school staff, but from central administration initiative.

Just how school-based budgeting operated is aptly described by Associate Superintendent of Schools Robert Smilanich, now in his 27th year with the Edmonton Public Schools. In his recent paper "Evolution in Edmonton Public Schools: Ten Years Later" Smilanich writes:

"Traditionally, the district's budget was administered by thirty central office program specialists who represented the various curricular and service areas. Based on their individual (largely uncoordinated) attempts to determine the needs of the district's schools, the central administrators presented their proposals to trustees for approval. It was common practice to inflate the budget requests in order to receive what was needed.

"Once each central office administrator's 'share of the pie' was determined, the central service staff proceeded to determine how much of their total budget each school would receive. The practice of holdbacks was not uncommon. Examples of schools receiving services difficult to rationalize were legion: new library texts but not the necessary accompanying shelving; additional physical education staff when what was really needed was additional staff in science and replacement of classroom doors in rooms that were desperately in need of more paint!

"The principal, in co-ordination with staff, community and students was then required to develop a budget – a financial translation of the plan. The school year coincided with the budget year, a practice later implemented by the government throughout the province. The plan was presented and objectives approved by the Board of Trustees four months in advance of the school year. Under the previous procedure, the budget gained approval six months after the school year had started!

"A process was established for determining the school's allocation – the dollar amount to be received based on the number of students in the school on September 30th. Students were `weighted' according to their educational needs (e.g. vocational, dependent-handicapped) and the traditional costs of programs. Although the allocation to the school was a composite of the amount received for the different categories of student, schools were free to redistribute funds at the local level. It was not necessary to spend all the funds received for a particular student on that student – only to provide a quality program for each. No other conditional grants were received – the allocation covered all aspects of the school's operation from staffing to supplies to equipment and postage.

"A `block grant' based on the total student enrolment was received by the school and there were few stipulations as to how the funds were to be deployed other than those determined by law or contract agreements. Opting to have a staff member designated a librarian, for example, and determining the amount of library time, was a school decision. While it was mandatory to have a principal, the number of hours the principal taught was a school decision. Assistant principal, counsellor and department head positions were not mandated. The amount of program needs (teacher release time) was also a school decision. So was the determination of class sizes.

"An important aspect of the process was the matter of surplus or deficit monies the school carried into the next term. The `spend it or lose it' feature of the previous process was consequently eliminated.

"Previously, the principal had some input into a staffing assignment, but the final decision was made by central service personnel who managed the district's staffing budget. With the allocation of funds to schools, it was the principal who had the final decision."

School-based budgeting, now called "site-based school management" in the Edmonton Public Schools, has been evolving for over 16 years. Another development related to site-based budgeting has been a focus on results rather than on the process. Superintendent Strembitsky states so often, "we are a system of tight ends and loose means."

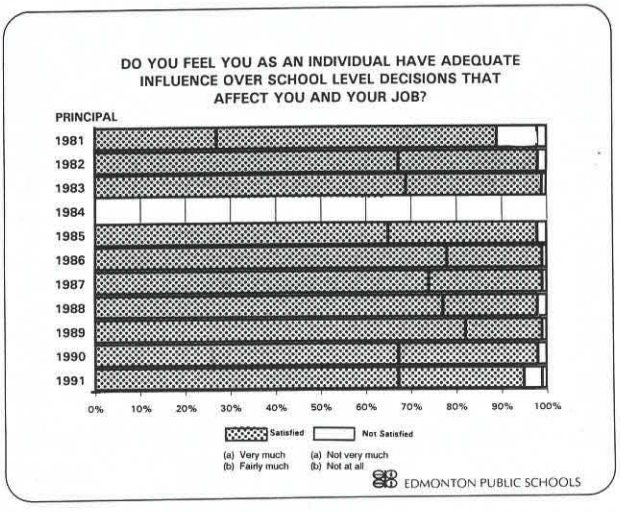
In an attempt to gain measures of attitude, a one-page survey of staff, students, parents, guardians and non-parents has been administered annually since 1981. These annual surveys gauge level of satisfaction and involvement with the delivery of educational services in individual schools. Results of the survey are available to individual schools who may compare their scores with the results of similar schools. Survey results serve to guide decisions in meeting student and community needs.

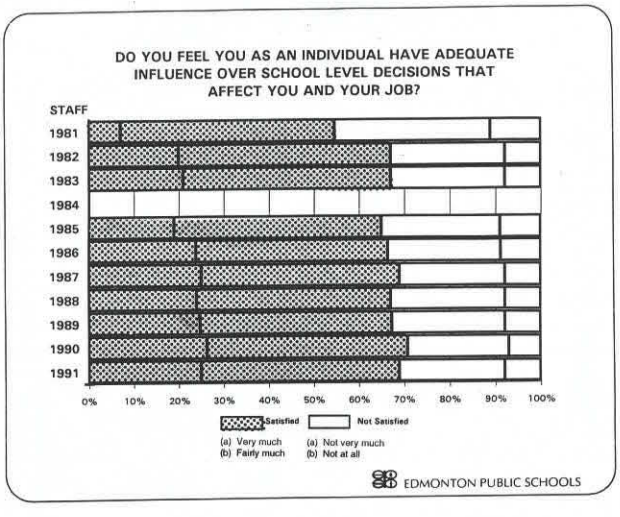
In 1985, Assistant Principal Fred Alexandruk at-

tempted to determine how satisfied teachers and principals were with school-based budgeting. His master's degree thesis, entitled "School Budgeting in the Edmonton Public School District" surveyed over 1,000 teachers and principals in 34 city schools. The study revealed that satisfaction with school budgeting was significantly greater amongst school principals than teachers.

"The real test of the level of satisfaction and commitment to the school-based budgeting concept," comments Alexandruk, "is found in the willingness to recommend it to others." In the Alexandruk study, a majority of teachers and an overwhelming majority of principals indicated they would recommend the implementation of school-based budgeting to other jurisdictions.

Dr. Arthur Kratzman, in a 1980 report to the Alberta Minister of Labour, perceived a correlation between the level of satisfaction among teachers and the extent of their participation in the decision-making process in education. According to Edmonton Public School Board survey of teachers and principals, the level of satisfaction has been high during the past decade.





During the past five years, over 90% of the system's teaching staff indicated that the Edmonton Public Schools are a good place in which to work.

Alex Gardner has a unique perspective on the advantages of school-based budgeting. In the early 1980s, Gardner served as an Associate Superintendent who monitored area schools as they developed their individual budgets. Later he was appointed Principal of Strathcona Composite High School where he worked with staff, students and the community in developing and presenting his school budget to his Associate Superintendent for review.

In 1990, Gardner became Principal of Dan Knott Junior High School, one of the city's largest. "School budgeting gives us the opportunity to look at our student clientele and try to meet their needs. Without the power of making financial decisions at the school level this would not be possible. Developing goals and budgets is time consuming, but 37 heads are better than one when decisions are made and it is rewarding to see some things being realized from staff and community input." A recent visitor to Gardner's school from Tasmania commented that the climate of involvement was very obvious in Edmonton schools. Commented the Tasmanian educator, "I've never been to a district where staff seem to care so much about children."

Adelle Wygera, a prominent elementary teacher now in her 35th year with the Edmonton Public Schools, has witnessed many changes in the decision-making processes:

"It has certainly been an exciting and rewarding opportunity to touch and be touched by so many lives whilst in the employ of the Edmonton Public School Board.

"Many changes have been witnessed, and school-based budgeting is certainly a major one. It was preceded by Doc. Jones's decision to let every teacher have $25 to spend as each saw fit. Oh, happy day! That was $25 less that came out of the teacher's own pocket.

"School-based budgeting has both been cursed and blessed. Certainly the blessing has been the flexibility given to schools to provide for their unique situations. They can rob Peter to pay Paul, so to speak, and some administrators request and respect staff input into the budgeting process. However, this is also a time-consuming process. All decisions don't please all people; hence the curses! Speaking of curses, my complaint, which came after school-based budgeting, is in the hiring process used now. Some teachers have expressed feeling `like a slab of meat' while being paraded before and interrogated by numerous interview committees which examine, poke, prod and cast you aside in favour of a more dazzling jewel or an eloquent treasure."

Ken Agrell-Smith is the Fine Arts Department Head at Harry Ainlay Composite High School. Reflecting on

his involvement and experience with school-based budgeting, the veteran of 23 years teaching experience with the Edmonton Public Schools states:

"What had happened prior to this, of course, in retrospect, was that leadership had taken place, but either the style or the message or the messenger or the receiver had too much static interference to overcome, or the communication needed a decoder to be understood.

"Let me say that the present leadership – impassioned, articulate and intelligent, – is a vision with a head and a heart in the right place. Its impact has positively influenced the total fabric of our system; we have input into the controls; we are asked for opinions, and, I believe, we are listened to; we can influence our curriculum and its materials – our teaching and learning climate. There is more humanity and common sense and good judgment in sound policy; there is a sense of open, receptive, supportive, participatory colleagueship among our staff; and there is leadership in the broadly based and specific subject inservices, leadership seminars and in every school timetable and budget process. Our own dreams and visions of what education ought to have been enabled."

An important procedure in school-based budgeting is the involvement of parents and community leaders in the decision making process. Twice-chairman of the Edmonton Public School Board, Doug Tupper became involved as a parent in school-based budgeting at Capilano School in 1980. "School principal Ernie Jurkat invited parents to participate in the planning of the school's budget for the next school term. I was really surprised to see parents directly involved in setting the goals for the school. It became obvious to me that power was possible at the school level and that the meeting was called to receive parental input and not simply to plead for community aid for some school equipment."

Tupper, who is completing his sixth year as an elected trustee, is convinced that school-based budgeting is the way to go "because it enables each school to become individualized. The schools now reflect the community."

In the past five years, parent surveys have indicated that over 80% of parents are satisfied with their involvement in activities or programs at their children's schools. Many of the activities that bring satisfaction are the result of the new budgeting procedures.

Although there are many voices of support for the concept of school-based budgeting, it has been criticized in some quarters. In 1986, the Canadian Union of Public Employees' magazine, "The Fact," printed a scathing condemnation of the new scheme. The attack claims that school-based budgeting turns principals into business franchise managers:

> The introduction of business management techniques has profound implications. School-based Budgeting quickly leads to the `commercialization' of education. The principal's role as an educator is supplanted by his or her role as a business franchise manager. The criteria for assessing the performance of principals changes from educational excellence to success in managing a fixed budget.
>
> As a consequence, principals become engrossed in re-organizing their budgets in order to shift money into their favoured projects, often at the expense of educational programs or support services. They `compete' with each other to see who can minimize costs and manage within an inadequate budget allocation.
>
> The system forces them to transfer much of their energy and time away from educational matters so that they can devote it to accounting, administration, personnel management, and the many other new functions they are required to perform under this system.
>
> The end result is that professional educators, who are paid $60,000 per year or more for their school responsibilities, end up spending much of the time on tasks for which they have little or no training – tasks which can more competently be done by staff trained in accounting, personnel managment, maintenance service and general administration.

The author of the article, C.U.P.E. Senior Researcher John Calvert, was convinced that school-based budgeting is designed to cut costs. Job security, too, is undermined by the decentralized scheme, according to a C.U.P.E. membership survey to which Calvert refers.

"Not so!" states Doug Wright, Assistant Superintendent School Facilities from 1980 to 1992. "No one has been laid off because of decentralized budgets in my twelve years with the Board. Some schools do contract out a few services but most of our lay-offs are cyclical. Painters, for example, are laid off in the winter for obvious reasons."

Superintendent of Lamont County Schools Carl Daneliuk was involved in Edmonton's school budgeting project in the late 1970s when he served as Assistant Superintendent of Research, Development and Information. "The Edmonton school-based budgeting scheme lacked accountability," states Daneliuk. "No benchmarks were built into school-based decision making to enable us to discover if children's learning had improved."

Former Edmonton Public School Board Trustee Leon Lubin echoes some of Carl Daneliuk's concerns. "It is yet to be demonstrated that the learning process for students has been enhanced by the school-based budgeting procedure. One of my other concerns is that leadership in some curriculum areas seems to be de-emphasized. Once we had stature as a lighthouse district in curriculum design and innovation."

Dale Armstrong, Director of Student Assessment, and a former Edmonton Public School Board principal, is responsible for the establishment and monitoring of achievement in the Edmonton Public Schools. When he comments on the lack of benchmarks for comparison purposes, Armstrong states:

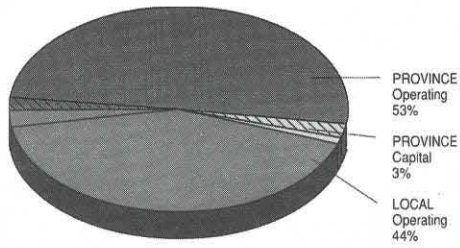
"Changes throughout the past thirteen years in the district student assessment program make it difficult to state whether school-site decision-making has resulted in increased student performance.

"In the years prior to district-wide implementation of school decision-making, there was a variety of testing (Davis Reading tests and Mathematics and Reading Survey tests) done throughout the district. Baseline data were not established at this time and longitudinal data were not collected so that trends could be identified. In an attempt to remedy the situation and consistent with the focus on results, action was taken in 1986.

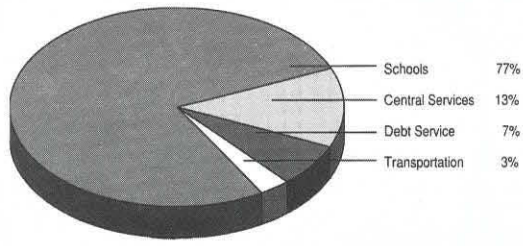
"During the 1986-87 school term, the district began to administer Grade 3, 6, and 9 achievement tests. These tests, which were developed by district staff, are designed to provide longitudinal data on school and district performance in language arts, mathematics, science, and social studies. The tests measure the performance of students in their third, sixth, and ninth year of school, and provide the district and individual schools with student achievement data that will assist in determining the progress of students."

There is little doubt school-based budgeting does entail more work and attendance at more meetings to make decision-making at the school level possible. Concern also is expressed that not all the participants involved in the delivery or receipt of educational services are involved meaningfully. In many schools, parent councils are willing and active participants; in some schools very little parental involvement in the decision-making processes takes place. The same is true of student involvement. Involvement of high school or junior high students varies throughout the city schools. Staff involvement, however, is a mandated necessity monitored by Associate Superintendents who are held accountable, along with their principals, for ensuring that input does take place.

Sources of Funding
1991-92 Budget



1991-92 Operating Budget



That school-based budgeting may deteriorate into principal-based budgeting is a possibility that requires vigilance. "But in final analysis," states Area Associate Superintendent Bob Smilanich, "a principal is accountable for his school programs and must retain 51% of the action."

Most Edmonton public schools have had over a decade of experience in school-based budgeting and decision-making. Most observers of the local educational scene feel it is the way to go.

No one can deny that site-based management provides opportunities for school staff and its clients in the planning and decision-making. There is far less of the "we" opposed to the "they" of central administration than there was a decade ago. Flexibility would seem to be the key word in the success story of the Edmonton Public Schools decentralization project. Greater flexibility in the allocation of each school's budget monies is now within the control of the school.

School-based budgeting enables parents and other members of the community to have a say in shaping the focus of the school. The focus on fine arts, for example, at Victoria Composite High School was spawned through school-based budgeting and decision-making at the school level. When true involvement does take place, schools become individualized and do reflect their communities. A feeling of ownership is thus enhanced.

Principals have certainly been given authority in the site-based management of their schools. No longer does the school principal have to answer to several central administrators in planning his school's program. Closely integrated with the decentralization of decision-making is the principal's accountability to one superior, his or her area associate superintendent of schools. This accountability arrangement now provides an evaluation mechanism for assessing the principal in the light of the objectives set for the school. The principal, in turn, has a framework for evaluating staff. Through this framework the management cycle is completed.

The principal must, however, always be cognizant of trustee-initiated priorities for the school district. Such priorities enable trustees to initiate directions for improvement or change in the district's commitment to a delivery of educational services.

> In its continuing commitment to excellence, the Edmonton Public School Board has adopted the following as equal priorities for the period 1992-93:
>
> - To improve student achievement and self-esteem
>
> and
>
> - To support the partnership of the home and the school in the development of students
>
> and
>
> - To improve the continuity of instruction
>
> and
>
> - To improve the quality and timeliness of services provided to students, staff, parents, and the community
>
> and
>
> - To enhance employee effectiveness and satisfaction, and encourage participation in the decision-making process
>
> and
>
> - To increase community support for, and emphasize involvement in, public education
>
> and
>
> - To emphasize the responsibilities of social agencies in the development of children
>
> and
>
> - To increase staff and student understanding and commitment to the environment.

During the past twelve years, committed members of the Edmonton Public Schools staff have striven to meet these priorities with enthusiasm and creativity. Enthusiasm was certainly evident when 141 Edmonton public schools chose to incorporate energy costs into their school ledgers. This decision saved almost $1,000,000 in utilities costs for the 1989-90 school year. Not only were these savings beneficial for the schools involved, the action taught students how to be more environmentally conscious and how individual efforts can make a real difference.

The mechanics of implementing and improving school-based management have not followed a predetermined plan. Rather, refinements have been introduced in almost every year of the scheme and more are yet to come. Currently, over seventy-five cents of every dollar spent in educating Edmonton Public School students is determined at the school level.

On an optional basis, schools may assume responsibility for consulting services, utilities, and maintenance. In 1992, thirty-six schools opted for responsibility of acquiring and paying for consulting services. Almost all schools now incorporate utility costs into their school budgets . The number of schools opting to include maintenance costs in their budget has more than doubled from 7 to 19 for the 1992-93 school year. How much of every dollar and when should all schools assume responsibility for all facets of their operation remains to be decided.

Another refinement that has been the source of much discussion is the basis of the formula for allocating funds on a per-pupil basis for school budgets. From the outset, the formula used for determining the amount to be allocated to each school has been a major challenge. The original basis reflected traditional spending patterns and has undergone refinement each year.

An important decision was made for the 1992-93 year when it was determined that elementary, junior high and high school students would receive the same basic allocations. No longer would high school and junior high students in regular programs be indexed higher than elementary school students. Edmonton Public Schools is the first jurisdiction in North America to allocate funds on this basis, an historic practice which is open to challenge. Remaining to be resolved is the issue of how much money should be allocated to students with special needs. Should a student identified as gifted be on the same basic allocation as a regular student, is a question that has often been asked.

Parental involvement in school-based management is fast becoming a reality. The term "principal-based" budgeting is seldom heard. Staff, students and parents have developed the skills and attitudes necessary for

meaningful involvement. The extent of involvement understandably varies from school to school. Parents are even invited to participate in budget presentations which are reviewed by trustee sub-committees.

The "acid test" of school-based management will be whether or not it has made a difference in the achievement of individual students. Although no tangible evidence has been gathered to date, more schools and teachers are planning and incorporating alternate groupings for learning strategies. The ideal of academic success for every student in an integrated setting is an objective that is being pursued enthusiastically by the District's professional staff.

School-based management has certainly provided the vehicle for the enthusiasm and creativity so obvious in the Edmonton Public Schools. Educators from the four corners of the world have looked in at Edmonton's achievements in decision-making. They have discovered that the success story has been the result of visionary leadership, staff commitment and a supportive school community.

Education is everybody's business and school-based management makes it possible for everyone to be involved.

ARTICLE FROM *THE GLOBE AND MAIL*, APRIL 9, 1992

THE CASE FOR PUBLIC SCHOOLS / *Choice freed money to enrich children's lives by travel, theatre*

No need for alternative to fine system

BY JEAN McBEAN
and JOHN WORTON
Special to The Globe and Mail
Edmonton

WE are the parents of two daughters, aged 13 and 15. Except for a year when we lived in Montreal, we have chosen to send them to public schools rather than private schools. Our reasons are based on pragmatism rather than principle. The public school system has provided our children with the opportunity to obtain a fine education. We see no reason to send them to private schools.

Like other parents, we want a good education for our children. We feel that this requires that we regularly monitor both the schools they attend and the teachers in those schools. We do this not only by showing up for meet-the-teacher nights, but by participation in school parent committees and by regular discussion with our children about their studies.

This involvement is important. We once transferred our children from one public school system to another because we were dissatisfied with the method chosen to teach reading. On investigation, we found that it was a discredited system used by only a few school systems in Canada.

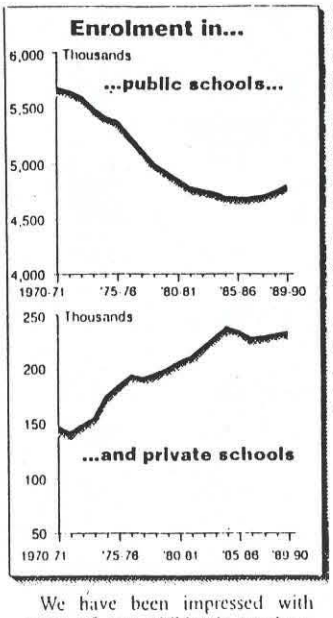
Our children attended a private school during the year that we lived in Montreal. It had been highly recommended by a number of people as one of the best academic schools in Montreal. It also provided what we needed at that time: an hour of after-school supervision. We, and our daughters, found the experience a disappointment. Although our children did well in this school, the teaching approach relied too heavily memorization and did not allow students to think for themselves. Moreover, the teachers were not of the calibre we were used to in Alberta.

Contrast this with our experience with Edmonton public schools, where attempts have been made to meet the many different needs of children with a myriad of special programs. Our children have been enrolled in a French-immersion program and each is now fluent in French. They have also acquired a good command of English. Public speaking in each language has been encouraged and developed.

Our children's interest in science has been stimulated by preparation of a project for the annual school science fair. A school band program has taught one child to play the oboe and the other to play the flute.

Each child has been involved in an academic achievement program for students who can benefit from enrichment. In high school, they have the opportunity to enroll in the International Baccalaureate program, which uses an internationally developed curriculum and teaches at an advanced level.

There have been claims that public school classes are too large. This may be true for some classes, but other children have found their average class size to be around 20 students.



We have been impressed with many of our children's teachers. Teachers gave advice and assistance outside regular class time to those students who needed extra help and to those who wanted to do extra work. Teachers coached and supervised student teams and clubs. Teachers often gave up their evenings for school events. One teacher drove 300 kilometres on a Saturday to encourage children from her school in a public speaking contest.

Some of these teachers can only be described as extraordinary. One in particular comes to mind. His Grade 4 students were required to memorize both the multiplication tables and French classical poetry. He insisted on correct spelling and grammar in both French and English. He stimulated students' creativity by regular writing assignments and the staging of plays in English and in French. When students were puzzled by a poem that described a kite as "cartwheeling through the sky", he cleared up space and cartwheeled through the classroom.

No doubt private schools also have their share of caring and talented teachers. And no doubt public and private systems have their share of poor teachers. Our children have certainly met some in both the private and public schools that they have attended. But the public school system is not the refuge of the second-best that some allege.

Our choice of public schools rather than private schools has meant that we have been able to devote money not spent on school fees to enrich our children's lives by travel, live theatre and the provision of a comfortable home.

Could public schools do better? No doubt they could. The same could be said about most of society. There is a great deal of debate now over how the public school system should change. Such debate is healthy and one should not hesitate to listen and participate. But the public school system is not a wasteland. Children can obtain a sound education there. Ours have.

Jean McBean and John Worton are Edmonton lawyers.

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Edmonton Examiner, Friday May 1, 1992

Focus on **EDUCATION**

Edmonton Public links schools with the community

For businesses and community organizations, learning the

It is a matter of self interest. More than any other single element, public education will determine the quality of the society and labor force that we have ten, twenty, and thirty years from now. And that's the motive that has led businesses and community organizations to form mutually beneficial partnerships with schools across North America.

In Edmonton Public Schools, the School and Business Partnership Program matches individual schools with individual business or community organizations for sharing time, talent, and resources on an ongoing basis.

The first partnership was formalized almost three years ago when Jasper Place School and the Misericordia Hospital formed a human chain in a symbolic gesture of the commitment to work together for the betterment of the community. Since then, seven other schools have established formal partnerships with a variety of business and community organizations. Another fourteen schools are currently exploring the partnership concept with potential partners.

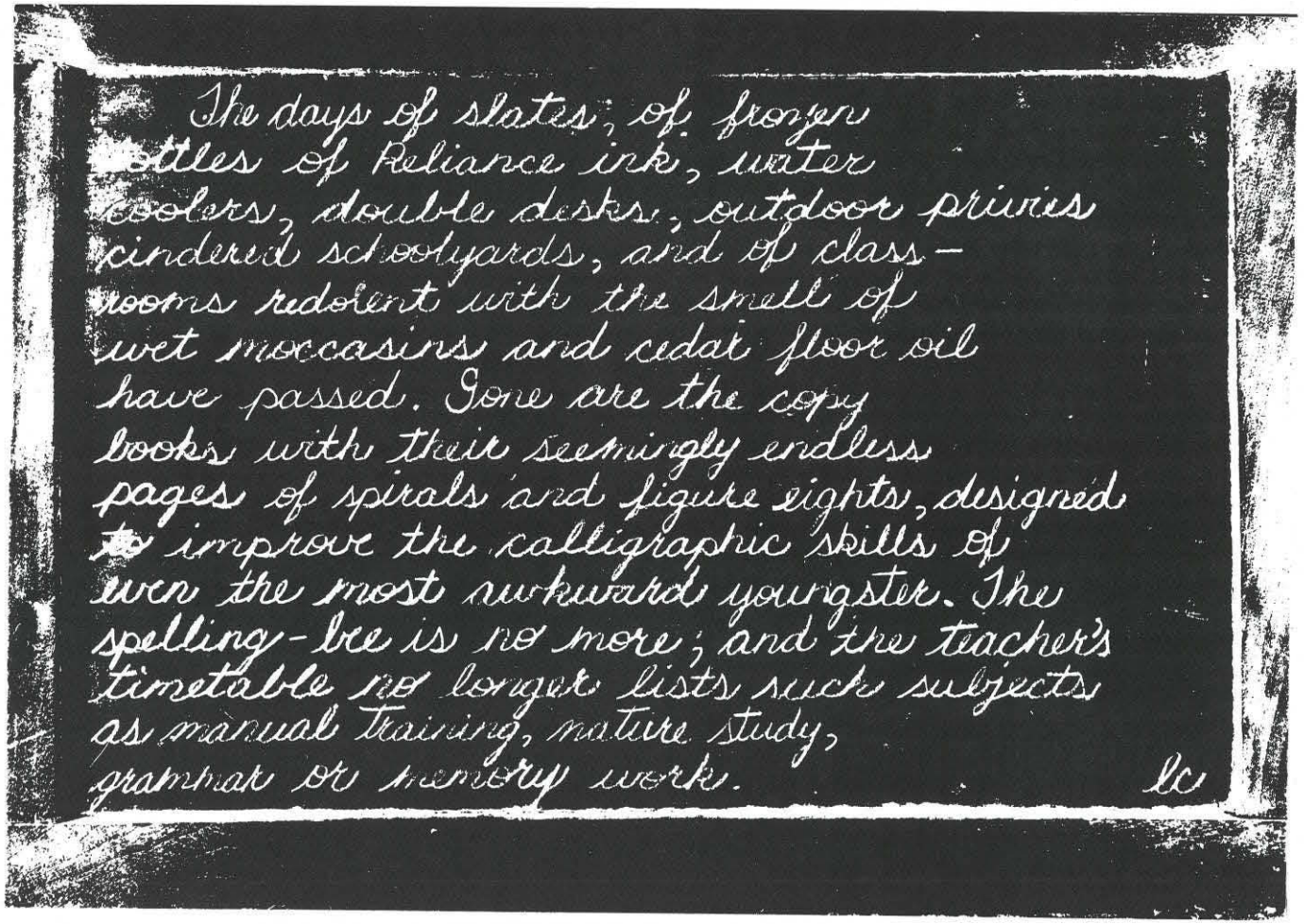
While every partnership is unique, they all share one common goal: to provide a framework for schools, businesses, and community organizations to work together to meet their needs. Norwood School and the Norwood Masonic Lodge #90, one of the district's newest partnerships, have made improving student achievement and self-esteem a priority of their partnership.

"Through active involvement in our buddy reading program, the Mason's are not only working to develop stronger reading skills in our students, they're demonstrating responsible citizenship," says Norwood principal Otto Mestinsek.

To find out more about the activities and accomplishments of partnerships in Edmonton Public Schools, or for information on how your school can get involved, contact the School and Business Partnership Program co-ordinator, Corinne Webb, at 429-8044.

Chapter Twenty-Five

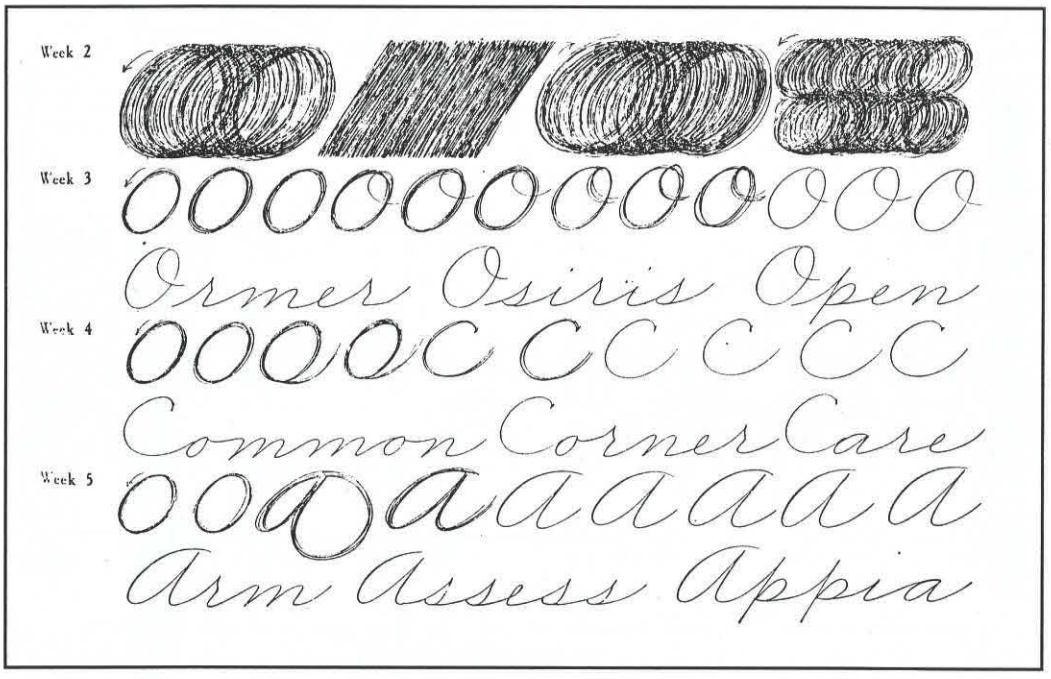
It's People Who Count



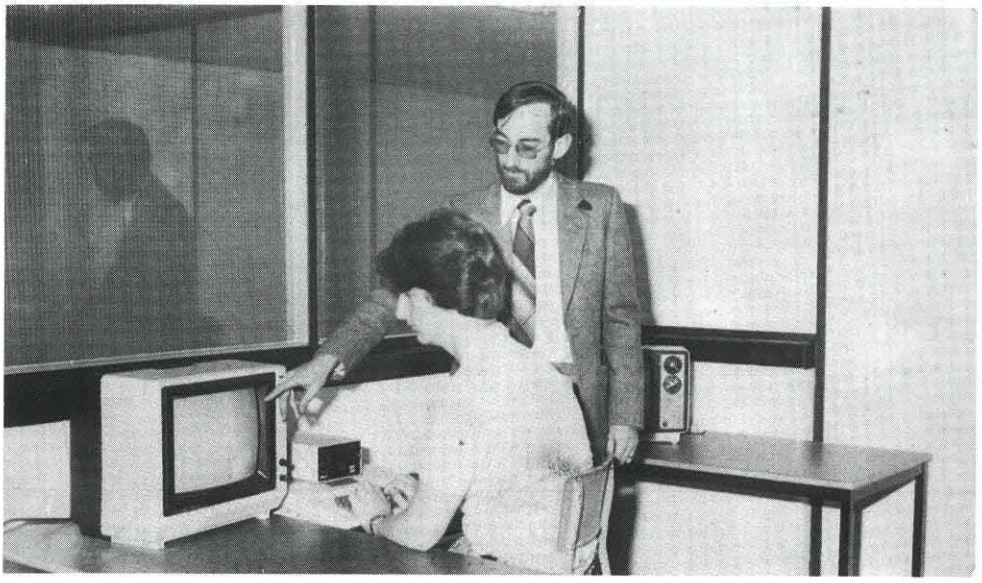
Rapid calculation has given way to the electronic calculator, and Euclid, as a subject, can be remembered only by those now approaching four-score years and ten. Inter-school music festivals, school hockey teams and outdoor basketball courts are no more, and the cadence of school cadet marches are only a memory.

Gone, too, are the Christmas concerts with their endless programs of recitations and colorful acrostic drills. Arbor Day no longer marks a school holiday, and youngsters do not chant: "The 24th of May is the Queen's birthday, if you don't give us a holiday, we'll all run away." Victoria and her Empire are no more and Horatius no longer guards the bridge in literature anthologies.

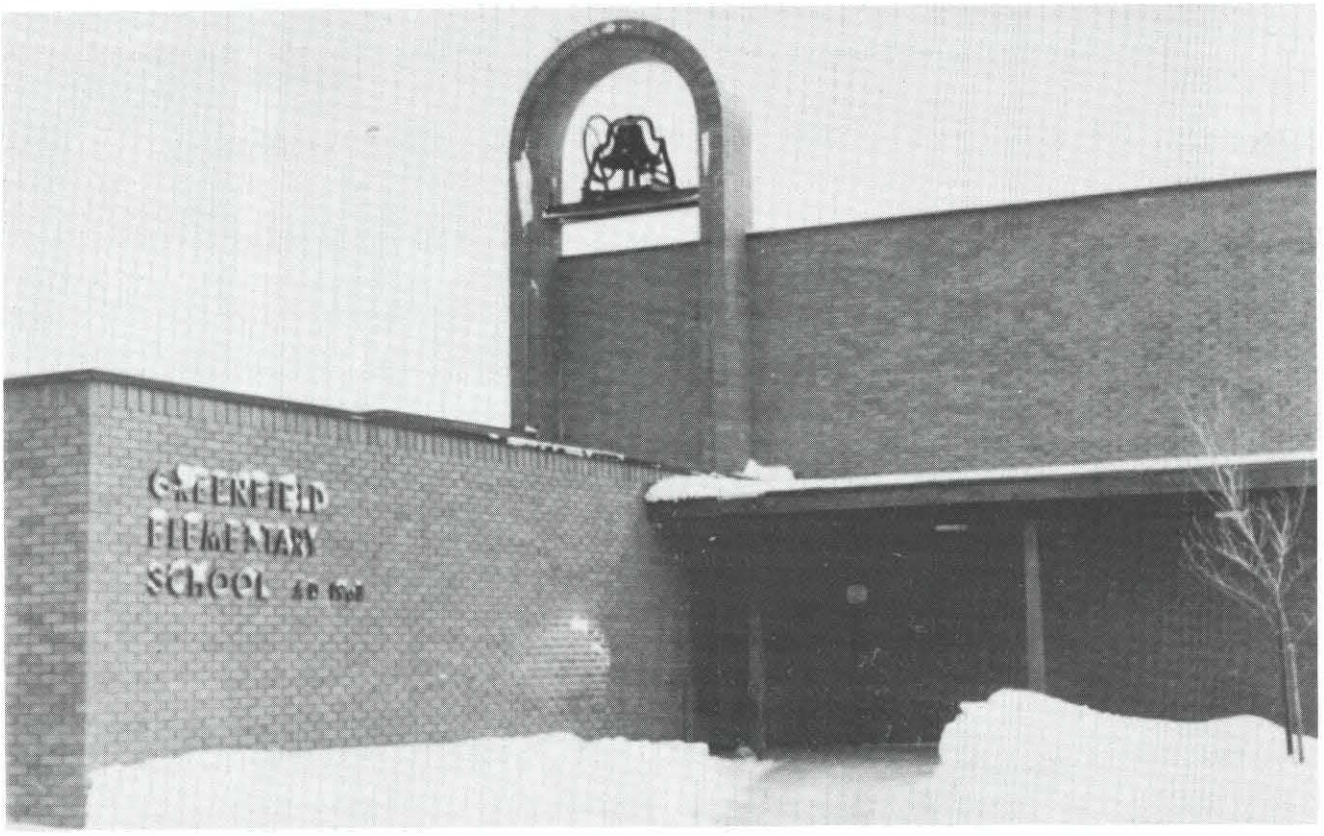
Significant, indeed, have been the changes in the Edmonton Public Schools during the past 110 years. In 1882, most of the 28 pupils in the first schoolhouse wrote their lessons on wood-framed slates. In 1949, the ball-point pen revolutionized the writing and recording of school lessons, and today some Edmonton students are using computer keyboards to help them master subject skills.



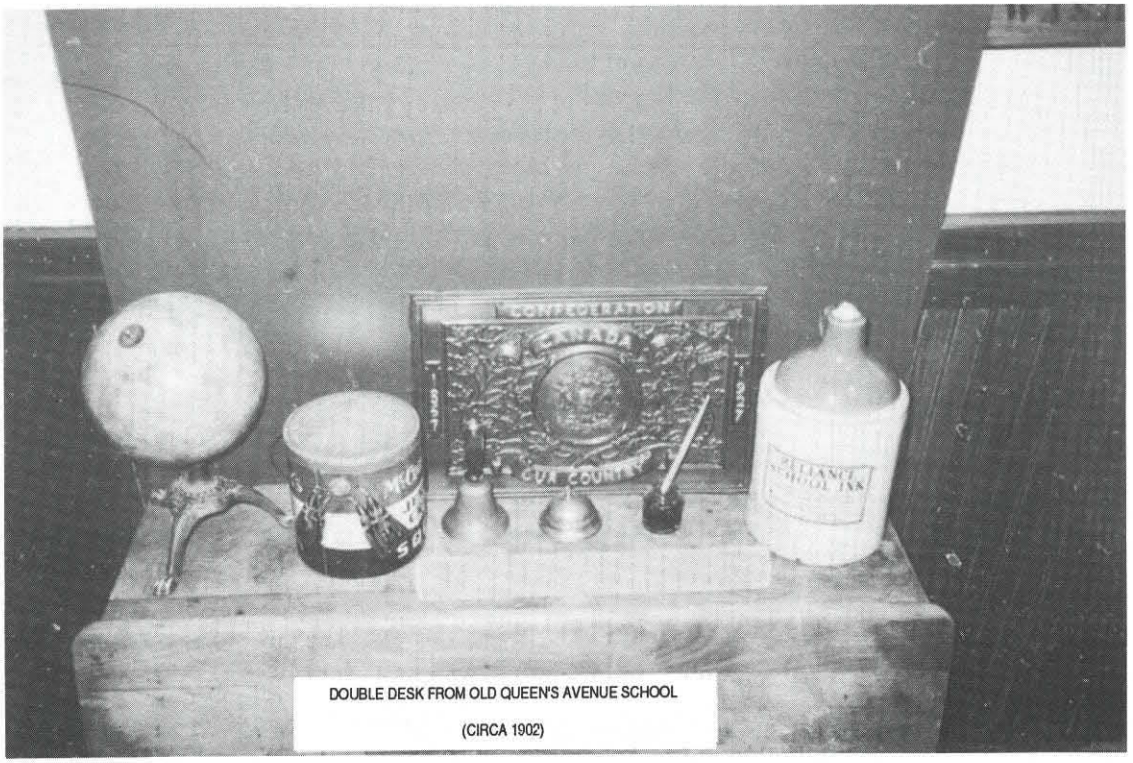
Grade 6 copy book exercises, 1921



Computer instruction in M. E. LaZerte Composite High School, 1982



Old Grandin School bell, now an artifact at Greenfield School



Classroom vestiges of the past

"From slates to computers" is more than just a catchy phrase in the history of the Edmonton Public Schools. Indeed, hundreds of changes could be enumerated to mark educational progress since 1882. But the most significant change has been a movement to more freedom for all involved in the education of children. Teachers certainly have more flexibility in achieving educational objectives than did their colleagues of yesteryear. The chastely-dressed and primly-coiffed spinster teacher of the early 1900s was expected to analyze the "Rime of the Ancient Mariner" with her class during the same week all other Standard 4 classes in the province were studying the same ballad. To do otherwise would certainly bring forth criticism from the dreaded inspector.



Some Edmonton teachers, 1913-40
1. Madeline Henderson, 2., Dorothy Allyn, 3. Edith Dickson, 4. Isabelle Bruce, 5. Jean Buchanan, 6. Mary Campbell, 7. Margaret Beairsto, 8. Doris Davis, 9. Edith Marsden, 10. Catherine Burgar

CHICKEN LITTLE

Chicken Little was out in the garden looking for corn.

A leaf from a big oak tree fell on her back.

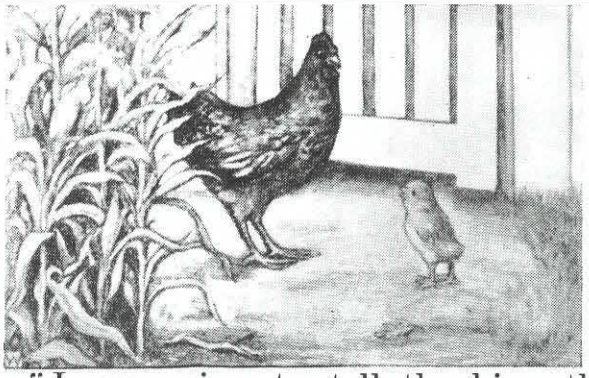
"Oh, oh!" said Chicken Little, "the sky is falling! I will run and tell the king!"

Away she ran down the road to tell the king.

By and by she met Little Red Hen.

"Where are you going?" asked little Red Hen.

"Where are you going so fast?"



"I am going to tell the king the sky is falling," said Chicken Little.

"How do you know that?" asked Little Red Hen.

"Oh!" said Chicken Little, "I heard it with my ears, I saw it with my eyes, and a part of it fell on my back!"



ass	Jess	moss	miss
mass	Tess	toss	kiss
lass	Bess	loss	

1. Ned is a big ass and can run well if Ben will not tug at him.
2. Ben will put Jess on him and let him run in the dell.
3. He will not toss Jess. He will go to the log to let her get on.
4. Jess is the big lass. She will not let Ben sell Ned. She will miss him so.
5. She has him put in a hut with a mass of moss. She lets him get a bit of her bun.
6. If Ned fell in the dell she will let him get up and she pats him. She will not hit him.
7. Bess will not get on the ass. She will tell Ben not to put her on.
8. Ben will kiss her and set her on the moss. She can see Ned.
9. The lass will not let Ben hit him with a rod. Ned is a pet.

Pages from early reader and phonic text used in Edmonton Schools

It makes us pretty hungry to work at haying. Aunt Eunice says she likes to see boys eat.

You would hardly know me. I am as brown as an Indian.

Uncle and Aunt say they would like to have father and you come up next Saturday, if you won't take me home.

Do come, and bring Bessie. I send much love to you all.

Your affectionate son,

Edward.

LESSON XLVIII.

wo͝unds	yiēlds	bŭt′to͝ns
pŏs′sĭ ble	In′dĭ a	văl′le͡ŷs
chiēf′ly	cēas′es	ĕmp′tĭe͡d

Pronounce ***America,*** a mĕr′ĭ ka; ***Amazon,*** ăm′-a zŏn; ***Brazil,*** bra zĭl′; ***England,*** ĭng′gland.

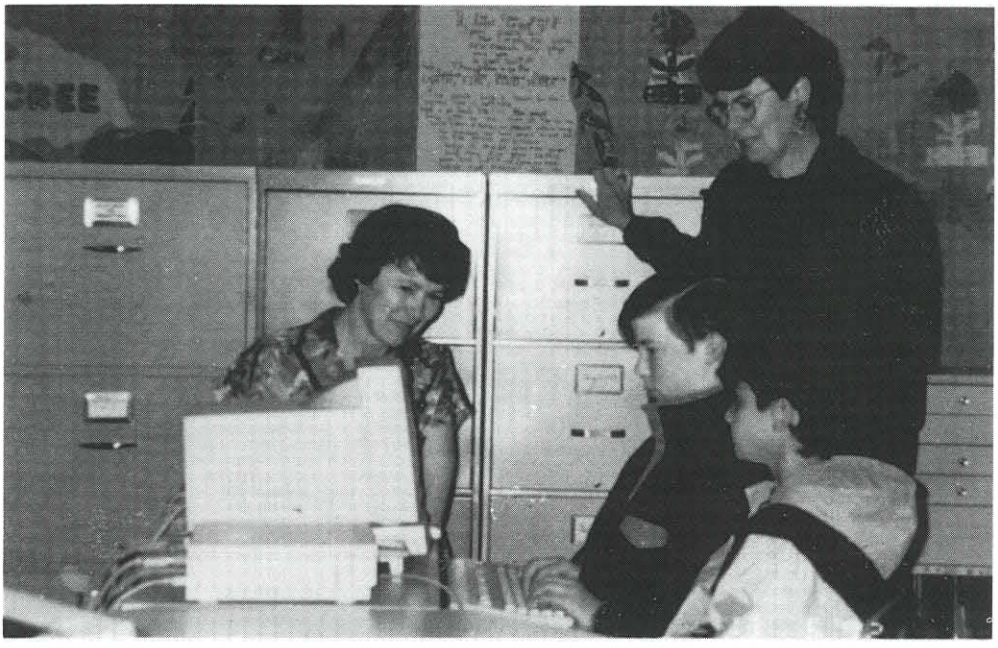
The India-Rubber Tree.

1. I will tell you about a very useful tree that grows in some parts of South America. It is taller than our oak, and has its branches chiefly at the top. This tree yields a sap which makes India-rubber.

2. Groves of India-rubber trees are found near the Amazon, which is the largest river in the world. If you look on the map, you will see what a long way it flows,—on and on, for three thousand miles.

3. Great forests cover the valleys and plains in Brazil, through which country the Amazon flows; and here it is that the India-rubber trees grow.

4. When it is the right season of the year, men come to tap the trees.

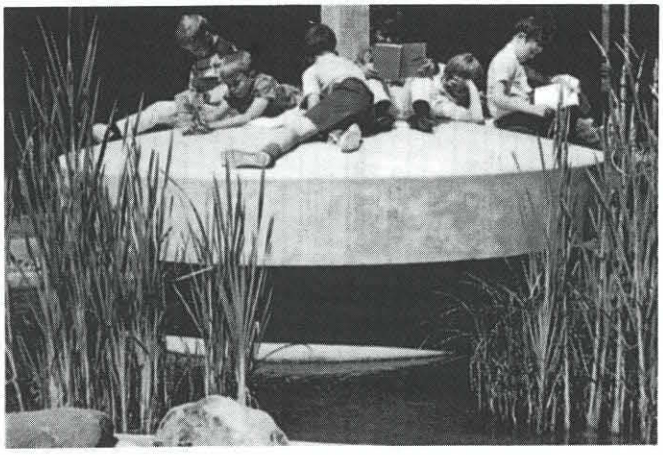


Teacher Gloria Cathcart and Principal Jackie Hobal assist Malmo students Reg Chetney and Sammy El-Zein in "networking" with students from other countries, 1991

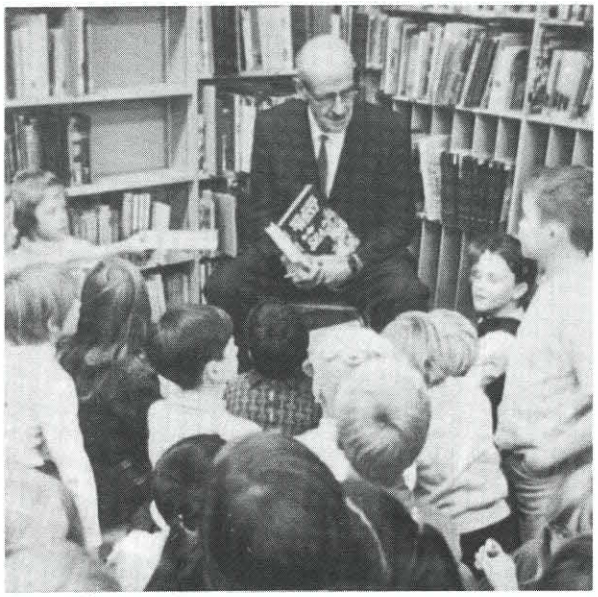
No longer is the textbook the sole authority on a subject. Nor is the dreaded provincial examination the final arbiter of a student's academic fate - or the barometer of a teacher's economic future, for that matter.

No longer is the classroom, with its three-tiered stacking bookshelf and its slate blackboards the only learning container. The ubiquitous Neilson's chocolate bar maps are now museum pieces and since 1988 the top drawer of the teacher's desk no longer houses the rubber strap.

Today's teachers have freedom to select the medium of instruction – electronic or otherwise – as well as the locale for a specific lesson. Some Edmonton students have studied the French revolution in Paris; others have observed the splendors of Greece, not from an illustrated textbook, but through international field trips arranged by their teachers. Some Edmonton students, like those in Gloria Cathcart's classes at Malmo School, now communicate with students in 180 countries through a global communications network hook-up.



Inner courtyard serves as lesson locale at Delwood School



Former Lieutenant-Governor Grant MacEwan visits Youngstown School

But changes leading to greater freedom have not resulted in less public criticism about what the schools are doing. The teaching of reading, writing and arithmetic seems always to be under attack, usually in serious but sometimes lighter in vein as indicated in the stanzas below:

A PARENT'S PLEA

My little boy is eight years old
He goes to school each day.
He doesn't mind the tasks they set,
They seem to him but play.
He heads his class at raffia work,
And also take the lead
At making dinky paper boats -
But I wish that he could read.

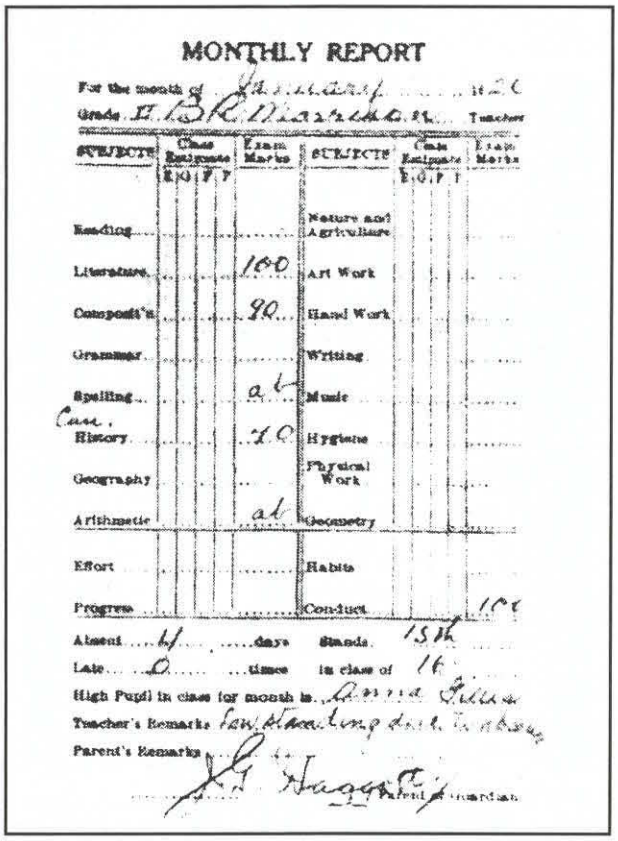
They teach him physiology,
And oh, it chills our hearts
To hear our prattling innocent,
Mix up his inward parts.
He also learns astronomy
And names the stars by night,
Of course he's very up-to-date,
But I wish that he could write.

They teach him things botanical,
They teach him how to draw,
He babbles of mythology,
And gravitation's law,
And the discoveries of science
With him are quite a fad,
They tell me he's a clever boy,
But I wish that he could add.

The poem, written by Peter McArthur, was published in his volume *The Prodigal,* in 1907. The poet's humorous but perceptive observations seem to suggest that teachers had too much freedom – even 85 years ago.

Although parental complaints continue to worry schools, most Edmonton parents will agree they have a greater voice today in determining the type and quality of their children's education.

Certainly this is so in Edmonton Public Schools where school boundaries are no longer prescribed by an unyielding and omnipotent school board. Today's parents may select their child's school and choose from a variety of programs the route their offspring may pursue.



MONTHLY REPORT

For the month of January 1920

Grade II B R Marshall Teacher

SUBJECTS	Class Estimate E	G	F	P	Exam. Marks	SUBJECTS	Class Estimate E	G	F	P	Exam. Marks
Reading						Nature and Agriculture					
Literature					100	Art Work					
Composit'n					90	Hand Work					
Grammar						Writing					
Spelling					al	Music					
Hist'ry					70	Hygiene					
Geography						Physical Work					
Arithmetic					al	Geometry					
Effort						Habits					
Progress						Conduct					100

Absent 4 days Stands 15th

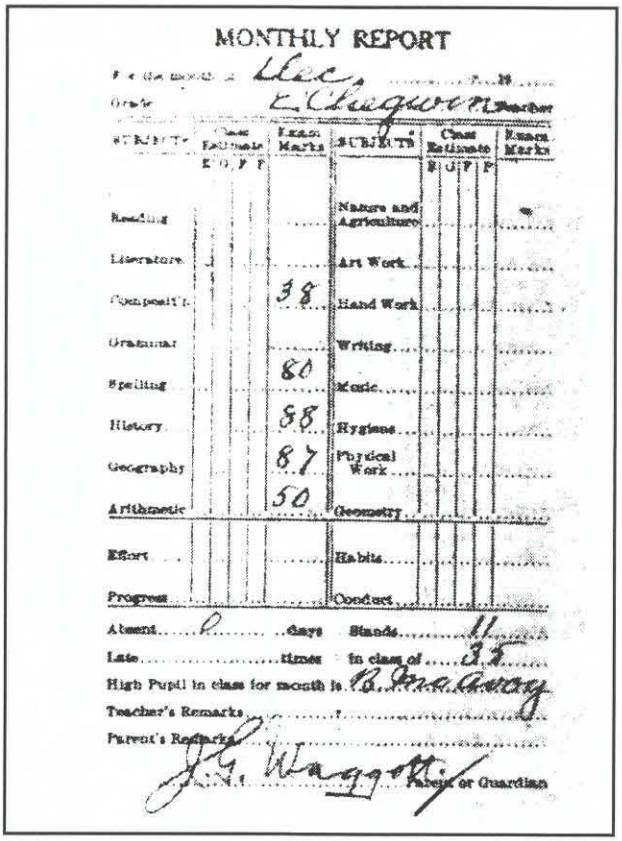
Late 0 times in class of 16

High Pupil in class for month is Annie Gillis

Teacher's Remarks Low standing due to absence

Parent's Remarks

J. G. Waggoner Parent or Guardian



MONTHLY REPORT

For the month of Dec, 19

Grade I Chapman Teacher

SUBJECTS	Class Estimate E	G	F	P	Exam. Marks	SUBJECTS	Class Estimate E	G	F	P	Exam. Marks
Reading						Nature and Agriculture					
Literature						Art Work					
Composit'n					38	Hand Work					
Grammar						Writing					
Spelling					80	Music					
History					88	Hygiene					
Geography					87	Physical Work					
Arithmetic					50	Geometry					
Effort						Habits					
Progress						Conduct					

Absent 0 days Stands 11

Late times in class of 35

High Pupil in class for month is Emma Away

Teacher's Remarks

Parent's Remarks

J. G. Waggoner Parent or Guardian

Report cards used in Edmonton Public Schools, 1920

No longer does the stigma of failure haunt the handicapped learner and his parents. Sophisticated programs in specially designed and equipped Edmonton Public Schools provide for the needs of students with learning problems stemming from physical, mental or emotional handicaps.

No longer is a single tongue the sole vehicle for the transmission of knowledge in Edmonton Public Schools. At a poll in 1884 to decide whether Edmonton would have a legally-constituted school district, interpreters were provided to translate into three languages - English, French, or Gaelic. A 110 years later, English is still the predominant tongue, but parents may opt to have a good portion of their children's instruction in French, Ukrainian, German, Cree, Hebrew, Chinese, or Arabic.

Another freedom parents may exercise is the right to further their own education. Although half the families in Edmonton no longer have children of school age, adults are returning to classes in numbers that could hardly have been predicted in 1890 when night school classes were first established in Edmonton . In 1982, the year of the Board's centenary, over 30,000 adults registered in continuing education classes. A decade later, in 1992, the numbers have doubled to over 60,000.

Neighbors, May 10, 1992

EDMONTON PUBLIC SCHOOLS

Program Choices for Elementary Students

Academic Challenge

Academic challenge programming is available at most local schools as well as at the following district sites:

Grace Martin	8210 - 36 Avenue	462-7121
Lynnwood	15451 - 84 Avenue	489-4500
Westbrook	11915 - 40 Avenue	438-4200
York	13915 - 61 Street	476-6306

Bus service is now available to elementary academic challenge students attending district sites. For information, contact the schools listed above.

Language Programs Other than English

These programs provide students with opportunities to acquire or maintain proficiency in languages other than English.

FRENCH IMMERSION is an extensive study in the French language and culture. At kindergarten and in year 1, all instruction is provided in French. English language arts must be introduced by grade 3, but is usually introduced earlier. Most students enrol in French immersion at kindergarten or in year 1. Later entry is determined on an individual basis.

Bus service is available to elementary French immersion students. For information, contact the schools that offer immersion programming.

Elementary French immersion programming is offered at the following schools:

Delwood	7315 Delwood Rd.	476-3969
Duggan	10616 - 36A Avenue	434-0319
Elmwood	16325 - 83 Avenue	489-6749
Fulton Place	10310 - 56 Street	466-3871
Grace Martin	8210 - 36 Avenue	462-7121
Greenfield	3735 - 114 Street	434-8581
Greenview	5904 - 38 Avenue	462-0660
Holyrood	7920 - 94 Avenue	466-2292
Kensington	13410 - 119 Street	455-1836
Laurier Heights	8210 - 142 Street	483-5352
Mayfield	11330 - 76 Avenue	435-4163
Richard Secord	4025 - 117 Street	436-9839
Rio Terrace	7608 - 154 Street	481-6866
Ruth[illegible]	11005 - 34 Street	471-6100
Wi[illegible]	2911 - 48 Street	462-5261

FRENCH AS A SECOND LANGUAGE

A new curriculum is being implemented in 1992-93. The curriculum facilitates placement of students at their level of proficiency. Traditionally, district schools have offered French as a second language starting in years 4, 7, and 10, and [illegible] schools have offered it starting in year 1.

French as a second language is available at 83 elementary schools within the district. Contact your local school regarding the availability of French as a second language programming.

Most students enrol in the following **BILINGUAL PROGRAMS** in kindergarten or in year 1 with no previous knowledge of the language. Later entry is determined on an individual basis. With the exception of Cree, programming includes the use of the new language in other courses of study.

Bus service is available to elementary bilingual program students. For information, contact the schools listed below.

Arabic programming is offered at:

Glengarry	9211 - 135 Avenue	476-5373
Malmo	4716 - 115 Street	434-1362

Chinese (Mandarin) programming is offered at:

Kildare	7525 - 144 Avenue	476-5675
Meyonohk	1850 Lakewood Rd. S.	463-7627

Cree enrichment programming is offered at:

Prince Charles	12325 - 127 Street	455-5533

German programming is offered at:

Forest Heights	10304 - 81 Street	466-0312
Rideau Park	10605 - 42 Avenue	437-0010

Hebrew programming is offered at:

Talmud Torah	13212 - 106 Avenue	455-9114

Ukrainian programming is offered at:

Delwood	7315 Delwood Rd.	476-3969
Holyrood	7920 - 94 Avenue	466-2292

Arts Core Program

Art, dance, drama, literature, and music are used to enrich the child's learning experiences in language arts and other core subject areas. Contact **Virginia Park School**, 7324 - 109 Avenue, 477-8152 for further information.

Caraway Program

The objective of the Caraway program is to develop creative approaches to learning which integrate the social, emotional, physical, and intellectual needs of the child. Active parent involvement and the development of a sense of community are emphasized. For more information, contact **Garneau School**, 10925 - 87 Avenue, 433-1390.

Students have input into the quality and quantity of education provided. High school students for example, may enrol in partial or full-day programs. They may supplement regular day courses with night classes, Saturday instruction, or summer vacation programs. Semestered or full-year courses may be selected in most high schools, and in some schools students may opt for project work in lieu of examinations for their final marks.

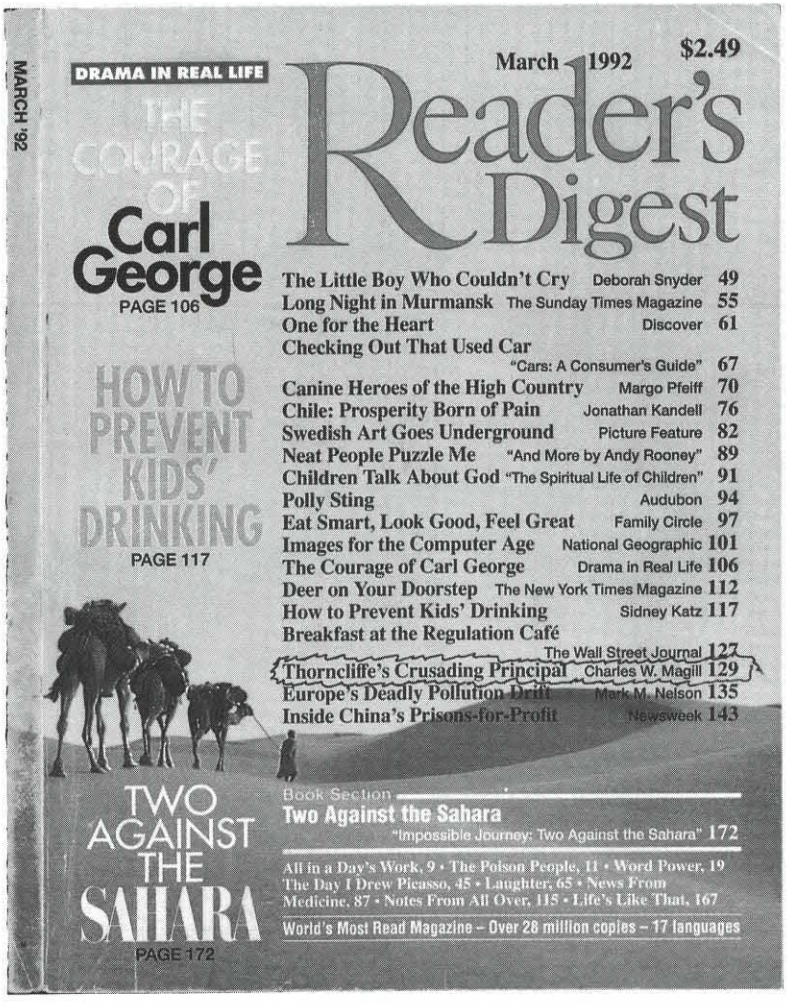
Senior students may choose from a variety of academic, commercial or vocational programs, including the acclaimed International Baccalaureate Program operating in Old Scona, McNally, Harry Ainlay and Ross Sheppard High Schools. Graduates of the "I.B." program may continue their studies in most of the world's great universities.

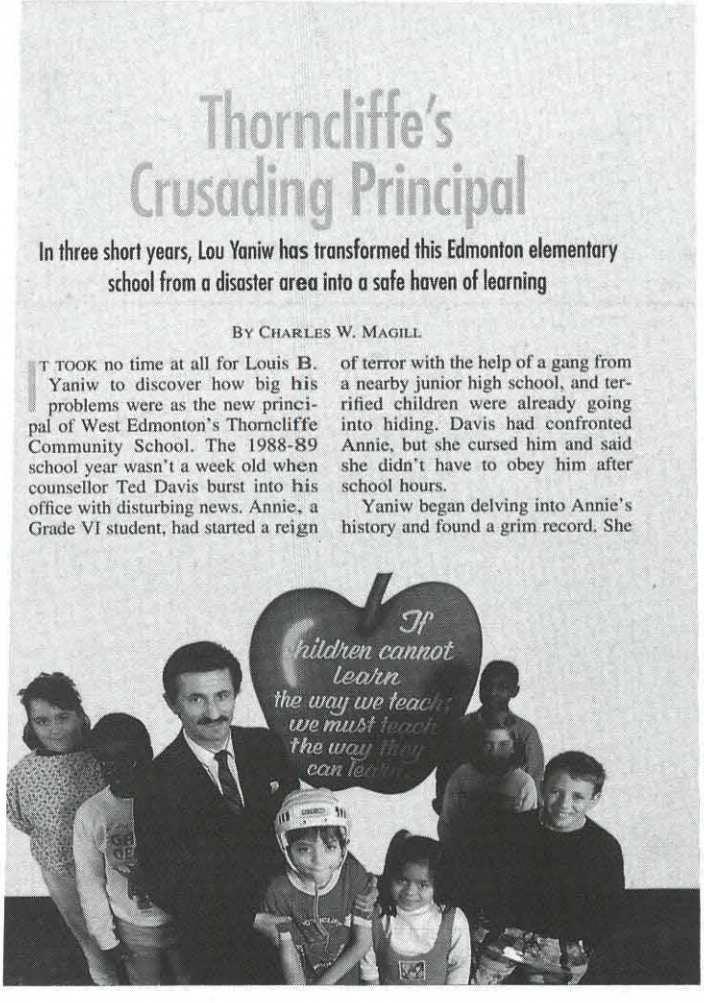
Not only may high school students choose from a variety of course offerings, they may also voice their criticism and views officially as recognized representatives at meetings of the Board.

Significant, indeed, have been the changes in Edmonton Public Schools during the past century. But one thing has not changed: the dedication of the Board's staff. It's people who count, and this publication pays tribute to all staff members and all trustees, who, over the years have helped to make Edmonton Public Schools one of Canada's finest school districts.

It is not possible within the brief scope of this history book to pay tribute to all the individuals of the Edmonton Public School staff who have made outstanding contribution to the progress of our schools during the past 110 years.

Some of these educational contributions have, indeed, been outstanding and have been recognized throughout the world. Recently the success story of Thorncliffe School Principal Lou Yaniw has been chronicled in 16 languages in national and international issues of Reader's Digest magazine.





It is not possible to list all the real veterans of staff - those who have served 40 years or more. Unfortunately, School Board records are not complete enough to ensure identification of every individual who served so long. Many files have been lost or misplaced throughout the years, and in many cases no cross-reference exists to locate records of women staff members who married and continued in service.

In spite of these identification problems, the names of many staff members who served the Edmonton Public Schools for 40 or more years have been confirmed. Within the teaching ranks, Charles Allison and Raymond Barson head the list with 46 years of regular service in our schools. Other veteran members of staff who served 40 or more years include the following:

Annie Grace Thompson
Herbert Thompson
George Davies
Annie Roberts
Phyllis Law
Harriet Inkster
Una Montgomery Edwards
Alberta M. Bell
May Gwendolyn Bird
Evelyn L. Daly
Mary Dickson
Alethea Mae Stewart
Marion Deverell
Dave Cooney
Eveline Francis
Vivian Swanson
Walter Stewart
Clarence Richards
Alex Cotsman
Gordon Botsford
Eva Howard
Catherine McMillan
Hazel Forbes
Ernest Hyde
Robert McNaught
Major Towerton
May Gowan
Margaret Livingstone
George Robertson
Elsie Wright
R. V. Clark
Ann Carmichael
Marjorie Barker
Clare Hollingsworth
Clara Andrews
Bessie McAvoy
Dorothy Bramley-Moore
Gladys Bramley-Moore
Annie M. P. Smith
Jean McLaggan
Annie Lyle
Ross Sheppard
Ann C. Smith
Anna MacRae
Ken Smith
Jean McDiarmaid
Robert McDiarmaid
Percy Bailey
Robina McMillan
Evelyn Simons
Mary E. McIvor
Anna May Page
Hazel Mallett
Marion Argue
Christina Manser
Arthur Skitch
J. Gordon Sinclair
Doris Redman
Hazel McNeil
C. O. Hicks
Josephine McNeil
Jean Elliott
J. Percy Page
Edward Beckwith
Helen Raver
Susie M. Baker
Jack McAfee
Anna Whitla
Gerald Alexander



1. Gladys Bramley-Moore, 2. Robina McMillan, 3. Evelyn Simons, 4. May Page

Because teachers are so visible in a community, much of this book has dealt with the achievements of educators. Not to be forgotten, however, are the many school custodians, doctors, dentists, nurses, maintenance workers, tradesmen, clerks, aides, secretaries, technicians, and bus drivers, whose commitment and dedication have also contributed to the growth of the Edmonton Public Schools.

Three members of the school support staff remained in service for more than 40 years. One of these veterans, Anna Whitla, was employed as a secretary, and senior clerk in the secretary-treasurer's department for a record 46 years. The late Jack McAfee, who retired as Superintendent of Plant in 1958, served Edmonton Public Schools for 41 years. Recently retired Clara Andrews served as a school secretary and clerk for 43 years. During this time she has worked with 22 principals at 18 schools.

McAfee's colleague, Mason Jones, remained in the employ of the Board for 37 years before retiring as the system's purchasing agent. Bob Anderson, another colleague, retired from the Maintenance Department after 37 years of service. Custodial Supervisor Alex Forbes remained with the Edmonton Public Schools for 37 years, too. So did the late Nels Quebec, whose caretaking duties at many schools included some practical counselling sessions with many a student who confided in him.



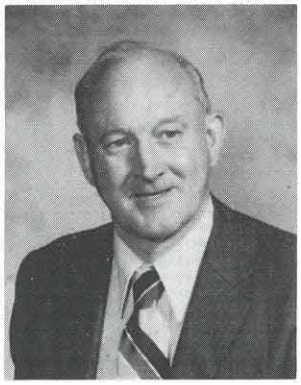
1. Marion Deverell, 2. Alethea Stewart, 3. Art Skitch, 4. R. McNaught, 5. Bessie McAvoy, 6. Helen Raver, 7. Dorothy Bramley-Moore, 8. Marion Argue, 9. Catherine McMillan, 10. Ernest Hyde, 11. Gwendolyn Bird



1. Jean Elliott, 2. R. V. Clark, 3. Charles Allison, 4. Clarence Richards, 5. Dave Cooney, 6. Jean McDiarmaid, 7. Alex Cotsman, 8. Jean McLaggan, 9. Grace Thompson, 10. Mary Dickson, 11. Bud Anderson, 12. R. McDiarmaid



Clara Andrews, 43 years of service as support staff member



Gerry Alexander, 40 years of teaching service

Another school secretary, Dorothy Poulsom was a 35-year veteran of service. All of Mrs. Poulsom's service was recorded at Victoria Composite High School where she assisted eight principals as well as hundreds of teachers. Thousands of students remember her, not only as a senior school secretary, but as a friend and confidante as well.

A unique organization of female teachers should not be forgotten in any tribute to people who contributed to the progress of the Edmonton Public Schools.

The DD-40 Club *(Docendo Discimus* – by teaching we learn) was founded in 1928, The Club's constitution limited membership to 40 individuals. Nine of the original members were still on the club's roster in 1992.

Originally organized as a social club for single female employees of the Edmonton Public Schools, the organization has done much to influence the course of education in public schools. During the Great Depression, the D.D.-40s provided books, clothing and even eyeglasses to needy children.

Students, parents, social institutions, trustees, teachers, administrators, support staff, and the historical sweep of events have all shaped the growth of Edmonton Public Schools during 110 years of operation.

One hundred and ten years ago the teaching staff of Edmonton's first school consisted of one individual: teacher James Harris. Harris's monthly wage of $50 so strained the school budget that his salary payment was in arrears to his estate long after he passed away.

In their wildest dreams, founding Trustees McCauley, Groat, and Rowland could not have envisioned a school system that would grow to a teaching and support staff of over 7,000. Nor could they have foreseen an operating budget of over $400,000,000 for the 195 schools operating in 1992. Nevertheless, they made a beginning and the foundation was firm.

That foundation has remained firm because of the quality of teaching and support staff in the Edmonton Public Schools. On March 26, 1992, this staff numbered 9,705 individuals inclusive of supply teachers, and staff on secondment, sabbatical, or disability leave. For posterity, the names of these valued members are listed in Appedix I alphabetically by location with no reference to title or rank.



School Board Chairman John Nicoll congratulates Alex Taylor School volunteer Rita Hede, 1992

In addition to this committed staff, the Edmonton Public Schools are proud of the hundreds of volunteers who assist in so many ways in the delivery of educational services to school children.

On May 12, 1992, one of these many volunteers, Rita Hede, was recognized at a regular meeting of the Edmonton Public School Board. Mrs. Hede's recognition was special indeed, as she was selected from thousands of volunteersworld-wide who were nominated for a $6,000 prize for community work by an Australian firm.

A devoted volunteer at Alex Taylor School, Rita Hede donated her prize to the school.

From our vantage point in history one hundred and ten years later we are privileged to look back with pride along a century-old trail of human endeavor in education. And, as we gaze across the years we become aware of a growing purpose and a sense of destiny. For we are part of it all. We share the vision with all those people who served our schools in so many ways through the fortunes and hardships of the 110 years.

Looking back gives us a feeling of continuity with past achievement. Looking back enables us to face the future, confident in the knowledge that the interests of education will continue to be served by individuals just as wise and dedicated as those who crowd the century-and-ten panorama – a few of whom have been recognized in this brief history of the Edmonton Public Schools.



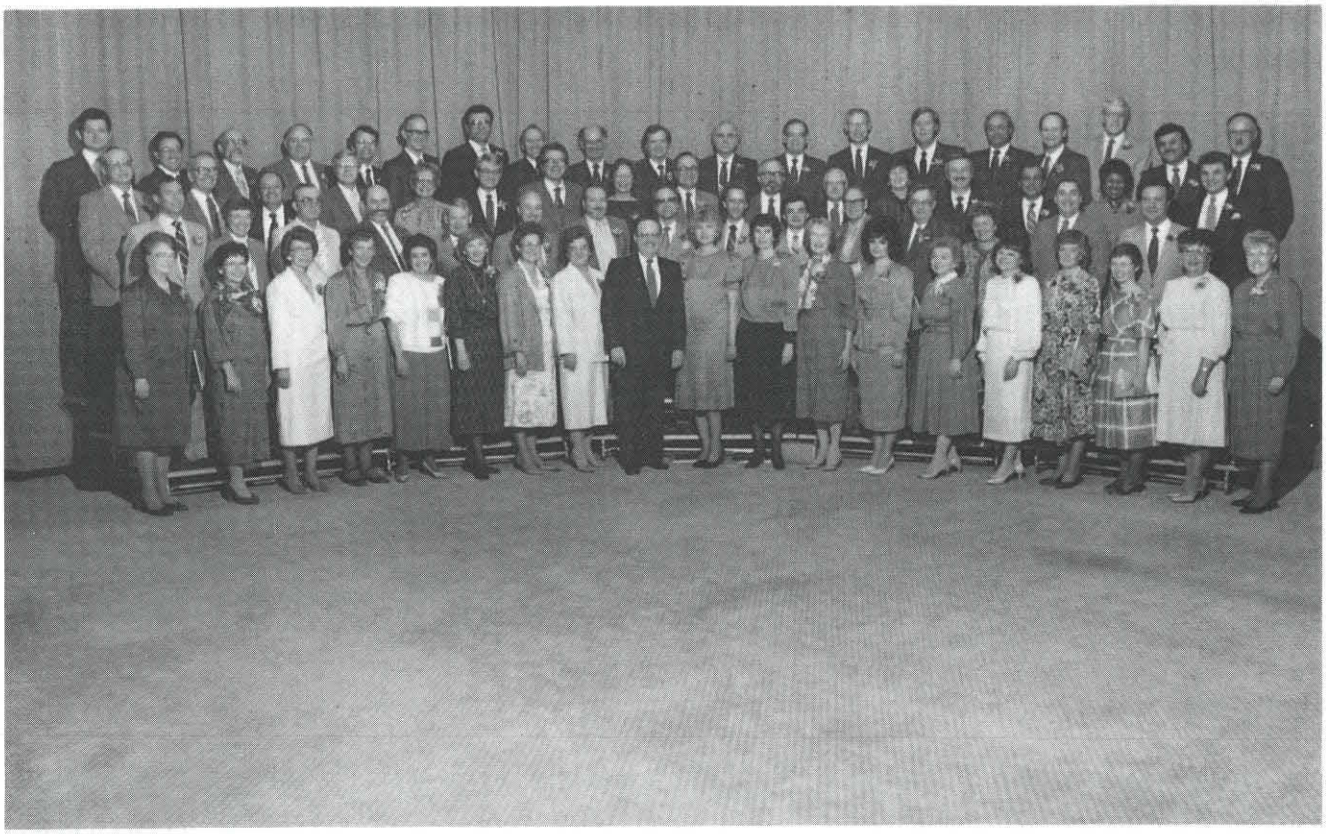
Edmonton Public Schools Staff with 25 years of service,1984



Edmonton Public Schools Staff with 25 years of service,1985



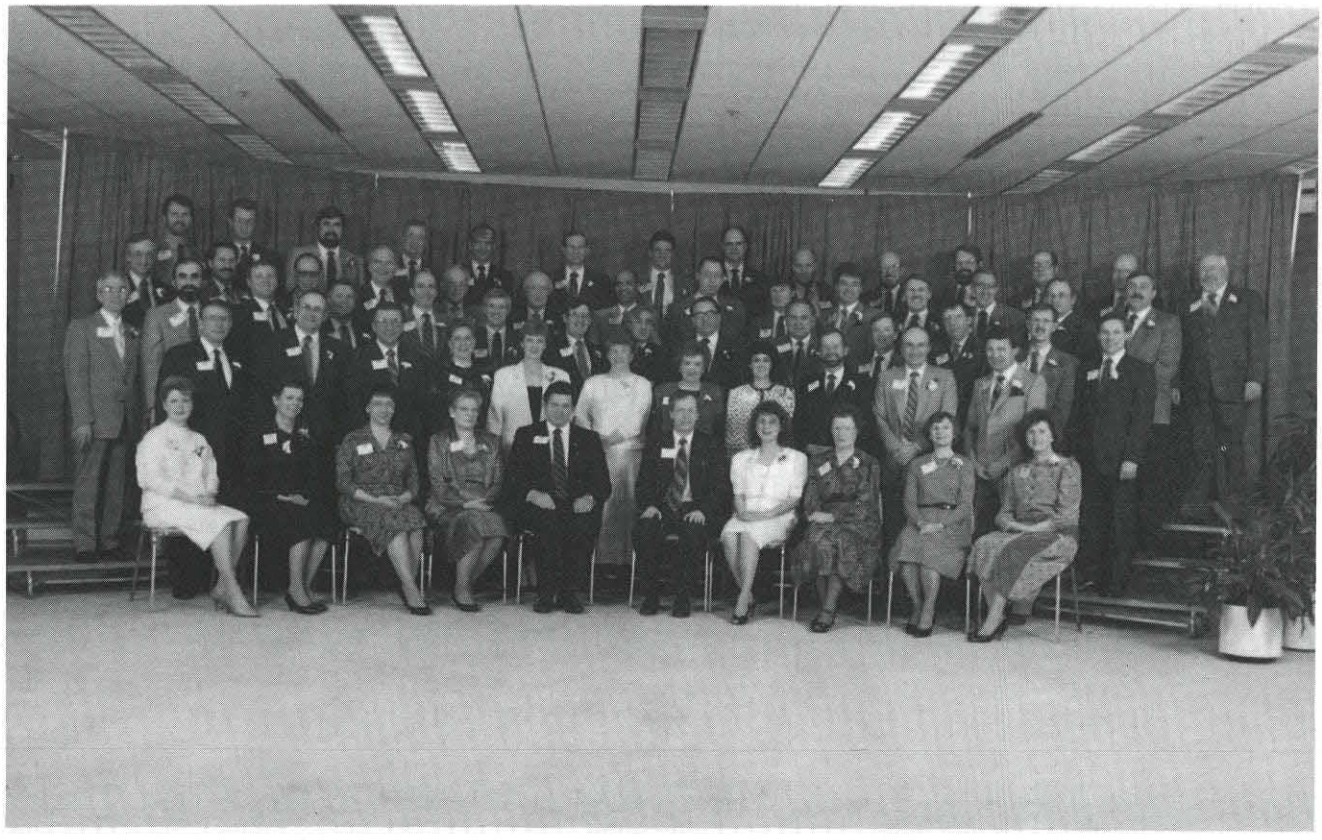
Edmonton Public Schools Staff with 25 years of service, 1986



Edmonton Public Schools Staff with 25 years of service, 1987



Edmonton Public Schools Staff with 25 years of service, 1988



Edmonton Public Schools Staff with 25 years of service, 1989



Edmonton Public Schools Staff with 25 years of service, 1990



Edmonton Public Schools Staff with 25 years of service, 1991



Edmonton Public Schools Staff with 25 years of service, 1992

Appendix I

Edmonton Public Schools Staff, March 26, 1992

Members of staff on secondments and leaves of absence for health, study, maternity or personal reasons are indicated by *

Also included in this Appendix are supply teachers and Continuing Education staff members.

ABBOTT
IRENE AUGUSTINE
DONALD CAMPBELL
AUDREY CHARCHUK
LAURIE CLARE
HARVEY EICHELT
ROSELLA FERNANDEZ
ELIZABETH FORFYLOW
CHERYL FRASER
ELSIE FROEHLICH
* PATRICIA FUHR
PETRA GROSCHEL
JIM HILL
BARBARA JONSSON-BISCHOF
SONIA KELLY
BETTY KELMAN
PATRICIA KOZAK
TRACY MAHAFFEY
LAURIE MANDSETH
TRUDY MCKENZIE
BONNIE MILLAR
CHRISTIE NOBLE
* SYDNEY NUGENT
JOANNE OLSEN
CATHY OPALINSKY
CAROL OSTAWSKY
RUSSANNE PERRY
TERRY PETERSEN
YVONNE REYNOLDS
RITA SALLOUM
SOPHIE SMITH
NORMA SMOOLE
AUDREY SZELEKOVSZKY
LORRAINE TAYLOR
PATRICE WEISS
LAURA WESTLY

ADMINISTRATIVE SUPPORT SERVICES
ALICE BENNETT
CAROL CHANDLER
DEVEDA GUYON
ALEX HILLYARD
DONNA MATHESON
JANICE REGEHR
SANDRA SCHNABLEGGER
PHYLLIS VERHAARD

AFTON
DIANA ANAKA
HEATHER ANDERSON
GAIL BENDFELD
* COLLEEN BRACKO
CAROL BROWN
SHIRLEY BURRITT
DEE CURTIS
GAY DAVIES
JUDITH ELING
NELLIE FERSOVITCH
DOREEN GIERENT
* VALERIE HITCHCOCK
* JAMES KAISER
MONIKA KERN
RIA KINZEL
CHARLOTTE LARSEN
TRUDIE LAZARUK
JOAN LESMEISTER
* WALLY MARQUARDT
ROLLY MAYES
LOUISE PERCHESON
DALE PHAM THANH
GLORIA PIERCE
AL PURKESS
ALLANA RAUSCH-FERGUSON
MAXINE SANFORD
MARLENE SCHWARTZ
* KAREN SHARPE
DOLLY SHREVES
JANET THOMAS
SOMBOUN VIRAKORN
DEBBIE VODDEN
WILKA WAITT
RICK WILSON
FLOYD WOLLUM

ALDERGROVE
CAROL ANDERSON
CARL ARMANN
MADELINE BABICH
BRENDA BASIGA
JOAN BELL
CAROLYN COGGLES
SHARON DAUBERT
CHRISTINE DEADMAN
MARJORIE DOWNIE
* NICOLLE DUNITS
MARVIN EIDELMAN
ROBERTA FENNER
WENDY FERGUSON
JUDY FIX
NANCY FLEMING
DIANA FORBES
* PHILIP GRIFFITHS
KATHY GUSIKOSKI
ELAINE HUFFMAN
SHARON KEARL
SUSAN KOHLER
JEANETTE LIDEN
KAREN LINDEN
CLARE MARKLINGER
CAROL NISHIMURA
SHEILAGH O'DWYER
CORENE ONYSKIW
BRENT PEGG
JUDITH POOLE
MARTHA RYMES
MARYANN SAMCHUK
PAT SEMENIUK
MELCHOR SOMERA
MARNA TAYLOR
JOANNE THEBERGE
LYDIA VAN ALLER
AUDREY VANDENBORN
LAVONNE VENABLES
SHEILA WARHAFT
SHERRY WEIR
JUDY WELCH
IVY WHALEN
* MARGARET-ANN YOUNG

ALEX TAYLOR
TARA BERG
MARTIN CIESIELSKI
MARIA CONTRERAS
SUSAN KOLBOWICZ
ERNIE LEDGER
SYLVANA MANNA
PAULINE MCLARNEY
SABRINA MERCER
INGRID NEITSCH
MARLENE POLOWAY
STEVE RAMSANKAR
GEOFF SHANDRO
DASH SHOEBOTTOM
RON STROUD
HALLEEN TURNER

ALLENDALE
DANETTE ANDERSEN
ORLENE ANDERSON
BEVERLY BEARHAM
GLORIA BODOR
URSULA BUFFI
DOUGLAS COOKE
KATHLEEN COWELL
NESTOR DE LOS SANTOS
* TERRY DIACHOK
ROSA DONATO
MARY ELLEN DONNELLY
* CATHY DREW
NORMA FESER
MARINA GARCIA
LORNA GAUNT
MELINDA GODIN
SHEILA HOLZER
DAVE IRONS
REED JACKSON
* ELZBIETA KULIK
HELGA LINDER
IHOR LYTVIAK
LUCJANA MACHNER
MAXINE MACKAY
CAROLINE MCMORROW
JOHN MCNAB JR.
JULIE MOSTOWICH
HELEN NEUFELD
MICHAEL O'HARA
KEITH PARKER
SHARON PIDSADOWSKI
DON RIMBEY
JOANNA ROZMUS
AUGUSTO SALANGUIT
LINDA SALAYKA
* PAMELA STEEVES
RONDA UELAND
LARRY WADSWORTH
* HELLA WATSON
ROSE WILLIAMS
ALIDA YOUNG

AREA 1 ADMINISTRATION
HEATHER COLLING
USHA PROCINSKY

AREA 2 ADMINISTRATION
BRUCE COGGLES
BARB LAVOIE

AREA 3 ADMINISTRATION
GAIL MACKAY
GEORGE TRAYNOR

AREA 4 ADMINISTRATION
GEORGE RICE
NANCY TRABYSH

AREA 5 ADMINISTRATION
BETTY DAVIS
JOAN JONES

AREA 6 ADMINISTRATION
BOB SMILANICH
LORETTA WHITAKER

AREA 7 ADMINISTRATION
PAT CAMPBELL
MARILYN LOREE

AREA 8 ADMINISTRATION
DON ASSHETON-SMITH
JAN WITWICKY

AREA 9 ADMINISTRATION
AUDREY DAVIS
BRUCE MCINTOSH

ASSOCIATE AREA
GERTRUDE ALGER
* CORINA AVILA
* DOUGLAS BAHR
* RICHARD BARNETT
* ABDELILAH BENNANI
SHREE CHAND
* BARRY CHAPMAN
* ARLENE CHARETTE
MELVIN DETTA
* DONNA DREGER
RICK DUMPLETON
* GLADYS KRUEGER
* SOPHIE KULY
JACQUELIN LINDBERG
* MARY NEMIRSKY
HEATHER PARLIAMENT
* STEVE PIHULYK
* DAVID POOLE
* HAROLD POTTER
* ABDEL RABEEH
KAREN RUSTON
* ELSIE SCHUBERT

ATHLONE
SIMONE ANDROSCHUK
MARCY ANHORN
DOROTHY BARTEL
JOAN BASTIEN
RICHARD BEAULNE
MARINA BERRY
LAURIE BUBENKO
JOYCE CONNOLLY
PATTIE FLECK
MARK GEORGE
BETTY JORDAN
RUTH MILLER
GRACE MORK
STEPHANIE NICHOLSON
CHERYL PENGELLY
* ROSEMARIE RENZ
DARROW RISTOLA
JOAN SCOTT
KAY SHENKAREK
LORENE SMALE
ELIZABETH TAMS
SHIRLEY WELDA

AVALON
RITA ALGER
NAAZIMA ALI
DENISE AMODEO
HAROLD BELLEROSE
MAJELLAIN BOISCLAIR
JULIANNE BOTTRILL
BONNIE CHENARD
MARLYN CHESTER
DEBRA COOK
HOLLY CYR
NORM DIEMERT
BETH DUFF
SALLY DURNO
HELEN FUNK
JACK GELDART
* GERRY GIBBS
JERRI GRESIUK
NABIL HAJJAR
DIANNE HARKE
JOYCE HENDERSON
ARLENE HOWE
HUGH INGLIS
NANCY IRIYE
RAY KAY
VALERIE LECLAIR
NEIL LOPATKA
GEOFF LOPATKA
JOE LUDWIG
ANDY MACGREGOR
DOREEN MARCE
ROXANNE MARTIN
RON MCDONALD
GAIL MCMILLAN
KEITH MOLYNEUX
GLORIA NIELSON
LYLA PHELPS
DONNA PROVOST
VIVIANNE ROBERTSON
DAVE ROHRICK
ANNETTE SMITH
RITA SMYTH BURNS
JEAN STANILAND
JUDY SUMMERS
JOAN TESSARI
GLORIA WONG

AVONMORE
MARJA ALLEN
ANIL BATTA
TODD BEKOLAY
GAIL BRIERLEY
BARBARA CALVERT
* MICHELINE CHIPIUK
DALE COOPER
LYNN DEURLOO
* PAULINE GILMOUR-LANGEVIN
LYNDA HARRIS
VALERIE KIRBY
PAMELA LANCASTER
THOMASINE LENKEWICH
JOHN LUCKY
MARILOU LUMAGUE
GREG MARTINEAU
ANDREA MCFARLANE
KATHERINE MCLEOD
TONI-LEIGH MUELLER
ARTEENA MUNN
DOROTHY MUNRO
ROSEMARY NEATHWAY
JOAN NEILL
MARGARET O'BRIEN
MARGARET POPE
PATRICIA RADCLIFFE
KAREN RAY
DIANE RICHARDSON
SHELLEY SATHER
JULIE SAWCHUK
JEAN SPOONER
BETTY LYNN SYMONS
MICHAELINE THOMPSON
DOUGLAS TROOCK
ED WISE
MELISSA YOST

BALWIN
RUTH ANDERSON-DONOVAN
GRAEME ARKLESS
BOHDAN BORUSZCZAK
CATHERINE BOYD
SUSAN BRADKO
LEONA BRIDGES
GEORGE CAMPSALL
* LIZA CAOUETTE
FELIX CORPUZ
FRANK DEGRAZIA
DENNIS EMMOTT
HELEN FECULAK
KSENIA FEDYNA
COLLEEN GRAMMER
BEVERLEY GREEN
DAWN HAKWIK
SHERRY HESCHUK
GAYLYNNE HOWARD
EDNA ISON
PAUL KACHUK
JOANN KEMPTON
DOLORES KING
DWAYNE KONDUC
DON KOSMAN
DENNIS KRAWCHUK
BOB LEWIS
REMI MAILHOT
RONALD MASSING
GORDON MCLAUGHLIN
HELEN MEIER
MARCIA MORRIS
MARK OIFFER
LINDA OSBORNE
* MIKE PALICHUK
GLENDA PAWELCHUK
LOIS PAWL
SELINA POUGHER
ROY RIEGE
BETTY SASKIW
GRAHAM SMITH
MATHEW SOROCHAN
ROSE STECYK
NICK URSULIAK
MICHAEL WILKIE

BANNERMAN
* BLANCA BARAHANA
MARY BARTKO
JOYCE BEAL
DALLAS BECKER
JOCELYN BOROWSKI
BARRY BULLEN
JACKI CORBETT
VALERIE DAMERY
SUE DAVIS
SHEILA DOCKERILL
NORMA ELSOM
WENDY FESCHUK
TAMMY FULTON
JAKE GARLOUGH
SANDRA GLUTH
JOHN GOOSSENS
JILL GRECO
PATTI HAWRELIAK
JANIS HONEY
MONICA INOSTROZA
MARIAM KACHUR
* JEWEL KLAASSEN
BEV MACINNIS
SANDY MARIAN
JOHANNA MARTIN
DANEDA MCPHAIL
BONNIE MCTURK
DEBBIE MILLER
WAYNE NEWBERT
CARLA NORDBY
ALANA PAPROSKI
JACKY POLOWY
ELAINE SAILER
OREST SEMCHUK
STEVE SHAMCHUK
PATSY SIMMONDS
JUDY SOPER
PAT STENGEL
* LAURIE TISBERGER
WENDY VICKERS
PENNY WATT
ELIZABETH YEE

BATURYN
ELIGIO BAYLON
VALERIE BEHIELS
JOY BESSE
OLGA BOJECHKO
ANNELYN BUENVIAJE
FRANCES CHALMERS
HELEN CLOUSTON
SANDRA DOYLE
LYNDA ELDSTROM
MARGARET ERSKINE
JARDIEL ESTIGOY
LORRAINE FARRIS
PETER GORIUK
JANE GRELLI
EDITH GRIFFITHS
JUNG HAN
ESTHER HARDY
LAURIE HOULE
IRENE HUK
DAVID HURSIN
ELAINE IACOVONE
MYRTLE JACULA
NANCY KILLIPS
FRANCES KRAMAR
THOR LEROHL
* BEVERLEY LUARD
JOYCE LUKASIEWICH
LAVETTE MANSON
SHARON MCGEE
PATRICIA MCQUEEN
DARLENE OSBERG
LINDA PARROTTA
SHARON PRESTON
DONNA SAND
REINER SATTLER
DORIS SEVERYN
NETTIE SIKORSKI
KAREN SMITH
DIANNE SOAR
DEBBIE STEINBRENNER
JOAN STEINBRENNER
DEBRA STEINMAN
ANNE THALEN
DONNA TURON
DEBI VERGO
MARIE WRIGHT
CONNIE WYNNYK

BEACON HEIGHTS
JUDY BEDYK
DOREEN BOURASSA
JOEY BROWN
DOROTHY CRONK
FRAN CUMMINGS
DONNA HUGHES
RUTH KIRTON
BOB LANE
* CECILIA LAVOIE
CONNIE MACKORUK
AUDREY MANUEL
* WENDY MARTIN
MONIQUE MOUALLEM
DOUG O'BRIEN
* AMY OXAMITNY
DOREEN PILOT
TERESA POWANDA
CATHY SCHEPIAN
MONICA SOBCZAK
LINDA STOCKDALE
GREG STYLES
JUDY TRUDEAU
ROSINA VADUVA
SANDY VAN RIPER

BELGRAVIA
JOAN KNESH
TRACEY MACNAUGHTON
MARIA MATTON
JENELLE MITCHELL
HARRIET NOWICKI
CHARLENE OLSEN
BETTY QUINN
MARILYN SMILEY
HENRIETTE VAN HEES
VALERIE WARKE
RICK YURCHUK

BELLEVUE
PETER BEAIRSTO
MARTY BODNAR
DEBBIE BURGETT
TERRY BUSHIE

WENDY CLARK
MARILYN CROSS
JOY FIDLER
* JEANNE KENTEL
DANIEL KLINGBEIL
YVETTE MANDIN-KELLY
DIANA MARTIN
LINDA PARASIUK
MAUREEN REYNOLDS
KATHRYN SLOANE
THERESA SMOLEY
NORMA STEINKE
JENNIFER TARDIF

BELMEAD
LINDA ANDERSON
CHRISTINE BOLES
CATHY BROUSE
VAL BUZZEO
BARB CAMPBELL
DEBI CHAHLEY
GIL DELOS ANGELES
LAURA FRAS
JIM GOEBEL
TRINK GRAHAM
SANDRA GROOME
SHIRLEY GRUHLKE
SUE HELGASON
TERRY HIGHAM
MELODY JACKSON
IONA JOHNSON
RANDI KNIGHT
CAROL-ANNE KONKIN
PAUL KUCHER
MAVIS LINDHOLM
JEANNIE LOWE
CLINT MCELWAINE
PAT MELNICK
HILDA MOHSEN
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CATHY NEALE
PAM NIKOLAKIS
JEANETTE OLINYK
RON PROBERT
CRAIG ROEBROCK
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* WENDY SMITH
KAREN STRAITON
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GAIL WEBBER
KOON-YU WONG
GRAZIA WOOD

BELMONT
CRYSTAL AIDLA
EUNICE ASTLE
SHELLEY BOUSKA
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JUDY FORTIN
ED FRISS
HELENE GARRETT
EILEEN GEORGE
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GERRY HANSON
JOAN HARRISON
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DORI HOLUBITSKY
PHYLLIS KOZAK
MARG LE GROW
MARY LOW
ZARKO MARKOVIC
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GIANG NGO
LORNA NYITRAI
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KAY ROTHER
CYNTHIA ROUTIER
NONA SAMIRODEN
DALE SHEWARD
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LISA ARNSTON
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DEBORAH COOPER
IVY DYSON
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DAVID KUN
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MELODIE LANGNER
SANDRA MASON
ANNETTE MATICHUK
SYLVIA MITCHELL
CAROL MOSS
JOYCE NELSON
JUDY RICHTER
ROBERT SCHOLTZ
PATRICIA SNELL
VIRGIE STEFIUK
MARILYN STURKO
ALISON TAINSH
GRACE TANASICHUK
ALVIN WALTON
ALMA WATSON

BENNETT CENTER
TONY BACON
IRIS DYKES
ART JACKSON
TINA LEINO-WHYTE
JENNIEN SCOTT
JO-ANN FAY STOCKI
NEIL USHER
JAIME VICTORIANO
DWIGHT WESTACOTT
NEIL WINCHESTER
LAUREL WRIGHT
SANDY WRIGHT

BISSETT
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MARGO CAHN
LAUREL CHOMYC
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MARK EDWARDS
SHERRYL FITZSIMMONDS
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ALMA TISCHER
LAURIE TRIECH
CYNTHIA WELSH
LINE WOODROW
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MANON GAUTHIER
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DOROTHY BATEMAN
RUTH BEHR
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GLADYS BODNAR
LOES BOUWMAN
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NADINE DAVIS
BERNARD DEAN
LORNA DECKER
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SHARON DUNHAM
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ELIZABETH EDWARDS
ANNE EGGLESTON
MARIA FLAK
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ANDREW GADSBY
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YIN LAU
SANDRA LEE
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ALLEN LINVILLE
CONNIE LIVINGSTONE
OLGA LOCKEN
DARRELL LUCHYSHIN
ELIZABETH MABEY
GWEN MANN
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ELAINE MEDWID
PATRICIA MISSALL
GLENDA MURPHY
HUGH MURRAY
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YVES PARADIS
DENA PARK
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DAVID JOHN PHILLIPS
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GORDON GRAZIANO
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EILEEN LIDDLE
GEORGE SRALA
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ROSE OISHI
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NIALL SMITH
AN TRINH
BECKY WIBER

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CINDY RICE
SANDRA ROGERS
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NANETTE SCHULTZ
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RAINA SHORTT
DEBORAH SMUTT
MONICA SWEKLA
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DAPHNE BROWN
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DEBRA-JO CHALIFOUX
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YVONNE HOFMANN
SHEILA HOY
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WINIFRED KING
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DAVID MILLER
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NANCY PERRIS
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TRACEY ROWLEY
FRANCES RUSSELL
JANET SLACK
SUSAN STEPHENSON
LYNN THRONDSON
DONNA YODER

BUDGET SERVICES
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BRENDA STEMMER
GERRY TOBERT
MADELINE TURNER

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LLOYD BATEMAN
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MYRNA JOHNSTON
PENNY KNIGHT
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SOLEDAD SANHUEZA
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ROMEO TAGALOG
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PAT FAULKNER
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DOUG SPRAKE
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PATTI WAY
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DALE BOWES
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JANE DIEMERT
MO DUGGAN-SEIFNER
DONNA FORREST
JOYCE FOWLER
MICHAEL GIESINGER
HELEN GILLESPIE
ALICE GUSTA
DIANNE HENNING
LYNN HOWARD
MARK HUGHES
SHARON JAMES
LORNE KABAN
GARY LATAWIEC
SHEILA LUMLEY
LEONA MARTIN
EMILY MATWICHUK
DOROTHY PINO
LOIS PORTER
DIANNA RICHARDSON
JEAN RUNYON
DEBORAH TEMPEST
ELLEN ZINGER

CALLINGWOOD
DIANNE ABBOUD
RON ADAMS
BERNICE BRIGGS
LOUISE BROWN
PATRICK CARON
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* ROBERT CORBETT
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LORAIN DYCK
CRAIG FRIZZELL
RAVINDER GARCHA
SHARON GEORGE
CONNIE GONGOS
WENDY GORDON
MARY GRANT
GLORIA HAYDEN
PATSY HO
LES HRDLICKA
CAROL ISAACSON
* DONNA KNIEL
JACKIE LOTERY
POLLY MAH
JEAN MAKAR
MORAG MCCORQUODALE
MIONA MILLS
LORRAINE MORTER
MILKA PRIESTON
MARILYNN REID
FAYE SERAFIN
CINDY SOUTHWOOD
DAPHNE SPISAK
NICK TORREGOZA
* BERYL WOOD
MARK WOODWARD
AL ZELANT
LEE ZYTARUK

CAPILANO
GLADYS BARTZ
LUBA BAZIUK
PEARL BIGGAR
GAIL BLACK
DENISE BLONJEAUX
MARLENE BLY
GERALD BLY
MARCIA BOWKETT
LANE DANIEL
* DOREEN DIRKSING
MICHELLE ERICKSON
* LYNN FEE
VAL GILLIS
* JANA HART
KATHY HEACOCK
TOM HOWARD
BRENDA JONES
LOUANNE MANN
SAM MANUEL
VIRGINIA MCMILLAN
AIDA MILANO
KATHLEEN NAWROT
FLORENCE NELSON
ERIKA PAILAMILLA
EMILY POWERS
LAURIE-JO SALES
SID SALYZYN
REATTA SELMAN
DORIS SPOHN
PAT STEVENSON
DEBBIE TAYLOR
JEAN WILKINSON

CATERING SERVICES
ANGELA ARLIA
MICHELLE BEKKERING
ANGELA BOS
DENIS CAMPBELL
TIFFINY CARRINGTON
MAY CHAN
NATHALIE DARVEAU
LOUISE FILAX
ROSARIA GASPAR
CHADWICK GOEBEL
KIMBERLEY HAGGERTY
BRYAN MEETSMA
ELIZABETH MERPAW
HAROLD MURPHY
PIERRE MURY
RICK NOMBRADO
JEAN NORTH
ELIJAH OLOO
* MARJORIE PEWARCHUK
SALVADOR RODRIGUEZ
MARION RUDYK
MOHINDER SINGH
LUCILLE SMITH
FRANK SNAPE
ADESH SOOGRIM
DANNY THOMPSON
CECILE THOMPSON
BERYL TURNER

CENTENNIAL
PATRICIA BAILEY
DIANNE BISCHOF
SUSAN BLANCHARD
ANNABELLE BOURGOIN
MARY BUCHKOWSKY
* BRENDA CALLIHOO
RHONDA CAMPBELL
JOSEPHINE CONNELLY
SHARON DAVEY
ROSEMARY FRASER
JOAN HAINER
BETTY LEW
DALE LUSSIER
HELEN MASON
VALERIE MELVILLE
NANCY MILLIGAN
KEITH MUIRHEAD
PADMA NAND
ESTHE ROAKS
SANDRA OMELCHUK
CHERYL OUTHWAITE
RHODA RISTOCK
JUDI ROUT
JOANE SATHER
HOWARD SAUMER
MARIE SHAPKA
RUDOLF STEINWAND
* SUSAN THOMPSON
HELENA TYWONIUK
GAIL WOZNEY
RENATE WRUSCH

CENTRE SUPPORT SERVICES
GAIL BROWN
SHARON GOMES
MARY MILLER
IRENE MILLER
ARLENE WOOD

CLARA TYNER
RUTH ANDREWS
RANDY BILLEY
HOLLY BISHOP
* MAXINE CARTIER
MINERVA DE TRO
LAURETTA HOWARD
* JANINE JEWITT
EDWINA KLEIN
JUNE KOHAR
VERINDER MAAN
GOLDIE MCKAY
YUKOLA MCKINNON
CATHERINE OPPELT-WIUN
DOREEN PARKER
LORETTE PARSLOW
DEBORAH PATERSON
LINDA RENKAS

VALERIE RODGERS
LAURIE STALENHOEF
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VICKI WEBB
CORRIE ZIEGLER

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ELAINE DECKER
TONI FORD
KATHY FRIDEL
CINDY KNIGHT
WENDY MEDEIROS
CATRIN OWEN
SHERRYL PETTERSON
GAIL POON
HOWARD POON
CORINNE WEBB
FRAN YEE

CONSULTING SERVICES ADMINISTRATION
JUDY ABERNETHY
ANDRE DURAND

CONSULTING SERVICES TEAM I
ADELE ARTHUR
MIKE BEAUDOIN
MARY BIDDLE
JACKY BOND
GRACIA BUGEAUD-BRINKMA
DEAN CAOUETTE
ROSARIO CHAMBERS
EDNA DAVID
* LYNDA DIDUCK
NATALIA DOBROLIGE
LARRY DUFRESNE
GURMEET GILL
MARIE HELMAK
DARLENE JONES
JINJA KIM
JANE KINOSHITA
SUE LIM
CHRIS LOREY
JUTTA MCADAM
CLAUDETTE MCLEAN
NORMA MCLEOD
TERRY MELNYK
CONNIE MURPHY
GIL OISHI
* FADIA NAAMAN
JUDY OLSEN
GERDA PADE
VIVIAN PICH
VIRHINIA RANKINE
FRAN SCHMIDT
LINDA STU-PHOTINOPOULOS
GAYLE STEWART
JEAN STILES
FLORENCE TRANG
MARIE TREMBLAY
LLOYD UNGERAN
MA VICTORIA VINLUAN
OLGA WILSON
AGNES YU
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SANDIE BORNSTEIN
ANNE BRAILSFORD
SANDRA BRENNEIS
SARAH BURNS
MARCUS BUSCH
JEANNE CARTER
DON CHOMYC
LAURIE CLIFFORD
BARBARA CRAGG
HELEN FORREST
SUSAN GUILBAULT
CAROL HARNELL
GWEN HEINRICHS
PAULINE HOBBS
* VERA JARVIS
LINDA JENNINGS
LLOYDA JONES
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JEAN KYTE
MICHAEL LYSAKOWSKI
DON MELNYCHUK
PAM MILLS
SHEILA MURRAY
JACKI MURRI
* CRAIG NEUREUTER
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SANDRA PRICE
DORRELL ROBERTSON
WANDA ROWAT
CHARLOTTE RUPPEL
GERRY SCHULTZ
DAVID SKAKOON
SUSAN SMITH
BETTY TOMCHUK
KATHY WEINMANN
WINSTON YOUNG

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ELLY CADIEUX
EVA CARDINAL
ROSALIE CARDINAL
WAYNE COMMODORE
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EDITH DALLA COSTA
MARION DE MAN
CAROLUN DULEY
JEAN DUNCAN
JANET DUNN
ELEANOR FISHER
* BONNIE FYFE
IONA GHERASIM
MIKE HAY
CATHY HOLMAN
CECELIA HUND-REID
SHERRILL JEFFERY
ZINA JENSEN
VENTA KABSEMS
ELAINE KRAWCHUK
CATHY KUZYK
INEZ LARSON
* COLLEEN MCCLURE
KEVIN MCGINLEY
JOE MERCER
MARLISS MEYER
JUDY MILLER
CAROL MOELLER
PATTT NEARINGBURG
CLIFF OTTO
JOE RACZ
BERYL ROWELL
CLAUDETTE SABOURIN
LYNN SCHLACHT
SUSAN SHASKE
ANNETTE SHEPHERD
SCOTT SINCLAIR
ILSE STALLKNECHT
DEBBIE STEADWARD
DAN TAILLEUR
ANU TIRRUL-JONES
MARIANNE TRISCH
CARLA WELLMAN
MARGARET WILKINSON
MIKE WILKINSON
CECILE YUSHCHYSHYN
DON ZABLOSKI

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VELMA BELL
GLENYS BERRY
CARL BLUMER
SUSAN BURGHARDT
LINDA BURRELL
SHARON BUSBY
BRUCE CAMERON
GLORIA CAZES
MORRIS CHABAN
MARY CLARKE
SHERRY CLEASBY
BRYAN CONNORS
TERESA COWAN
SYBIL DICKSON
HENRIETTE DURAND
MARILYN ELLIOTT
PATRICIA ESTABROOKS
BILL FRENCH
PAT HAMILTON
BARRY HEFFERNAN
DIANNE HEINRICHS
SIGRID HUNDLEBY
GLEN HUSER
MIYO INOUYE
DEBBIE IRVING
EILEEN LAWSON
JUDY LEWIS
DIANNE LINDEN
VERN LOWRY
LOUISE MCARTHUR
TONY MCCLELLAN
DOREEN MCDONALD
MICHELLE MCLARTY
BRIAN MCWILLIAM
MARTIN MOLZAN
RAFFAELLA MONTEMURRO
JEAN OLSEN
DIANA OLSTAD
DAVID PIERCY
SHEILA PRITCHARD
ROBIN ROBINSON
FLAVIO ROJAS
TALYA SHEN
FAITH SIMS
KATHY SMITH
MORRIE SMITH
WENDY SPRATT
EDWARD STAPLES
SHIRLEY STEWART
AUDREY SYMONS
CAROL TENNEY
TERRY TERLESKY
ROSEMARY THOMPSON
TANNIS VODELSANG
DONNA WALLACE
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JOHANNA WINTHER
MARION WOLFE

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MAXINE BLATZ
PAT BUTLER
JIM BUZZEO
JOANNE CAMERON
MARLENE CATHRO
NADINE COLEMAN
DICK CYPHER
ED DARRAH
MAUREEN DEAN
URSULA DEGEN
HELEN EGBERT
MILT HALVARSON
JANET HANCOCK
NATALIE HAY
LENORE HOLYCHUK
ELVA JONES
DARCY LAZARENKO
MARLENE MACK
LESLIE MACKINNON
GABE MANCINI
NORMAN MATHEW
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FLORENCE MCKIE
RUTH MICKELSON
MARY OSWALD
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JOAN PETERSSON
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LYNDA REID
KEN SPILLETT
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CARLA BLUMER
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BALFOUR GALLIVAN
GORDON GALUSHA
PAT HAMILTON
BARRY HEFFERNAN
DIANNE HEINRICHS
IAN INGLIS
DEBBIE IRVING
DON KAUFFMAN
SHARON KRATKY
RAY LAUTT
VERN LOWRY
BOB MITCHELL
LOUISE MCARTHUR
TONY MCCLELLAN
MICHELLE MCLARTY
JOELL MOHAN
DANIELLE MOORE
DAVID PIERCEY
ELLEN OGILVY
MARGARET POWELL
PAT REDHEAD
ROBIN ROBINSON
JEAN RUTH
TALYA SHEN
SHIRLEY STEWART
AUDREY THOMPSON
GEORGE TKACHYK
HANS VON STACKELBERG
KAREN WILLS

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CAROL ALLAN
KELLY ALLEN
JANET ANDERSON
JUDITH ANDERSON
CINDY ARCAND
ADELINDE ARNOLD
LINDA ARNOLD
RHONDA ASHMORE
JAMES ASHTON
COCO ASKILDT
LOUISE ASSELSTINE
SUSAN BAILE
BEV BAKKA
HEATHER BANNERMAN
GARY BARKER
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DENISE BARTZ
APOLINARI BAYLON
GAIL BAZLEY
HECTOR BEAUDET
DENNIS BEER
DALLAS WAYN BENTZ
JAMES BEVERIDGE
DAVID BIENSCH
WILFRED BIRD
VALERIE BISHOP
BRIAN BLACKIE
RACHEL BLANCHETTE
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LAURA BOND
ALICE BOWIE
CAROL BOWMAN
DIANE BRADSHAW
RODICA BRATU
LORI BROHMAN
KATHRYN BUCHANAN
CHRIS BUERGER
RODNEY BUGA
MARY BUZINSKY
JOHN CALDWELL
LORRAINE CALDWELL
ELEANOR CAMERON
ROBERT CAMERON
JUDITH CAMPBELL
SUSAN CAMPBELL
ROBERT CAMPBELL
FRANCES CACARDILE
TANIA CARRIER
PAT CARSON
LINDA CHALMERS
LORRAINE CHAY
JOAN CHEN
CATHERINE CHENIER
SUE CHUNG
NOEL CHYZ
JEAN CLARKE
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SHAWN CONNELL
PATTI CONNOLLY
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BARBARA CORSCADDEN
BETTY CORSE
RHODA CUCHERAN
SUE CUSVELLER
GLORIA DAHL
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GRACE DANG
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LISETTE DESGAGNE
ANN DIDLUCK
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BETTY DIELEMAN
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DAVE DINWOODIE
HELEN DIXON
DONALD DODD
JOYCE DOFHER
ANTHONY DOUGHTY
ALISON DOUGLAS
SHERRY DUBETA
KAREN DUKE
BRIAN DYRKACH
JACK EDWARDS
JUAN ESPINACO
LYNNE FAIRBRIDGE
JOAN FARHALL
CATHERINE FARION
MICHELLE FARION
ALISON FARION
JANE FARRELL
DANIEL FEDORVICH
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LEIGH OSWIN
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BONNIE AUSTEN
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SUZANNE CHAUVET
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ORVILLE FRANCHUK
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CAROLINE LAMONT
MARGARET LANGE
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JIM TRAVIS

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DON WITWICKY

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PLANNING ADMINISTRATION
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HAMMERMEISTER
LEONA SALO

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ADELAIDA CALUB
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DONNALEE COMER
SHEILA COX
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EV GABRIELSON
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ZONIA GOEREE
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TRACY MCCLOSKEY
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* ZITA EVANS
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* GIGLIOLA RUSSO
* LINDA SHEA
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* TERRENCE STITT
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ANGUS MCBEATH
JOHN PANKHURST
BRIAN VOICE

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BOB BLADON
MARK GRATTON
SYBILLE HAHN
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PAT MILLS
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GRACE CHEUNG
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SHINDO HEER
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GENE HAMEL
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ERNST KLASZUS
ESTHER KRUSCHKE
CECILY MCLAUGHLIN
CHERYL MCLEOD
CONNIE SO
ROBERT SOUTAR
VERNA ZASADA
ERNIE ZUROWSKI

ROSECREST
MAUREEN MOHS
COLETTE ROGERS

ROSS SHEPPARD
NES AFAGANIS
HANIBAL APOSTOL
ED ARMSTRONG
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ALICE AYRE
LOUISE BAIN
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ROD BARNES
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DALE JACKSON
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PAT OLESKY
MILLIE OSBAK
MAUREEN OSINCHUK
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GRANT SIMMONS
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SHAWNA TANGEN
DAVE VISSER
GARY WEDMAN
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ROYAL ALEXANDRA
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PRESTON HAPON
BARBARA HUGHES
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RUNDLE
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BETTY ELASCHUK
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KERRY FABER
CATHERINE GREEN
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ETHEL HOFFMAN
CAROLE HOSEGOOD
NEWELL HUDSON
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ALISON LOGAN
VALERIE MALLAS
BEVERLY MANCELL
MARSYE MARQUIS
STANISLAW MATYS
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COLEEN SAYER
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ROD ACUNA
LIZ BARTER
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MARTIN BROWN
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BILL CHARRON
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GRANT CHEMILNISKY
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LAKSHMAN CHETTY
ELIZABETH CHEUNG
THERESE CHICOINE
JUDY CHIZEN
LANCE CHOMYC
BARNEY CHRUSCH
MARJORIE CHRUSCH
CHRISTINE CHUNG
ROSE CHUNG
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DORIS CLARKE
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LAURA CLOPPERT
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KELLY COLLINS
PAMELA COLLINS
DORIS COLTER
ELSIE COMBS
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MELINDA COOKE
CATHERINE CORR
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LOUISE COTE
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LILLIAN CRUICKSHANK
PHYLLIS CRUICKSHANK
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GLORIA DAGIL
WILLIAM DAMUR
CHARLES DANIELS
BERNICE DANIELS
MARIAN DAUGELA
JOHN DAVEY
HEATHER DAVIES
JOSINA DAVIS
WILLIAM DAVIS
THOMAS DAWNAY
EDUARDO DE GUZMAN
EFREN DE JESUS
MARIA DE MEDEIROS
SHERYL DEIMERT
DAHN DE MAINE
BEN DER
BARBARA DERECHEY
MARGARET DEREGT
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BERNADINE DESROCHERS
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DOLORES DOLHANTY
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REBECCA DYCK
KATHY DYCK

RAFAL DYMARZ
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OSCAR FREUDE
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GUY HERSCHEL
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DEBRA HESSE
SUSAN HIBBELN
RENEE HIEBERT
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JUDY HO
GINA HODGE
KARIN HODGE
SARA HODGE
KELVIN HOLLIHAN
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VALERIE HOLTZ
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JOAN HOSTY
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SUSAN HUMPHREY
CHRIS HUMPHRYS
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BEVERLEY HUNTER
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GERRY JARVIS
LINDA JARVIS
ERIC JENN
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ARLENE JOHNSON
HELEN JOHNSON
NORMA JOHNSON
DEBORAH JOHNSTONE
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MARYAM JONES
WENDY JORDAN
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VALERIE KELSCH
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ALISA KETCHUM
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MARCIA KNOX
DAVID KOCHAN
MARIE KOLBER
DEANNE KOLODYCHUK
SHELLEY KOLODZINSKI
METRO KONDRUK
OLIVE KONOPASEK
VIVIAN KONSORADA
WILLIAM KOREC
KENNETH KOSIK
EUGENE KOSOWAN
MARC KOZAK
LORNA KRAMER
PATTI KRAMER
RITA KRAUSERT
ELAINE KRAWCHUK
WILLEM KREEFT
NORMA KRILL
JOHN KROL
DIANNE KUNTZ
HSIAOHUNG KUO
CARLA KUSPIRA
DONNA KUZIEMSKY
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GISELA LABRENTZ
JANET LACEY

EILEEN LAMB
JUTTA LAMOTHE
CELYNE LANDRY
LEANNE LANES
JUDY LANG
ALLAN LANGEVIN
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BEV LIVINGSTONE
MIDGE MARTENS
SHOBHNA PATEL
MARY REYNOLDS
JUDITH SALPETER
* MARGIE SCHNEIDER
RHONDA SODERSTROM
NAFIZA VIRANI
WENDY WILES

WEINLOS
* DARLENE ABREU-FERIRA
BERNIECE ADAM
BARBARA AMBLER
LINDA BOSCH
JAMES BRIDGE
BRIAN CHRISTY
SANDRA COVASSI
MARLENE COX
FRANCES CUYLER
LAURA DELAHAYE
BARBARA DICINTIO
SHARON DICKSON
LUCILLE DUPUIS
* ELIZABETH ELSON
DARLENE FISCHER
MARILYN FLYNN
ROBERT E FOO
LINDA GAGNON
LUCIE GAGNON
LUC GIRARD
JANIS GLENESK
JEAN-CLAUDE GUERETTE
RONALD HANNAH
JEAN HANNEMANN
GAIL HARBACK
PIETA HOLLANDS
SHEILA HOLM
BRENDA INMAN
HEATHER IWANYSHYN
EILEEN JENSEN
RUTH KEELEY
ROBIN KNIGHT
FRANKLIN LIBRANDA
DARREL LUCAS
CHARLOTTE LUSSON
CARLA MARLYN
SANDRA MARTEL
ODARKA MASCIUCH
WENDY MCKENZIE
BARBARA
MORGAN-MCDERMID
TERRY NOEL
NOREEN PAANANEN
MARLENE PODGURNY
SHELAINE RASMUSSEN
ROGELIO REMANENTE
JANET RYAN
* GIOCONDA SALINAS
ROSIE SCARPELLI
TRACY SCHLODDER
GLENN SHARPLES
CAROL SHARPLIN
ELIZABETH SKITCH
JANET SMITH
ANGELA SPASIUK
MILLIE STUBBS
CHERYL THORNTON
MARIA VALENCIA
GEORGE VAN HORNE
SHERRY VANDERVALK
SHELLEY WELLS
SANDY WING
* PETER YOST

WELLINGTON
* AUDREY BODNAR
EVELYN BUCHANAN
SHARON BUCHANAN
BRIDGET CAMERON
DORIS CROSS
RICHARD DEMAINE
LORI DOWNER
CLARA EGLIN
* PATRICK EMOKPAE
JERRY FISTRIC
PATRICIA GATEMAN
ANN GENNARO
GILBERT GOMEZ
JUDY GRAHAM
* CLAUDETTE GUIMOND
PAM HALL
DAVID HAYS
AGNES HENRY
JACQUELINE HOOFD
PETER HORON
STEPHEN JONES
TAMMY JORGENSEN
ROSEMARY KOSTIUK
CHARLES LENIHAN
DONNA NIXON
LORNE OXAMITNY
* BARBARA PAPKE
* DIANE PETERS
HELEN POLVI
MICHAEL PROKOPIW
VERNA PRUDHON
* JAI REDDY
CHARLENE ROSENKE
NORAH THOMAS
RHONDA THOMPSON
MAUREEN TULLOCH
SUSAN WHITE
LORRAINE YACKULIC
TONY YEE

WESTBROOK
FATEN KAMEL ALY
SOLVEIG ARDIEL
HAYES AU
SHELLEY BEAN
SHEILA BRONSON
BARBARA CHAMBERLAIN
PATRICIA CHEVALIER
TAI DUONG
LYNN FLANAGAN
* MARGARITA FLORES
TERRENCE GIETZ
LOUISE GRATTON
TANNIS HADDRELL
MIKE HANNAN
BETTY HARRIS
HAL HITCHCOCK
ELIZABETH HOLT
SUE JACKSON
RHEA JANSEN
SHIRLEY KAWAHARA
DEBBIE KELEMAN
VICKI LAWRENCE
JUDITH MANGAN
DENNIS MATTHEWS
ROBERT MILLS
LYNNE PARKS
CAROLYN QUINN
SUSANANNE RADKE
ALEXANDRI SAWCHUK
LYNN SPADAFORA
HUGH STACEY
MARCIE SYME
JUDITH TAERUM
JACKIE VAN FOSSEN
MARGERY VIPOND
JOHN VRADENBURGH
MARION WALKER
KELLY WARREN
JUDITH WILKIE
HETTIE WILLEKES
CAROL WOLANSKI
MICHELE WYGERA
AGNES YOUZEFOWICH

WESTGLEN
RICHARD AWID
KEVIN BECKER
JEAN BRINKLUND
CHERYL CHARUN
PATRICIA ENOKSON
JANET FRUCK
LESLIE HANSEN
TRUDY HAY
LINDA HUT
CLAUDETTE JUBA
ELAINE KAMMERER
CHRISTINE KAZOLEAS
TROY LAVOIE
DIANE MACPHERSON
* CHARLES MILES
TERRY MULLAN
ERA ROWLES
EVA SPRATT
LILLIAN WELLS
TRUDY WILSON
BARBARA WRAY
JEANINE ZUKIWSKY

WESTLAWN
VICTOR ACORDON
MAGDALENA BRAUNE
CLINTON BUGGA
MARIE CALEY
ROSITA CASTELO
* LESLIE CHEVALIER
JOHN DAWE
BARBARA DEA
MARIO DEBENEDETTO
SUE-ELLEN ENS
LUDWIG ERNST
SHERALYNN ERNST
MARGO FAIRALL
STEWART FISK
PHYLLIS FLECK
BARBARA FOUTS
GEURDINA FRANS
ERIKA GIDORA
RHONDA GOTH
HEATHER GRIMBLE
TYMOFIY HAWRYSH
JUDY HOEKSEMA
BERTHA HUIZINGA
MAUREEN JOHNSTON
LILLIAN KARPOFF
BETTY KENNEDY
MARY KERR/LEPINE
DAVID KEYMER
MASASHI KINOSHITA
MARILYN KIRK
RICK KNOWLES
ANITA LEONG
DIANA LERUYET
LINDA LOVE
JUDITH MACKAY
BRENDA MASSON
JAN MAYNES
GERALD MEYER
BRYCE MISSALL
BRENDA MOTTERSHEAD
TERRANCE PATTERSON
CHRIS REGAMEY
DEBORAH ROSS
RONALD SAGERT
* ANN TKACH
LAURIE VANONI
MARY WAUGH
IAN WAUGH
BEVERLY WERELEY
ROBERTA WINDSOR

WESTMINSTER
BRIAN APPLEBY
KEITH ASQUITH
KELLY ATKINSON
SYLVIA BECKER
MIRNA BERRY
PATTI BRAY
AUDREY BROOKS
CANUTE CUPID
JEANEL BROND
JANET FAIRWEATHER
* ALICE FENNY
PAULETTE FERGUSON
JACOBA FIGUEROA
DAVE HENDRICKSON
PEGGY LAWRENCE
SUSAN MAYNARD
AL MERRICK
KEITH MULLAN
DAVE MUTCH
VAL NATHANSON
NELS OLSEN
* HELEN ORTEZA
SHAUN PASAY
CHARLIE PATCHING
JOHN PENROSE
PAM QUINN
FERNE SPENCER
EDNA STEBBINGS
KATHLEEN STEINER
GREG TAYLOR
CAP TIEGE
SHIRLEY WICHINSKI

WESTMOUNT
* SHIRLEY ADOLPH
GAYLE AITKEN
GERRY ALEXANDER
ELIZABETH BIANCHINI
CLAUDIO CANALES
PETER CHAN
SUSAN DIEBEL
CAM EDDY
ERNESTO ESTRADA
CHRIS FENTON
DAVE HAUGEN
CAROL HEINISH
JAMES HILCHIE
CHRISTOPHER JOHNSTON
BONNIE KNOLL
SUSAN LYLICK
* JOHN MARIANICZ
MARLENE MILLER
LOUISE MOXSOM
MICHELE MURTAGH
SAM OSACHOFF
LINDA PARR
DONNA PRATO
CLAIRE PRESTON
RICK RAMSAY
* MOHINI SEWAK
DOUG SHAW
LISA SUTTON
* MILLICENT TAIT
ROBERT TAYLOR
BRENDA WALBAUER
KEN WESTERLUND

WESTVIEW VILLAGE
CAROL BOHNE
SYLVIA CLARKE
CATHIE CROSBY
SHARON LARSON
IAN ROBERTSON
HARVEY SMITH
GRACE SPANG

WINDSOR PARK
SUSAN ADAM
DEBBIE ALLOWAY
NEIL ANDERSON
PATTI ANTONIO
LAUREL APLIN
VICKI ARMSTRONG
LOUISE BENTLEY
COLLEEN BERG
SHERRY CAPOWSKI
GAIL DROUIN
LAURIE GOSS
MARCIA GROVES
JANET GUINDON
NORMA GUTHRIE
CHERYL KOPALA
LISA KUHN
GIL LACAMPUENGA
AVA LINCOLN
CORALEE LOCH
PATRICIA MCDONALD
JUDY MOEN
ZENIA NEMISH
DIANE SHIERON
JENNY TULIP
DAVID WALLACE
* KATHY WRIGHT

WINTERBURN
IRV BARROS
HELEN BAUER
SHIRLEY CHMELYK
AUDREY DROLET
RONALD ELLIOTT
JOSEPH EWASIW
LESLIE FEEHAN
HOLLY FORCE
* LORILEE GORSKI
EDWARD GREAVES
GERALD HALLIDAY
LATA KATYAL
CHARLOTTE LOUGHLIN
MILADA LUKASTIK
CORAA MOLSTAD
KENT PHARIS
THOMAS SANDBERG
KAREN STANLEY
CHISTINE STEIL
ANNA SURU
OLGA VOWEL

WOODCROFT
ELIZABETH BARAN
OLGA BZDELL
HASSANE CHAWA
WILLIAM CLARK
JOAN DAVIS
SHARON FOURNIER
JOE FRITZ
* LORI GALAND
LOUISE GRISDALE
SHELLEY JONES
BONNIE LEA KYLE
PATRICIA MAGLIOCCO
MARGARET MCLENNAN
COLETTE MORRISSEY
VIOLET OKO
MARIAN PALAHNIUK
PATRICIA POPE
HEATHER RAYMOND
DAVID REDHEAD
EUNICE URNESS
* CINDY VAARTNOU

YELLOWHEAD YOUTH CENTRE
OLIVE CLARKE
BRIAN GIZZIE
RICK GREABEIEL
IAN HARVEY
ELSIE HEARNE
ANN HEIDT
PAT HENDRICK
ERNIE HOMENIUK
ANELEA HUNCHAK
BOB LOEWEN
DON MCCOY
NEIL MCWHINNIE
MAUREEN MURRAY
TRISH ROSS
SHERRILL SIMMONS
MARVIN TKACHUK
JUDY WALES

YORK
MURIEL ADAIR
MARTIN AGUSTO
JIM AINSLIE
LORRAINE BERG
ISABELLE BESPALKO
DOUG BLACKFORD
MARY COVE
VICKI EL-HALABY
RITA GRIFFIN
JEAN HETHERINGTON
HEATHER HIGGS
SHELLEY JOBAGY
JANICE JONES
HEATHER KATONA
LOUISE KOLADICH
LINDA LUMSDEN
SHARON MACQUEEN
TERRYL MISECK-CAMPBELL
FERN MORGAN
PIRKKO PIILILA
JOYCE PITTMAN
BERNIE RISSLING
JOYCE SALEUDDIN
JUDI STEVENS-PORTER
BRENDA TYSON
WENDY WANDIO
* ALICIA WASNEA
* RUTH WATERHOUSE
DONNA WITWISKI

YOUNGSTOWN
SINE AWID
JEWEL BONDAR
BERND BRAUNE
GEORGIANA BROOKS
HEATHER BRYCE
BONNIE BUSDEGAN
EILEEN FINLAY
TRACY FOSTER
JANET GREEN
JOANNE GUETRE
BARBARA HARGRAVE
EVELYN HAY
DIANN HIRSCHE
JENNIFER HUGHEY
MARLENE KERYCHUK
RAYA KNAPTON
BILL LYSAK
ELIZABETH MCLAUGHLIN
DARLENE PUTO
DOUGLAS RICHARDSON
JAGMOHAN SINGH
MONA SMITH
DOREEN STANILAND

Appendix II

Edmonton Public Schools, 1882-1992

School	Address	Year of Opening	History of Name
Abbott	12045 - 34 Street	1960	J. Abbott, veteran custodian of Beverly Central School
Afton	16604 - 91 Avenue	1966	Afton River in Scotland
Aldergrove	8525 - 182 Street	1976	District name
Alex Taylor	9321 Jasper Avenue	1908	Chairman of the School Board, 1898-1909, Early telegrapher
Allendale	6415 - 106 Street	1949	Portion of Allen Farm in South Edmonton became school site
Athlone	12940 - 129 Street	1957	Earl of Athlone, Governor-General of Canada
Avalon	5425 - 114 Street	1965	Isle of Avalon (Severn Sea)
Avonmore	7340 - 78 Street	1956	District name
Balwin	7055 - 132 Avenue	1961	Early property owners in area, Frank *Ball* and Luke *Win*terburn
Bannerman	14112 - 23 Street	1981	Hugh Bannerman, early Edmontonian – operated Alberta Boot & Shoe Co.
Baturyn	10603 - 172 Avenue	1980	Village, fortress and castle in Ukraine
Beacon Heights	4610 - 121 Avenue	1953	District name
Belgravia	11605 - 74 Avenue	1955	District name
Bellevue	11515 - 71 Street	1950	District name
Belmead	9011 - 182 Street	1979	Abbreviation for "beautiful meadows"
Belmont	3310 - 132A Avenue	1979	Abbreviation for "beautiful mountain"
Belvedere	13359 - 62 Street	1960	District name
Bisset	3020 - 37 Street	1990	Edmonton Judge, A. Bisset

Bonnie Doon	8205 - 90 Avenue	1958	District name
Brander Gardens	14865 - 56 Avenue	1975	George Brander, M.D., horticulturalist
Brightview	15425 - 106 Avenue	1953 (old) 1965 (new)	District name
Britannia	16018 - 104 Avenue	1956	District name
Brookside	5504 - 143 Street	1969	District name
Caernarvon	14820 - 118 Street	1976	Castle in North Wales
Calder	12950 - 118 Street	1927	Pioneer settler in area
Callingwood	17335 - 76 Avenue	1977	District name
Capilano	10720 - 54 Street	1958	District name
Centennial School	17420 - 57 Avenue	1982	EPSB centenary, 1982 (1882-1982)
Clara Tyner	9420 Ottewell Road	1966	Early elementary teacher and author of school textbooks
Continuing Education Centre	10820 - 101 Street	1949	
Coronation	10925 - 139 Street	1953	Coronation of Elizabeth II
Crawford Plains	4210 - 12 Avenue	1983	Neil Crawford, Edmonton MLA and cabinet minister
Crestwood	9735 - 144 Street	1954	District name
Daly Grove	1888 - 37 Street	1989	Thomas Daly, pioneer settler
Dan Knott	1434 - 80 Street	1980	Mayor of the City of Edmonton, 1932-1934
Delton	12126 - 89 Street	1947	District name
Delwood	7315 Delwood Road	1966	District name
Dickinsfield	14320 - 88A Street	1974	after bush pilot and aviation pioneer "Punch" Dickins
Donnan (Replaced King Edward Park School)	7803 - 87 Street	1960	South Side pioneer, John Donnan
Dovercourt	13910 - 122 Avenue	1956	District name

D. S. MacKenzie	4020 - 106 Street	1968	Early Strathcona teacher, principal, and Alberta's first deputy Minister of Education
Duggan	10616 - 36A Avenue	1971	S. S. Duggan, Mayor of the Town of Strathcona, 1902
Dunluce	11735 - 162 Avenue	1979	Castle on north coast of Ireland
Earl Buxton	250 Rhatigan Rd. E.	1991	Prominent Edmonton trustee, teacher and university professor
Eastglen	11430 - 68 Street	1954	District name
Eastwood	12023 - 81 Street	1924	District name
Edith Rogers	8308 Millwoods Road	1975	School board trustee and M.L.A.
Ekota	1395 Knottwood Road East	1976	Cree word for "special place"
Ellerslie	R.R. #1 South Edmonton	1959	One of the manors of Sir William Wallace, insurgent against King Edward I
Ellerslie Primary	R.R. #1 South Edmonton	1954	
Elmwood	16325 - 83 Avenue	1960	District name
Evansdale	9303 - 150 Avenue	1971	H. M. Evans, Mayor of Edmonton, 1918
Forest Heights	10304 - 81 Street	1949	District name
Fraser	14904 - 21 Street	1984	John Fraser, pioneer farmer
Fulton Place	10310 - 56 Street	1957	Dan Fulton – pioneer Edmontonian
Garneau	10925 - 87 Avenue	1923	Laurent Garneau, early South Side settler
Glendale	9812 - 161 Street	1952	District name
Glengarry	9211 - 135 Avenue	1963	Valley in Scotland
Glenora	13520 - 102 Avenue	1949	District name
Glenrose School Hospital	10230 - 111 Avenue	1966	Descriptive term

Gold Bar	10524 - 46 Street	1959	"Bar" refers to sandbar containing gold in the Saskatchewan River to the north of the school
Grace Martin	8210 - 36 Avenue	1972	Grace Martin McEachern, early pupil and school teacher in Edmonton and area
Grandview Heights	6225 - 127 Street	1961	District name
Greenfield	3735 - 114 Street	1967	H. Greenfield, Premier of Alberta 1921-1925
Greenview	5904 - 38 Avenue	1980	Descriptive term
Grovenor	10345 - 144 Street	1949	District name
Hardisty	10534 - 62 Street	1958	Richard Hardisty, early factor of H.B.C. at Fort Edmonton
Harry Ainlay	4350 - 111 Street	1966	Long time teacher, principal, Mayor of Edmonton (1946-49)
Hazeldean	6715 - 97 Street	1951	District name
Highlands	11509 - 62 Street	1915	District name
High Park	11031 - 154 Steet	1954	District name
Hillcrest	16400 - 80 Avenue	1963	District name
Hillview	355 Woodvale Road E.	1981	District name
Holyrood	7920 - 94 Avenue	1955	Holyrood Castle
Homesteader	4455 - 128 Avenue	1977	Commemorates pioneer settlers in Alberta
Horse Hill	19355 Meridian Street N.E.	1968	District name
Idylwylde	8610 - 81 Street	1953	District name
Inglewood	11515 - 127 Street	1950	District name
Institutional Services	8205 - 90 Avenue (Bonnie Doon High School)	1967	
J. A. Fife	15004 - 76 Street	1969	Early teacher and inspector of Edmonton schools

J. Percy Page	2707 Millwoods Road N.W.	1984	Prominent Edmonton principal, M.L.A., trustee and Lieutenant-Governor of Alberta
James Gibbons	8945 - 153 Street	1955	Pioneer homesteader in western area of the Edmonton settlement
Jasper Place	8950 - 163 Street	1962	District name
John Barnett	14840 - 72 Street	1976	First Secretary of Alberta Teachers' Alliance and early Edmonton teacher
John D. Bracco	3150 - 139 Avenue	1992	Prominent teacher, trustee and judge
Julia Kiniski	4304 - 41 Avenue	1986	Edmonton social worker and alderman
Kameyosek	250 Lakewood Road E.	1977	Cree word "the beautiful place"
Kate Chegwin	3119 - 48 Street	1992	Pioneer Edmonton teacher
Keheewin	1910 - 105 Street	1981	"Kehee" - "eagle" in Cree
Kenilworth	7005 - 89 Avenue	1963	Title of a novel by Sir Walter Scott
Kensington	13410 - 119 Street	1959	District of London
Kildare	7525 - 144 Avenue	1968	Irish county
Killarney	13110 - 91 Street	1959	Irish County
King Edward	8530 - 101 Street	1914	King Edward VII
Kirkness	610 Kirkness Road	1983	James Kirkness, early settler
Lago Lindo	17303 - 95 Street	1990	Spanish for "beautiful lake"
Lansdowne	12323 - 51 Avenue	1968	Earl of Lansdowne, Governor-General of Canada
LaPerle	18715 - 97A Avenue	1983	Felix LaPerle, early settler in Winterburn area
Lauderdale	10610 - 129 Avenue	1954	Lauder family, Edmonton pioneers
Laurier Heights	8210 - 142 Street	1958	Sir Wilfrid Laurier, Prime Minister of Canada 1896-1911
Lawton	11602 - 40 Street	1957	P. B. Lawton, Superintendent of Beverly Schools

Lee Ridge	440 Milbourne Rd. E.	1975	Robert Lee, Mayor of Edmonton, 1909-1910
Lendrum	11330 - 54 Avenue	1963	Robert Watt Lendrum, pioneer and early surveyor
Londonderry	7104 - 144 Avenue	1969	City and port in Northern Ireland
Lorelei	16230 - 103 Street	1977	From the lorelei (female figure) on the Rhine River
Lynnwood	15451 - 84 Avenue	1959	District name
L. Y. Cairns	10510 - 45 Avenue	1969	Edmonton lawyer, judge, Registrar of U. of A., school trustee
Lymburn	18710 - 72 Avenue	1985	John F. Lymburn, Alberta Attorney General, 1926
Malcolm Tweddle	2340 Millbourne Road W.	1975	Long-term city commissioner
Malmo	4716 - 115 Street	1964	A type of soil, also a City in Sweden
Mary Butterworth	16315 - 109 Street	1992	Edmonton trustee
Mayfield	10950 - 159 Street	1958	District name, (after Wop May)
McArthur	13535 - 134 Street	1959	J. J. McArthur, pioneer railroadman
McCauley	9538 - 107 Avenue	1912	Matt McCauley, early trustee, – first Mayor of the Town of Edmonton
McDougall	10930 - 107 Street	1913	J. A. McDougall, pioneer merchant, Mayor, school trustee
McKee	10725 - 51 Avenue	1966	George Albert McKee, (O.B.E.) Superintendent of Edmonton Public Schools, 1924-1940
McKernan	11330- 76 Avenue	1952	McKernan family, pioneer homesteaders in South Edmonton
McLeod	14807 - 59 Street	1972	Murdoch McLeod – early settler in northeast section of Edmonton area (Belmont)

McNally	8440 - 105 Avenue	1964	G. Fred McNally, Edmonton teacher, Deputy Minister of Education and Chancellor of the U. of A.
Meadowlark	9150 - 160 Street	1958	District name
Mee-Yah-Noh	9221 - 128A Avenue	1961	Cree Indian term meaning "fair view"
M. E. LaZerte	6804 - 144 Avenue	1969	Chairman of the School Board, trustee, alderman, Dean of the Faculty of Education, U. of A.
Menisa	933 Knottwood Rd. S.	1981	Cree word for "many berries"
Meyokumin	5703 - 19A Avenue	1981	Cree word for "sweet water"
Meyonohk	1850 Lakewood Rd. S.	1980	Cree word for "an ideal place to be"
Mill Creek	9735 - 80 Avenue	1948	District name
Minchau	3615 Millwoods Road E.	1984	Pioneer family
Montrose	11931 - 62 Street	1951	Marquis of Montrose, celebrated Scottish hero
Mount Pleasant	10541 - 60A Avenue	1954	District name
Mount Royal	11303 - 55 Street	1951	District name
Newton	5523 - 122 Avenue	1956	Named after Rev. Canon William Newton, early missionary
North Edmonton	6920 - 128 Avenue	1913	District name
Northmount	14020- 88A Street	1976	District name
Norwood	9520 - 111 Avenue	1909	District name
Old Scona	10523 - 84 Avenue	1908	Lord Strathcona (Donald Smith)
Oliver	10210 - 117 Street	1911	Hon. Frank Oliver, founder of Edmonton's first newspaper; federal minister; early school trustee
Ormsby	6323 - 184 Street	1980	A. W. Ormsby, early superintendent of telephones and electric power for City of Edmonton
Ottewell	9435 - 73 Street	1960	Philip Ottewell, pioneer settler in East Edmonton area

Overlanders	1150 Hermitage Rd.	1981	After pioneers who took the overland route to Cariboo gold fields
Parkallen	6703 - 112 Street	1952	District name
Parkdale	11648 - 85 Street	1913	District name
Parkview	14313 - 92 Avenue	1956	District name
Patricia Heights	16216 - 78 Avenue	1968	Princess Patricia, grandaughter of Queen Victoria
Pollard Meadows	1715 - 48 Street	1981	J. F. Pollard, pioneer industrialist (Pollard Brickyards)
Prince Charles	12325 - 127 Street	1949	Son of reigning monarch, and heir -apparent to the British throne
Prince Rupert	11515 - 113 Avenue	1955	Brother of Charles I
Princeton	7720 - 130 Avenue	1964	District name
Queen Alexandra (formerly Duggan Street School renamed in 1910)	7730 - 106 Street	1908	Consort of Edward VII
Queen Elizabeth	9425 - 132 Avenue	1960	After Elizabeth II
Queen Mary Park	10935 - 113 Street	1953	Consort of King George V
Richard Secord	4025 - 117 Street	1967	Early Edmonton teacher, trader, and businessman
Rideau Park	10605 - 42 Avenue	1977	Rideau Hall, Ottawa – residence of the Governor-General
Rio Terrace	7608- 154 Street	1962	District name
Ritchie	9750 - 74Avenue	1913	Robert Ritchie, owner of N.W. Mill & Feed; Mayor of Strathcona 1901
Riverbend	14820 - 53 Avenue	1974	District name
Riverdale	8901 - 101 Avenue	1924	District name
R. J. Scott	11610 - 38 Street	1959	Early inspector, and Edmonton teacher
Rosslyn	13215 - 113A Street	1961	District name

Ross Sheppard	13546 - 111 Avenue	1958	Superintendent of Edmonton Public Schools (1940-55) and former teacher
Rundle	11005 - 34 Street	1966	Rev. Robert Rundle, pioneer missionary
Rutherford	8620 - 91 Street	1911	Hon. A. C. Rutherford, first Premier of Alberta, and Minister of Education 1905-10
S. Bruce Smith	5545 - 184 Steeet	1991	Edmonton trustee and chief justice of Alberta
Sakaw	5730 - 11A Avenue	1980	Cree word for "wooded area"
Satoo	8515 - 17 Avenue	1976	Cree for "jumping" also name of early chief
Scott Robertson	13515 - 107 Street	1961	Early trustee, and first sheriff of Edmonton
Sherwood	9550 - 152 Street	1949	District name
Sifton	4305 - 134 Avenue	1977	Arthur L. Sifton, Premier of Alberta 1910-17
Spruce Avenue	11424 - 102 Street	1929	after street of same name
Steele Heights	14607 - 59 Street	1968	Major Sam Steele, R.N.W.M.P. Inspector
Steinhauer	10717 - 32A Avenue	1977	Henry Bird Steinhauer, early missionary
Stratford	8715 - 153 Street	1965	Stratford, home of Wm. Shakespeare
Strathcona	10450 - 72 Avenue	1955	District name (Lord Strathcona)
Strathearn	8728 - 93 Avenue	1952	'Strath' – flat river valley, "earn" old English for "grieve" or "yearn"
Sweetgrass	11351 - 31 Avenue	1979	After early Cree Chief
T. D. Baker	1750 Millwoods Road East	1991	Edmonton teacher, school administrator and deputy superintendent
Talmud Torah	13212 - 106 Avenue	1976	Hebrew scripture
Terrace Heights	6859 - 100 Avenue	1960	District name

Thorncliffe	8215 - 175 Street	1972	District name
Tipaskan	1200 Lakewood Rd. N.	1983	Cree word for "reserve"
Vernon Barford	32 Fairway Drive (119 St & 38 Avenue)	1967	Early Edmontonian, prominent musician
Victoria	10210 - 108 Avenue	1911	Queen Victoria
Virginia Park	7324 - 109 Avenue	1948	District name
Waverley	6825 - 89 Avenue	1965	Series of novels written by Sir Walter Scott
Weinlos	2911 - 48 Street	1983	Dr. Morris Weinlos, prominent physician and alderman
Wellington	13160 - 127 Street	1958	Duke of Wellington, Commander of British forces at Waterloo
Westbrook	11915 - 40 Avenue	1966	District name
Westglen	10950 - 127 Street	1940	District name
Westlawn	9520 - 165 Street	1967	District name
Westminster	13710 - 104 Avenue	1952	Seat of British Parliament, major London borough
Westmount	11125 - 131 Street	1915	District name
Westview Village	10770 - 215 Street	1975	Annexation (Parkland 1982)
Windsor Park	8720 - 118 Street	1955	Name adopted by the Royal family following outbreak of World War I
Winterburn	9527 - 215 Street	1958	Annexation (Parkland 1982)
Woodcroft	13750 Woodcroft Ave. (116 Avenue)	1955	District name
W. P. Wagner	6310 Wagner Road	1968	W. P. Wagner, superintendent (1955-64) of Edmonton Public Schools former city teacher
Yellowhead Youth Centre	12320 - 124 Street	1970	
York	13915 - 61 Street	1966	Annie Ada York – early teacher – married Richard Secord
Youngstown	10330 - 163 Street	1959	District name

Schools Closed

School	Address	Year of Opening	Year of Closure	History of School
Argyll	8540 - 69 Avenue	1956	1983	Duke of Argyll, Governor-General of Canada
Beverly Heights	4626 - 115 Avenue	1954	1981	District name
Bennett (Currently operating as Bennett Environmental Centre)	9703 - 94 Street	1913	1973	Thomas Bennett, Mayor of Strathcona
Braemar	9359 - 67A Street	1961	1985	District name
Canora	15450 - 105 Avenue	1964	1949	Adapted from Canadian Northern Railway
Central	Beverly	1957	1962	
Central School Complex	Jasper Place	1929	1973	
College Avenue	Macdonald Drive	1895	1911	Located on "College" Ave.
Cromdale	11240 - 79 Street	1931	1980	District name
Donald Ross	10125 - 97 Avenue	1913	1973	First hotel owner in Edmonton and school trustee
Dunvegan Yards	St. Albert Trail & Dunvegan Yards	1915	1926	Dunvegan Railway Yards
Elm Park	115 Street & 128 Avenue	1913	1929	District name
Fairview	125 Avenue - 87 Street	1949	1958	District name
Garneau (old)	112 Street - 84 Avenue	1913	1954	Laurent Garneau early South Side settler
Glenora (old)	128 Street and Stony Plain Road	1940	1959	District name
Grandin Street	85 Avenue and 100 Street	1902	1959	Known as Old King Edward after 1910
H. A. Gray	12140 - 103 Street	1914	1984	Anglican Bishop and school trustee
Jasper Place (old)	148 Street and Stony Plain Road	1913	1953	District name

King Edward Park (Replaced by Donnan School)	77 Avenue - 81 Street	1913	1960	Edward VII
King George Park (Clover Bar amalgamation 1960)	8415 - 71 Street		1962	George V
McKay Avenue	10425 - 99 Avenue	1905	1983	D. W. M. MacKay, early medical doctor
McQueen	14425 McQueen Road	1956	1984	Rev. D. McQueen, early minister and school inspector
Niblock Street (Replaced by Strathcona Collegiate Institute)	105 Street - 84 Avenue	1894	1906	
North Delton	87 Street - 125 Avenue	1909	1948	District name
Norwood Extension	120 Avenue - 97 Street	1909	1914	
Peace Avenue	114-115 Street and 103 Avenue	1908	1911	Located on Peace Avenue
Princess Anne	10330 - 117A Avenue	1955	1969	Daughter of Queen Elizabeth
Queen's Avenue (old) (sold to C.N.R. 1926 - demolished in 1949)	99 Street - 104 Avenue	1903	1925	Located on Queen's Avenue (99 Street)
Queen's Avenue (new) (demolished in 1965)	99 Street - 105 Avenue	1926	1964	Located on Queen's Avenue (99 Street)
Riverside School	97 Avenue near Low Level Bridge	1912	1914	
Saskatchewan Avenue (Replaced by Donald Ross School in 1913)	101 Street - 97 Avenue	1908	1913	Located on Saskatchewan Avenue (97 Avenue)
Sherbrooke	12245 - 131 Street	1954	1984	District name
Syndicate Avenue	(South) 95 Street and 107 Avenue (North) 95 Street and 108 Avenue	1906	1931	
Technical School (old)	109 Avenue - 95 Street	1913	1923	Located originally in street car barns complex on 95 Street and 109 Avenue
(new)	10717 - 101 Street	1923	1943	
University High School (Corbett Hall)		1942	1955	
Vermilion Avenue	106 Avenue and 113 Street	1913	1935	Located on Vermillion Avenue (106 Avenue)
Walterdale	10627 - 91 Avenue	1911	1933	Located on land once owned by John Walter

Appendix III

Edmonton Public School Board Trustees, 1881 - 1992

SCHOOL BOARD CHAIRMEN (1881-1992)

M. McCauley	1881-86; 1887-88; 1893-94
D. Ross	1886-87; 1888-89
J. Cameron	1889-91; 1895-96
J. A. McDougall	1892-93
F. Oliver	1895 (Jan.-June)
H. C. Taylor	1897-98
A. G. Randall	1898
A. Taylor	1898-1909
P. E. Butchart	1910-12
W. Ramsay	1912-14
J. J. McKenzie	1915
S. A. G. Barnes	1916; 1933-34
Wm Rea	1917-18; 1921
H. W. B. Douglas	1919
Dr. F. W. Crang	1920
F. Scott	1922
Mrs. E. T. Bishop	1923
Dr. W. H. Alexander	1924
R. V. Bellamy	1924-25
Dr. F. S. MacPherson	1925-26
E. E. Roper	1926-27
W. W. McBain	1927-28
A. T. Cushing	1928-29
A. E. Ottewell	1929-30; 1931-32; 1935-36; 1937-38; 1939-42; 1943-44
F. C. Casselman	1930-31; 1936-37
L. Y. Cairns	1932-33
Dr. W. Morrish	1934-35
F. A. Ford	1938-39; 1945-46
W. G. McConachie	1942-43
R. L. Sutherland	1944-45
J. C. MacDonald	1946-50
R. H. Rae	1950-54
J. H. Thorogood	1954-55; 1956-58
Mrs. M. E. Butterworth	1955-56
J. E. Hanna	1958-59
A. G. MacDonald	1959-60
Dr. J. H. M. Andrews	1960-61
R. V. Johnson	1961 (Feb.-Oct.); 1969-70
Dr. W. E. Smith	1961-62; 1966-67; 1969-70; 1970-71
E. M. Duggan	1962-63
Dr. M. E. LaZerte	1963-71
Dr. E. M. Buxton	1967-68
J. D. Bracco	1968-69
D. W. Kennedy	1971-72
Dr. J. D. Paterson	1972-73
J. F. Falconer	1973-75; 1976-77
R. H. Jamieson	1975-76
Mrs. S. Forbes	1977-78; 1981-82
Dr. D. Massey	1978-80; 1982-83; 1985-86
Dr. E. Hodgson	1980-81
Mrs. J. Cowling	1983-85; 1989-90
G. Luck	1986-87
R. J. W. Mather	1987-88
D. Tupper	1988-89; 1990-91
J. Nicholl	1991+

Trustee	Years of Service
Adair, J. W.	1925-26
Alexander, W. H.	1921-1924
Andrews, Dr. John H. M.	1961-1962
Barclay, Lyman T.	1923-1924
Barnes, Samuel A. G.	1911-1917; 1920-1925; 1927-1936
Belaire, Michael	1983-86
Bellamy, Ralph Victor	1922-1927
Bellamy, Thomas	1893; 1895-1896; 1898-1899; 1901-1902
Bigelow, S. T.	1930
Binder, Mel A.	1974-1986
Bishop, E. T.	1918-1919
Bishop, Mrs. E. T. (Thyrza)	1921-1930
Bowcott, Sidney S.	1932-1933; 1940
Bowen, Donald H.	1955-1956
Bracco, John D.	1965-1971
Brown, Dr. G. H.	1948-1951
Butchart, Alex	1908; 1913
Butchart, P. E.	1910-1911
Butterworth, Mrs. F. C. (Mary)	1946-1947; 1948-57
Buxton, Dr. Earl W.	1964-1968
Cairns, Lawrence Yeomans	1932-1933
Cameron, J.	1886-1887; 1889-1896
Campbell, Lois	1969-1974
Casselman, Frederick Clayton	1929-1937
Clark, William	1909-1912
Cormie, G. M.	1945-1946
Cowley, W. H.	1954-1955
Cowling, Mrs. Joan	1980-1992
Crang, Dr. Francis W.	1912-1913; 1919-1920; 1922-1937
Cummins C. R.	1951-1953
Cushing, A. B.	1904-1905
Cushing, Arthur T.	1910-1911; 1918-1919; 1928-1931
Dickson, Samuel A.	1931
Douglas, Henry Ward Beecher	1916-1921
Downey, Melvin M.	1940-1943
Duggan, Eric M.	1962-63
Duggan, Joseph J.	1917-1920
Fahlman, Dr. Lila	1986-1989
Falconer, James F.	1954-1955; 1963-1966; 1972-1980
Ferrris, Dr. W. D.	1905-1908; 1910
Ferris, Mrs. W. D.	1931-1934
Forbes, Mrs. Shirley	1961-1962; 1974-1983
Ford, Mrs. Catherine	1974-1980
Ford, F. Armour	1937-1939; 1946-1947
Fowler, H.	1949-1954
Frost, C. R.	1917-1918
Gainer, Dr. Walter	1964
Gemeroy, Dr. Alex G.	1943-1946
Gibbs, C. Lionel	1915-1916

Gleave, George E.	1938-1939
Graham, Stewart	1948-1949
Gray, Rev. H. A.	1903; 1905-1909
Grey, P. G.	1888
Groat, Malcolm	1881-1884
Gunderson, Einar Maynard	1941-1942
Hanna, J. Ernest	1956-1959
Haynes, Mrs. N. W. Elizabeth S.	1946-1947
Henning, W. J. M.	1956-1957
Herbert, Marion	1983-86
Herlihy, James	1926 (one month)
Hill, Mrs. E. L. Jennie Stork	1914-1915
Hodgson, Dr. Ernest	1980-1983
Howey, W. R.	1897
Hyndman, L. D.	1942-1943
Jamieson, R. Herbert	1971-1983
Johnson, R. Vernon	1958-1977
Johnstone, Dr. Thomas J.	1925-1926
Jones, Mrs. Elaine	1977-1989
Jones, P. William	1962-1963
Kennedy, Donald W.	1971-1974
Lakusta, John	1983-1986
Lauder, James	1895-1897
LaZerte, Dr. Milton Ezra	1963-1971
Lee, R.	1903-1904
Lubin, Leon	1986-1989
Luck, George	1983-1992
Lund, Ernest	1974-1983
MacDonald, Angus	1958-1961
MacDonald, J. C.	1946; 1947-1950
MacKenzie K. W.	1913-1914
MacPherson, Dr. F. S.	1924-1927
Massey, Dr. Donald	1977-1983
Mather, R. J. W.	1983-1992+
Mathers, C. W.	1897-1898
May, Alexander E.	1906-1909; 1914-1915
McBain, Wilfred W.	1927-1928
McBride, James D.	1896
McCauley, Matthew	1881-1897; 1900-1902
McConachie, W. G.	1939-1944
McDonald, James	1893-1894
McDougall, J. A.	1890-1894
McKenzie, J. J.	1912-1916
McLeod, K. A.	1902-1905
McPherson, Dr. J. A.	1916-1921
Morrish, Dr. Walter	1934-1939
Morrison, Dr. J. L.	1947-1948
Morrow, William	1948-1949
Newson, Frank J.	1944-1945
Nicoll, John	1989-1992+
Nichols, Miss Bessie H.	1912-1913

Oliver, Frank	1894-1896
Orobko, Dr. William	1957-1960
Ottewell, Albert Edward	1928-1946
Page, J. Percy	1957-1959
Park, Dr. J.	1912
Parney, Lyman D.	1914
Phillips, Larry	1989-1992+
Paterson, Dr. John G.	1971-1974
Patrick, James	1977-1980
Rae, Robert H.	1947-1954
Ramsay, Walter	1909-1917
Randall, A. G.	1897-1898
Rea, William	1915-1922
Roberts, W. Glyn	1955
Robertson, B. F.	1944-1945
Robertson, W. D.	1885
Rogers, Mrs. Edith	1960-1974
Roper, Elmer E.	1926-1929
Rosenberger, Rose	1989-1992+
Ross, Donald	1883-1889
Ross, James	1898-1899
Ross, Mrs. W. J.	1935-1945
Rowland, William	1881-1883
Scott, J. Frank	1920-1923
Short, William	1900-1901
Shortreed, John W. K.	1950-1953
Sinclair, Mrs. Helen	1963-1964
Smith, Dr. H. E.	1956-1957
Smith, S. Bruce	1938-1941
Smith, Dr. W. E. "Ted"	1961; 1965-1971
Starkman, Esther	1989-1992+
Stevenson, Rex	1954
Stewart, Prof. Andrew	1947
Strang, C. F.	1899-1900
Sutherland, R. L.	1940-1945
Taylor, Alex	1898-1909
Taylor, H. C.	1896-1897; 1899-1907
Thompson, Douglas	1958-1961
Thorogood, John H.	1950-1960
Tupper, Doug	1986-1992+
Turner, Herbert G.	1956
Webber, Dr. W. E.	1952-1953
Wiebe, Dr. J.	1980-1983
Williams, Don	1986-1992+
Willis, Jackson N.	1967-1971

Appendix IV

Superintendents and Secretary-Treasurers of Schools, 1882-1992

Superintendents of Schools

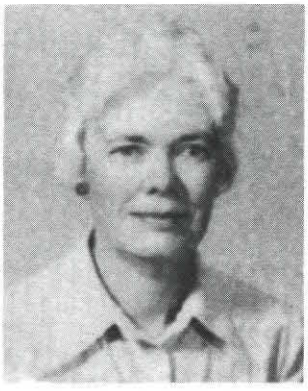
J. McCaig	1906-1913
W. L. Richardson (Acting)	Nov.-Dec. 1913
W. G. Carpenter	1914-1923
G. A. McKee	1924-1940
R. S. Sheppard	1940-1955
W. P. Wagner	1955-1964
P. F. Bargen	1964-1967
T. D. Baker (Acting)	July 1967-June 1968
R. W. Jones	1968-1972
M. A. Strembitsky (Acting)	Aug.-Dec. 1972
M. A. Strembitsky	1973+

Secretary-Treasurers

John Cameron	1882-1884
Colin F. Strang	1885-1893
St. George Jellett	1893-1908
W. D. Bradey	1908-1921
Miss. S. Wilson	1921-1925
M. H. Gilmour	1925-1930
H. G. Turner	1930-1955
T. W. Meen	1956-1974
M. A. Strembitsky	1974-1979
R. A. Jones (Board Secretary)	1979+
L. N. Jones (Treasurer)	1979-1990
Dean Power (Treasurer)	1990+

Appendix

Edmonton Public School Board Trustees, 1982



Mrs. Shirley Forbes
Chairman



Dr. Jim E. Wiebe



Mrs. Joan Cowling



Dr. Donald Massey



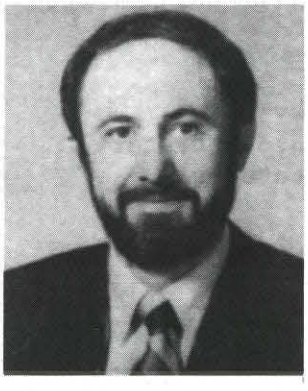
Mrs. Elaine Jones



Dr. Ernest Hodgson



Mr. R. Herb Jamieson



Mr. Ernest Lund

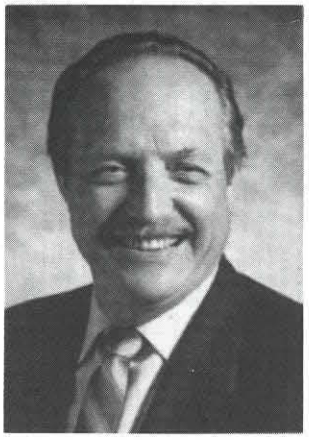


Mr. Mel Binder

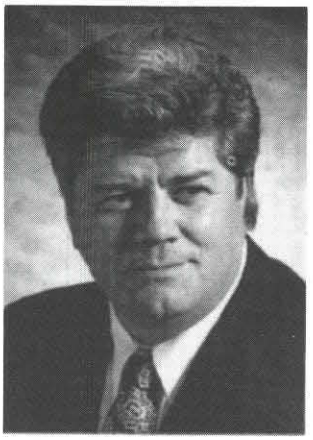
Edmonton Public School Board Trustees, 1992



Joan Cowling



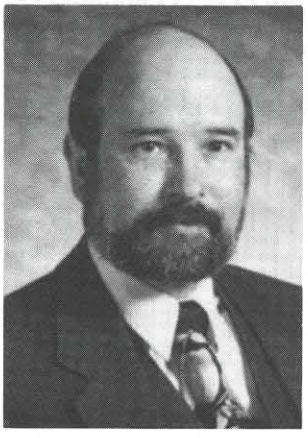
George H. Luck



R. J. W. (Dick) Mather



John Nicoll, Chairman



Larry Phillips



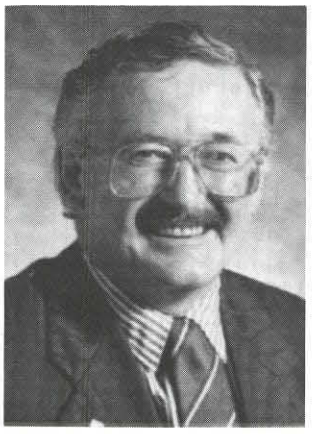
Rose Rosenberger



Esther Starkman



Doug Tupper



Donald Williams

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