

## By Their Deeds Shall Ye Know Them



MR. CHIS. PIEPER

Born: Raakow, Germany, 1885. Died: Gretna, Manitoba, 1935.

A special meeting of the ratepayers of the village of Gretna was held in the school house on Monday evening, April 25, 1910, at the hour of 7.30 p.m.

The meeting was called for the purpose of discussing the advisability of building a new school.

Dr. McKenty was called to the chair.

Present: The school board in full and several ratepayers.

A letter from Mr. Eade giving in detail the present condition of our school and giving an estimated cost of the building of

frame or brick house, also plans, were placed before the people present.

After several remarks from the trustees and ratepayers it was moved by C. Pieper and seconded by C. Wahn that the school board build a solid brick school and proceed at once to build and have necessary steps taken to have by-law voted on for the raising of \$12,000 by debentures.

Moved by J. F. Tenant and seconded by Godfrey Coblenz that we adjourn.

(Signed) H. L. Sturk, Sec.-Treas.

## Shades of '92

The undersigned begs permission to respectfully submit the Annual Report as Inspector of Schools.

The Inspectoral Division assigned to me comprises the District Schools within the Mennonite settlements of this Province. I took charge of my office September 1st, 1891. There having been no immediate predecessor in this office, I found no statistics, reports, or any papers of information regarding the condition of schools in the Mennonite settlements, except what was furnished me by the Department of Education. To get a proper insight into the condition of education in my District, I made an extended trip through the Mennonite settlements, endeavoring to come into personal contact with teachers and officers of District Schools. I found that there had been eight District Schools in operation during the previous years—four in the settlements east and four in the settlements west of the Red River — and that these schools had given good satisfaction to the people, and were considered by most of them an improvement on the private schools still maintained by the vast majority of Mennonites. All teachers express-

ed themselves much pleased with the prospect of having Normal Sessions provided for them, some only regretting that they were not able at the present to spare time and money for attending the same, as they were obliged to supplement their income from their professional work by outside earnings in order to support their families.

Besides inspecting schools I am commissioned by the Department of Education to make arrangements for the training of teachers. To carry out this provision, I assumed charge of the Gretna Normal school, an institution built and supported by an Association of Mennonites. I opened a five weeks' Normal Session on 21st of September, which was attended by twelve students, three of whom received permits from the Department of Education to teach in Mennonite Schools. After one week's vacation, another Session was opened for less advanced students. The enrollment at present has reached twenty-four with prospects of an increase after New Years. It is proposed that another Session of three months be opened about the fifteenth of April for the benefit of those now engaged in teaching.

—H. H. EWERT.

## Shades of '99

The following is respectfully presented as my report for 1899:—

There are now thirty-four schools with forty-one teachers in my district, two new schools having been organized and their schools opened during the past year. In twenty-three districts the population is all German; in the rest there is a larger or smaller sprinkling of English residents. I am pleased to observe that in the districts of mixed population there seems to be no friction on account of national prejudices. The English appreciate the opportunity their children have for acquiring some

knowledge of the German language and the Germans see the importance of letting their children learn English. One reason why the work in these districts goes on so harmoniously, no doubt, lies in the fact that it is made a special point to employ only thoroughly competent teachers in these schools.

The teaching force has again sustained some loss through the retirement of some of the best teachers from the profession. This is very deplorable, as it tends to neutralize the gain made otherwise in the advancement and elevation of the whole

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