THE DEVELOPMENT OF THE CURRICULUM
IN THE ELEMENTARY SCHOOLS OF
BRITISH COLUMBIA PRIOR TO 1936

by

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CHAPTER I

INTRODUCTION

Foreword.—The curriculum of the elementary schools of British Columbia has undergone considerable development since the first elementary school was established in the Province in the middle of the nineteenth century. Any adequate evaluation of present trends in the curriculum requires a comprehension of the origin and development of these trends. Only thus is one able to distinguish between progress and mere change or even retrogression, and thereby is in a position to contribute to further progress.¹ No systematic study has yet been made of the development of the elementary school curriculum, but two investigations of an educational nature deserve mention. The British Columbia School Survey of 1925 contained several suggestions for the improvement of the curriculum;² and Dr. MacLaurin’s work on The History of Education in British Columbia contained a chapter on curriculum development.³ Facing a complex and continually changing civilization,


it is not surprising that many changes have been made in our curriculum. Rigidity and uniformity are characteristic of an educational system designed for a static not a dynamic social order. 1 A consideration of the content in the following pages should show to what extent our elementary curriculum has kept pace with civilization.

Purpose.-- One of the most important advantages of a knowledge of any subject is its value as a guide for the future. It is hoped that a study of the various curricula that have been used from time to time in British Columbia will prove of help in framing curricula in the years to come. At various times during the past drastic changes have been made. A consideration of the changes made in these curricula might well save us from experimenting with courses that have already been found by experience to be unsatisfactory. The material available is so scattered and so sparse, especially for the early years, that the collecting of all possible material on the subject into one volume is perhaps a worthy piece of work. Were it not for pieces of research such as this, much material would never be unearthed and would sooner or later be lost.

Scope of the Study.-- In this thesis an endeavour has been made to trace the development of the curriculum of the

elementary schools of British Columbia. With the exception of a few private schools mentioned in connection with the early history of Vancouver Island, the curriculum of only the government-supported and government-controlled schools will be considered. It will be recalled that from 1849 to 1866 what is now Vancouver Island was then called the Crown Colony of Vancouver Island, and that from 1858 to 1866 what is now known as the mainland of British Columbia was called the Crown Colony of British Columbia. In 1866 the two colonies were united under one name, the Crown Colony of British Columbia. In 1871 this colony entered the Dominion of Canada and became known by its present title, The Province of British Columbia. With the above in mind it will be seen why the early part of this history has been treated under separate headings. While it is true that the curricula of the mainland and the Island were somewhat similar, it will be noted that there were several schools on the Island before any were opened on the mainland.

The subject of method is so inextricably interwoven with that of curriculum that at times references to method will be made. An earnest attempt, however, has been made to consider method only in so far as it helps to explain or throw light on the subject of curriculum development.

Sources of Information and Methods of Investigation.--

The information for this investigation has been gleaned almost
wholly from primary sources. Practically the only secondary materials used were the dissertation of Dr. MacLaurin and the Report of Dr. Weir and Dr. Putman. The various types of primary sources revealed by investigation might be classified as follows: (1) letters and journals of early settlers which are on file in the Archives of British Columbia; (2) early text-books, quite a number of which have been collected by the writer and donated to the Provincial Library; (3) Annual School Reports, 1871 to the present; (4) Manuals of School Law, issued by the Department of Education in irregular intervals during the years 1893-1916. (5) publications issued by the Department of Education since 1916.

One cannot help but notice the scarcity of material dealing with the early period and express regret that more care was not exercised in preserving documents which would have shed light on our early educational institutions. Prior to 1885, when no prescribed course of study existed, and teachers taught what was contained in the prescribed text-books, the best possible source of information on the curriculum taught would naturally be the text-books that were used. Here, again, the research worker is thwarted in his endeavour, as very few of the early text-books

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3 For a complete list, see the bibliography.
The annual reports proved a fruitful source of information. The earlier numbers contained among other material a list of text-books authorized for use in the public schools, and the annual reports of the superintendent of education which included detailed remarks on all the individual schools in the Province. In the issues from 1885 to 1893, and in 1911, they contained in addition the prescribed courses of study. The reports for later years include the annual statements of the school inspectors, reports of boards of school trustees, school principals, and directors of special subjects.

The Manuals of School Law were useful in that they contained the courses of study and lists of authorized text-books during the period 1893-1916. After 1916 the courses of study were outlined in such detail that they were issued by the Department of Education in separate booklets called by various titles.

In addition to a study of the existing educational documents, letters, and reports that are on file in the Provincial Library, some information was obtained by interviewing persons who have been or who still are prominent in educational work. But the memories of men living to-day do not go back to the early days of our history and hence the interview method was helpful only for the later period.
Organization of the Report.-- An outline of the development of the curriculum in the elementary schools of British Columbia prior to 1872 is presented in chapter II. Chapter III traces in a chronological manner the important changes in the curriculum during the period 1872-1936. Chapter IV also deals with the period 1872-1936, but in this chapter the changes are outlined in a topical manner, subject by subject. Chapter V presents a summary of the main trends in the past development of the curriculum; the influence of the junior high school on the elementary school curriculum; a brief account of the changed philosophy of education which influenced the new programme of studies in 1936; and some general conclusions relating to the possible trends which might be expected in the future development of the curriculum.
The Schools in the Crown Colony of Vancouver Island, 1849-1866

Following the organization of Vancouver Island as a crown colony in 1849, an effort was made by the Hudson Bay Company to provide educational facilities for the children of its employees and of other settlers. The first school was held in the mess room of the Fort, with the Rev. Robert J. Staines, a graduate of Trinity College, Cambridge, as teacher. This school, however, soon proved inadequate. It is interesting to note what Governor James Douglas said in 1851 regarding education in a letter to Archibald Barclay, then secretary of the Hudson Bay Company.

I will also take the liberty of calling the attention of the Governor and committee to the subject of education by recommending the establishment of one or two elementary schools in the Colony to give a proper moral and religious training to the children of settlers who are at present growing up in ignorance and the utter neglect of all their duties to God and to Society . . . . In regard to the character of the Teachers, I would venture to recommend a middle-aged married couple for each school, of strictly religious principles, capable of giving a good sound English education and nothing more, these schools being intended for the children of the labouring and poorer classes; and the children of promising talents, or whom their parents wish to educate further, may pursue their studies and acquire other branches of knowledge at the Company's school conducted by the Rev'd. Mr. Staines.¹

As a result of the recommendations made by Governor Douglas, we find the first colonial common school being opened in Victoria in 1852, one in Nanaimo in 1853 and a third at Maple Point, near Victoria, in 1854. The only information available regarding the curriculum followed in these schools is from the First Report on Colonial Schools addressed to the Governor and the Legislative Council in November, 1856, by the successor to Rev. R. J. Staines, Rev. E. Cridge, who had been appointed to enquire and report upon the state of the public schools. The report shows the subjects being taught in the school at Victoria to be reading, writing, arithmetic, history, a little geography and grammar, and scripture. Concerning the subject of scripture Rev. Cridge stated, "I did not find that the children had made the same improvement as in some others". The subjects taught in the Maple Point School are shown to be the same, with the addition that one boy had begun the elements of Euclid and algebra.

Apparently, it was possible to obtain instruction in subjects other than those mentioned above. A notice dated 15th December, 1857, sent to Victoria, Vancouver's Island, by Richard Colledge, secretary, by his Excellency's command, stated that:

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2 Edward Cridge, *Original Manuscripts Report*; folder 395; Letter 1a; Archives of British Columbia.
Day scholars attending the District Schools shall pay at the following rates for tuition, viz: Five shillings per quarter or Twenty shillings per annum for the following instruction, namely, Reading, English Grammar, Writing, Geography, Arithmetic and Industrial Training. When a higher series of education is given; such as Latin or other Languages, and the higher branches of Arithmetic and Mathematics, they shall pay an increased rate of school fees, to be arranged between the Governor for the time being and the School Master.  

In 1860 Rev. Gridge made his second report on the Colonial Schools, which he addressed to the Colonial Secretary. In it he stated that efficient instruction was being given in all the elementary branches at the school in Victoria. One class which he had examined had a good knowledge of Euclid and algebra. He also stated that considerable attention was being paid to the moral and religious culture of the children. In his third report in 1861 he commented on the very satisfactory progress manifested in some of the advanced subjects, particularly in book-keeping. That few were studying advanced subjects is shown by the following table.

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1 Original Notice in Archives of British Columbia.
2 Edward Gridge, Acting Sup't. of Education, Letter #15, Archives.
Table I

Number of Pupils in British Columbia Studying Various Subjects in the Year 1861

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<tr>
<th></th>
<th>Reading</th>
<th>Writing</th>
<th>Arith.</th>
<th>Grammar</th>
<th>Geog.</th>
<th>Geometry</th>
<th>Latin</th>
<th>Bookkeeping</th>
<th>Drawing</th>
<th>Scripture</th>
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<tr>
<td>Victoria</td>
<td>30</td>
<td>15</td>
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<td></td>
<td></td>
<td>4</td>
<td>20</td>
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<td>38</td>
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<tr>
<td>Craigflower</td>
<td>10</td>
<td>10</td>
<td>2</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>about</td>
<td>20</td>
</tr>
<tr>
<td>Nanaimo</td>
<td>9</td>
<td>3</td>
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<td></td>
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<td></td>
<td></td>
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<td>about 30</td>
</tr>
<tr>
<td>TOTAL</td>
<td>49</td>
<td>28</td>
<td>2</td>
<td>1</td>
<td>4</td>
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<td>20</td>
<td>88</td>
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Further information on the curriculum of the early schools is obtained from the correspondence of the Board of Education, dated July 20, 1865. On that date 3174 school books were ordered through the firm of Hibben and Carswell of Victoria. This is the earliest reference to the text-books that were used in the early years in the schools of Vancouver Island. The following books were included on the list:

- Lawrie's first, second, third, and fourth readers.
- Introduction to the Art of Reading.
- Spelling Book superseded by Sullivan.
- Sullivan's English Grammar for Children.
- Sullivan's Introduction to Geography generalized.
The books listed below were sent to the various schools by the superintendent of education, who instructed the teachers to sell them to the pupils at prices set by the Board of Education. Along with a supply of books sent by the superintendent on August 3rd, 1865, the following prices were set:

- Sargent’s Primer: 25¢
- Second Reader: 50¢
- Third Reader: 75¢
- Small Slates: 12½¢
- Large Slates: 25¢
- Copy Books: 12½¢
- Mitchell’s Primary Geography: 75¢
- Davie’s Primary Arithmetic: 37½¢
- Goldsmith’s England: $1.50

Provision was made for pupils to be given books free if satisfactory proof was given of their inability to pay. The teacher then notified the superintendent of the matter.

In the year 1865 a definite piece of educational

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1Board of Education: Correspondence, Original Manuscript, June 6th, 1865 to Sept. 6th, 1867; Archives of British Columbia; letter #10.
legislation was passed by the Vancouver Island Legislature. The following excerpts from the Common School Act give some information regarding the curriculum in that an appointed Board of Education was empowered to prescribe a programme of Education and to select text-books for such courses as it might authorize:

Section I.

It shall be lawful for the Governor from Time to Time to appoint not less than Nine Persons, who shall constitute a General Board of Education, three of whom shall form a Quorum.

Section IV.

It shall be lawful for the Governor to appoint a Superintendent of Education for the said Colony, .... who shall ex officio be Secretary of the said Board and record the Proceedings thereof.

Section VI.

It shall be lawful for the Said Board from Time to Time with the approval of the Governor ...... to prescribe such Course of Education and Discipline, and to select and Prescribe for Use in each District School such Books as they may think best, and to authorize the Purchase and Distribution thereof.

Section XIII.

All Schools established under the Provisions of this Act shall be conducted strictly upon Non-Sectarian principles. Books inculcating the highest morality shall be selected for the use of such Schools, and all books of a Religious Character, teaching Denominational Dogmas shall be strictly excluded therefrom.

Section XIV.

It shall be lawful for the Clergy of every Denomination at stated Intervals to be fixed by the General Board of Education to visit such Schools and impart in a separate Room Religious Instruction to the children of their respective Persuasions.¹

¹Vancouver Island Laws: 1863 to 1865, Archives of B. C.
It is interesting to note that although the Board had the authority to prescribe the course, it did not actually do so for elementary schools until 1885.

The Schools of the Mainland of British Columbia as a Separate Crown Colony of British Columbia, 1858-1866

At the time of the union of Vancouver Island with the mainland Colony on August 6th, 1866, the mainland had absolutely no form of educational legislation and hence no superintendent of education. A school had been established at New Westminster in April, 1863; another at Sapperton sometime prior to November 3rd, 1864; one at Douglas in February, 1865, and one at Yale by February, 1866.1 But the only information about the work done in these schools was gleaned from the reports of the "Managing School Committee" of the New Westminster School to Governor Douglas. This committee's first report stated that the subjects taught were reading, writing, arithmetic, geography, English grammar, and English history; and that the texts used were:

- Town's Series Readers,
- National Board Arithmetic,
- Sangster's Elementary Arithmetic,
- Murray's English Grammar,
- Pennock's History of England,
- Goldsmith's History of England,
- Cornell's Elementary and Intermediate Geography.2

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1D. L. MacLaurin, The History of Education in the Crown Colonies of Vancouver Island and British Columbia and in the Province of British Columbia, page 55.

2W. D. Ferris, et al: Original Manuscripts; folder 556, letter #13; Archives of British Columbia.
The report for the quarter ending September 30th, 1866, shows the same subjects, with the addition of sewing, being taught in the Girls' School at New Westminster. This committee drew up a set of school regulations, one clause of which contained an interesting point of information on the curriculum.

The school to be open to all who comply with the regulations and to be conducted on strictly non-sectarian principles. The Bible will be used as a text-book for communicating a knowledge of Scripture, History and Biography, but the parents or Guardian of any scholar objecting to Scripture reading it will not be enforced.

The Schools in the United Colony of British Columbia, 1866-1871

Frederick Seymour who became Governor of the combined colony in 1866, did not agree with the educational system on Vancouver Island as governed by its Free School Act of 1865. His personal views, possibly influenced by the poor economic and financial conditions of the province, were made clear in his message to the Board of Education at Victoria, in which he states:

"... all the state can do is to enable the children to overcome the almost mechanical difficulties which seem to bar their passage over the threshold of knowledge, and having effected this to leave to parental affection and knowledge of individual character the choice of the arms with which the child shall, at a future period, fight the battle of life. It is vain

for the State to attempt to drive on in an even line the idle and the industrious—the boy of the ready aptitudes and him whose brain becomes pained and confused in endeavouring to master the simplest problem.¹

In a further message to the Board of Education, dated April 19th, 1867, he states:

I cannot agree that we can now establish any general system of education throughout this Colony. Nor are we called upon to do so. If we assist the parents in teaching their children to read, write, and go through the simpler forms of arithmetic, that is all that we can do at present.

Under a governor with ideas as outlined above it is little wonder that education was almost at a standstill and that the curriculum did not become enriched. As might be expected, the free schools on the Island became practically non-existent—six of the eleven schools closing their doors through lack of funds. However, by 1869, the year the capital was moved from New Westminster back to Victoria, conditions had begun to improve. In that year the Common School Ordinance was passed which put education throughout the whole Colony on a more substantial basis, but there was still much room for improvement.

The report of the Inspector General of Schools for the year 1870 submitted to Governor Musgrave, shows fairly satisfactory conditions.

... I have endeavoured to secure the use of a uniform series of Text-books—the admirable ones authorized by the Education Department in Toronto are very generally adopted.²

¹ Journals of the Legislative Council of British Columbia, 1867, page 29.
² Original Report in Archives of British Columbia.
The report shows that the pupils in general were fairly well grounded in reading, writing, and arithmetic, but that very little else was being taught except for a course in algebra at the Cedar Hill School, and a class in sewing during the winter months at Yale.

In 1872, it became evident that nothing short of an absolutely free school system would meet requirements of the colony. Whereupon the Legislative Assembly of British Columbia, now a province in the Dominion of Canada, passed the first Public School Act, the keynote of which was to give every child in the province such knowledge as would fit him to become a useful and intelligent citizen in later years.
CHAPTER III
THE CURRICULUM IN THE ELEMENTARY SCHOOLS IN THE PROVINCE
OF BRITISH COLUMBIA, 1872-1936

The Period of Authorized Text-books but No Prescribed
Course of Study, 1872-1885

It has been pointed out in the previous chapter that
The Common School Act of 1865 made it lawful for an appointed
Board of Education

... to prescribe a Course of Education and
Discipline and to select and Prescribe for Use in each
District School such books as they may think best, and
to authorize the Purchase and Distribution thereof. ¹

It has also been pointed out that the said Board took advantage
only of the part of the act dealing with the selecting and
prescribing of text-books. Commencing in 1872 and continuing
for a period of thirteen years, the text-books were prescribed
in a more definite manner. The selecting of the prescribed
texts continued to be the duty of the Board of Education, and
it was left to the superintendent to see that no school used
any but the authorized books. From an Act respecting Public
Schools, assented to on April 11th, 1872, the following is
quoted:

¹Common School Act 1865, Vancouver Island Laws: 1863
to 1865, Archives of B. C.
Section 7, sub-section (4)

It shall be the duty of the Board of Education . . . to select, adopt, and prescribe a uniform series of text books to be used in the Public Schools of the Province, and to authorize the purchase and distribution thereof, by the Superintendent, among the different Public Schools, in such numbers and quantities as they may think fit.

Section 8, sub-section (4)

It shall be the duty of the Superintendent . . . to prevent the use of unauthorized, and to recommend the use of authorized, books in each school.

Section 30. Duties of Trustees.

. . . . to see that no unauthorized books are used in the school, and that the pupils are duly supplied with a uniform series of authorized text-books, . . . to prepare and transmit annually . . . a report to the Superintendent of Education, . . . and shall specify therein . . . the branches of education taught in the schools . . . the text books used.

Section 34. Duties of Teacher.

. . . . to teach diligently and faithfully all the branches required to be taught in the school according to the terms of his engagement with the Trustees and according to the rules and regulations adopted by the Board of Education.¹

The list of text-books adopted by the Board, June 4th, 1872, was as follows:²

Canadian First Reader, Part I,
Canadian First Reader, Part II,
Canadian Second Reader,
Canadian Third Reader,
Canadian Fourth Reader,
Canadian Fifth Reader.

²Ibid, p. 31.
Canadian Advanced Reader,
Lennie's Grammar,
Easy Lessons in Geography (Hodgson),
Modern Geography and Atlas (Campbell),
Elementary Arithmetic (Smith & McMurphy),
Advanced Arithmetic (Smith & McMurphy),
Outlines of General History (Collier),
British Empire (Collier),
Algebra, -- Part I (Colenso),
Algebra, -- Part II (Colenso),
Euclid, -- Book I (Young),
Euclid, -- Book II (Young),
Book-keeping (Johnson),
Canadian Spelling Book.

In 1874 Algebra, Part II (Colenso), was taken off the list. Fulton and Eastman's Book-keeping replaced Book-keeping (Johnson), and British History (Collier), was added.¹ In 1878 The World (J. B. Calkin) replaced Easy Lessons in Geography (Hodgson).² In 1881 Swinton's New Language Lessons replaced Lennie's Grammar.³ In 1882 J. B. Calkins School Geography of the World replaced Campbell's Modern Geography and Atlas, and Mental Arithmetic by J. A. McLellan was added to the list of authorized text-books.⁴

In 1884 a drastic change was made in the list of authorized text-books. The report of the superintendent of education for that year states:

The Canadian series of Readers and Speller, being considered unsuitable in every way for the requirements of the schools, has been discarded.

¹British Columbia Department of Education Annual Report 1874, p. 70.
²Ibid, 1877-78, p. 236.
⁴Ibid, 1881-82, p. 213.
and Gage's series has been authorized in its stead.

The exchange has met with the hearty approval of teachers, trustees and parents. Among the many advantages gained by the introduction of the new series the following features are noticeable:—the excellency of the typographical execution; the judicious selection and gradation of the elementary combinations; the association of the written word-sign with the pictorial; the copious notes and exercises accompanying each lesson; the careful gradation of the matter from lesson to lesson and from book to book; the direct elocutionary assistance and general educational effect; the number of practical and moral lessons given with a view to influence the pupil's every-day life; the selections which they contain bearing upon the history and geography of our own country; the excellent mechanical execution, without increase in price over the old series.

Besides the change in the Readers and Speller, so many other changes were made that the complete list of the authorized text-books is quoted:

Gage's First Reader, Part I,
Gage's First Reader, Part II,
Gage's Second Reader,
Gage's Third Reader,
Gage's Fourth Reader,
Gage's Fifth Reader,
Gage's Sixth Reader,
Gage's Practical Speller,
Payson, Dunton & Scribner's Copy-Books,
Gage's Copy-Books,
Copy-books without headlines,
Elementary Arithmetic (Kirkland & Scott),
Advanced Arithmetic (Smith & McMurphy),
Mental Arithmetic (J. A. McLellan),
The World (J. B. Calkins),
School Geography and Atlas,
Swinton's New Language Lessons (Campbell),
Lennie's Grammar,
English Grammar--By Dr. Wm. Smith and T. D. Hall, M.A., (London),
British History (Collier),

1British Columbia Department of Education Annual Report 1883-84, pp. 156 and 157.
With the establishment of the first high school in the Province at Victoria in 1876, there became necessary a standard for admission. The first examinations qualifying for entrance to high school was held in January, 1877. While the content of these examinations does not show what was being taught year by year, it does suggest to some extent the standard of efficiency that was expected as a result of the elementary school instruction. A copy of the first high school qualifying examinations is quoted:

**High School Entrance Examination**

*January, 1877*

No. 1—Arithmetic. Time, 1 hour.

1. Define Arithmetic and Notation.
2. What are the answers to questions in each of the first four simple rules called?
3. Express in Roman characters 1,999.
4. Write the table of Cubic Measure.
5. From the least common multiple of 15, 25, and 40, subtract the greatest common divisor or measure of same numbers.
6. How many yards of carpet, 1\(\frac{1}{2}\) yards wide, would be required to cover a floor 50 feet long, and 30 feet wide?
7. Find (by cancellation) the value of

\[
\frac{5}{12} \times \frac{9}{16} \times \frac{2}{11}
\]
No. 2--English Grammar. Time, 1 hour.

1. What is English Grammar?
   (a) Who is the author of your text book on this subject?

2. Name the inflected parts of speech.
   (a) State the properties or inflections of the gerb.
   (b) Underline those it possesses in common with the noun?

3. Name the five Moods.
   (a) Underline those used in asking questions.
   (b) Give the signs of the Tenses of the Indicative.

4. Analyze and parse one or more of the following lines: namely--

   "Peace and joy are virtue's crown."
   "Every heart knows its own sorrows."
   "Gratitude is a delightful emotion."

No. 3--Geography. Time, 1 hour.

1. Define an isthmus, peninsula, delta, strait, estuary, and sound.

2. What rivers drain the Northern slopes of each of the Continents, and into what do they empty?

3. Name the Provinces of the Dominion; also the capital of each, and how situated.

4. Give a list of the Eastern and Middle States of the American Union with their capitals.

5. Define the chief imaginary lines on a terrestrial globe.

6. What are the producing causes of Day and Night, and the Seasons?
No. 4--Spelling. Time $\frac{1}{2}$ hour.

Correct mistakes in spelling, punctuate, and re-write the following:

The wide-spreading moore on which the gloome and the shadows of night are fast settling down is wonderously produced and very nearly indeed have we seen a landskip possising more fassinnations or so admirably calcilated to arrest the proggress of the vissitter and to chalange his admireation.\(^1\)

In the Annual Report of 1878-9 there appears an outline of study on which a pupil was to be examined for admission to the high school. As it is the first suggestion of a detailed curriculum, it is quoted:

Subjects of Examination for
Admission to the High School

1. Spelling and Punctuation.--To be able to spell and punctuate correctly any passage in the Fourth Reader or Spelling Book.

2. Writing.--To write neatly and legibly.

3. Arithmetic.--To be able to answer questions in numeration, notation, the four simple and compound rules, reduction, vulgar and decimal fractions, proportion, simple interest and percentage, and in mental arithmetic.

4. Grammar.--To know the principal grammatical forms and definitions; to be able to analyze and parse simple sentences, and to be able to write a short narrative, description, or familiar letter in proper form.

5. Geography.--To have a good knowledge of the earth's

\(^1\)Annual Report 1876-7, p. 58.
planetary relations, of the general principles of physical geography, and of the outlines of the maps of Europe, Asia, Africa, America, Oceanica, and of the British Empire, and more particularly of that of the Dominion of Canada.

6. History.—To know the different periods and the outlines of English History, as contained in Collier's History of the British Empire (Junior Class Book).¹

In 1884 the outline of study for admission to the high school was enlarged slightly. Arithmetic was divided into two parts, mental arithmetic being made a separate subject of examination. Reading and composition were added as two new subjects for examination. A pupil was expected "to be able to read correctly and intelligently any passage in the Fourth Reader and "to be able to write a letter correctly as to form and punctuation, and to write a brief composition on any simple subject."²

The year following this first High School Entrance Examination, the superintendent of education included in his report the following paragraph bearing upon the results of the examination.

Teachers in the old-established schools must now be reminded that failure in the future to pass pupils in this competitive examination will be attributed, with but few exceptions, to inefficiency in imparting instruction, or want of attention to school duties and industry in the performance of them.³

³Ibid, 1876-7, p. 9.
It is perhaps logical to assume that with the above ideas in the minds of the educational officials, some of the pupils would be crammed with the content of the four subjects to be examined, and the result would be a very limited curriculum. It is evident from a study of the numbers of pupils being instructed in the various subject, given in the Annual Reports, that comparatively few pupils were being taught such subjects as natural philosophy, animal and vegetable physiology, or drawing. However, it is somewhat surprising and gratifying to find from these reports that so many children in those early years were being instructed in more than the three 'r's as the following table will show:
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A Prescribed Course of Study, 1885 to 1936.

1885-1892, Courses printed in Annual Reports. -- The first prescribed course of study for graded and common schools, printed in the Annual School Report for 1884-85, marks a definite forward step in our educational system. Judged by its brevity and lack of detail it does not stand out as an imposing document, but when one considers it as the forerunner of our present voluminous course of study for Grades One to Eight it takes on a certain significance. Quoted in full, it is as follows:

Reading, Writing, Spelling, Dictation, Mental Arithmetic, Written Arithmetic, Geography, English Grammar, English History, Composition, and Letter Writing.

The following subjects may be taught:
Book-keeping, Anatomy, Physiology and Hygiene, Drawing, Mensuration, Algebra, and Euclid.¹

For the next eight years the course of study continued to be printed in the Annual School Reports. In 1887, anatomy, physiology, and hygiene were made compulsory subjects and were added to the list of subjects of examination for admission to a high school. Pupils were expected "to have a general knowledge of the subject."² The subject matter of the course was to be that contained in "Anatomy, Physiology, and Hygiene" by

¹Annual Report, 1884-85, p. XXXV.
²Ibid, 1886-87, p. LI.
Edward Playter; "Manual of Hygiene" by the Provincial Board of Health (Ontario); and "First Book on Anatomy, Physiology, & Hygiene" by Calvin Cutter. The same year the subject of history was divided into two parts, British and Canadian; both parts being made subjects of examination for admission to a high school.¹ The text-book prescribed was "Public School History of England and Canada" by G. Mercer Adam and W. J. Robertson. The next year, 1888, the topic of temperance was added to the course as an optional subject, with "Public School Temperance" by Dr. B. W. Richardson as the authorized text.²

In 1890 a more detailed course of study appeared. It included some suggestions as to which year certain subjects should be taught, and a few suggestions as to the best methods for obtaining the desired results. Accuracy and speed were stressed in the subject of arithmetic. The use of practical examples in the teaching of arithmetic was strongly advocated. The need for thorough knowledge of the terms used in geography was mentioned. Under the heading of English grammar it was stated that "a good knowledge of the parts of speech and their inflections, together with the rules of syntax, is of primary importance".³ The teaching of the analysis of simple, complex, and compound sentences was included. In the subject of composition, the bringing out of originality was stressed as of the most permanent value. Instruction

¹ Annual Report, 1886-87, p. LI.
² Ibid, 1887-88, p. 236.
in the art of letter writing included the proper method of opening, closing, folding, and addressing a letter, as well as a good knowledge of the forms used in general correspondence. Under the heading of hygiene, it was stated that "the branch subject of temperance, with reference to the evil effects of stimulants and narcotics on the system, should not be overlooked".\textsuperscript{1} Included as optional subjects were book-keeping, drawing, mensuration, algebra, geometry, and temperance.\textsuperscript{2} It was stated that the course of study was considered sufficiently comprehensive to enable the pupils to obtain "a good ordinary English Education, which is the chief aim of our school system."\textsuperscript{1}

The only change in text-books authorized in 1890 was the addition of Hamblin Smith's "Arithmetic"; the "Canadian Series of Drawing Books", and "Pathfinder Physiology" (No. 1, "Childs' Health Primer", and No. 2, "Physiology for Young People"). In 1891 the Council of Public Instruction added music, needlework, and calisthenics to the course of study as optional subjects. Prof. Meiklejohn's "Short Grammar" and Calvin Cutter's "Second Book on Anatomy, Physiology, & Hygiene", were added to the list of authorized text-books.

The same year, in order to secure greater uniformity in the management of graded schools, the Council of Public Instruction prescribed regulations whereby it became the duty

\textsuperscript{1}Annual Report, 1887-88, pp. 123-124.

\textsuperscript{2}Ibid, 1889-90, p. LXVI.
of the principal of a school to prepare a limit table for each division of his school, a copy of which had to be forwarded to the Education Department for approval. To make sure that these limits were being covered satisfactorily, the principals were instructed to set semi-annual examinations for each division in their school, and to forward copies of the examinations and the marks made by each pupil to the Education Department.¹

The prescribed course of study in the Manuals of School Law, 1893-1918.— For the next twenty-five years the course of study was printed in the Manuals of School Law, and ceased to appear in the Annual School Reports, with the exception of the one year, 1911, when for some unaccountable reason it again was printed in the Annual Report. The Manuals were not issued every year but only from time to time when an important change was to be made in the School Act, the school regulations, the prescribed course of study, or in the prescribed text-books. Minor changes made between issues were noted in the Annual Reports. The first Manual appeared in 1893 and included a course of study identical with that quoted above for 1890, except that it included a few changes, already noted above, that had been made during the intervening years.

A change to vertical writing was made optional in 1894 following the lead of many cities of Great Britain and Canada.²

¹Annual Report, 1890-91, p. 192.
Three additional text-books were authorized in 1895: Bannister's Text-Book on Music; "British Columbia Series of Vertical Writing Books", and Todhunter's "Euclid for Schools and Colleges." The next year the subject of agriculture was added to the Course of Study for graded and common schools. It was prescribed that instruction must be given in agriculture at least twice a week to all pupils in the Fourth and Fifth Readers, and that after May, 1897, it would become a subject of examination for entrance to a high school. Before that date, however, a change was made whereby agriculture became an optional subject instead of compulsory.

A change was made in 1896 regarding the subject of temperance. By a regulation issued that year by the Council of Public Instruction:

The Board of Trustees of any School District may require that Temperance, as a separate subject from Anatomy, Physiology, and Hygiene, be taught in their school, provided the authorized text book is used.

In 1897 a new Manual of School Law was issued embodying the several changes outlined above. Book-keeping, in which subject pupils were supposed "to have a knowledge of commercial forms and correspondence, and the keeping of accounts" was made

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1 Annual Report, 1894-95, p. 347.
a subject of examination for admission to a high school. A few changes were made regarding authorized text-books: Gage's "First Reader" and Clement's "The History of the Dominion of Canada" were added, while Smith and Hall's "English Grammar", Flayter's "Anatomy, Physiology, and Hygiene", Houghton's "Physical Culture", Fulton and Eastman's "Book-keeping", and Smith's "Freehand Drawing" were deleted.

The course of study which appeared in the next issue of the Manual of School Law in 1900 was arranged on a grade basis, the Junior Grade including the First and Second Primers and the First Reader classes, the Intermediate Grade including the Second and Third Reader classes, and the Senior Grade including the two remaining classes, making a seven-year course in the elementary school for the average pupil. Considerably more detail was included in this course of study especially in the subject of arithmetic for the Junior and Intermediate Grades and in the subject of nature lessons for the Junior Grades. Under the heading of nature lessons, the course was sub-divided into topics on geometric form, primary colours, plants, animals, and the earth. The complete course for the three grades is quoted in the Appendices.¹

The next year, 1901, another Manual was issued giving a few changes in each grade. In the Junior Grade, phonic drill and recitation were added under the heading of reading, and the

¹Appendix I, pp. 155-158.
drawing book, No. 1, the only book prescribed for this grade, was to be used by First Reader pupils only. In the Intermediate Grade, recitation and phonic drill were added to the reading course; composition was omitted from the language course; and the arithmetic course was changed to include fundamental rules, denominate numbers, simple fractions with decimals and percentage, and notation and numeration. A teachers' guide to the matter and method in arithmetic was that outlined in McLennan and Ames' "Mental Arithmetic". In the Senior Grade, Gage's "Copy-Books", nos. 7 and 8, were added; the language course was to be the subject-matter contained in pages 1-130 in Sykes' "Elementary Composition"; Algebra was to be oral only; the course in Nature was made more explicit, as follows:

(a) Physiology, as in "Pathfinder No. 2".

(b) Instruction to be given on the subject-matter covered by the topical outline of p. vi of Brittain's "Nature Lessons", omitting sections E, F, G, and H.1

The following text-books were added to the authorized list: Blair's "Canadian Drawing Series"; Goggin's "Elementary Grammar" in place of "Prescribed English Grammar"; a new edition of readers known as the 20th Century Edition.

No further changes were made until 1906, when a new Manual was issued. The chief change was the adding of another

1Manual of School Law, 1901, p. 70.
group of pupils to the Junior Grade, necessitating the Second Reader, Book IV Writing, and Book II Drawing being prescribed for the Junior Grade instead of the Intermediate. The Junior Grade arithmetic course was correspondingly enlarged. The chief changes in the Intermediate Grade were a new text-book for the language course—Gage's "First Steps in English", and a more detailed course in geography. The only important change in the Senior Grade in 1906 was the deletion of algebra from the course of study.

The next Manual was issued in 1910. The only change worthy of note was in the subject of arithmetic, where a new text-book, Milne's "Arithmetic", was prescribed.

Quite out of the ordinary procedure, the next revision of the course of study was published in the Annual Reports of 1911, pages A60 to A67. The courses in language and arithmetic were outlined in considerable detail for all the grades. The course in geography for the Junior and Intermediate Grades was given in greater detail, the pupils in the Intermediate Grade being assigned the study of the whole earth, leaving nothing but a review in this subject for the Senior Grade pupils. The course in history for the Intermediate Grade was presented in minute detail. It was to be entirely oral and was chiefly biographical. So drastic was this revision that it is quoted in full in the Appendix.¹

¹Appendix II, pp. 159-171.
The next year an important revision was made in the subject of drawing and manual work, and published in the Manual of School Law for 1912.\footnote{Infra, p. 123.} The following paragraph appeared in this Manual, showing that physical education, which for many years had been an optional subject, was now made compulsory:

The Education Department has accepted the conditions of the Strathcona Trust for the encouragement of physical training and military drill in the Public Schools. Under the terms of this agreement, regular and systematic instruction in physical training according to the syllabus laid down in the prescribed text-book (Syllabus of Physical Exercises for Schools, published by the Executive Council, Strathcona Trust) is compulsory.\footnote{Manual of School Law, 1912, p. 80.}

The 1913 Manual of School Law prescribed that muscular movement writing was to be used throughout all the grades, and specified the passages of literature that were to be memorized by the Senior Grade pupils. Otherwise it was the same as the 1912 Manual.

A new Manual was issued in 1914 and again in 1916, but with no change shown in the course of study. As the 1916 Manual was the last to contain a copy of the course of study, we now commence the next section of this chapter, which deals with the period when the course of study was printed in separate booklets.
The prescribed course of study in separate booklets, 1919-1936.-- The separate booklets in which the elementary courses of study appeared were issued under slightly varying titles. The first, issued in 1919, was called "Courses of Study for the Public, High and Normal Schools of British Columbia". The second and third, issued in 1921 and 1923 went by the title of "Courses of Study for the Public, High, Technical and Normal Schools of British Columbia". From then on until 1936, they were issued practically every year, and were called "Programme of Studies for the Elementary Schools of British Columbia".

The 1919 revision, continuing the organization that had been adopted in 1900, was divided into Junior, Intermediate, and Senior Grades, taking seven years for an average pupil to complete the elementary school course. The chief changes in the compulsory subjects of the 1919 revision were in the Senior Grade courses. The arithmetic course was slightly curtailed; the geography course was given in more detail—instead of merely naming the text-book, it was stated that a general knowledge of the geography of the continents and oceans would be required, also that the geography of British Columbia and Canada must be given particular attention. In the subject of history, the same course was prescribed, but with a note that the High School Entrance Examination in history would be confined to the Tudor, Stuart, and Hanoverian periods in English history, and to the period of British rule in Canadian history. A drastic change was made in the subject of nature study. Instead of prescribing Britain's
"Elementary Agriculture and Nature Study" as the text-book, the Department of Education issued a forty-eight page booklet entitled "Nature Study and Primary Geography", in which the course was outlined in great detail for all grades in nature study and for the Junior Grade in geography.  

The courses in manual training and domestic science were both changed in 1919, the former from its 1916 revision and the latter from its 1912 revision. A detailed course in needlework outlined for Grades One to Eight appeared in this year, as did also a "nature study course in foods for rural schools where the cooking of hot lunches is undertaken".

Perhaps the greatest advance made in 1919 was in the subject of music, where a detailed course appeared for the first time. Hitherto it had merely been mentioned as a permissive regulation that music might be taught; but now a comprehensive course was outlined for each year in the elementary school.

The 1921 course of study prescribed a new series of writing compendiums throughout the grades. Although the muscular-movement system of writing had been adopted in 1913, it was not until 1921 that books specially prepared for that type of writing were prescribed. Compendiums numbers one, two, and three of the McLean Method of Muscular Movement Writing were

1 Appendix, pp. 183-188.
3 Ibid, pp. 179-182.
to be used in the Junior Grade; number four in the Intermediate
Grade, and the Senior Manual in the Senior Grade.

A new series of text-books in the subject of arithmetic
was also prescribed in the 1921 revision. Smith and Roberts'
"Arithmetic", Books I and II, replaced Milne's "Arithmetic",
which had been the prescribed texts since 1910. The actual
course as a whole was not much changed, but some adjustments
were made from grade to grade, e.g. the study of decimals was
transferred from the Intermediate Grade to the Senior Grade.
Three other changes in texts were authorized—the "Public School
Speller", Western Canada Series, replaced the "Universal Speller";
Alexander and Mowat's "Elementary Composition" replaced Sykes'
book of the same name in the Intermediate and Senior Grades;
and the "Syllabus of Physical Training for Schools, 1919",
replaced the 1909 edition of the same name.

A decided change in the organization of the course of
study was made in 1925. Starting in that year and continuing to
the present, 1938, the course was set forth in Grades One to
Eight, each grade containing the work to be covered in one year.
It will be seen that one year was thereby added to the elementary
school course. It was stated, however, that it was expected
that quite a number of pupils would continue to cover the course
in six or seven years, thereby making necessary the promotion of
a child from grade to grade at times other than at the end of
a school year. The allotment of readers to the various grades
was changed. By replacing Gage's system of readers with the Canadian Readers, it became possible for Grade One to use the Primer and First Reader; Grade Two, the Second Reader; Grade Three, Third Reader; Grade Four, Fourth Reader; Grade Five, Fifth Reader, Part I; Grade Six, Fifth Reader, Part II. Grades Seven and Eight had no reader but selected prose and poetical literary works somewhat the same as before. The work to be covered in drawing, language, arithmetic, and music was practically the same as before, but was divided among eight years instead of seven. The subject-matter in nature study followed fairly closely that prescribed in the 1919 Departmental Booklet, "Nature Study and Primary Geography". Besides being arranged on the new grade basis, it was sub-divided into topics to be covered in autumn, winter, and spring, and again subdivided into sections dealing with animal life, plant life, gardening and elementary agriculture, and elementary science, the latter in Grades Six, Seven, and Eight only. The work to be studied in geography was the same as before in the first three grades. In Grade Four a decided change was made from regional geography to the subject of how other people live. The study of topics such as an Eskimo home, a Japanese home, a desert home, and equatorial home, and a Dutch home paved the way for a general study of the earth as a whole, including a simple study of heat belts and the relative positions of the continents and oceans. Grade Five commenced regional geography, studying North America, British Columbia, and South America. Grade Six continued with a
study of Africa, Australia, Europe, and Asia. North America and South America were studied again in Grade Seven along with considerable physical geography. The Grade Eight course consisted of a comprehensive study of all the continents.

History on the new grade basis was commenced in Grade Five, with a study of the topics listed for the first year of the Intermediate Grade in the 1921 course. Grade Six studied the topics listed for the second year of the Intermediate Grade. Grades Seven and Eight courses in history remained practically the same as before.

The 1924-25 Programme of Studies was the first booklet devoted entirely to the elementary curriculum. Whereas the elementary course in the 1923 course of study occupied but twenty pages, it now filled the whole of a ninety-two page booklet. The extra space, however, dealt chiefly with suggestions to teachers as to method of presentation, and a fairly extensive bibliography of supplementary readers and teachers' reference books was given. Many suggestions were made on standardized tests available in the various subjects.

Under the heading of language, the subject of silent reading was mentioned for the first time. In the language section of Grade Three the following appeared: "From this grade on an ever increasing portion of the time devoted to reading must be given to silent reading."1

The Grade Four course in arithmetic was extended to include factors, multiples, cancellation, and common or vulgar

fractions. To Grade Five was added a study of Canadian money, avoirdupois, linear, surface, cubic, capacity, and time measures. The Grade Six arithmetic course was slightly curtailed, the study of British money and angular measure being left to Grade Eight. The Grade Seven course was made a little easier by the deletion of topics on sharing and partnerships, averages, ratio and proportion, and taxation. The Grade Eight course remained practically the same as before but with the above mentioned addition.

Some change in grade placement occurred in the subject of geography. The study of South America was deleted from the Grade Five course and some physical geography put in its place. The study of Africa, Asia, and Australia, was deleted from Grade Six, and South America along with some extra physical geography was added. The Grade Seven course was changed to include a study of Asia, Africa, Australasia, a review of British Columbia, and some physical geography. The course in Grade Eight was changed to place emphasis on a study of the British Empire during which the several continents were reviewed. Cornish's "Canadian School Geography and Atlas" replaced the "Dominion School Geography".

The above changes in geography necessitated a corresponding change in the history course for purposes of correlation. Grade Five pupils were to be given talks on the early history of British Columbia, and about fifteen biographical studies of discoverers and explorers of America. Grade Six
pupils were to make a study of organization for churches, 
schools, water supply, and for general municipal government.
The Grade Seven course consisted of English history for the period  
1066-1603; the French period in Canada; and under the heading  
of citizenship, a study of organization for provincial purposes. 
In Grade Eight the course was arranged under four headings:  
(a) the British period in Canada, 1763 to the present; (b)  
the history of British Columbia; (c) the Stuart and Hanoverian  
periods, 1603 to the present; and (d) citizenship—organization  
for federal purposes.

In the subject of drawing, Blair's "Canadian Drawing  
Series" was replaced by a handbook to be used by the teacher,  
"Teachers' Manual in Drawing and Design". The new course is  
outlined in the following chapter.¹

A course in music appreciation was prescribed for Grade 
Eight pupils. It was to be taught from an historical standpoint,  
and included a study of the English Madrigalists of the 16th  
century and also of Purcell, Bach, Handel, Haydn, Mozart,  
Beethoven, Schubert, Schumann, Mendelssohn, Chopin, and Grieg.  
Under the heading of form, a study was to be made of binary and  
ternary forms, history and growth of carols; and folk music.

Only one important change was made in the 1925-26  
Programme of Studies. In place of the subject of hygiene, a  
new subject called health education was substituted. The course

¹Infra, p. 124.
for each grade from One to Eight was prescribed in detail. Minor changes in the form of new text-books were made in spelling, where "Spelling for the Grades" replaced the "Public School Speller", and in music, where books one to five of the "New Canadian Music Course" by Coney and Wickett were prescribed as text-books for the children's use in Grades Three to Eight. The teaching of the bass clef to the older boys was deleted from the music course.

The only changes made in the next issue of the Programme of Studies, 1926-27, were in the subjects of manual arts and literature. The former subject, which had, up to this time, been limited to Grades One and Two, was now extended to take in Grades Three and Four also. A slight modification was made in the literature course of Grades Seven and Eight, whereby Grade Seven had no options and a change in options was made for Grade Eight.

The most drastic change in the 1928-29 Programme of Studies is found in the subjects of geography and domestic science. In Grade Five the geography course was based for the first time on what might be called the problem method. No definite change was made in the subject matter, but it was hoped that the same fact content would be better assimilated by studying a given region with one or more underlying problems in

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1 Programme of Studies, 1925-26.
2 Infra, pp. 125-126.
mind throughout. The problem method of approach was used in Grade Six in the study of North America, and in Grade Seven for the whole course. No definite course was prescribed in physical geography, it being expected that it would be taught incidentally with the general geography of the various countries. The name of the domestic science course was changed to that of home economics because it was thought a better name for designating the social science of housekeeping and home-making. It included the study of food, clothing, and shelter from the standpoint of health, economics, and art, and a study of the relation of each member of the family to each other and to the community at large. The subject-matter of the course was definitely changed, and it was presented in a series of units of work, to most of which specified times were allotted. It was the first subject to be so arranged, but soon others were to be presented on a similar basis.

With the number of accidents rapidly increasing year by year, it was thought advisable to prescribe a topic for study that would teach children to be more careful. Accordingly, the topic of accident prevention was added to the health education course in all grades. Other important additions to this course were: games to go along with physical exercises in all grades; first aid and the excretion of bodily poisons in Grade Six; cleanliness as health routine, exercise, posture and correction of defects, and mental hygiene in Grade Seven; and in Grade Eight a study of alcohol and tobacco, a review of the physiology
of digestion, circulation, respiration, and excretion, and a study of the all-important health rules having direct bearing upon the various parts of the body. A text-book was authorized for Grades Seven and Eight pupils—"Physiology and Hygiene" by Ritchie and Caldwell.

The course in "Nature Study in Foods" for rural schools where the cooking of hot lunches was undertaken, was dropped from the curriculum. The course in "Needlework" for Grades Three to Eight was also deleted.

The 1930 Programme of Studies specified changes in the subjects of arithmetic and history. The "New Canadian Arithmetics, Primary Book, Part I" by Sheffield and Brown was prescribed for Grade Three, as a pupil's text-book. The actual subject-matter was not much changed, except that Roman Notation was deleted. The syllabus lists the arithmetic vocabulary that a child should have on completion of the Grade Three course. The Grade Four course was increased by the addition of "area and surface" which, prior to this time, had been in the Grade Five course. The text-book for this Grade was to remain the same until September, 1931, at which time Sheffield and Brown's "New Canadian Arithmetics, Primary Book, Part II" was to replace Smith and Robert's "Arithmetic, Book I". Sheffield and Brown's "New Canadian Arithmetics, Intermediate Book, Part I" was prescribed for use for Grade Five in 1930, and Part II of the same book was to be used in Grade Six starting September, 1931. To the Grade Five course now was added the study of cubic and solid
measure and decimals which had previously been in the Grade Six limit. The Grade Six course was increased by the addition of percentage and simple applications of it which previously had been taught in Grade Seven. It was also specified that by way of preparation for the Junior High School mathematics work of Grade Seven, the pupils of Grade Six should be familiar with certain specified geometric forms and terms.\(^1\) The prescribed text for Grades Seven and Eight was changed to Thorndike's "Junior High School Mathematics", Book I for Grade Seven and Book II for Grade Eight. The chief additions in Grade Seven were the geometry of form, size, and position, and simple generalized arithmetic. The Grade Eight course consisted of a study of the arithmetic of private business, public business, the home, science and industry, and first steps in algebra.

It will be seen from the above that the general trend in the 1930 revision was to place arithmetic topics lower down in the grades and add extra work at the top. It is interesting to note the gradual introduction of algebra into the elementary course again, after having been deleted since 1906.

In history, the Grade Five course remained the same except that ten biographies instead of fifteen were set as a minimum. An extra topic, "Social Development", was added in Grade Six, by which it was expected to develop a knowledge of the way in which people of early and medieval England lived.

\(^1\) Infra, p. 88.
worked, and struggled slowly towards social equality. A new text-book, "A New History of Great Britain and Canada", by Wallace, in which the subject-matter was arranged topically, was prescribed for Grades Seven and Eight. The topics to be covered in Grade Seven were: (a) the story of the British Nation, (b) the growth of Canada and the British Empire, (c) the growth and development of the Canadian Nation—really a review of the Grade Seven work, (d) the history of British Columbia, and (e) citizenship—a study of organization for federal purposes.

The next and last revision to be considered in this chapter was in the year 1933. In the Programme of Studies for that year, an advance was made in the form of a child's text-book in language study—the " Dominion Language Series", Book I for Grades Three and Four, Book II for Grades Five and Six, and Book III for Grades Seven and Eight. Lang's "British Columbia Public School Grammar" was replaced by MacLaurin and Campbell's "Elementary English Grammar". While both the above new texts proved an advance in general arrangement over the ones they replaced, the subject-matter in them differed very little. A few options were added to the Grade Seven literature course.

The only other change worthy of note in the 1933 revision was in the subject of writing or penmanship. It will be recalled that the McLean Method of Writing had introduced compendiums in place of the old copy-books. Now there was to be a return, in idea at least, to the copy-book system. The new
books were called the McLean Practice Compendiums, and were to be used in Grades One to Five. The style of writing to be taught remained the same but the desired results were to be achieved in a slightly different way.

From what has been stated it will be seen that the general trend in the development of the curriculum prior to 1936 has been towards a more detailed course in all subjects. But while there has been a gradual enrichment of the curriculum by the addition of new topics, very little of the old has been deleted to make way for the new. In spite of the fact that an extra year was added to the elementary school course in 1923, many teachers claimed that the curriculum was still overcrowded and that the whole curriculum should be thoroughly revised and placed on a scientific basis. Such a revision was made in 1936.
CHAPTER IV

THE DETAILED DEVELOPMENT OF THE CURRICULUM

BY SUBJECTS, 1872-1936

In chapters II and III the development of the curriculum in the elementary schools of British Columbia was considered from a chronological standpoint. In this chapter the curriculum will be considered from a topical basis, for the period 1872 to 1936. The various subjects will be dealt with under the following headings:

1. Language and Composition.
2. Grammar.
3. Spelling and Dictation.
4. Writing.
5. Reading and Literature.
6. Arithmetic.
7. Geography.
8. History.
15. Domestic Science.
The ability to record what he has learned for the use and benefit of future generations is perhaps the one thing more than any other that separates the civilized man from the uncivilized. The power of expression by means of the spoken and written word is perhaps the most generally used of man's accomplishments. This being so, it is little wonder that language and composition find a prominent place in any school curriculum. Although in the early years of our curriculum the subject was not found under the name of language and composition, nevertheless the idea of teaching children the ability to transmit their thoughts to others and to receive thoughts from others formed the core of the instruction.

The earliest reference to the name language as a study in the elementary schools of British Columbia was in the Annual School Report of 1881, where a text-book—Swinton's "New Language Lessons"—was authorized to replace Lennie's "Grammar". Prior to this, the language lessons were based on the subject-matter found in the readers and on the grammar text. That the subject of composition was studied under the name of grammar is shown by the Annual School Report, 1878-79, in which it was prescribed under the heading "Subjects of Examination for Admission to the High School".

Grammar,— . . . . . and to be able to write a short narrative, description, or familiar letter
The study of punctuation, now recognized as a branch of language study, was in that year included in the subject of spelling and punctuation.

Composition was first listed as a separate subject in 1881, when it was shown in the Annual Report that 1121 pupils had studied that subject for the year. In 1884, composition was prescribed as a subject of examination for admission to the high school, pupils being expected "to be able to write a letter correctly as to form and punctuation, and to write a brief composition on any simple subject."²

No reference to the subject of language and composition other than "Composition and Letter Writing" was made in the first prescribed course of study in 1885. A little detail was added in the course of study for 1889-90—which stated that "Instruction should be given as to the proper method of opening, closing, folding, and addressing a letter. A good knowledge of the forms used in general correspondence should be given".³

In 1900, the course of study included the study of language as a separate course. The prescribed course was as follows:

Junior Grade: Phonic drill for correct spelling and pronunciation. Transcription and dictation.

³Ibid, 1890-91, p. LXX.
Simple oral and written descriptions and narratives. Capitals and punctuation marks.

Intermediate Grade: Compositions, pronunciation, meaning and spelling of ordinary words of reading lessons. Instruction to be based on Hutton and Leigh's First Steps in Composition. Oral and written reproduction of substance of geography, history, and nature lessons.

Senior Grade: Pronunciation, spelling and meaning of ordinary words of text-books including marking of accents and vowel sounds. Composition as in Sykes' Elementary Composition. Grammar as in prescribed text-book.¹

The 1901 Manual omitted composition from the language course in the Intermediate Grade, and limited the work in Sykes' "Elementary Composition" to pages 1-130 in the Senior Grade. In 1906 a new text-book was introduced for the language course in the Intermediate Grade—Gage's "First Steps in English". In 1911 considerably more detail was included in the language course, especially in the Junior Grade. A few suggestions as to method and a list of topics suitable for oral and written reproduction were added.²

The course remained the same for the next twelve years, until 1923, at which time it was organized on an eight-grade basis. Grade One pupils were taught to form sentences involving words found in their reading lessons. Frequent drills in enunciation, articulation, inflection, and emphasis were recommended. Conversations on topics of interest, and oral reproduction of

¹Manual of School Law, 1900, p. 54.
²Appendix, pp. 159-162.
stories were suggested as a foundation for future written language exercises. The work for Grade Two consisted of a continuation of the Grade One course, with the addition of the abbreviations and contractions found in the reader, and transcription and dictation exercises. The Grade Three course included simple exercises in word building, the significance of simple prefixes and suffixes, and the common use of capitals and punctuation marks. The Grade Four course included the division of words into syllables and the marking of the accents. In Grade Five the pupils were taught the division of a composition into paragraphs. Special attention was given to word formation. The pupils of this grade were to use the text-book, "Elementary Composition", by Alexander and Mowat, and were to cover the work outlines in Part I of the text. The course for Grade Six included the division of a sentence into subject and predicate, the parts of speech, number, gender, and case forms. The Grade Seven course included direct and indirect narration, letter writing, business forms, unity in composition, and rules for punctuation. Grade Eight course included a study of social correspondence, paragraph structure, paragraphing, planning a composition, and business letters.

In the 1924 revision the subjects of oral and silent reading, literature, grammar, composition, and spelling were

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2Ibid, p. III-IV.
3Ibid, P. IV.
included under the main heading of language. The course was outlined in greater detail than before. Suggested topics for conversational lessons for Grade One were given. During the first term pupils were expected to memorize one poem in addition to nursery rhymes in the reader; to learn the name of the school, city, and days of the week; and to be given practice in completing answers to questions. The oral work of the second term included the recitation of two poems; the reproduction of two or three paragraphs in a simple story; and the description of a common object in two or three sentences. The written work consisted of writing words, phrases, and short sentences to accompany illustrations of the language or reading lessons.

The Grade Two course differed from that of Grade One in degree rather than in kind. The oral work included: (a) conversational lessons on such interesting topics as a birthday party, going to town, principal buildings in the neighbourhood, how we travel, preparation for winter, etc; (b) reproduction and dramatization of stories; (c) memorization of short poems; (d) relating an interesting experience in three or four sentences. The written work included: (a) capitals—names of persons; places; days of the week; months; the pronoun "I"; (b) punctuation—a period at the close of a statement and after an abbreviation; question-mark; (c) abbreviations—simple ones that occur in the reader; (d) three or four easy sentences upon some topic of interest; (e) special words to be used in sentences.
The objectives in the Grade Three language course were:

1. To have children share their experiences through oral expression in a free and ready manner.

2. To eliminate wrong forms of speech actually used by the children and to habituate correct forms and the use of the usual courtesies of speech.

3. To develop in children the power to write correctly four or five short sentences on a given topic and the ability to criticize their own work.

4. To develop ear-training so that there shall be a sensitiveness to correctness of speech.

5. And, generally, to aid the children through conversation and literature in acquiring a reading and speaking vocabulary sufficient for their needs.\(^1\)

The greater portion of the time was still devoted to oral work. One new topic was added to this grade, "original story-telling to keep the imagination of childhood continuously active". Otherwise the work consisted in an extension of the various topics of Grades One and Two, of which the following is a synopsis:

1. Pronunciation and enunciation.

2. Compositions of not more than four or five sentences on well-known topics.

3. Capitalization: beginning of a sentence or line of poetry; class teacher; principal.

4. Punctuation: child's name and address; apostrophe to indicate possession.

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\(^{1}\)Programme of Studies, 1924-25, p. 23.
(5) Abbreviations: Mr., Mrs., St., days of week, months of year, pupil's initials, B. C., ft., yd., qt., pt.

(6) Grammatical forms: Correction of: "My book is tore"; "It was me"; "that there"; "them books"; etc.

(7) Letter writing.

In Grade Four the chief aim was the formation of habits of correct speech and the correct use of the mechanics of written composition. The objectives for Grade Four were, in the main, the same as those for Grade Three. The course was a continuation and extension of the work of the previous grade, and might be summarized as follows:

(1) Oral composition.

(2) Written compositions: More time to be spent than before. From simple paragraph to longer paragraph with greater variety in sentences.

(3) Letter-writing—friendly and social letters.

(4) Capitalization—review work of previous grades, geographical names, holidays, titles of relationship, various parts of a letter, observation and discussion of simple direct quotations in print.

(5) Punctuation—review work of previous grades, exclamation, hyphen, comma in series.

(6) Abbreviations and contractions—Review work of previous grades. Teach: U. S. A., A. M., P. M., Dr., Esq., and such contractions as isn't, don't, etc.
(7) Grammatical form—common verb forms as be, do, come, saw, etc.; personal pronouns; such words as good (well), very (awful), etc.

(8) Homonyms—simple ones only.

The socialized recitation of work prescribed in history, geography, nature study, and literature was suggested as the most effective means of developing the power of oral expression in Grade Five. Discussions on current school events and short informal debates were also specified, in addition to the oral topics suggested in Grade Four. Under the heading of written composition it was stated that original compositions formed the supreme test of the power of expression, so the writing of stories of real or imaginary happenings and simple explanations and descriptions was prescribed. The subject of letter-writing was extended to include informal invitations and simple business letters. The text-book authorized for composition in this grade was Alexander and Mowat's "Elementary Composition, Part I".

The work in English for Grade Six was to be largely an extension and a development of the Grade Five work. The end to be attained in this grade in the development of oral expression was the training of every pupil to speak for a few minutes in an interesting and logical way, using good enunciation and clean-cut sentences, devoid of the common errors of speech; to read silently once, and then reproduce a short, simple story; to associate with all oral expression habits of good position and delivery; and in written expression, to work for ease and
fluency in simple English; to establish a clear notion of a sentence; and to train pupils to write briefly in an interesting and logical way, using clean-cut sentences, un-marred by mis-spelled words and by common grammatical errors; and to establish in the mind of the pupils the paragraph sense. Alexander and Mowat's "Elementary Composition, Part II," chapters I to IV inclusive, contained the prescribed work.

The chief aims in the Grade Seven language course were:
a definite subject and aim; interest on the part of the speaker or writer; originality; the forming of clear mental images; accurate thinking; clear, direct expression; orderly arrangement of thoughts; the elimination of incomplete sentences; the "and" habit, and the "comma" fault; the enrichment of the child's speaking and reading vocabularies; the ability to give increased attention to the sequence of sentences within a short paragraph; the development of the habit of using the correct forms of personal and simple business letters, and accuracy in the mechanics of composition in general, including all the ordinary uses of capital letters, and of punctuation. The subject-matter to achieve the above aims was to be found in Alexander and Mowat's "Elementary Composition, Part II", chapter V, to Part III, chapter III, inclusive, with appendix A.

In Grade Eight the aims of Grade Seven were to apply with some additions. Business letters were to include letters of inquiry, letters answering enquiries, and applications for positions. A growing power should be developed to fit the sentence
to the thought by teaching in a simple and practical way the differences between simple, compound, and complex sentences; their respective values in expressing thought; the correct uses of the various clausal connectives; and the necessity of subordinating the minor thought in a sentence. The same text-book was to be used in Grade Eight, Part III, chapters IV to IX, inclusive, with appendices B and C.

The 1924-25 course outlined above remained the same until 1933. In that year a text-book was prescribed for the children's used in the subject of language: the "Dominion Language Series". Children in Grades Three and Four were to use Book I, Grades Five and Six, Book II, and Grades Seven and Eight, Book III. This was a decided advance in that it provided many excellent examples for the child's study and could be used as a reference book when required. The subject-matter was brought more up to date, the examples and exercises were more varied, and a general enrichment of the course was provided.

Summary.—There has been a gradual evolution from the formal teaching of impractical isolated lessons, such as the spelling of uncommon words, the rules and definitions of grammar, the memorization of models in composition, to an integrated study of all these subjects in their practical relationships to the social needs of the pupil.
The authorized text-book for the study of grammar in 1872 was Lennie's "Grammar". This was replaced in 1881 by Swinton's "New Language Lessons". In 1884 Lennie's book was put back on the list as an alternative to Swinton's or to a new text, "English Grammar" by Dr. Wm. Smith and T. D. Hall. Some idea of the content of the grammar course can be gathered from the first high school entrance examination of 1877, which shows that pupils were expected to know such topics as inflections, moods, tenses, analysis, and parsing. In 1879 it was stated in the Annual Report that pupils were expected "to know the principal grammatical forms and definitions; to be able to analyze and parse simple sentences".¹

Grammar was listed as a compulsory subject in the first prescribed course of study issued in 1885. The "Course of Study for Common Schools", 1889-90, stated under the heading of grammar:

Every pupil in the Third Reader should commence this branch, although oral instruction of an elementary character may be given to advantage at an earlier period. A good knowledge of the parts of speech and their inflections, together with the rules of syntax, is of primary importance ....... The teaching of analysis should proceed slowly and carefully—the simple sentence being thoroughly understood before the complex or the compound sentence is attempted. Parsing should be regarded by the teacher as a test of thorough knowledge of the

accidence and rules of grammar.¹

In 1891 Meiklejohn's "Short Grammar" was authorized, and two years later the same writer's "New Grammar" was added to the list. "English Grammar" by Smith and Hall was dropped from the list in 1897.

Under the new three-grade organization, introduced in 1900, the subject of grammar appeared in the Senior Grade course under the heading of language, and the only suggestion given as to its content was "as in prescribed text-book".² This textbook, "Prescribed English Grammar", was replaced the next year by Goggin's "Elementary Grammar", which in turn was replaced by Lang's "Public School Grammar" in 1913.

In 1923 under the eight-grade organization, Grade Seven classes were assigned the first nine chapters in Lang's book, which included the parts of speech, agreement in number and case, verb forms, punctuation and capitals, the sentence as a whole, and complex and compound sentences. The Grade Eight course consisted of the remaining five chapters in the text, which involved a study of substantives, qualifying words, the verb, the connecting words, and a review of punctuation.³ It was stated that no formal parsing or analysis of greatly involved sentences was to be undertaken in either Grade Seven or Grade

¹Annual Report, 1889-90, p. LXVI
The course was outlined more fully in the 1924-25 Programme of Studies. The outline was given chiefly as an aid to teachers to help them present the work logically, but it also gave an idea of what was expected of the child in this subject, and hence is of use to us in considering the development of the curriculum. The work outlined for Grades Seven and Eight was as follows:

Grade VII

A. Study of Simple Sentence.
   1. Definition.
   3. Detailed analysis: subject, predicate, completion of predicate (object or complement).
   4. The phrase; adjective and adverb.

B. The Parts of Speech.
   1. Noun.
   5. Adverb.
   6. Preposition.
   7. Conjunction.
   8. Interjection.

C. Teach Correct Use of:-
   1. The Preposition.
   2. Conjunction.
   3. The possessive forms.
      (1) with compound nouns.
      (2) with plural proper noun.
      (3) with compound subject or object.
      (4) with double possessive.

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1Courses of Study, 1923, pp. 18 and 19.
4. The articles: a, an, the.
5. The adverb.
6. Adjectives and adverbs should be placed as near as possible to the word which they modify.
7. The pronouns "I" and "we" always stand last in a series of nouns and pronouns.

Grade VIII

A. Review and Extension of Compound and Complex Sentences.
1. Kinds of sentence (according to form): simple, compound, complex.
2. The clause. Kinds:
   (a) Principal;
   (b) Subordinate.
3. Clausal analysis.
4. Detailed analysis.

B. Parts of Speech: Classification and Inflection.
2. Pronoun. Personal, compound personal; demonstrative, interrogative, conjunctive, indefinite.
3. Verb—Transitive, intransitive, agreement, tense, voice, mood, principal parts, participles, gerunds, infinitives, auxiliaries.
4. Adjective—qualitative, quantitative, demonstrative; comparison of adjectives.
5. Adverbs—Use, formation, comparison of.
6. Preposition.
7. Conjunction: co-ordinative, subordinative, correct use of.  

The above outline of work continued to be the prescribed course until 1933 when the study of the complex and compound sentences along with simple clausal and detailed analysis was included in the Grade Seven course. In the same year the text-book was changed from Lang's "Public School Grammar" to

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1Programme of Studies, 1924-25, pp. 62, 70, 71.
MacLaurin and Campbell's "Elementary English Grammar". The sequence of work in the new text was much better arranged, the examples more explicit, and the exercises better graded.

**Summary.**-- There has been a gradual change from the study of formal grammar consisting of the memorization of a series of rules and definitions to a more practical type of grammar which emphasized the value of grammar in the everyday oral and written work of the child.

**Spelling and Dictation**

The text-book prescribed for the subject of spelling in 1872 was very different from that used today. The "Canadian Spelling Book", companion to the "Canadian Series of Readers", prescribed in 1872, was divided into five parts as follows:

- **Part First** - The Principles of Orthography, Orthoepy, and Elocution.
- **Part Second** - Spelling and Pronunciation.
- **Part Third** - Verbal Distinctions.
- **Part Fourth** - Etymology, or the derivation of words.
- **Part Fifth** - Foreign Words, Phrases, and Quotations. Abbreviations.

Under each of the above main headings were numerous subheadings.

The type of examination also was quite different in the

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early days, as a glance at the first High School Entrance
Examination of January, 1877 will show.¹ That type of examination where the pupil had to correct errors in a passage was continued for several years.

The first suggestion as to what was expected of elementary school pupils was given in the Annual Report of 1878-79.² Pupils entering high school were expected "to be able to spell and punctuate any passage in the Fourth Reader or Spelling Book". This necessitated the learning of many more words than would commonly be used by the pupil.

In 1884 Gage's "Practical Speller" replaced the "Canadian Spelling Book" mentioned above. This book continued to be used for more than twenty years.

Both spelling and dictation were prescribed as compulsory subjects in the first course of study issued in 1885.³ According to the course of study in the Annual Report for 1889-90, the text-book was to be used by all pupils in the Third, Fourth, and Fifth Readers. Dictation was to commence with the ability of the child to write legibly and was continued throughout the whole elementary school.

No mention was made of spelling or dictation as a separate subject in the course of study printed in the Manual of

¹ Supra, p. 25.
³ Ibid, 1884-85, p. XXXV.
School Law, but reference was made to word building, meaning and spelling of words, and dictation exercises, under the heading of language.

"The Universal Spelling Book" replaced Gage's "Practical Speller" in 1910. The 1911 course of study stated that Part I of the new text was to be studied in the Intermediate Grade and Parts I to VII inclusive, in the Senior Grade. The subject-matter contained in the various Parts was as follows:

Part I - Words in Common Use, with Dictation Exercises.

Part II - Rules for Spelling.

Part III - Words in which Similar Sounds are Spelled in a Different Way.

Part IV - Words Commonly Misspelled.

Part V - Words Used in Commerce.

Part VI - Geographical Words.

Part VII - Words of Similar Sound.¹

A new text-book was added in 1919, when the "Public School Speller" (Western Canada Series) was authorized. In 1921 its use was made compulsory. The Intermediate Grade was assigned pages 51 to 112, inclusive, the Senior Grade, pages 113 to 168, inclusive.

Two years later, when the elementary schools were organized on an eight-grade basis, it became necessary to make a

¹The Universal Spelling Book. Table of Contents, p. VII. Toronto, Educational Book Co., Ltd., 1909.
new assignment from the text. Grade Three was assigned the study of words on pages 1-26, the text to be used only by the teacher; Grade Four was assigned pages 27-54, inclusive; Grade Five, pages 55-82; Grade Six, pages 83-112; Grade Seven, pages 113-140; and Grade Eight, pages 141-168. In Grades Four to Eight the pupils were to have a copy of the text-book.

During the Survey of the School System in 1924-25, it was found that in the subject of spelling, the pupils of British Columbia compared very favourably with the pupils of the United States on the standardized tests that were given. Although a high standard had been attained, the Survey observed certain defects in the teaching of the subject. These defects chiefly concerned method, but it was the opinion of the Survey that the authorized speller proved a stumbling block to both teachers and pupils.

Accordingly, a new speller was authorized in 1925, "Spelling for the Grades", which was given as a free text-book by the Department of Education. This book, planned on a more scientific basis, included the 4000 most commonly used words, carefully graded to the attainment of the pupil. It was divided into eight sections, these corresponding with the grades of the pupils.

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2 Ibid, p. 140.
schools. It was expected that the 4000 words would be mastered by every child by the time he had passed through the eight grades. So anxious was the Department of Education to impress upon the pupils and teachers alike the necessity for a hundred per cent. accuracy that it was stated in the Programme of Studies:

The examination for promotion to grade IX will be based on the lists for all grades. Words that appear in dictation on the examination paper but which are not in the spelling lists will not be considered as a part of the test in spelling.¹

The above quotation, however, did not appear in the Programme of Studies after 1927, although the same course in spelling continued. The new text included suggestions for the teacher as to the best method of teaching the subject. Prior to this time, most spelling lessons had been spelling tests. Now it was suggested that because some words caused more difficulty than others, a pre-test be made to ascertain the number of pupils having difficulty in the spelling of each word. More teaching time was to be devoted to words causing difficulty to many than to few.

Summary.—The content of the spelling course has been changed from several thousand words based on the oral, written, and reading vocabulary of educated adults to a minimal word-list of about 4000 words based on the writing vocabulary of the average child. A change has been made during the last few years whereby the emphasis was placed on the teaching of spelling rather than on the

¹Programme of Studies, 1925-26, p. 78.
testing. Spelling was now to be taught for its functional value rather than as a means of mental discipline.

Writing

Under the list of "Subjects of Examination for Admission to the High School" it was stated that pupils were expected "to write neatly and legibly". This was the first reference to the standard of writing demanded from pupils of the elementary schools.

Not until the year 1884 was any system of writing prescribed or any copy-book or writing manual suggested. In 1884 three books on writing appeared on the prescribed list of texts, namely, Payson, Dunton, and Scribner's copy-books; Gage's copy-books; and copy-books without headlines. These remained the prescribed text-books until 1894, when a change to vertical writing was made optional. That writing up to this time had not been entirely satisfactory is shown by the following report of the superintendent of education:

It is especially desirable that more attention be given in our schools to the subject of writing. This practical study should receive most careful attention.

From reports of the Inspectors as well as from personal observation, greater care on the part of the teachers in dealing with this subject is very desirable.

The vertical system of hand-writing has of late years been adopted in many cities of Great Britain and Canada, with most favorable results. The principal claims advanced for upright writing are its legibility,
ease of acquirement, and that it is more in accord with hygienic laws than other systems.

Authority to use the vertical system of writing has been granted, but it is earnestly enjoined that each teacher make himself familiar with the system before attempting to give instruction therein.¹

In accordance with the above permissive change from the slanting system of writing to the vertical, the British Columbia series of vertical writing books was authorized. The vertical system, however, apparently was not found to be an improvement, as no further reference was made regarding its prescription, and Gage's copy-books continued to be the prescribed texts until 1912.

In that year a change was made for the Junior Grade pupils. The New Method writing-pad number 1 was prescribed for First Primer classes; New Method writing-pad number 2 and New Method writing-book number 1, for Second Primer classes and New Method writing-book number 2, for First Reader classes. From the Second Reader classes up, Gage's copy-books remained as before.

Prior to 1912, the finger-movement method of writing had been taught with some attempt at free arm movement in the lower grades. The next year it was prescribed that muscular-movement exercises were to be given throughout all the grades. The New Method writing-books, numbers 3 and 4, were prescribed for Second Reader classes; writing-books numbers 5, 6, 7, and 8

of the same series for the Intermediate Grade classes; and Gage's copy-books remained the authorized books for the Senior Grade classes.

This muscular-movement system of writing has persisted to the present time, though there have been changes in the textbooks. The above-mentioned books continued to be used until 1921, when they were replaced by the McLean Method writing compendiums. These compendiums were a decided change from the old copy-books in which one line of writing at the top of a page had to be written perhaps half a dozen times by the pupil, each line supposedly better than the previous one. The compendiums merely acted as a guide to the pupil, all the written work of the pupil being done in an exercise book. Compendiums numbers one, two, and three were to be used by pupils in the Junior Grade, number four in the Intermediate Grade, and the Senior Manual in the Senior Grade. In 1923, when the course of study was based on a system of eight grades, Grades One, Two, and Three were to use compendiums numbers one, two, and three; Grades Four and Five, compendium number four; and Grades Six, Seven, and Eight, the Senior Manual.

Compendium number one contained both manuscript and cursive forms of writing. It was thought advisable to teach the printed form of the letters to assist in reading the printed form in the readers. The length of time devoted to manuscript writing varied greatly in different schools, some teachers continuing it for the whole of the first term, while others ignored
it altogether. The 1933 Programme of Studies suggested that manuscript for functional writing might be continued to the end of Grade One.

The Survey of the School System, made in 1925, reported that the penmanship was good, but was taught by methods which might be greatly simplified and improved.\(^1\) It also stated that "an examination of the compendiums and manuals accompanying the McLean Method of Muscular Movement is based partly on the doctrine of formal discipline."\(^2\) In this regard it was criticized by the Survey. The tests administered in connection with the Survey showed that the standard of writing in British Columbia was in some grades two years in advance of the United States norms.\(^3\) This fact led the Survey to report that too much time was being devoted to the subject.

Another change in 1933 was the introduction of the practice compendiums for Grades One to Five. This was in some respects a return to the old copy-book idea of teaching writing, in which the pupil does practice writing under a line of copy, and necessitated a new prescribed practice compendium each year. The work and text prescribed for Grades Six to Eight remained the same as before.

**Summary.**—The trend in the subject of writing has been


\(^2\)Ibid, p. 142.

\(^3\)Ibid, p. 496.
from a stiff finger movement type of writing by which the muscles quickly became tired toward a free, easy, rhythmic, writing movement which permits a large amount of writing to be done with greater speed and without tiring. The McLean system at present in use, while open to some criticism on the grounds of formal discipline, is a distinct improvement over the system which it supplanted.

Reading and Literature

Reading and literature are grouped under one heading because they are so closely linked together in the teaching of both subjects. Before one can read a selection intelligently, a knowledge of the literature of the passage is essential. Thought comprehension is basis to thought expression.

The subject of reading, the first of the three r's, has been taught in the schools of British Columbia since the earliest schools were first opened. In 1872 the Canadian series of Readers, seven in number, was prescribed as the authorized text. Although no mention was made of literature, it was taken for granted that the finer passages of prose and poetry contained in the readers would be studied for their literary value. The Canadian series was replaced by Gage's series of Readers in 1884. The reasons for the change were quite numerous and apparently sound.¹

¹Supra, pp. 19-20.
In the same year reading was added to the list of subjects in which an examination must be passed by pupils before they were permitted to attend a high school. A pupil was expected "to be able to read correctly and intelligently any passage in the Fourth Reader".

The course of study for 1889-90 included a little more detail under the heading of reading:

Reading—From Primer to Fifth Reader, inclusive. Special attention should be given to correct pronunciation, distinct articulation, and proper expression.

Declamation of selections from prose and poetry committed to memory tends to awaken a taste for good language, as well as aids in the development of a natural and easy delivery.¹

In 1900, when the course of study was organized on a Junior, Intermediate, and Senior Grade basis, the First and Second Primers and First Reader were prescribed for the Junior Grade (the first three years of the elementary school); the Second and Third Readers were to be used in the Intermediate Grade (the fourth and fifth years of the school); the Fourth Reader, Longfellow's "Evangeline", and Lamb's "Tales from Shakespeare" were to be studied by the Senior Grade (pupils in the sixth and seventh years of the elementary school). A new series of readers called the "New Canadian Readers", was authorized in the same year.

The following year, 1901, the Twentieth Century Edition

of the same series of Readers was prescribed. Phonic drill and recitation were added to the Junior and Intermediate Grade reading course. The 1906 course of study prescribed the Second Reader to be used in the Junior Grade, leaving the Third Reader to be used for both years of the Intermediate Grade reading course. In 1911 it was prescribed that phonic drill, which up to this time had been taught in both Junior and Intermediate Grades, was to be taught only to the end of the Second Reader classes, now in the Junior Grade. The same year, the Senior Grade course, now called reading and literature, was changed to include besides the Fourth Reader, Scott’s "Lady of the Lake". In 1913 the passages to be memorized from the "Lady of the Lake" were listed in the course of study.

In 1919, the courses of reading and literature were prescribed under two separate headings in the Senior Grade. The course in literature included Scott’s "Lady of the Lake" and the following selections from the Fourth Reader:

Resessional; The Sermon on the Mount; The Battle of Marston Moor; The Battle of Naseby; Burial of Sir John Moore; Heroes of the Long Sault; Jacques Cartier; The Vision of Mirze; Sir Galahad; A Dirge; Westminster Abbey; In Westminster Abbey; Lead, Kindly Light; The Duty of Canadians; The Patriotic Dead; The House Fly; To A Water-fowl; The Daffodils; The Lady of Shalott; The Panthers; Pontiac; Lobo, The Wolf; The Burial of Moses; The Chambered Nautilus; The Red River Voyager; Boadicea; The Cloud; Hamlet’s Soliloquy; Portia’s Appeal to Shylock; Twenty-third Psalm; Labour; In Memoriam.

\(^{1}\)Courses of Study for the Public, High, and Normal Schools of British Columbia, 1919, p. 7.
When the grading of the elementary school classes was changed in 1923 from Junior, Intermediate, and Senior Grades to Grades One to Eight, inclusive, a change was also made in the readers used in the schools. Grade One was to use "The Canadian Readers, Book I" (a Primer and First Reader); Grade Two, Book II of the same name; Grade Three, Book III; Grade Four, Book IV; Grade Five, Book V, Part I; and Grade Six, Book V, Part II. No readers were prescribed for Grades Seven and Eight. The two subjects of reading and literature were again outlined under the one heading, the courses being as follows:

Grade VII

(a) A Christmas Carol (Dickens) and King of the Golden River (Ruskin).
(b) Golden Steps.
(c) Selections from the Canadian Poetry Book.

Grade VIII

Poetry--One of the following:

(a) Narrative and Lyric Poems, Third Series, British Columbia Edition and The Canadian Poetry Book, omitting the selections prescribed for Grade VII.
(b) Scott's Lay of the Last Minstrel--Alexander.
(c) The Lady of the Lake--Stevenson.

Prose--At least two of the following:

(a) Selections from Irving and Hawthorne, British Columbia Edition--Stevenson.
(b) Scott's Ivanhoe, abridged and edited with Introduction, notes, glossary, etc. Fanny Johnson.
(c) Lamb's Tales from Shakespeare, with notes—Flather.
(d) Treasure Island—R. L. Stevenson.
(e) Sharp Eyes and Winter Neighbours, from the text entitled "Sharp Eyes and Other Essays"—Burroughs.¹

The next year "Selections from the Makers of Canada" was added to the Grade Seven course. To the Grade Eight course were added, "Selections from the Canadian Poets" (Hardy) to the list of poetry choices, and "Waverley" (Scott) to the list of prose choices.

Silent reading appeared for the first time in the 1924-25 Programme of Studies. It was to be taught in all grades, but in Grades Three to Eight an ever-increasing portion of time devoted to reading was to be given to silent reading. Special exercises were to be given with an endeavour to increase the rate and comprehension. From time to time standardized tests were to be given as a check on the progress made both in rate and comprehension.

The Survey of the School System in 1925 found that many of the teachers were ignorant as to the psychology of reading, and hence were unable to teach the subject at all scientifically.² In connection with the teaching of reading the

¹Courses of Study for the Elementary, High, Technical, and Normal Schools of B. C., 1923, pp. 16-18.
Survey made the following statement:

Surely an improvement in the teaching of silent reading is long overdue. The mechanics of reading should be mastered at least by the time the pupils pass out of grade four. Before grade eight is reached the pupils should have a fairly effective mastery of silent reading.¹

The Survey also found that many teachers were confusing the subjects of literature and reading with word anatomy. The practice of having pupils miss the whole sentiment and content of literature by spending their time looking up the meanings of rare and obsolete words was strongly deprecated. Reading in the middle grades was found to be very mechanical largely because of insufficient interesting reading material.

The findings of the Survey had the effect of gradually developing the teachers a reading consciousness which resulted in greater attention being paid to the teaching of the subject. Very little change, however, was made in the reading material until 1936.

Another change was made in the Grades Seven and Eight literature course in the 1926-27 Programme of Studies. The revised course for Grade Seven read:

(a) Canadian Prose and Poetry--A. M. Stephen. (Only selections recommended for Grade VII pupils are to be studied.)

(b) Either Golden Steps or Selections from

the Nature Poets, Stevenson.
(c) A Christmas Carol, Dickens, and King of the Golden River, Ruskin.
(d) Either Familiar Fields, Peter McArthur or Selections from the Makers of Canada, Saul.

Memorization: Teachers are expected to assign for memorization the more beautiful passages of the selections of poetry prescribed for this grade.¹

The book entitled, "Canadian Prose and Poetry"—A.M. Stephen, was to be studied in Grade Eight in addition to the work previously prescribed.

The following year, in place of Stephen's "Canadian Prose and Poetry", "Voice of Canada, Canadian Prose and Poetry" was prescribed for Grades Seven and Eight. "Selections from the Makers of Canada" was deleted from the Grade Seven choices. Scott's "Lay of the Last Minstrel", Lamb's "Tales from Shakespeare", and Scott's "Waverley", were deleted from the Grade Eight choices. The amount of work to be covered remained the same, but the choice was limited. This course remained unchanged until 1936.

Summary.—There has been a gradual trend toward a better selection of reading material based on what appealed to the child rather than what adults thought best for the child. Increased emphasis has been placed on silent reading, since 1920.

¹Programme of Studies for the Elementary Schools of British Columbia, 1926-27, p. 69.
Greater importance has in later years been placed on the comprehension and appreciation of what was read than on the attainment of mere faultless oral reading.

**Arithmetic**

Prior to the year 1877, when the first High School Entrance examination appeared, the only clue as to what was being taught in the subject of arithmetic is to be found in the authorized text-books. In 1872, Smith and McMurchy's "Elementary Arithmetic" and "Advanced Arithmetic", Colenso's "Algebra", Parts I and II, and Young's "Euclid", Books I and II were authorized. The first Entrance examination throws a little more light on what was expected at the completion of the elementary course. It suggests a knowledge of the four simple rules applied to whole numbers and common fractions; Roman numerals; and some easy denominate numbers.

The Annual Report of 1878-79, under the heading "Subjects of Examination for Admission to the High School", stated the requirements in arithmetic "to be able to answer questions in numeration, notation, the four simple and compound rules, reduction, vulgar and decimal fractions, proportion, simple interest and percentage, and in mental arithmetic".

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1 Supra, p. 21.

"Mental Arithmetic" by J. A. McLellan was authorized in 1882, and "Elementary Arithmetic" by Kirkland and Scott replaced Smith and McMurchy's book of the same name in 1884. Hamblin Smith's "Arithmetic" (Kirkland and Scott) was added in 1890.

Not until 1900, when the elementary schools were organized into Junior, Intermediate, and Senior Grades, was there any suggestion of a prescribed course for the different years in school. In that year the limits of work were prescribed as follows:

**Junior Grade**

Addition table and multiplication table to 10 times 10, with application in operations involving numbers not greater than 100. Canadian money and familiar measures, e.g. pint, quart, gal., inch, foot, yard.

**Intermediate Grade**


**Senior Grade**

Arithmetic - as in Kirkland and Scott's Elementary Arithmetic. Algebra - The four fundamental rules. (Pupils not be required to have text-books.)

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1 Manual of School Law, 1900; pp. 53-55.
In the Manual of School Law issued the next year, 1901, the Intermediate Grade course was extended to include fundamental rules, denominate numbers, simple fractions with decimals and percentage, notation and numeration. It was also stated that algebra in the Senior Grade was to be oral only. The subject of algebra was dropped from the elementary school course entirely in the year 1906.

The text-book was changed in 1910 to Milne's "Progressive Arithmetics", Books I, II, and III, the Junior Grade covering the work in Book I, Part I; the Intermediate Grade, Book I, Parts II and III, and Book II, Part I; the Senior Grade, Book II, Part II, and Book III, except pages 116-134, 268-297, and 319-330.

As the details of the course in arithmetic for the Junior and Intermediate Grades appeared in the 1911 course of study, which is quoted in the appendix, only the detail for the Senior Grade will be given here: Decimal fractions—to more than three places; denominate numbers—reduction and four simple rules; measures and equivalents—weight, (avoirdupois and troy), volume and capacity (use equivalents), temperature, lumber, plastering, painting, kalsomining, roofing, papering, carpeting; percentage—commercial discount, profit and loss, commission, interest; promissory notes; banking; ratio and proportion.

A few minor topics and difficult problems were omitted.

1 Appendix, pp. 159-171.
from the above Senior Grade course of 1911 when a revision was made in 1919. The courses for the Junior and Intermediate Grades remained the same.

In 1921 a change was made in text-books. Smith and Roberts' "British Columbia Public School Arithmetic" Books I and II replaced Milne's "Progressive Arithmetics" which had been in use since 1910. The course as revised was as follows:

Junior Grade

First Year

Study of the numbers 1-9, inclusive; developing relation between object and symbol; oral counting to 100; placing a number of objects (not to exceed 36) into groups of 2's, 3's, 4's, etc., and counting by 2's to 20; combinations of numbers to 9 (this included the teaching not only of addition, but also the application of the other three simple rules to these numbers).

Second Year

Reading and writing numbers to 100; combinations and extensions to 100; study of the ten-unit; counting by fives and tens; multiplication tables to the end of table of 5.

Third Year

Daily drill in combinations and extensions; multiplication tables.
Intermediate Grade

First Year

Smith and Roberts, Book I, pp. 124-195. The four simple rules applied to whole numbers, denominate numbers, and common fractions. Work in prime factors, common factors, highest common factors, and least common multiples to be confined to small numbers.

Second Year

Smith and Roberts, Book I, pp. 196 to end of book. This included numbers and applications; bills, accounts and receipts; aggregates and averages.

Senior Grade

First Year


Second Year

Smith and Roberts, Book II, p. 120 to end of book, (omitting pages 160-168, inclusive; from beginning of section on "Quadrilaterals", p. 180 to end of page 207, except problems relating to rectangles, circles, rectangular solids, and cylinders; from beginning of section on "Measures of Surface", page 211, to end of page 218).¹

Owing to a change in the school organization to an eight-grade basis in 1923, it was necessary to make new limits of work.

¹Courses of Study for the Elementary and High Schools, 1921.
The course in arithmetic remained the same for the elementary school as a whole, the new grade allotments being as follows:

Grade 1
Study of the one-unit.

Grade 2
First Term—Reading and writing numbers to 100; combinations to 20; study of the ten-unit; counting by 5's and 10's.

Second Term—Combinations and extensions to 100; multiplication tables to end of table of 5. Work, within number limit of 100, given in text to end of page 90.

Grade 3
Complete tables to end of table of 12. Work in text to page 123.

Grade 4
Work in text to end of page 163. (For teacher's use only, in graded school.)

Grade 5
Text to end of page 205. Smith and Roberts, Book I, complete.

Grade 6
Smith and Roberts, Book I, complete.

Grade 7
Smith and Roberts, Book II, to end of page 136.

Grade 8
Book II, p. 120 to end of book (omitting pp. 16 to 168, inclusive; pp. 180 to 207 except problems relating to rectangles, circles, rectangular solids, and cylinders; pp. 211 to 218.)

The next revision in 1924-25 extended the Grade Four course to include the work up to page 183 in Smith and Roberts

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1 Courses of Study for the Elementary and High Schools, 1923.
instead of to page 163. This meant the addition of factors, multiples, cancellation, and common or vulgar fractions to the work of the fourth year. To the Grade Five course was added topics on Canadian money, avoirdupois, linear, surface, cubic, measure of capacity and measure of time. The Grade Six course remained the same with the exception that topics of British money and circular and angular measure were omitted. The Grade Seven course omitted the topics on sharing and partnership, averages, ratio and proportion, and taxation. The Grade Eight course remained the same, except for the addition of the topics deleted from the Grade Seven course.

The Survey of the School System in 1925 found that the standards in arithmetic were higher in all grades than in the United States. The Survey, however, claimed that too much time was being devoted to the subject. It was stated that:

The course of study in arithmetic for British Columbia, while modern in certain aspects, is still too strongly tainted with formal disciplinary values. . . . much of the content might well be left out as obsolete and unrelated to the real needs and practical activities of life.  

The Survey recommended that more attention should be given to simple oral problems involving rapid calculations. Diagnostic and standardized tests were also recommended as a help in overcoming the problem of which topics needed special attention.

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2 Ibid, p. 158.
and how much time to spend on fundamentals.

As a result of the Survey a change was made in the text-books in 1930. The "New Canadian Arithmetics, Primary Book, Part I," by Sheffield and Brown, was prescribed as a pupil's text in Grade Three. The only change in subject content was the deletion of Roman notation from the course. The arithmetic vocabulary of Grade Three pupils was listed as follows: add, addition, sum, plus, column, subtract, subtraction, less, minus, remainder, product, multiplier, divide, divide by, division, divisor, dividend, quotient.¹

Grade Four classes were to continue with the same text for another year, at which time it was to be replaced by the Primary Book, Part II, of Sheffield and Brown's "New Canadian Arithmetic". The topic on Roman notation to MM, being deleted from Grade Three, was now to be taught in Grade Four. To this Grade also was added the topic of area and surface, which until now had been taught in Grade Five.

The Grade Five classes were to have the Intermediate Book, Part I, of the new series by Sheffield and Brown. To the Grade Five limit was added: square measure, cubic measure, dry measure, measures of temperature, cubic or solid measure, and decimals—meaning of, reading and writing of, the application of the four simple rules, changing of decimals to common fractions and vice versa.

¹Programme of Studies, 1930, p. 35.
As in Grade Four, the Grade Six classes were to continue with Smith and Roberts as a text until September, 1931, when a change was to be made to the Intermediate Book, Part II, of the new series. The Grade Six limit of work was increased to include percentage, three steps: (1) how to find a per cent. of a number; (2) how to find what per cent. one number is of another number; (3) how to find a number when a per cent. of it is given; and the simpler applications of percentage: discount, profit and loss, simple interest (for annual periods only), commission. The 1930 revision also stated:

By way of preparation for the Junior High School Mathematics work of grade VII, the pupils of grade VI should be familiar with the following terms: rectangle, square, straight line; parallel lines, angle, right angle, perpendicular, triangle, base, apex or vertex, altitude or height (as applied to triangles and rectangles), circle, centre, circumference, radius, radii, diameter, semi-circle. The pupil should be able to identify or illustrate but not to define these terms.¹

Thorndike's "Junior High School Mathematics, Book I", was the new prescribed text for Grade Seven pupils. The new work added to this grade included: the geometry of form, size, and position; frequent use of compasses, protractor, set-squares, measurements of lines and angles; simple equations, simple ratios, and simple formulas, and their application in practical problems.

¹Programme of Studies, 1930, p. 35.
Grade Eight pupils were to use "Junior High School Mathematics, Book II", by Thorndike. To the previous course for this grade was added:

The arithmetic of private business, involving the earning, spending, and saving of money, the bank account, keeping account of borrowed money, the investment of money in stocks and business shares, the dividing of profits, investments in real estate notes, bonds, and mortgages.

The arithmetic of public business—the municipality as a business firm; civic income and expenditures, civic borrowings; the nation's business, national debts; budgets; the interpretation and making of diagrams and graphs relating to public business.

The arithmetic of the home--family budgets, cost of food and clothing, etc.

The arithmetic of science and industry--squares, cubes, circles, cylinders, wheels, wells, pipes, tanks, etc.; the use of formulas and equations; circular measure; longitude and time; the metric system of weights and measures.

First steps in algebra--equations, literal numbers; positive and negative numbers; simple computations and equations involving the addition, subtraction, multiplication, and division of positive and negative numbers; expressing a problem as an equation.¹

It will be seen from the above that the tendency in the 1930 revision was to place some topics lower in the grades and to add several extra topics in the upper grades. The introduction of generalized arithmetic into Grades Seven and Eight is noted with interest, it being remembered that algebra

¹Programme of Studies, 1930, p. 94.
was on the course until 1906, at which time it was deleted. No further changes were made in the arithmetic course until 1936 when drastic changes were made in practically all subjects.

Summary.-- The subject of arithmetic has tended to become less theoretical and abstract and more practical and concrete. The teaching of it has become less formal and more practical; less a matter of teaching by rules and more a matter of the development of the powers of reasoning; less a matter of teaching long involved written problems with the emphasis placed on the statements, and more a matter of teaching simple oral problems related to the real needs and practical activities of life.

Geography

The first examination in geography for admission to a high school suggests that factual rather than a rational geography was being taught.\(^1\) The outline of what a pupil was expected to know in geography before being admitted to a high school in 1879 seems rather comprehensive, viz.--

To have a general knowledge of the earth’s planetary relations, of the general principles of physical geography, and of the outlines of the maps of Europe, Asia, Africa, America, Oceania, and of the British Empire, and more particularly that of the Dominion of Canada.\(^2\)

\(^1\)Supra, p. 22.

The Annual Report of 1889–90 stressed the value of map drawing and stated that a thorough knowledge of the terms used and explanations given in the introductory chapter of text-book was essential.

In 1900 the geography course for the Junior Grade was placed under the main heading of nature lessons. Under the general topic of "The Earth", the pupils were supposed to learn about its shape and motion, land and water surfaces, temperate and cold regions and the differences in their peoples as to features, colour, and mode of life; points of the compass; heat, cold, air, vapour, clouds, rain, hail, and ice; to learn to draw an outline map of their school district and vicinity, the principal points of interest to be located and the directions from the school noted.

The Intermediate Grade continued to have oral lessons in geography, dealing with an elementary study of the people, commerce and forms of government of the various parts of the British Empire and particularly of Canada. The subject-matter to be covered was contained in the first fifty-three pages of a textbook specially written for Canadian schools called "New Canadian Geography, with B. C. Supplement". The only reference to the Senior Grade course was, "As in New Canadian Geography", from which it is gathered that the book was to be completed.

Until 1911 the geography course remained as it was
prescribed in 1900. In 1911 the section under the heading of nature lessons remained but an additional section by the name of geography was included for Junior Grade pupils.¹

The 1911 course for Intermediate Grade classes was planned in much greater detail. The regions assigned for study were North America, British Columbia, South America, Africa, Europe, Asia, Australia, or in other words the whole earth. The pupils were supposed to have a clear idea of the position and general build of each continent; to know something about the great plains and life on these plains, and to be able to locate the great commercial centres of the world.²

There was little left to outline for the Senior Grade, and as a result the course of study just states, "as in prescribed text; also Lawson and Young's History and Geography of British Columbia". Apparently the work was a review of what had been taught or "skimmed over" in the Intermediate Grade.

Practically the only change in the Senior Grade geography course in the 1919 course of study was a verification of the above. It stated "a general knowledge of the geography of the continents and oceans; the geography of British Columbia, Canada, North America, South America, Asia, Africa, Europe, and Australia" was expected. The same year the text was changed to the "Dominion School Geography, B. C. Edition".

¹Appendix, p. 161.

²Ibid, pp. 163-165.
The work in geography for Junior Grade pupils was divided into yearly limits in the 1919 revision. It was not, however, included in the regular course of study, but was placed in a 48-page booklet entitled "Nature Study and Primary Geography". The pupils of the first year studied (a) directions; (b) time; (c) weather and seasonal changes; (d) a small stream or brook. The second year's work consisted of (a) distance and direction continued; (b) weather and related phenomena; (c) earth materials—stones, gravel, sand, clay, etc.; (d) land and water forms—rapid, fall, lake, etc.; (e) observational study of local industries and commercial activities. The third year's work included (a) local geography—continued and associated with local history; (b) the earth as a whole—shape, size, general surface features and diurnal movement; (c) weather phenomena—previous work continued and extended; (d) commercial and industrial activities—methods of transportation and communication, postal service, telegraph, and wireless transmission of messages. The Intermediate Grade course remained the same as before.

The 1923 revision was organized on an eight-grade basis. The geography course for the first three grades remained the same. The Grade Four course, however, was decidedly changed, from regional to human geography based on how other people live.

^Appendix, pp. 183-188.
The topics prescribed for study were:

(a) How other people live:—
   1. The Eskimo home.
   3. A Desert home (the Arabs).
   4. An Equatorial home.
   5. The Dutch home.

(b) The Earth as a whole including a simple
    study of heat belts—Position of equator,
    latitude, longitude, the tropics, the
    Arctic and Antarctic, the relative
    positions of the continents and oceans.

(c) How people are clothed:— wool, cotton,
    linen, silk, leather, rubber.

(d) How people are fed:— bread, rice, sugar,
    tea and coffee.

Grade Five was outlined in the same way as the Intermediate
Grade had been previously, but was limited to a study of North
America, British Columbia, and South America. Grade Six was as­
signed the remaining continents not studied in Grade Five, viz.—
Africa, Australia, Europe, and Asia. Grade Seven was assigned
certain features of physical geography contained in the first
forty-five pages of the "Dominion School Geography", and a review
of North America and South America. The work of Grade Eight was
a complete review of the work of the previous grades.

The 1924 revision made further changes in the geography
limits. The study of South America was deleted from Grade Five
and in its place was prescribed the following detailed physical

\[1\] Courses of Study, 1923, p. 10.
geography:

1. The atmosphere—i.e. evaporation and condensation; winds, clouds, effects of mountains in forming clouds; the story of a river reviewed; sea-coast, effects of waves, high and low water; islands and bays.

2. A series of observations through the year of position of sun at noon, showing so far as local conditions are concerned the nature of the seasons.

3. Globe study leading to the shape of the earth; rotation, giving day and night, heat-belts, latitude.¹

For regional geography, Grade Five was assigned North America, Canada in general, and British Columbia in detail. Grade Six was to study the following: South America; Canada in detail; Europe; review of North America; and physical geography, including a study of the simpler principles of climate for the world. The Grade Seven course included, under the heading of physical geography, a review of rotation; revolution; latitude; longitude; seasons and their cause; the regional geography comprising Asia, Africa, Australasia; and a review of British Columbia. The Grade Eight course consisted of: a review of motions of the earth; running water; the work of ice; and for regional study, the British Empire, including a review of the several continents. The text-book was changed in 1924, Cornish's "School Geography" and "Atlas" replacing the "Dominion School Geography".

¹Programme of Studies, 1924-25, pp. 42-43.
It was found by the Survey of 1925 that considerable work that was being taught in the subject of geography was of a formal, deadening, factual nature; that there was an atmosphere of abstraction and unreality about the subject; and that, generally speaking, there was not enough correlation between geography and history. The Survey recommended that more use be made of the socialized recitation and that an effort be made to get away from the "note-giving" and "text-book memorizing" type of teaching.¹

The 1928-29 revision produced a change in the Grade Four course, including:

(a) How other people live:-
   3. A Swiss Home—Life in the Alps. Compare with life in the Cariboo or Kootenay of B. C.
   4. A Dutch Home—Life on a lowland plain.
   5. Lapland—Compare and contrast with Eskimo life.

(b) The World as a Whole—including a simple study of heat-belts and the relative position of the continents and oceans.²


²Programme of Studies, 1928-29, p. 47.
In Grade Five the subject-matter remained more or less the same but it was organized on a problem basis. The problems given were merely suggestions, it being understood that a teacher might cover the same field of study by means of other problems. The Grade Six course remained the same, but the suggestions as to suitable problems were given only for North America, as follows:

What is Europe's Main Gateway into Canada?

(a) What first led Europeans to our shores? What natural barriers to trade has the St. Lawrence as a route into the heart of Canada? How have these been overcome? Where did the first Europeans make settlements? What was the St. Lawrence Valley like in those days (1660-1700)?

(b) The lands of the St. Lawrence comprise a mixed forest region. What use has been made of these forests?

(1) Lumbering.
(2) Furniture; implements; musical instruments; wagons; automobiles; boats and canoes; matches.
(3) Pulp and paper. Since this region has no coal, what efforts have been made to overcome this handicap?
(4) Agriculture—Export of cheese, condensed milk, bacon, and maple sugar. Fruit district, Niagara.
(5) Mining—Asbestos, nickel, gold, silver.\(^1\)

The content of the course for Grade Seven remained as before but was planned on a problem basis. The Grade Eight course was designed to have pupils leave the elementary school with a clear and definite knowledge of:

\(^1\)Programme of Studies, 1928-29, pp. 71-72.
(a) The home province.
(b) The Dominion of Canada.
(c) The Empire.
(d) A general knowledge of the chief productive regions of the world.¹

No mention was made of physical geography, it being expected that the physical features would be taught incidentally along with the various problems studied.

Summary.— The general trend in the subject of geography has been away from the memorization of a great many isolated and unimportant facts of a physical and political nature. More emphasis has in later years been placed on the social and economic aspects of geography. The drawing of maps of the continents from memory has been eliminated from the course.

History

Prior to 1877 the subject of history included only English history, in which pupils were expected "to know the different periods and the outlines as contained in Collier's "History of the British Empire".² Two other books, "Outlines of General History" and "British History", both by Collier, were authorized in 1872 and 1874 respectively, but the examination for entrance to high school was limited to English history. The first prescribed course of study issued in 1885 included the study

¹Programme of Studies, 1928-29, p. 94.
of English history as a compulsory subject.

In 1887 the course was divided into two parts, British and Canadian, and a new text-book was authorized, "Public School History of England and Canada", by G. Mercer Adam and W. J. Robertson. Both parts of the course were made separate subjects of examination for admission to a high school.

A new text was added to the list in 1897, "The History of the Dominion of Canada", by Clements, but was replaced three years later by Robertson's "Public School History of England and Canada, with B. C. Supplement". The course of study which appeared in the Manual of School Law in 1900 assigned to the Intermediate Grade oral biographical study of Canadian and British topics. The Senior Grade course was not outlined, merely the text being mentioned.

For the next few years the course remained the same, but new texts were authorized from time to time. In 1906, "History and Geography of British Columbia" by Lawson and Young, was added to the list. In 1910, Lawson's "History of Canada" and Symes and Wrong's "English History" were authorized.

In 1911 the history course was outlined in considerable detail for the Intermediate Grade, the course consisting of twenty topics grouped under the main heading of Canada, eight topics dealing with British Columbia's history, and ten topics dealing with the British Empire's development in Africa, Asia,
and Australia. The course for the Senior Grade remained the same as before. "Finger-Posts to British History" was specially recommended for use in the Senior Grade as a supplementary text in British History.

The following year, the Intermediate Grade course was made longer by the addition of the following topics in European history:

1. A visit to the Early Britons.
2. The Coming of the Romans.
3. A Visit to Roman Britain.
4. The Coming of the English.
5. A Visit to an English Village.
6. The Introduction of Christianity.
7. The Vikings.
8. Alfred the Great.
10. The Norman Conquest.
11. A Visit to a Norman Castle.
13. Richard of the Lion Heart.

The same year, 1912, Lawson's "History of Canada" was replaced by Gammell's book of the same title, which continued to be authorized for the next eighteen years, until 1930. Symes and Wrong's book continued to be used for British history, but in 1919 the limits were somewhat curtailed for the examination for admission to a high school. Then it was stated that "The High School Entrance Examination in this subjects will be confined to the Tudor, Stuart, and Hanoverian Periods."

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1 Appendix, pp. 165-168.
2 Manual of School Law, 1912, p. 68.
3 Courses of Study, 1923, p. 8.
The organization of the schools on an eight-grade basis in 1923 necessitated a change in the allotment of work. To Grade Five were given the topics referring to North America and British Columbia listed above for the Intermediate Grade. Grade Six was to cover the remainder of the previous Intermediate Grade course. Grade Seven was allotted the period of English history from 55 B.C. to 1485 A.D., the subject-matter of which was contained in the first five chapters of "History of England for Public Schools" (Western Canada Series); also, the French period in Canadian history, contained in the first twelve chapters of Gammell's "History of Canada". The Grade Eight course consisted of the remaining chapters of the text, "History of England for Public Schools" covering the period 1485-1920; and the British period in Canadian history, contained in chapters XIII to XXXI in Gammell's text.

A change in the allotment of topics in geography in 1924 made it necessary to change the history assignments. Grade Five was to be given talks on: (a) early history of British Columbia; e.g. Indian life; adventures of early explorers; fur trade; Cariboo Trail; missionaries and missions; early pioneers; surveying and building the C. P. R.; stories of the beginnings of such centres as Victoria, Vancouver, New Westminster, Kamloops, etc.; (b) discoverers and explorers of America—(1) a general description of Europe in the 15th century, showing the social,
political, and economic condition of the times; (2) Marco Polo (and the trade with the East—the Turkish Invasion—breaking of the trade route—and a desire for a new route); (3) Bartholomew Diaz; (4) a biographical study of at least fifteen of a given list of topics. The Grade Six course was changed to include the following:

1. Early Britain Period—
   Stories selected from the legends of King Arthur and his Knights may be used to illustrate the life and conditions in Britain at this time. Stories of Boadicea, King Alfred, The Vikings, St. Augustine, An English Village in the Eighth Century.

2. Saxon-Norman Period—
   "Robin Hood" or stories from "Ivanhoe" may be used to illustrate this period. Studies of Trial by Ordeal, Feudal System, Curfew, An English Village in the Twelfth Century.

3. The Age of Chivalry—
   The Crusades, illustrated by stories from Scott's "The Talisman". The "Children's Crusade", Knighthood, A Tournament, Richard the Lion-Hearted.

4. Later Medieval Period—
   Stories of Robert Bruce, William Wallace, Joan of Arc, the Black Prince.¹

Grade Seven classes were to study the period in British history from 1066-1603, and the French period in Canada, 1492-1763. The Grade Eight course included a study of (a) the British period in Canada(1763-1924); (b) history of British Columbia; (c) Stuart and Hanoverian periods, 1603 to 1924.

¹Programme of Studies, 1924-25, p. 58.
The new subject of citizenship was added to the history course this year for the upper three grades. Grade Six was to make a study of organization for churches, schools, water supply (in irrigation districts) and for general municipal governments (in municipalities); Grade Seven, a study of organization for provincial purposes; Grade Eight, a study of organization for federal purposes. A text-book, "Studies in Citizenship, B. C. Edition", by McCaig, was authorized for use in this subject by Grade Eight pupils in 1926.

The teaching of history, Canadian history in particular, was criticized rather severely by the Survey in 1925, in which it was stated that "the teaching of Canadian History in the assisted schools leaves much to be desired". As in the subject of geography, the Survey found an atmosphere of abstraction and unreality in the teaching of history and emphasized very strongly the necessity of teaching history as a living reality. More socialized recitation lessons, more projects and dramatization methods, and increased library facilities were advocated as remedies for this failing.

In 1930 the Grade Five course was slightly curtailed, the minimum number of biographies being reduced from fifteen to ten. An extra topic was added to the Grade Six course, viz. Social Development, by which it was expected to develop a knowledge

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of the way in which the people of early and medieval England lived, worked, and struggled slowly towards social equality. The manner of dress, food, games, industrial operations, and means of transportation were to be considered and discussed.

A new text-book was prescribed in 1930 for pupils of Grades Seven and Eight, "A New History of Great Britain and Canada" by Wallace. It was organized on a topical basis, the topics being allotted as follows:

Grade VII
The Story of the British Nation.
(a) The British Nation in the making, 55 B. C. to 1066 A. D.
(b) Feudal England 1066-1485.
(c) England and the Tudors 1485-1603.
(d) The Stuart Kings and the Great Rebellion, 1603-1660.
(e) The Restoration and the Revolution 1660-1714.
(f) England under the Hanoverians 1714-1837.
(g) The Victorian Era 1837-1901.
(h) Britain in the twentieth century.

Part II. The Growth of the British Empire.
(a) The voyages of discovery.
(b) The English Colonies in North America.
(c) The English in India.
(d) The duel with France.
(e) The loss of the American Colonies.
(f) The British under the Southern Cross.
(g) The British in the Dark Continent.
(h) The British Empire of to-day.

Grade VIII
Part III. The Story of English Political Development.
(a) The origin of the English parliament.
(b) Parliament and the King.
(c) The reform of parliament.
(d) The growth of cabinet government.

Part IV. Language and Literature.
(a) The story of the English language.
(b) The story of English literature.¹

The topical arrangement of this new text helped somewhat in the breaking away from the practice of drilling a mass of chronological fact as had been done in previous years.

Summary.-- In the subject of history there has been a change from a chronological development to a topical development. In place of a course consisting of memorized facts about dates, treaties, and dynasties, we now have a series of topics which appeal to the child's instinctive curiosity in adventure and romance. The new course tends to develop his power of observation and expression. The subject of citizenship has changed from a memorization of formal rules of constitutional government to a definite training in citizenship.

Nature Study

Nature study was not mentioned in the courses of study until 1900. Before that time what was later to be called nature study was taught under various other names. In the Annual Report of 1872-73 it was shown that eleven pupils were being taught natural philosophy.² The next year twenty were shown as studying animal and vegetable physiology. Forty-seven pupils were

listed as studying botany for the year 1882-83 only. None of the above named courses appeared on the list of subjects authorized to be taught, either compulsory or optional, in the first course of study of 1885. In the year 1895, the subject of agriculture was added to the course of study for graded and common schools.

Instruction was to be given in the subject at least twice a week to all pupils in the Fourth and Fifth Readers. In fact, it was stated that after May, 1897, it would become a subject of examination for entrance to high school.¹ Before that date, however, a change was made whereby agriculture became an optional subject instead of compulsory.²

The course of study outlined in the Manual of School Law for 1900 included a definite limit of work to be covered in the subject of nature lessons in the Junior, Intermediate and Senior Grades.³ It will be noted that some instruction, later classed as geography, came under the heading of nature lessons in the Junior Grade. Brittain's "Nature Studies" was prescribed as a text for the teacher's use in the Intermediate Grade, and for the pupils' use in the Senior Grade.

"Physiology, New Pathfinder, No. 2", was also prescribed for use in the Senior Grade.

The following year, 1901, the Senior Grade course in nature was made more explicit:

³ Appendix, pp. 155-158.
(a) Physiology, as in Pathfinder, No. 2.

(b) Instruction to be given on the subject-matter covered by the topical outline of p. VI of Brittain's "Nature Lessons", omitting sections E, F, G, and H.¹

In 1911 the text-book was changed to Brittain's "Elementary Agriculture and Nature Study". The Intermediate Grade pupils were to study pages 1-114 as well as the section on weather observations on pages 186, 187.² The Senior Grade course was an extension of the work of the Intermediate Grade, and included the subject-matter in pages 1-184 (omitting chapters XIX, XX, XXI, and XXVIII, in the first year's work, and chapter X and pages 161, 162, and 163 of chapter XI in the second year's work). The table of contents in this text book shows the following topics:

Intermediate Grade

Autumn Lessons
I. Germination and Early Growth of Plants.
II. The Organs of Vegetation.
III. Organs of Vegetation (continued).
IV. The Organs of Reproduction in Flowering Plants.
V. Organs of Reproduction (continued).
VI. Insects and Their Relation to Plant Life.
VII. Other Seasonal Changes in Autumn.
VIII. How Trees and Shrubs Prepare for Winter and Spring.
IX. Some Ideas About Matter.

¹Manual of School Law, 1901.
²Appendix, p. 159.
X. Something About Work and Energy.

Winter Lessons
XI. Contents of the Potato Tuber.
XII. The Contents of a Carrot.
XIII. What We Can Find in a Grain of Wheat.
XIV. The Composition of Cellulose, Wood, Starch, and Sugar—Chemical Union.
XV. What Becomes of Wood When It Burns.
XVI. What Carbonic Acid Gas is Composed of—Oxidation.
XVII. The Composition of the Air.
XVIII. The Composition of Water.
XIX. Amonia Gas and its Composition.
XX. What the Gluten of Wheat is composed of.
XXI. Vegetable Oils and Acids and a Salt.
XXII. Trees in Winter.

Spring Lessons
XXIII. The Return of the Birds.
XXIV. The Seed and the Little Plant Within It.
XXV. The Seasonal Changes of Spring—Spring Calendar.
XXVI. The School Garden.
XXVII. The Making and Transference of Starch in Plants.
XXVIII. The Breathing of Plants.
XXIX. The Transpiration of Water by Plants.

End of Intermediate Grade Limit.

Autumn Lessons
I. The Cellular Structure of Plants.
II. The Course of the Sap in Plants.
III. Ferns and Other Green Flowerless Plants.
IV. Mushrooms.
V. Moulds.
VI. Yeasts.
VII. Bacteria and Their Ways.

Winter Lessons
VIII. The Domestic Animals of the Home and Farm.
IX. The Composition and Care of Milk.
Brittain's text-book was replaced in 1919 by a 48-page booklet, "Nature Study and Primary Geography", issued by the Department of Education. In this booklet the course was outlined in detail for all grades in the subject of nature and for the Junior Grade in geography. ²

In 1923 when the elementary school was organized on an eight-grade basis, the course in nature outlined above remained the same in subject-matter, but different in grade placement. Besides being arranged on the new grade basis, it was also sub-divided into topics to be covered in the various seasons of the year—autumn, winter, and spring; and again sub-divided into sections dealing with animal life, plant life, gardening and elementary agriculture, and elementary science, the latter in Grades Six, Seven, and Eight only.

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² Appendix, pp. 183-188.
The Survey of 1925 found little fault with the content of the course in nature study, but criticized the methods used by many teachers in teaching the subject. "Nature Study as we saw it in the average British Columbia school is the inevitable result of the 'formal discipline' theory of education”. The Survey suggested that an improvement could be brought about only by improvement of the nature and method of the work in natural science in the normal schools. A continuous effort has been made by the department of education during the past few years to have the course in nature study presented in a more practical manner.

Summary.-- During the past few years the course has been made more practical. The course as planned in recent years has proved a great advance over that of the early period. Its specific objects were outlined; methods of securing interest were suggested; and the correlative attitudes and ideals that should be developed were explained.

Hygiene

The earliest mention made of hygiene as a subject on the British Columbia curriculum was in the year 1885, when the first course of study was prescribed for the graded and common schools of British Columbia. Hygiene was then listed under

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"the following subjects may be taught". Two years later it was made a compulsory course and was added to the list of subjects of examination for admission to a high school. All one can gather as to the requirements in the subject was that pupils were expected "to have a general knowledge of the subject", and that three text-books were authorized, namely, "Anatomy, Physiology, and Hygiene" by Edward Playter; "Manual of Hygiene" by the Provincial Board of Health (Ontario); and "First Book on Anatomy, Physiology, and Hygiene" by Calvin Cutter.

The subject of temperance, which later became a topic under the heading of hygiene, was first introduced as a separate optional subject in the year 1888. A book entitled "Public School Temperance" by Dr. B. W. Richardson was authorized as the text to be used.

In the course of study for 1889-90 it was stated that in the study of anatomy, physiology, and hygiene, "oral primary instruction in these allied subjects may be given to the whole school, but pupils in the Fourth and Fifth Readers should be required to use the text-book." It was thought that through the teaching of these subjects the teacher would be afforded an opportunity for imparting practical instruction on many points of vital consequence to the pupil. It also stated that "in giving

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1 Annual Report, 1886-87, p. II.
instruction in hygiene, the branch subject of temperance, with reference to the evil effects of stimulants and narcotics on the human system, should not be overlooked.\textsuperscript{1} This branch of the temperance course was thereby made compulsory.

Two new texts were added in 1890: "Pathfinder Physiology" (No. 1, Child's Health Primer), and (No. 2, Physiology for Young People). Another text, Calvin Cutter's "Second Book on Anatomy, Physiology, and Hygiene" was added in 1891.

In 1896 a further change was made regarding the subject of temperance. The Council of Public Instruction that year issued a regulation to the effect that:

\begin{quote}
The Board of Trustees of any School District may require that Temperance as a separate subject from Anatomy, Physiology, and Hygiene, be taught in their school, provided the authorized textbook be used.\textsuperscript{2}
\end{quote}

In other words the Council of Public Instruction was not willing to shoulder the responsibility of making it a compulsory subject throughout the Province, but permitted any individual School Board to do so for its own district.

The course of study prescribed in 1900 omitted the subject of hygiene altogether, but the next year it appears again in the Senior Grade as a sub-heading under the subject of nature. In 1910 the text-book was changed to "The Essentials of Health".

\textsuperscript{1}\textit{Annual Report}, 1889-90, p. 123-124.
The topics to be considered included: cells; foods; nitrogenous foods; non-nitrogenous foods; alcoholic drinks; digestion; digestion in the stomach and the intestine; the blood; circulation; respiration; ventilation; bones; exercises; skin; bathing—clothing; hygiene of the nervous system; cigarette smoking; some essentials of health; emergencies; the emergency nurse; contagious diseases; tuberculosis.\(^1\)

In the 1919 revision, the subject of hygiene continued to be classed as sub-heading of nature study. The text-book was changed to "How to be Healthy" by Halpenny and Ireland. This book had larger print, better illustrations for the child mind, and the table of contents was more appealing to children, introducing such topics as sunlight, fresh air, the home, and summer holidays.\(^2\)

In 1923, under the new eight-grade organization, Grade Seven classes were allotted the topics: good water; clean milk; bad milk; dust; sweeping and dusting; microbes, in action and in disease; the blood in health and in disease; infectious diseases; tuberculosis; disinfection; home-nursing; skin; the nails; care of the mouth; the eyes; ears, nose, and throat; emergencies.\(^3\) The Grade Eight course consisted of a


\(^2\) J. Halpenny and L. B. Ireland, How to be Healthy, pp. IX and X. Toronto, Educational Book Co., Ltd., 1909.

\(^3\) Ibid.
review of work previously taught.

The 1924-25 Programme of Studies made a definite assignment of work in hygiene to be covered in Grade Six. It included the following topics: sunlight; fresh air; ventilation; sleep; respiration; physical drill; mental hygiene; clothing; the home; the country school-house; summer holidays; foods; selecting and preparing food; the care of food in the home; alcohol; tobacco. The Grades Seven and Eight courses remained the same as before.

It was recommended by the Survey in 1925 that systematic instruction in temperance be given to all classes from Grades Five to Eight, inclusive. The Survey also recommended a change be made in the text-book. These recommendations resulted in a revision of the course in 1925, and a change in the text-book in 1929. The name of the course was changed in 1925 to health education.

In 1925 a definite course was outlined for each grade. The topics listed for study in Grade One were: nutrition; cleanliness; clothing; rest and sleep; fresh air and ventilation; and habits of regularity. The topics for Grade Two were the same as in Grade One with the addition of contagious-disease


2Programme of Studies, 1925-26.
control. The Grade Three course was an extension of the work of Grade Two. The Grade Four course was the same as that of Grade Three with an extra topic, special senses—ears, nose, and throat. The topics assigned to Grade Five were: nutrition; posture; rest and recreation; fresh air; circulation; elimination; special senses; and disease control. Grade Six classes were assigned: the framework of the body; the muscular system; the nervous system; respiration; the blood and its uses; and the selection of proper food. The Grade Seven classes were assigned: nutrition; the digestive system; the nervous system; control of infectious diseases; health departments; first aid; and suggestions; The Grade Eight course consisted of topics on: nutrition; prevention and control of disease; protection of life from accident; recreation; municipal sanitation; and hygiene and sanitation in rural communities.

In 1929 the following topics were deleted from the course: contagious disease control (from Grade Four); elimination and special senses (from Grade Five); nervous system (from Grade Six); nervous system and suggestions (from Grade Seven). The same year the following topics were added to the course: accident-prevention (to all grades); play activities (to Grade One); excretions of bodily poisons (to Grade Six); cleanliness as health routine, exercise, posture, and corrections of defects, and mental hygiene (to Grade Seven); nervous system, alcohol and tobacco, and a review of the physiology of digestion,
circulation, respiration, and excretion (to Grade Eight). The subject-matter for the revised course was to be found in a new text-book, "Physiology and Hygiene" by Ritchie and Caldwell, which was prescribed as a pupil's text in Grades Seven and Eight.

Summary.-- The course in hygiene has changed from an optional course under the name of anatomy, physiology, and hygiene to a compulsory course called health education. An effort has been made in the past few years to make the course of more practical value by developing in the child good health habits.

Physical Training

Prior to 1891 the subject of physical training was not authorized as a subject to be taught in the elementary schools, although in the list of books for use in the public schools appeared one on "Physical Culture" by E. G. Houghton as early as 1887. That some pupils were receiving instruction in physical training is evident from Inspector Wilson's report to the Superintendent of Education in 1890, in which he states:

It is to be regretted that there is not more attention given to physical education. In a few schools physical exercises are indeed conducted, but I am not prepared to say that there is in every case much physical training.

The beneficial effects of physical training, in more erect forms, better positions, and in more graceful movements, would in time be apparent. The
stooping shoulders and narrow chests would give place to a more comely bearing, and to a greater enjoyment of life and its duties.  

Reports like the above led to the introduction of calisthenics as an optional subject on the curriculum. The text-book by Houghton was deleted in 1897 and no other was added. The subject remained optional until until 1912 when physical training and military drill were made compulsory by the following regulations:

The Education Department has accepted the conditions of the Strathcona Trust for the encouragement of physical training and military drill in the Public Schools. Under the terms of the agreement, regular and systematic instruction in physical training, according to the syllabus laid down in the prescribed text-book (Syllabus of Physical Exercises for Schools, published by the Executive Council, Strathcona Trust), is compulsory.

The text-book was based, broadly, on the Swedish system of education exercises, which had been widely adopted on the Continent as well as in the British Navy and Army. It contained a series of tables of exercises for children of various ages, and supplementary exercises in skipping, dancing, and games. It continued to be the prescribed text-book until 1926, with new editions being issued in 1919 and again in 1933. The 1919 edition followed generally the arrangement of the 1909 edition, though some important changes were made. The more important of these changes were the lessening of the formal nature of the lessons, and the effort made to render them enjoyable and recreative.

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1 Annual Report, 1889-90, p. 133.

The 1933 edition also proved an advance on its predecessors. More scope was given for the initiative of the individual teacher. Emphasis was laid upon the importance of good posture both in rest and in action, and on the cultivation of agility and suppleness through folk dancing and games, and the elimination of stiffness and rigidity from formal gymnasics.

The above changes were in line with the recommendations made by the Survey in 1925. The Survey advocated less formal gymnasium exercises, and more free play and games that would realize the end in view, and at the same time give the child genuine pleasure.¹

Summary.-- There has been a change from a course consisting of only the formal, routine physical exercises, to one in which the informal, pleasurable activities play an important part. More emphasis has in the past few years been placed upon good posture.

Music

Prior to the year 1919 the subject of music has been taught in a great many elementary schools of British Columbia. It was not a compulsory subject, nor were there any suggestions made by the Department of Education regarding the course that

should be followed. That it has been taught at least since 1872 was shown by the early annual reports.\(^1\) The year 1919 marks a great advance in the study of music, as in that year a comprehensive course in the subject appeared for the first time, the work for each of the seven years being outlined in detail.\(^2\) The course of study for 1921 added a section of work at the beginning of the course, and also an extra topic, rhythmic work, to the course for First and Second Reader classes.

The 1923 course of study, arranged on an eight-grade basis, necessitated some adjustment in grade placement. Grade One was to cover the work previously assigned to the Receiving Class and Beginner's Reader; Grade Two, the course previously assigned to the First Reader; Grade Three, that of the Second Reader; Grade Four, the Third Reader; Grade Five, the Fourth Reader. The Grade Seven course included: voice-culture, solo singing, unison and two-part songs. The Grade Eight course was a continuation of the Grade Seven course and a study of the bass clef by the boys.

The Programme of Studies, 1924-25, gave a list of songs suggested for each term for the first three grades. Rhythmic work was extended to Grade Six, the work being outlined as follows:

Grade IV

Exercises should be given that will prepare pupils for definite work in music appreciation in Grade VIII.

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\(^1\)Supra, p. 26.

\(^2\)Appendix, pp. 189-193.
Grade V

Use the minuet, gavotte, and skipping steps to introduce the works of Bach, Handel, and Schumann.

Grade VI

A beautiful melody or theme taken from the classics to be sung, stepped, or dramatized. Two-part exercises to be stepped.\(^1\)

The study of the bass clef by boys was to be commenced in Grade Seven instead of Grade Eight. The Grade Eight course was increased to include the study of music appreciation. This was to be taught from a historical standpoint in the development of music—the English Madrigalists of the 16th century; Purcell; Bach; Handel; Haydn; Mozart; Beethoven; Schubert; Schumann; Mendelssohn; Chopin; Grieg. Under the heading of music form, a study was to be made of: binary and ternary forms; history and growth of carols; and folk music.

There was no prescribed book for the child's use in music until 1925, in which year the Department of Education adopted the "New Canadian Music Course", Books I to V, by Coney and Wickett. In the same year the study of the bass clef by boys was deleted from the course, and a study of the works of Elgar and MacDowell was added to the music appreciation course for Grade Eight.

The Survey of 1925 stated that the course in music was over-elaborate, and that there was a lack of systematic instruction

\(^1\)Programme of Studies, 1924-25, pp. 37, 49, 60.
in vocal music in cities and district municipalities. The Survey strongly advocated that music should have a prominent place on the curriculum, and even went so far as to suggest that where instruction in music was not given in the school, credit should be given for private instruction.\textsuperscript{1} No change was made, however, until 1936 at which time music, along with all other subjects, underwent drastic revision.

During the past few years, the annual musical festivals held in the larger centres have contributed in no small way to the improvement of the standard of vocal music in the schools. The increasing use of the radio for music appreciation lessons has also tended to enrich the course, especially in schools where no music specialist was employed.

\textbf{Summary.---} The subject of music has not received as much attention as other subjects on the curriculum for the following reasons: (1) it was not a compulsory subject; (2) no course in music was outlined until 1919; (3) little expert instruction has been given to the subject in the normal schools; (4) few inspectors have had sufficient musical ability to inspect the schools in the subject. Since 1919 an effort has been made in many schools to make music something more than mere formal note learning, and to develop the pupils' ability to utilize music to satisfy their emotional nature.

Drawing and Manual Arts

Drawing was taught in the schools of British Columbia as early as 1873. In the superintendent's report of 1875 a special plea was made for more teachers to make themselves proficient in the teaching of drawing. It was pointed out that the subject of drawing was of distinct value to a child. It was listed as an optional subject in the first course of study in 1885 with "Freehand Drawing" by Walter Smith as the authorized text-book. In 1890 the following remarks on the subject of drawing were made by the inspector of schools:

The Public Schools are advancing, though somewhat slowly, in the teaching of Form Study and Drawing. . . . . the number of schools in which the subject is taught is annually increasing. The Limit Tables of the Graded Schools of Victoria and New Westminster require instruction in this branch to be given to the pupils of each division. The Course of Study of the Vancouver Schools introduces Form Study into the lower divisions only.

In the same year the "Canadian Series of Drawing Books" was adopted for use by the pupils.

Drawing was made a compulsory subject in the elementary schools in 1900. The Junior Grade was allotted the work outlined in Prang's "Elementary Manual for Teachers", the children using the prescribed drawing series, nos. 0 and 1.

1 Supra, p. 26.
2 Annual Report, 1874-75, p. 15.
3 Ibid, 1889-90, p. 133.
Intermediate Grade pupils were to use books 2 and 3, and the Senior Grade pupils, books 4 and 5. These books were replaced by Blair's "Canadian Drawing Series" the following year. Colour work, including crayon work followed by brush drawing, was added to the Junior and Intermediate Grade classes in 1911.

The next year an important revision was made. The subject of manual arts was introduced into the curriculum under the heading of drawing and manual work. Paper folding and cutting were to be taught to the Receiving Class and First and Second Primers. The purpose of the course was that the pupils might acquire dexterity and skill of hand by constructing and making objects; and a knowledge of the forms—triangle, square, oblong, etc. By introducing exercises in mat-weaving, plasticine modelling, raffia-work, and colour-work, it was hoped that habits of accuracy, neatness, order, a love of industry, habits of patience, perseverance, and self-reliance, would result. When the Junior Grade course in drawing was completed, the pupils were expected to be able to measure from half an inch upwards, and should have acquired the following drawing vocabulary: vertical, horizontal, angle, triangle, square, rectangle, or oblong, circle, semi-circle, quadrant, oval, cube, sphere, cone, pyramid, and perimeter.

Before entering the Senior Grade it was expected that pupils would be able to measure inches, halves, quarters, eighths,
centimetres, and millimetres. They were also expected to be able to use set squares, draw parallel lines, set out measurements exactly, and draw cylindrical objects. In addition to the vocabulary listed under the Junior Grade requirements they were supposed to have mastered such words as: parallel lines, acute angles, obtuse angle, right angle, altitude, parallelogram, triangular prism, square prism, cylinder, diagonal, diameter, base, number of degrees in a circle, circumference, arc, radius, and radii. The making of the above mentioned-solids formed the manual work in the Intermediate Grade.

The work in the Senior Grade consisted of: the drawing of cubical and cylindrical objects; the construction of geometrical figures; the drawing of plans and elevations, and simple, accurate drawing to scale; the mastery of the Roman capitals and lower-case letters; and the colouring of designs based on flowers, insects, and birds.¹

In the 1924-25 Programme of Studies, which was organized on the eight-grade plan, drawing in Grades One and Two became a sub-section under manual arts. The course for these first two years followed fairly closely the work outlined above for the Junior Grade, with the addition of topics on stick-laying and freehand paper-cutting. The work in drawing was based on a new text-book, "Teachers' Manual in Drawing and Design."²

²Appendix, pp. 194-198.
Grades Two to Eight, inclusive, were assigned work in object drawing, design, and colour. A section on lettering was added for Grades Three to Eight, inclusive.

The chief recommendation made by the Survey in 1925 in the subject of drawing and manual arts was that constructive handwork should be assigned for all children in the elementary school. The Survey stressed the creative side of the work in art, and stated "we can produce things distinctly Canadian ... only when we shall develop a distinctively Canadian art." As a result of the recommendations of the Survey, more emphasis was placed on individual effort in poster work and design. Also, the course in manual arts was extended to include Grades Three and Four, leaving only Grades Five and Six without manual arts or manual training. The course for Grades Three and Four was outlined as follows:

Grade III

Cardboard Construction--

(1) Square tray; box with lid; triangular tray; money-box; waste-paper basket.
(2) Toys suggested by pupil; e.g. boats, motor-cars, wheelbarrows, trains, carts, trucks, wagons, etc.
(3) Doll's house and furniture.
(4) Models of houses, churches, public buildings, with which the children are familiar.

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2 Ibid, p. 93.
(5) Historical scenes; e.g. early settlement days, Indian camp-life, etc.

(6) A sand-table project for such subject as "an Indian boy before the white man came", for which cardboard and plastic models should be used.

Plastic Models—
These should be correlated with Nature and Geography lessons and should include various fruits, vegetables, leaves, etc.; boats, lighthouses, etc.

Grade IV

Cardboard Construction—
(1) Lamp-shade; hexagonal tray; candlestick; pencil-box; blotter-holder or book cover.
(2) As for Grade III, but more difficult models should be attempted and more exact work expected.

Plastic Modelling—
This should be correlated with the Nature, Geography, and History lessons.

Free-cutting—
Booklets with free-cutting and pictures illustrative of some of the following lessons: life in the cold lands; life in the hot lands; life in the temperate grass lands; life in the temperate forests.¹

The only further change prior to 1936 was in 1930 when object drawing was deleted from Grades One, Two, and Three, and a new text, "Teachers' Manual of Drawing" by Weston, was prescribed. The new text was very similar in content and arrangement

¹Programme of Studies, 1926-27, pp. 30, 38.
to the one it supplanted.

Summary.— The subject of drawing has developed from a rigid course in mechanical and model drawing to a more elastic course in which the main objective has been the development of the ability of self-expression in line and colour. The subject of manual arts was first introduced into Grades One and Two in 1912, and was extended to include Grades Three and Four in 1926. There has been a general tendency during the past few years to integrate manual arts with other subjects, particularly health education, history and geography, in the form of projects.

Manual Training

The subject called manual training was first introduced into the Province of British Columbia in 1900, as a result of an offer made by Sir. Wm. Macdonald to the cities of Victoria and Vancouver. Except for providing the rooms in which to carry on this branch of study, neither the Education Department nor the cities were asked to bear any of the expense for the first three years. This was borne entirely by Sir. Wm. Macdonald, who wished to illustrate the usefulness of some form of handwork being taken as part of a child's school life. After the first three years Sir. Wm. Macdonald agreed to donate the equipment already installed in the various manual training centres, providing the school trustees of Victoria and Vancouver would agree
to the carrying on of the work for one year at their expense.\textsuperscript{1}

This was done, and so successful was the work that schools in other parts of the Province soon asked for assistance for establishing such centres.

In 1906, so important had this branch of the curriculum become that a director of manual training was appointed by the Department of Education. In his first report, Mr. Dunnell, the director, showed that there were ten manual training instructors employed in the Province. His report of 1909 stated, "There are now about 2000 boys receiving weekly instruction in this branch of study."\textsuperscript{2} By 1912 there were 32 centres in operation. Such was the advance of this optional subject that the Department of Education saw fit to issue in the 1912 Manual of School Law the first suggested course in manual training.\textsuperscript{3} It was arranged as a three year course, each year's work being divided into three main headings, viz.—drawing, woodwork, and theory.

In 1915 the work of organizing and supervising manual training was enlarged to include higher technical work, Mr. John Kyle, A.R.C.A., being appointed as director of all technical branches. The course in woodwork was revised in 1916 and placed on a "model" basis as follows:

1st model to introduce planing, squaring, tenon-saw, striking-knife.

\textsuperscript{1}Annual Report, 1907-08, p. B32.
\textsuperscript{2}Ibid, 1908-09, p. A28.
\textsuperscript{3}Appendix, pp. 172-173.
2nd model to introduce horizontal chiselling, gauging.
3rd model to introduce vertical chiselling.
4th model to introduce boring, bow-sawing.
5th model to introduce sand-papering, end-grain filing, calipers.
6th model to introduce notching.
7th model to introduce chamfering.
8th model to introduce modelling with the knife.
9th model to introduce end-grain boring.
10th model to introduce half-lap joint.
11th model to introduce nailing, shooting-board.
12th model to introduce housing-joint spokeshave.
13th model to introduce modelling with spokeshave, scraper.
14th model to introduce end-grain chamfering.
15th model to introduce inlaying.
16th model to introduce glued joint, end-grain planing.
17th model to introduce mortise and tenon joint.
18th model—A model supplied by each boy based on any of the preceding exercises.
19th model to introduce parallel gouging.
20th model to introduce rebating.
21st model to introduce tonguing and grooving.
22nd model to introduce modelling and gouging.
23rd model to introduce stopped housing.
24th model to introduce stopped chamfering.
25th model to introduce router-plane and keying.
26th model to introduce easy dovetailing.
27th model to introduce stopped rebating.
28th model to introduce dovetailing (more difficult).
29th model—A model supplied by each boy based
on any of the preceding exercises.\(^1\)

In 1919 the course was again revised under a "group scheme of work", whereby the above twenty-nine models were arranged into five main groups of similar types of work.\(^2\) Alternative models were permitted, providing they embodied the required exercises. The course in drawing was extended to include the making of complete working drawings from dimensioned sketches, drawings from models, and ruled and freehand sketching.

The director of technical training, in his report of 1927, explained that although a course in manual training had been definitely authorized, considerable latitude was given to the instructors in drawing up courses suitable to their special conditions. All courses, however, had to be submitted to the Department of Education for their sanction and had to be built up from an understanding of educational principles.\(^3\)

Prior to 1936 manual training had been an optional subject, to be introduced or deleted from the curriculum at the whim of the Boards of School Trustees. The Survey had recommended in 1925 that manual training for boys be compulsory for Grades Five to Eight in all elementary schools of six or more rooms.\(^4\)

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\(^1\)Manual of School Law, 1916, p. 64.

\(^2\)Appendix, pp. 174-176.


This recommendation led to the passing of the following amendment to the "Public Schools Act" in 1936:

In Grades VII and VIII in city school districts of the first and second class and in any other school district where the Council of Public Instruction so directs, the Board of School Trustees in conformity with the regulations governing equipment and courses of study, shall establish in the schools under its jurisdiction courses in practical arts, including manual training and home economics.¹

So, after thirty years of trial, the subject achieved the same status as academic subjects on the curriculum, and no longer did the retention of it depend upon the attitude of an isolated community.

Summary.— Instruction in manual training was begun in 1900. The first suggested course in the subject was issued by the Department of Education in 1912. Since that time only two revisions have been made, but instructors have been allowed a certain amount of freedom in making the course conform to the needs of the community, the equipment available, and to the ability of the individual students. It became a compulsory subject in cities of the first and second class in 1936.

**Domestic Science**

The first class in domestic science in British Columbia was opened in Victoria in the year 1903.² Vancouver started a

class in 1905 and in three years had four domestic science centres.¹ A syllabus of work to be covered in the subject first appeared in 1912, based on a three-year course. The first year's work included: ten lessons of one and a half hours' duration on home management; five lessons of the same length on home nursing; and twenty lessons of two-hours' duration on laundry work. The second and third years' work each consisted of thirty-five lessons of two and a half hours' duration on the theory and practice of cooking.

By the year 1915 there were 39 domestic science centres in the Province, giving instruction to 5967 elementary school girls.² In 1919 the course was revised to include instruction in needlework, home management, and practical and theoretical cookery in each of the three year's work. In addition, the topic of personal hygiene was studied in the first year, and laundry work in the second and third years. For the guidance of teachers in schools where needlework was the only branch of domestic science taught, a suggested six-year course was issued commencing with the First Reader classes and continuing to the Senior Fourth classes. During the first three years the various kinds of stitches were taught. The latter three years' work included: exercises involving the various stitches; patching, darning;

knitting; draughting, free cutting, and making of undergarments.¹

To accommodate classes in rural schools where the cooking of hot lunches was undertaken, the Department of Education in 1919 drew up a suggested "Nature Study Course in Foods" which continued to be included in the courses of study for elementary schools until 1928. The course was quite an elaborate one and was set forth in considerable detail. It included the study of: beverages; fruits; cereals; fuel foods; muscle and bone building foods; tissue builders; mineral foods; flour; sugar; cheese; eggs; vegetables; meat; fish; raising agents; table-setting; and menus.²

The number of domestic science centres in the Province having increased in 1927 to 57 centres with 9298 elementary school pupils, the Department of Education appointed a Director of Home Economics, whose duty it was to organize and supervise all domestic science work in the Province.³ Owing to the lack of uniformity in the work offered in the various centres throughout the Province, the newly appointed director, Miss Jessie McLenaghen, soon after her appointment, called together a committee of the leading domestic science teachers to redraft the course of study.

¹Courses of Study, 1919, p. 13.
²Ibid, pp. 53-56.
It was decided to change the name from domestic science to home economics, it being thought that the latter name better suggested the social science of housekeeping and home-making.

The new course provided for a broader programme than merely cooking and sewing. It was organized on a unitary basis. The Grade Six course included units on: health; preparatory subject-matter; suggested problems; and further suggestions. The Grade Seven course included units on: health; breakfast; luncheons, afternoon teas, and suppers; personal accounts; home management; and kimono draft. The Grade Eight course included units on: food preservation; health; luncheons and suppers; dinners; home management; and clothing selection and construction. Each unit was sub-divided into many sub-headings and in some cases the length of time to be devoted to a particular topic was stated. The above course remained unchanged until 1936.

In 1925 the Survey had recommended that the subject of home economics be made compulsory for girls in Grades Five to Eight in all elementary schools of six or more rooms. In 1936 the "Public Schools Act" was amended making it a compulsory subject in Grades Seven and Eight in city school districts of the first and second class and in any other school district where the Council of Public Instruction might direct.

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Summary.— The first class in domestic science was begun in 1903. The first course in the subject was outlined by the Department of Education in 1912. It was revised in 1919 and again in 1928 at which time the name was changed to home economics. As a result of these revisions the course has been made of so much more practical and cultural value, and so many new centres have been opened, that it was made a compulsory subject in 1936 in city school districts of the first and second class.
CHAPTER V

SUMMARY AND CONCLUSIONS

Summary of Curriculum Trends in the Past

A detailed course for each grade.—Prior to 1900 the course in most subjects consisted of a specified text-book, the subject-matter of which was to be covered by the end of the elementary school period. This was changed in 1900, when the elementary school was divided into three grades, Junior, Intermediate, and Senior. The courses were then outlined for each of the three grades. In 1923 a further change was made. The elementary school period was divided into eight grades, each grade representing one year. The course for each grade was given in considerable detail, the amount of detail being increased from time to time.

Grouping of subjects.—There has been a general tendency, particularly since 1900, to group two or more subjects of a similar nature under one heading. The subjects of language, composition, grammar, spelling and dictation, reading, and literature, each of which had at some time been listed as a separate subject on the curriculum, now all appear under the one main heading of language. Similarly, the subjects of botany, elementary agriculture, animal and vegetable physiology, and elementary

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1 Manual of School Law, 1900, pp. 53-55.
2 Courses of Study for the Elementary, High, Technical, and Normal Schools of B. C., 1923, pp. 3-20.
science are now all taught under the caption of nature study. Anatomy, physiology, hygiene, and physical education and organized games are now all included in the subject of health education. Along with this grouping of subjects there has been developed a greater correlation and integration of all the subjects of the curriculum.

**Improved text-books.**—From time to time the text-books prescribed by the Department of Education have been changed. The following reasons have been advanced: (1) better organization of the subject-matter, as in the subject of grammar; (2) topical treatment of the subject-matter instead of chronological, as in history; (3) more up-to-date material, as in geography; (4) selections more suitable for children of a certain age, as in reading; (5) better choice of examples and exercises, as in arithmetic. As a general rule text-books have been improved upon as a result of these changes.

**The entrance examination and a "factual" curriculum.**—Prior to 1922 all pupils wishing to attend a high school were compelled to pass an entrance examination. This often led either to the dictating of a multiplicity of notes to be copied and learned by the pupils, or to the memorizing of facts culled from the text. The curriculum that was taught under such conditions might well be called a "factual" curriculum, one with little of permanent value that the pupils could carry with them through life.
In 1922 it became possible for a certain percentage of
the pupils to proceed to high school upon the recommendation of
the principals. This had a decided effect for good on the
methods adopted in teaching. Much of the time that had
previously been spent in writing and memorizing notes could now be
used in planning and making projects, and in preparing and reading
reports by the socialized recitation method. The curriculum now
meant something more than facts. But while this proved to be a
forward stride, there still remained a great amount of factual
data that could well have been deleted.

Emphasis on the child rather than the subject.— During
the past twenty years much has been written regarding where the
emphasis should be placed in teaching. While it has been generally
accepted that the emphasis should be placed on the child rather than
the subject, certain features of our curriculum have militated
against such a course being followed. One such feature has been
an over-crowded curriculum. Whereas extra topics have been
added from time to time to various subjects on the curriculum, very
seldom has a similar amount of work been deleted. This has led
over a period of years to a very much overcrowded condition in
certain subjects. Some attempt has been made to lessen the
amount of work in certain subjects. Especially is this true in
the case of spelling, which has been limited to the 4000 most
commonly used words.

The aesthetic and emotional aspects of the curriculum.-- In the early years of education in British Columbia, and for many years afterwards, little thought was given to the aesthetic or emotional aspects of the curriculum. Gradually subjects other than "tool" subjects were given consideration. The word "literature" appeared on the curriculum for the first time in 1911, the first course in music was issued in 1919, and while some drawing was done as early as 1873,  

very little of the artistic type was done until after 1900. As time went on, the literature course became much broader, several literary works being prescribed in Grades Seven and Eight in place of a reader; an appreciation course in music was prescribed for Grade Eight in 1924;  

and an excellent course in art was outlined in the same year. The importance of health education.-- The subject of health education has continued to grow in importance since the year 1885, when it was first listed as an optional subject. By 1925 a very detailed course had been prescribed for each of the eight grades.  

The futility of developing a sound mind in an unsound body has been more and more recognized as the years have gone by. In late years more freedom, more variety, more rhythm, and more spontaneity and pleasure have taken the place of the earlier stiffness, rigidity and boredom. An effort has been made

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1 Supra, p. 26.
2 Supra, p. 120.
3 Programme of Studies for the Elementary Schools of B. C., 1925-26.
in the past few years to develop in the child a wholesome desire for good health; to establish a maximum of physical and mental health which will enable the child to contribute most to home, school, and community life; and to develop a social conscience which will stimulate interest and intelligent participation in health activities.

**Manual arts and home economics.--** The value of training through the subjects of manual arts and home economics has been gradually recognized since 1900. In that year the first manual training class was started. Three years later a class in domestic science was formed. In 1911 manual arts in the form of paper folding, plasticene, modelling and such like activities were introduced for all Grade One and Grade Two classes. As a result a recommendation made in the "Survey of the School System" in 1925, the subject of manual arts was extended to include Grades Three and Four, leaving only the Grade Five and Grade Six classes still without any prescribed course in manual arts. Manual training and home economic centres continued to increase in number, and in 1936 both these subjects were made compulsory for Grade Seven and Eight classes in school districts of the first and second class.

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Advantages of the 6-3-3 organization.— Arising out of the findings of the Putnam-Weir "Survey of the School System" of British Columbia was the establishment of the first junior high school in the province in 1927. Throughout the Survey many references were made to the benefits that would result from the 6-3-3 organization. The aims of the junior high school were stated in the "Programme of Studies for the Junior High Schools" of 1927, and need not be quoted here. It is necessary to say, however, that the four great ideas set forth as distinctive in the new junior high school organization were guidance, exploration, adaptation to individual differences, and integration of subject-matter. These ideas were all linked up in some way with the curriculum. There was a tendency to reduce the number of subjects by taking account of larger and more inclusive areas of thought. The socialized method of presentation became of great importance in practically all the subjects of the curriculum.

The influences of the junior high school on the curriculum of the elementary schools.— As we are interested in the elementary school curriculum, the junior high school organization will be considered only in so far as it has affected the elementary school curriculum. Progressive elementary school principals in various parts of the province have introduced some of the features of the junior high school programme into their schools. Some of these features have proved to be an advantage, while others have not.
The socialized procedure in teaching various subjects of the curriculum has been adopted with good results in many schools throughout the province, and is gaining increased favour as time goes on. The school library, a vital part of the junior high school organization, has been established in many elementary schools, not merely for pleasurable reading but also for use by the pupils in obtaining material for socialized-lesson reports. The number and size of libraries in the elementary schools are rapidly increasing. The efforts in the junior high school to adapt the courses to the individual capacities of the pupils has had a beneficial effect on the elementary schools by causing the emphasis to be placed on the children rather than on the subject-matter. The training of pupils for leadership through student councils, an excellent feature of the junior high school, has been copied by many elementary school teachers. Hobby clubs, an important extra-curricular activity in the junior high school, have also been organized in many elementary schools with outstanding success.

Some attempts have been made to introduce exploratory courses in the elementary schools. In the city of Victoria, the study of French was offered in Grade Seven and the study of Latin in Grade Eight. At first it was intended that these courses were to be optional. Soon the problem arose as to what was to be done with the pupils not electing to take them. The number of pupils in Grades Seven and Eight in the Victoria
elementary schools was too small to warrant extra teachers being provided for those pupils not wishing to study a foreign language. Hence, in the end, the courses became virtually compulsory. The introduction of these courses into the elementary school curriculum, while advantageous for those who intended to continue the study in the high school, proved to be practically a waste of time for those not interested in the study of foreign languages.

The influences of the junior high school on the elementary school have been decidedly advantageous. The one case referred to in the above paragraph, where they have not been of value only goes to prove that all the beneficial features of the junior high school cannot be attained under the 8-4 organization. It should be stated, however, that while it has been found possible to introduce many features of the junior high school into the elementary school, the same features can be gained with still greater success under the 6-3-3 organization.

The New Programme of Studies, 1936

The conservatism of the old curriculum. -- Based on the fallacy of teaching subjects rather than children, the curriculum prior to 1936 gradually expanded without any radical change. According to Dr. Sandiford this conservatism was based on a definite philosophy of education, which held, (1) that the educational expert could select from the great educational accumulations of mankind those things which were most valuable and which therefore should be known by everybody; (2) that this
knowledge could be embodied in a series of text-books; (3) that teachers could be trained to teach this knowledge from the prescribed text-book; (4) that inspectors could be appointed to see that this body of knowledge was properly taught; (5) that examinations could be devised which would test whether or not a pupil had mastered this body of knowledge.¹

One outstanding feature of a curriculum based on the above philosophy is that it has resulted in thoroughness, a feature for which our schools have long been noted. But thoroughness is not the only good feature of an educational system. Progress depends on change. It is possible that we have been too rigid in our conservatism. We must strive to retain the best of the old but be every ready to add the best of the new.

A new philosophy of education.—Following the example of other Canadian provinces, the British Columbia Department of Education issued a completely revised curriculum for the elementary schools in the year 1936. The new revision was based on a new conception of education. Under the heading "Aims and Philosophy of Education" in the introduction to the new revision, it was stated that the people of a democratic state must strive to do more than ensure the safety, stability, and perpetuity of their culture. They must teach their citizens "to make new adjustments

in an evolving and progressive social order, so that social stability may be united with social progress". The development of character and citizenship is stated as the main objective of education. It is the function of the school, through carefully selected experiences, to stimulate, modify, and direct the growth of each pupil physically, mentally, morally, and socially, so that the continual enrichment of the individual's life and an improved society may result. Learning should eventuate in desirable outcomes such as knowledge, habits, skills, interests and appreciations, attitudes, and ideals. The pupils must be provided with a stimulating environment in which their natural tendencies will be directed into useful abilities and desirable attitudes. Thus the new curriculum does not hold with the formal disciplinary theory of education nor with traditional belief that education is the acquisition of useful knowledge. Knowledge is, beyond question, important, but it should not be the only outcome of the educative process.

United States influences on the new curriculum.—The new revision reflects to a considerable degree the influence of American educators. It is planned on the 6 - 3 - 3 organization, which, Dr. Sandiford states, "Whatever its name, is ultimately derived from American practice, not British". Emphasis is

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1Programme of Studies for the Elementary Schools of B. C., 1956, p. 8.

placed throughout on activity programmes which are derived chiefly from the "Progressive" element in American education. More importance is attached to art work, music, manual or practical arts, health, physical education, and mental hygiene. Much of what were formerly extra-curricular activities are now made an integral part of the school programme. Practically the whole programme is based on the "unit" system of presentation, a system strongly advocated by Dr. H. C. Morrison, professor of education in the University of Chicago.\footnote{Henry C. Morrison, \textit{The Practice of Teaching in the Secondary School}, pp. 23-27. Chicago, University of Chicago Press, 1934.} Morrison's system of testing, assimilation tests, mastery tests, and classification tests, are also strongly advocated in the new revision. A few type units and tests are included, but teachers are expected to make additional ones for themselves. Thus recognition is given to the fact that the teacher, not the programme of studies, is the keystone of the educational arch. This greater scope for the teachers' initiative augurs well for an improved education.

Some advantages of the new curriculum.-- Considerable space in the new curriculum is devoted to the subject of libraries. The importance of the school library is stressed. In fact, so necessary is the school library that it would be impossible to teach the new course at all adequately without it. This official recognition that everything necessary for intellectual development is not contained in the prescribed school text-book is a hopeful sign.
The new curriculum represents the very best efforts of officials of the education department, educational specialists, and teachers actually engaged in teaching. It has been compiled with a full knowledge of the latest developments in educational theory and practice. It has broken with the time-worn formalism and traditional acquisition of knowledge. It has given more scope to the teachers' initiative. It is still in the process of evolution. It now remains for it to be given a fair trial by all concerned, a persistent effort on the part of the teachers to grasp the spirit of the new course, and a patient attitude on the part of the parents while the teachers and pupils grasp this new spirit.

Some General Conclusions

Possible future trends in the curriculum. -- If one were to forecast the future development of the curriculum from a knowledge of its past growth, which has been "one of accretion rather than of intussusception", ¹ one would most likely assume that the underlying principles of the present curriculum would remain the same for a great many years to come. However, in view of recent developments, to make such an assumption is not justifiable. Heretofore, teachers have had little or no say in the formation of the curriculum, whereas recently they have

been given considerable responsibility in its formation. This fact, along with a gradually increasing keenness on the part of the teachers in the development of a professional consciousness, augurs well for a continued interest in curriculum construction. Already, in various teachers' organizations study groups have been formed for the purpose of considering curriculum problems and of making recommendations to the educational authorities.

It might be thought that a danger of progressing too rapidly exists, with the "Progressive" group in the United States as an example. Such is possible, but, in view of our ingrained belief in the thoroughness of the "tool" subjects, not very probable. This ingrained belief in thoroughness will, let us hope, save us from too wide a break from what has long been admired in our educational system. By all means, let us progress by adding to our curriculum the best features of those of other countries; but let us not, in our ardent desire for the development of individual personalities, lose the thoroughness in essentials for which our pupils have been held for many years in such high regard.

**Necessary changes in the teacher-training institutions.**—It is generally accepted that the teacher is more important than the curriculum. With poor teachers the best programme of studies in the world would prove a failure. It must be remembered that practically all our teachers were taught in the normal schools to teach the old curriculum under the old philosophy of education.
These teachers are finding it very difficult, in some cases almost impossible, to adapt themselves to the methods demanded by the new curriculum. Therefore students attending the teacher-training institutions since the inception of the new course must be taught in a different manner from that of their predecessors. The teacher-training institutions should be equipped to give prospective teachers a broader, richer, and better-planned foundation of general education than has been given in the past; to offer special instruction to students showing an aptitude for such subjects as music and art; to give "adequate preparation for leadership in the extra-curricular life of the public schools".¹

Some Further Studies That Are Needed

(1) Study groups.--- In the foreword to the new revision of 1936, the following paragraph appears:

Criticism of this Programme of Studies not merely is invited; it is urgently solicited. Is any course too heavy? How could it be lightened? How could it be improved in the sequence of topics or in grade placement? What non-functional matter could be eliminated? What should be added?²

The above paragraph contains several suggestions for further study. It was pointed out in the previous section that already study groups are working along just such lines as are advocated


²Programme of Studies for Elementary Schools of B. C., 1936, p. 5.
in the above quotation. Such study groups must continue and must increase in number, not only in the cities where organization is comparatively easy but also in the rural municipalities and districts. For, while it is true that considerable latitude is allowed by the new revision, it is also true that in a general way the same curriculum applies over the whole of the province, and that therefore the teachers in rural municipalities and districts should be prepared to make recommendations for its improvement.

(2) Experimentation.—At the time the new revision was being formulated, "it was expected that there would first be a try-out of the course in a few selected schools". Although this "try-out" stage did not materialize, it would seem that experimental class groups might be used with success in the future. At the time of writing the Department of Education is experimenting with a series of radio broadcasts in the subjects of music appreciation, social studies, and general science. Further experiments in ascertaining the value of visual and aural aids in teaching might well be carried on. In this scientific age, with such a body of experimental literature available, there is a great need for less haphazard trial and error and for more deliberate controlled experimentation.

(3) The need for applying present knowledge.—From what

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has been stated in the preceding chapters, it is apparent that those responsible for the elementary school curriculum in British Columbia have not always applied all the scientific knowledge which is available about curriculum construction. From what has been presented in this chapter, it is evident that an endeavour was made in 1936 to form a curriculum based on modern scientific principles. In order that further progress might be made it will be necessary for the Department of Education to provide adequate courses in our teacher-training institutions; to encourage teachers in service to grasp the underlying principles of the new curriculum by providing suitable summer school courses; to be consistent in its efforts by setting examinations that are in accord with the spirit of the new curriculum; and to keep an ever watchful eye on the future development of the curriculum.
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APPENDICES

APPENDIX I - COURSE OF STUDY PRESCRIBED FOR GRADED AND COMMON SCHOOLS FOR THE YEAR 1900

(Contained in the Manual of School Law)

Junior Grade

1. Reading:— First and Second Primers and First Reader. Supplementary Reading.

2. Writing:— Books I and II. Transcription of prose, poetry and arithmetic work.


5. Arithmetic:— Addition Table and Multiplication Table to 10 times 10, with application in operations involving numbers not greater than 100. Canadian money and familiar measures, e.g. pint, quart, gallon; inch, foot, yard.

6. Nature Lessons:—
   
   (a) Form:— Cube, sphere, cylinder and cone; square, triangle and circle; horizontal, vertical and oblique lines; right, acute and obtuse angles. Illustrate by models and familiar objects, natural and manufactured.

   (b) Primary Colours:— Illustrate from charts, flowers, fruit, insects, etc.

   (c) Plants:— The root, stem, flowers and fruit; uses of familiar plants for food, clothing, medicine and building material.

   (d) Animals:— The mouse, cat, dog, horse, cow, sheep and pig; resemblances and differences in structure and mode of life.
(e) The Earth:— Its shape and motion, land and water surface, illustrated by globe and map of hemispheres, temperate and cold regions and differences in their peoples as to features, colour and mode of life. Points of compass. Heat, cold, air, vapour, clouds, rain, snow, hail, and ice. Outline map of school district and vicinity, principal points of interest to be located and directions from school noted.

Intermediate Grade

1. Reading:— Second and Third Readers. Supplementary Reading.

2. Writing:— Books 3, 4, 5 and 6. Transcription and selections from the pupils' arithmetic and language work.

3. Drawing:— Prescribed Drawing Series, Books 2 and 3.


6. Geography (Oral):— Topics from the first 53 pages of the New Canadian Geography; elementary study of the people, commerce and forms of Government of the various parts of the British Empire and particularly of Canada. Map Drawing.


1. Reading and Literature:- Fourth Reader. Longfellow’s evangeline and Lamb’s Tales from Shakespeare.

2. Writing and Book-keeping:- Business and Social Forms, Nos. 9 and 10, of Gage’s Copy Books.

3. Drawing:- Prescribed Drawing Series, Books 4 and 5.


5. Arithmetic:- As in Kirkland and Scott’s Elementary Arithmetic.

6. Algebra:- The four fundamental rules. (Pupils not to be required to have text-books).

7. Geography:- As in New Canadian Geography.

8. History:- English and Canadian as in Robertson’s Public School History with B. C. Supplement.


In addition to the above subjects the following may be taught:- Agriculture, Geometry, Temperance, Music, Needlework, and Calisthenics.

LIST OF AUTHORIZED TEXT-BOOKS FOR PUBLIC SCHOOLS IN THE YEAR 1900

Readers, &c:-

New Canadian Readers published by W. J. Gage & Co., Toronto, and comprising the following:

First Primer,
Second Primer,
First Reader,
Second Reader,
Third Reader,
Fourth Reader,
Fifth Reader (in preparation),
Lamb's Tales from Shakespeare (Pitt Press Series, paper edition).
Longfellow's Evangeline.
Gage's Practical Speller.

Writing:
Gage's Series of Copy Books.

Grammar and Composition:
Prescribed English Grammar.
Sykes' Elementary English Composition (The Copp, Clark Co.).
Hutton & Leigh's First Steps in Composition (The Copp, Clark Co.).

History and Geography:
Robertson's Public School History of England and Canada, with B. C. Supplement (The Copp, Clark Co.).
Student's History Note Book (The Copp, Clark Co.).
New Canadian Geography, with B. C. Supplement (Gage and Co.).
Gage's New Book-keeping Course.

Arithmetic and Book-keeping:
Cuthbert's Arithmetic Exercise Book, Nos. 1-6 (The Copp, Clark Co.).
Little People's Seat Work (The Copp, Clark Co.).
Kirkland & Scott's Elementary Arithmetic (Gage & Co.).
McLellan and Ames' Mental Arithmetic (The Copp, Clark Co.).
Business and Social Forms, being Nos. 9 and 10 of Gage's Vertical Copy Books.

Nature Studies:
Physiology, New Pathfinder, No. 2 (Gage & Co.).
James' Agriculture (Morang & Co.).
Bratton's Nature Lessons (J. and A. McMillan, St. John).

Drawing:
A new series of Drawing Books is now in course of preparation.
APPENDIX II - COURSE OF STUDY PRESCRIBED FOR GRADED AND COMMON
SCHOOLS FOR THE YEAR 1911.

(Contained in the Annual School Report)

Junior Grade

1. Reading:— Beginners Reader, Gage's Phonic Primer, First Reader and Second Reader, Recitation and Supplementary reading from authorized texts. Phonic drill to be continued to the end of the Second Reader.

2. Writing:— Classes in the First and Second Primers and in the First Reader should be taught the correct form of written letters from examples placed on the blackboard. There should also be graded written exercises. Second Reader classes should use the prescribed Copy-books Nos. 3 and 4.

3. Drawing:— As indicated in Prang's Elementary Manual for Teachers. Prescribed Drawing Series (second edition), Books I and II. (For First and Second Reader pupils only). Colour work, including crayon work followed by brush drawing.

4. Language Lessons:— In connection with the reading of the Junior Grade it is suggested that the pupils form oral sentences containing the new words used in the reading lessons; that there be frequent drills in enunciation, articulation, inflection, and emphasis; that oral and written spelling be begun in the First Primer classes; that the teachers hold with their classes frequent conversations growing out of observation of pictures, plants, animals, etc.; that there should be frequent oral reproduction of stories read or related by the teacher; memorization of selected passages; the correction of prevailing errors of speech at the time they are made, with drill for the formation of habits of correct expression; that the names of the days of the week and of the seasons of the year be taught as well as the abbreviations and contractions found in the readers and to mark the accent; that pupils in the Second Reader be required to give simple written reproductions consisting of one paragraph only; that there be simple exercises in word-building; that the significance of simple prefixes and suffixes be taught as well as the common use of capitals and punctuation marks; and that there be frequent transcription and
dictation exercises.

5. Arithmetic:—Milne’s Arithmetic Book I, to end of page 156 (for use of teachers only). The following grading of the work for the Junior Grade Course is suggested:

First Primer. (The one-unit.)

(1) Study of the numbers 1 to 9 inclusive; teaching the number, names, oral and written, and the figures, with a clear knowledge of their significance; combinations of these 9 numbers (this includes the teaching not only of addition, but also the application of the other three simple rules to these numbers); oral counting to 99.

Second Primer. (The ten-unit.)

(1) Study of the ten-unit, its meaning and notation, and of the ten series, 10, 20, 30, etc. to 90.

(2) Reading and writing numbers to 90.

(3) Combinations of the numbers 1 to 20.

First Reader. Milne, Book I, to end of page 54 (For use of teacher only).

(1) Extensions of the combinations:
   (a) Combinations of the tens, Milne, Book I, page 14, sec. 9.
   (b) Such extensions as those found in Milne, Book I, page 12, Part I.

(2) Multiplication tables to end of table of fives, with easy oral exercises implying multiplication and division; but no formal multiplication or division to be required.

(3) Addition and subtraction within the number limit.

(4) Easy fractions and familiar measures as in the section of the text-book assigned.

Second Reader. The hundred-unit and thousand-unit. Milne, Book I, to end of page 156.

(1) Reading and writing numbers to 10,000.

(2) Review of combinations and extensions, with applications to the hundred-unit and thousand-unit.

(3) Multiplication tables.
(4) Addition and subtraction within number limit.

(5) Multiplication and division by one figure.

(6) Easy fractions and familiar measures as in textbook.


(a) Form--Cube, sphere, cylinder, and cone; square, triangle, and circle; horizontal, vertical, and oblique lines; right, acute and obtuse angles. Illustrate by models and familiar objects, natural and manufactured.

(b) Primary Colours--Illustrate from charts, flowers, fruit, insects, etc.

(c) Plants--The root, stem, flowers, and fruit; uses of familiar plants for food, clothing, medicine, and building material.

(d) Animals--The mouse, cat, dog, horse, cow, sheep, and pig; resemblances and differences in structure and mode of life.

(e) The Earth--Its shape and motion, land and water surface, illustrated by globe and map of hemispheres; temperate and cold regions and differences in their peoples as to features, colour, and mode of life. Points of compass. Heat, cold, air, vapour, clouds, rain, snow, hail, and ice. Outline map of school district and vicinity, principal points of interest to be located and directions from school noted.

7. Geography:-

A. Home Geography--

Lessons on the district surrounding the school. Observation by pupils under the direction and encouragement of the teacher. The aim is not so much to impart information as to cultivate clear and discriminating powers of observation. "Our Home and Its Surroundings" (Morang) may be used by the teacher as a guide. (Note: Omit chapter on Government.) The lessons should be conversational. Stories and pictures should be largely employed. Outline plans or maps of (a) the school-room, (b) school-house and grounds, (c) district surrounding the school. Points of the compass to be marked on these and relative distance and proportion to be observed.
B. The Earth as a Whole—

Form of the earth. General idea of its size. Daily and annual motions—simple connection of time with these. (The cause of night and day; the year taught as the time taken by the earth to complete its revolution around the sun. Classification of the months according to the seasons, but no attempt made to teach cause of the seasons or of the varying length of night and day.)

Note: It is expected that before entering the Intermediate Grade the pupil, from his observation of his home district, the pictures and the sandboard used in the lessons at school, will be familiar with the common geographical terms, such as: Continent, ocean, mountain, valley, river, tributary, plain, cape, peninsula, island, etc.

Intermediate Grade

1. Reading:—

Third Reader. Recitation and Supplementary Reading.

2. Writing:—

Prescribed Copy-book Series Nos. 5, 6, 7, and 8.
Free-arm movement exercises to be begun in this grade.

3. Drawing:—

Prescribed Drawing Series (second edition), Book III; Colour work.

4. Language Lessons:—

Language Lessons based on the reading lessons.

Spelling, meaning, and pronunciation of words, with special attention to word formation.

The division of a composition into paragraphs to be studied from suitable models in the Reader and applied to pupils' composition, both oral and written. Special attention to oral reproductions in paragraphs. (These should precede any written composition.) Oral and written reproductions of substance of reading, geography, history, and nature lessons.
Gage's First Step in English; Lessons 1 to 60, omitting Lesson 56. All grammatical definitions and rules to be omitted and emphasis to be laid on the use of language forms in sentences rather than on the teaching of formal grammar.

Universal Spelling Book, Part I.

5. Arithmetic:

Milne, Book I, from page 157 to end of book, and Book II to end of page 145. (Omit pages 121 to 126, except the rectangle.)

The following grading of the work for a two years' course is suggested:

First Year—Milne, Book I, page 157 to end of book.

Second Year—Milne, Book II, to end of page 145, (omitting pages 121 to 126, except the rectangle.)

Requirements at the end of the Intermediate Grade—Accurate and intelligent understanding of the system of notation in integers, decimals, and common fraction. Accuracy and reasonable rapidity in operations in addition, subtraction, multiplication, and division as applied to integers, decimals, and common fractions. Accurate and ready knowledge of such basic number facts as prescribed text. Ability to work mental arithmetic questions with rapidity and precision.

6. Geography:

1. Further study of the earth as a whole—the position of the Equator, latitude, longitude, the Tropics, the Arctic and Antarctic circles, the relative position of the continents and oceans reviewed.


   (a) Position—

      (i) On the globe.

      (ii) In relation to other continents and to the oceans.

   (b) Size. (Comparatively.)
(c) Shape. (Triangular). Make some study of coast-line, teaching some of the more important coast features.

(d) Build—

(i) Teach important highlands:
   (1.) Primary highlands.
   (2.) Secondary highlands.

(ii) Teach the Great Central Plain:
   (1.) The basin of the Mackenzie.
   (2.) The basin of the Nelson.
   (3.) The basin of the Mississippi.

(iii) Teach Basin of the St. Lawrence.

(iv) Teach Atlantic Slope.

(v) Teach Pacific Slope.

(e) A series of oral lessons taking the pupils in imagination through the different districts of the continent. In these they see the people at work, learn something of the climate and products of the different districts, and learn the names and location of the great commercial centres. No attempt will be made to teach much concerning the causes affecting climate, but from observation they will learn (a) that nearness to a large body of water affects climate, (b) that nearness to the Equator (latitude) affects climate, (c) that height of land above sea-level affects climate. They will learn the characteristic products of the different districts—wheat on the Canadian prairies; corn and cotton on the Mississippi Valley; lumber and fruit on the Pacific Slope, with tropical fruits farther south. In connection with these products a commercial centre will be taught. They will thus learn the location of such cities as Victoria, Vancouver, Edmonton, Regina, Winnipeg, Ottawa, Toronto, Montreal, Quebec, Halifax, New York, St. Louis, New Orleans, and San Francisco.
(f) The political divisions—Canada, United States, Mexico, and Central America.

3. British Columbia—A careful study of the position of the Province in the Dominion of Canada—its size—build (drainage)—a general idea of its climate, and some of the industries, the chief cities, and some of the more important transportation routes. The drawing of the map from memory.

4. South America.

5. Africa.

6. Europe.

7. Asia.

8. Australia.

Note: In teaching these continents, follow the above order and the plan suggested for North America, omitting the political divisions. In each case the study will be comparative. Much less time will be spent on these than on North America. The pupils should, however, before leaving the Intermediate Grade, have a clear idea of the position and general build of each continent. They should know something of the great plains, and life on these plains, and be able to locate the great commercial centres of the world.

9. History—

The objects of the teaching of History in the Intermediate Grade are: To create an interest in the subject; to cultivate a taste for reading it and, incidentally, to make the pupil acquainted with many of the facts of History that will be of value in his work in the Senior Grade.

The biographies and topics suggested are taken mainly from the early history of Canada. "Canada's past is more dramatic than any romance ever penned," and the story of the work of the men and women and of the heroic incidents of this past, supply us with our most valuable material for this grade.

The work will be entirely oral. This method of treatment is suggested.
1. The story told by the teacher.

2. Questioning by the teacher leading the pupil to organize and group the facts into paragraphs.


Topics suggested:

Canada.

1. Indian Tribes. (Giving a picture of life in North America before the coming of the white man.)

2. Columbus. (Not to be taken before the pupil has sufficient knowledge of the relative position of the continents to enable him to understand something of the desire of the people of Western Europe to find a shorter path to Eastern Asia.)

3. John and Sebastion Cabot.

4. Cortes and Montezuma. (Not a complete account of the conquest of Mexico, but two or three stories to give a picture of the civilization of the Aztecs and of the Spanish gold-seekers.)

5. Cartier.

6. Drake.

7. Champlain.

8. Hudson.


15. Marquette.
16. La Salle.
17. Madeleine Vercheres.
18. Verendrye.
20. Lord Selkirk.

British Columbia.
2. Capt. Meares.
5. Sir Alexander Mackenzie.
6. Simon Fraser.
7. David Thompson.
8. The Gold Rush

The British Empire.

In Africa.
1. Mungo Park.
2. The Dutch Settlements.
3. Livingstone.
4. Stanley.
5. Cecil Rhodes.
6. Lord Roberts.

In Asia.
7. Clive.
2. Hastings.

2. Explorations in Australia. (Sturt and Eyre.
   One or two lessons only.)

Note: No attempt will be made to deal exhaustively with
the biographies and topics suggested. They must be
presented in such a way as to arouse the interest of the
children. In the Intermediate Grade at least, History that
is not interesting is not History at all. In dealing with
the various biographies, the aim will be, not so much to
teach the facts connected with the man's life but to
present a vivid picture of the times in which he lived and
thus cultivate the imagination of the child.

As indicated in the course in English, the oral
History supplies much of the material for composition,
both oral and written. The ability of the child to re-
produce must be considered in presenting the lesson. The
class just entering the Intermediate Grade is learning to
tell or write stories of greater length than one paragraph,
while the class completing the work of this grade has
acquired considerable skill in handling composition of
several paragraphs. Obviously, this will influence the
teacher, not only in selecting the material, but in the
method of presentation.

Throughout, wherever possible, the History and
Geography of this Grade must be correlated. Thus, while
studying the basin of the Mackenzie River in Geography, the
lesson in History will be on Sir Alexander Mackenzie, and
while studying the basin of the Columbia River the History
lesson will deal with David Thompson.

Although no formal text-book is prescribed for this
grade, yet the use of a carefully selected supplementary
Historical Reader, such as the 'Highroads of History' may
be used with advantage after an interest has been aroused
by the oral lessons.

The following books will supply the teacher with much
of the material.

"Gateways of History". (Edward Arnold, London.)
"Highroads of History", (Nelson & Sons, London.)
"Canada: The Empire of the North". (Laut, Ginn & Co.)
"Cortes and Montezuma". (Pratt Educational Book Co.)
8. Nature Lessons:--

Brittain's Elementary Agriculture and Nature Study, pages 1-114, as well as the four paragraphs on weather observations found on pages 186, 187, at least two half-hour lessons a week. Teachers should keep notes of these oral lessons, with the dates on which they were given.

Note: The purpose of these oral lessons will not be accomplished unless they lead the children to first-hand knowledge of Nature; the topics selected must be observed by the pupils themselves. The lessons must be intelligently and systematically planned, and the method followed must be that of discovery through observation.

In the Intermediate Grade the teacher is provided with a text-book, and the portion of this to be studied has been carefully selected. In this grade instruction is entirely oral, and the teacher must arrange an order of work according to seasons—it is not required that the book be taken chapter by chapter in due order. This training will furnish a foundation for the Nature Lessons of the Senior Grade.

Senior Grade

1. Reading and Literature:--

Fourth Reader. Scott's 'Lady of the Lake.' (The paper in English Literature will test the pupil's knowledge, not only of Scott's poem, but also of the prose and poetical selections in the Fourth Reader.)

2. Writing:--

Prescribed Copy-book Series, Nos. 8 and 9. Free-arm movement exercises to be continued, the aim being to give freedom of execution. Legibility and precision required in all manuscript work.

Note: In judging the subject of writing, instead of awarding marks on the writing of one paper only, this value will be divided by giving 50 per cent. to the writing as shown on the Dictation paper, and 50 per cent. to the writing and general neatness of execution of the other written papers.

3. Drawing:--
Prescribed Drawing Series (second edition),
Books IV and IV-A.

4. Language Lessons:

Pronunciation, spelling, and meaning of ordinary words of text-books, including marking of accents and vowel sounds.

Composition as in Sykes' Elementary Composition, pages 1-150 (omitting the memorization exercises; loose, periodic, and compromise sentences; balanced sentence, explicit reference, parallel construction, transition, proportion, rhythm, climax, and sentence stress.)

Grammar as in prescribed text-book.

Oral and written reproductions of substance of reading, literature, geography, history, and nature lessons.

Universal Spelling Book, Parts I to VII, inclusive.

5. Arithmetic:


6. Geography:

As in prescribed text; also Lawson and Young's History and Geography of British Columbia. (W. J. Gage & Co.)

7. History:

History of England as in the text-book. (Symes & Wrong.)

History of Canada. (Lawson.)

History of British Columbia. (Lawson & Young.)

Finger-Posts to British History (Thomas Nelson & Sons) will be found an excellent supplementary text-book in British history. Its use is specially recommended.
Note: Care must be taken at the beginning of the work in the Senior Grade to teach the pupil how to handle a book. Up to this time his history has been entirely oral. He must now be taught the art of studying the facts for himself from a text-book.

8. Nature Lessons:


(b) The Essentials of Health (omitting Chapters VIII, XIII, XV, XVI, XX, XXI, XXII, XXIV, XXV, XXVI, and XXVII).
APPENDIX III - PUBLIC SCHOOL MANUAL TRAINING COURSE
FOR THE YEAR 1912
(Contained in the Manual of School Law)

First Year

1. Drawing.
   Easy plans and elevations; use and meaning of the same.
   Easy scales and their application.
   Lettering.
   English of Metric measurement to be used.

2. Woodwork.
   Tools:
   Saws--Rip, cross-cut, tenon, bow.
   Planes--Jack, smooth.
   Bench-hook, brace and bit, calipers.
   Chisels, 1 in., 1/2 in., file and glass paper.
   Marking-gauge, ruler, scraper, sloyd knife.
   Striking-knife, try-square, winding-lath.
   Sharpening of 1-inch chisel.
   No joints in this year's work.

3. Theory.
   Recognition of six common trees by their leaves, flowers
   and fruits.
   Recognition of common woods by their markings, weight,
   smell, etc.
   Materials used in the construction of the tools.

Second Year

1. Drawing.
   Section drawing and more difficult scale drawing.
   Simple lessons in design as applied to construction of
   models.
   English measurements.

2. Woodwork.
   Tools:
   Planes--Block and jointer.
   Gauges--Cutting and mortise.
   Bradawl, clamps, glue, gouges, hammer.
Mallet, nails pincers, set-bevel, screws.
Shooting-board, spoke-shave.

Exercises (to be included in models):
Joints--Half-lap, housing, glued joint, mortise, and tenon.
End-grain planing.
Grinding and sharpening of 1-inch chisel and plane-iron.

3. Theory.
Recognition of six additional common trees by their leaves, flowers, and fruits.
Growth of timber.
Seasoning and marketing of timber.
Products from trees.
Enemies of trees.

Third Year

1. Drawing.
   Colouring of drawings.
   Isometric projections.
   Lessons in design as applied to construction of models.
   English and Metric measurements.

2. Woodwork.
   Tools:
   Planes--Rebate, router, and other special planes or tools.
   Plane-gauge.
   Grinding and sharpening of gouges, etc.; filing of saws.

   Exercises:
   Dovetailing, dowelling, rebating, etc., and the application of joints in their proper places in models.

3. Theory.
Revision of first and second year's work.
About thirty models should form a three years' course of work.
APPENDIX IV - PUBLIC SCHOOL MANUAL TRAINING COURSE

FOR THE YEAR 1919

(Contained in the Courses of Study for Elementary and High Schools)

1. Drawing.

Plans and elevations; section-drawings; scale drawings; isometric drawing; copying of drawings; producing complete working drawings from dimensioned sketches; making drawings from models.
Measuring blank drawings when the scale is given.
Ruled and freehand sketching.
Supplying additional views.
Lettering. Graded thus: (1) Lower-case letters in script, slanting; (2) capitals, slanting; (3) vertical lettering.
Lessons in design, proceeding in easy stages, as applied to the outline and the construction of models.
The designing of complete models should rarely be attempted before the end of the Fourth Group.

2. Woodwork.

(1) The exercises or tool operations in each group shall be covered by the models in that group and all the tools indicated shall be used.

(2) The operations should be carefully graded and the progression should be very easy, especially in Groups 1, 2, and 3.

(3) In designing the models, provision should be made for ample repetition, the aim being to repeat each new exercise in the two following models at least.

(4) Easy progressive steps must also be observed in the Drawing lessons, and the models should be designed with that aim also in view.

(5) The first group may be preceded by a simple preliminary course, such as strip-work, where in the opinion of the teacher such is necessary.

(6) During the course, lessons should be given on grinding and sharpening chisels, plane irons, and saws.
Group Scheme of Work

Group 1, Models 1 to 6.
Rule: Measuring.
Knife: Marking out, chamfering.
Try Square: Squaring and testing.
Saws: Hand-saws for cutting out stock; tenon for fine sawing (squaresing).
Plane (jack): Medium planing surface 2 to 3 inches; narrow planing, surface 3/4 inch down; shooting ends.
Gauge (marking): Marking width and thickness.
Chisel: Vertical chiselling; horizontal chiselling.
File: Filing curved outline (end).
Bradawl: Boring Holes.
Nails: Nailing and setting (simple).

Group 2, Models 7 to 12. (Simple tool operation).
Knife: Long cut, cross cut, concave and convex cut.
Saws: Bow-saws (Curves).
Plane (jack): Broad planing 2 to 4 inches; planing cylinder.
Smoothing-plane.
Chisel: Cross paring (notching).
Gouge (inside): Scribing (vertical).
File: With grain, shaped outline, profile.
Spoke-shave: Profile.
Glue: Gluing, not necessarily a joint.
Joints: Half-lap; open housing.

Group 3, Models 13 to 18.
Planes: Wider planing, 4 inches and upwards; end planing;
oblique planing; chamfering.
Gouge (outside): Horizontal (open ends).
Spoke-shave: Modelling.
Knife: Modelling.
Screws: Fixing with screws.
Other operations: Trenching.

Group 4, Models 19 to 25.
Gauge (mortise); In joint.
Gouge: Modelling (scooping).
Other operations: Glued and rubbed joint; mortise and tenon joint; stopped housing joint.
Group 5, Models 26 to 30.

Gauge (cutting): Easy dovetailing; mitreing; rebating; keying; more advanced mortise and tenon construction; more advanced dovetailing; more advanced exercises already mentioned.

3. Theory.

Lessons of general information on materials used with the object of encouraging observation.
Recognition of common trees by their leaves, flowers and fruits.
Recognition of common woods by their markings, weight, smell etc.
Growth of trees.
Seasoning and marketing of timber.
Products of trees; enemies of trees.
Material used in the construction of tools.

4. Practice.

(1) Boys should provide themselves with aprons or overalls and should be encouraged in good habits of workmanship.

(2) The working drawings should be kept by each pupil in a folder until the three years' course is completed.

(3) Mistake sheets should be carefully filled in and kept until entering High School. Due regard should be paid to penmanship and spelling.

(4) Models and drawings should have a maximum of 10 marks each.

(5) Tests in Theoretical work should also be given and marks awarded.

(6) Both the English and the Metric system of measuring are to be used.

(7) The boy may be allowed to submit an alternative model, provided it embodies the required exercises.
APPENDIX V - PUBLIC SCHOOL DOMESTIC SCIENCE COURSE

For The Year 1912
(Contained in the Manual of School Law)

FIRST YEAR

A. Home Management (ten lessons of 1½ hours' duration) --
The choice, cleaning, and care of: A coal-range; silver, steel knives; wooden utensils; tin and enamel ware; brushes; sinks; furniture; painted and varnished woodwork; sweeping and dusting.

B. Home Nursing (Five Lessons of 1½ hours' duration) --

Theory --
1. Personal hygiene as a preventive of sickness.
2. The sick person's room, location, ventilation, furnishing.
3. The treatment of common ailments;
4. Emergencies and what to do.
5. A brief study of arterial, venous, and capillary bleeding, with bandaging.

Practical Work --
1. The care and cleaning of teeth and nails
2. Bed-making and changing sheets with patient in bed.
3. Fomentations; poultices; applications of dry heat.
4. The removal of foreign bodies from eye, nose, ear, and throat; fainting, suffocation; sunstroke.
5. Simple bandaging; roller and triangular bandaging.

C. Laundry Work (Twenty Lessons of two hours' duration) --

Theory -- Laundry equipment, cost and management. The study of textile fibres, including their source and structure, and the effects of laundry apparatus and materials on such. The composition, source, and properties of water, soap, soap powders, soda, borax, starch and laundry blue.

SECOND YEAR

Junior Cookery (Thirty-five Lessons of $2\frac{1}{2}$ hours' duration)

Theory--Kitchen equipment--choice, cost, arrangement, and care. A study of combustion, construction, regulation, and cleaning of a coal, gas, or electric range. Methods of cooking, and underlying principles with illustrative dishes. The food principles: their value in the diet; their uses to the body; the relative amount of each in various foods; the effects on them of moist and dry heat. Different foods in combination. Balanced diets.

Practical Work--Beverages; fruits; cereals; vegetables; starches; fats; sugars; milk; cheese; eggs. Different methods of rendering food light: Batters; doughs; bread; meats; soups; fish; pastry; invalid dishes. The preparation of a child's lunch-box. Table setting and service; The serving of a simple meal.

THIRD YEAR

Senior Cookery (Thirty-five Lessons of $2\frac{1}{2}$ hours' each)--

Theory--Recapitulation of the Junior Course, with the addition of the theory bearing on new work, and an elementary study of digestion.

Practical Work--Further work covering course outlined in Junior Cookery, with the addition of: Canning; preserving; jellies; pickles; salads; poultry; gelatine dishes; frozen desserts.
Needlework:

If previous sewing lessons have not been taken, see Needlework course.

If the pupils have been taking needlework in the previous grades as suggested in the Needlework Course, see that the cap, apron, sleeves, towel, and pot-holder are completed, then follow on with:

Household Sewing—Pillow-slips, towels, etc.
Making and repairing kitchen linen. Hemstitching, buttonholes, patching, darning, knitting. Free cutting continued from previous grades.

Preparatory Lessons in Home Management and Personal Hygiene:


Practical Cookery:

Definition, tables, and rules of cookery to be taught by simple lessons selected from the following methods; boiling, steaming, baking, roasting, shallow frying, sauteing, stewing, etc.

Theoretical Cookery:

As "practical application is the only mordant which will set things in the memory," principles should be taught in conjunction with the practice of cookery. Reasons for cooking food; effect of applying heat to food. Food principles; use of food to the body. Fuel foods and tissue-building foods. Carbohydrates, proteins, fats, mineral matter.
Reviews to take the forms of simple meals; for example, breakfasts for a tray. Develop quick, free, independent action in all lessons. Cooking must be active work, giving the child an ability to do. Explanations should articulate the lessons as closely as possible to those done in other departments of the school. All written lessons should be short, carefully executed, and mistakes corrected by the teacher.

SECOND YEAR

Needlework:

Draughting: i.e., free cutting and making undergarments; Repairing, patching, darning flannels, prints, and coloured goods, knitting.

House Management:


Practical Cookery:

Recapitulation of the methods taught during the first year, with additions. Boiling, steaming, simmering, roasting, baking, broiling, stewing, sautéing, deep and shallow frying, braising, pot-roasting. Reviews to take the form of simple meals.

Theoretical Cookery:

Laundry-Work:

Arrangement of household washing—washing, boiling, and plain ironing of household linens and underwear. Removal of stains and bleaching. Consideration of water, soap, soap powders, soda, borax, starch, and laundry blue.

THIRD YEAR

Needlework:

Draughting: i. e., free cutting and making undergarments, or preparing High School outfit. Repairing table linen, mending and darning of outer garments, gloves, etc.

House Management:

Practical revision of two former years.

Practical Cookery:

Recapitulation of methods taught in the second year, with the addition of the following: Preservation of food, Reasons. Different methods. Dried foods and their value. Pickling, canning, preserving. Salads with simple dressing. Fruit salads. Marmalade. Poultry--choice, trussing, cooking. Beef cuts. Bread-making. Table service and table setting. Reviews to take the form of meals; for example, dinners.

Theoretical Cookery:

Emphasis to be placed on food values and the necessity for a well-balanced and varied diet. Digestion--its meaning, foods easy and difficult to digest. Digestion in the mouth, hard and soft foods, condition of teeth. Digestion from the Alimentary canal to intestines. Suitable food for child from birth to dentition. Good and bad types of feeding-bottles. Cleansing of bottle. Sterilizing and pasteurizing milk, whey. The child under two years. Vegetarian diet, advantages and disadvantages.
Laundry-Work:

Washing and finishing flannels, coloured garments, wool, cotton, linen, muslin, silk, and lace. The management of a small family wash. Soap-making from kitchen grease, soaps, acids, alkalies. Simple methods of softening water. Making and use of starch.
APPENDIX VII -- NATURE STUDY & PRIMARY GEOGRAPHY

FOR THE PUBLIC SCHOOLS OF BRITISH COLUMBIA

(Synopsis of subject-matter contained in
Booklet issued by Dept. of Education, 1919)

JUNIOR GRADE.

FIRST YEAR

1. Animal Life:
   (a) Pets such as dog, cat, rabbit, squirrel, canary, pigeon—observational lessons.
   (b) Domestic animals—horse, cow, sheep, pig, hen, duck, goose.
   (c) Wild birds—robin, sparrow, blackbird, crow, woodpecker, meadow-lark.
   (d) Insects—butterfly, moth, beetle, dragon-fly.

2. Plant Life:
   (a) Food supply of animals and people found in the district—vegetables, fruits, grain, nuts.
   (b) Wild Flowers—trillium, spring beauty, dog's tooth violet, dandelion, goldenrod, buttercup (or substitutes).
   (c) Garden flowers and gardening—dwarf, nasturtium, pansy, tulip, sunflower, sweet pea, and climbing nasturtium (or substitutes).
   (d) Trees, leaves, and bugs—maple, horse-chestnut, pine, willow, apple, cherry (or substitutes).

3. Geography:
   (a) Direction.
   (b) Time.
   (c) Weather and Seasonal Changes.
   (d) Study of small stream or brook.
SECOND YEAR

1. Animal Life:
   (a) Domestic animals and pets continued. More detail than first year as to food, teeth, feet and limbs, covering, cleanliness.
   (b) Wild animals--deer, bear, fox, chipmunk.
   (c) Birds--bluebird, humming-bird, wren, towhee, gull, kingfisher.
   (d) Insects--extension of first year.

2. Plant-Life:
   (a) Food-plants continued from first year--potato, corn, bean, pumpkin, peach or plum and strawberry.
   (b) Wild Flowers--aster, yarrow, ox-eye daisy, columbine, marsh-marigold, anemone (or substitutes).
   (c) Gardening--Planting of such flowering bulbs as hyacinth or narcissus in autumn. In spring, school-garden--vegetables and flowers.
   (d) Trees and Shrubs--alder, dogwood, Douglas fir, vine-maple or mountain maple (or substitutes).

3. Geography:
   (a) Distance and Direction continued.
   (b) Weather and related phenomena--weather charts, dew, mist, fog, cloud, rain, hail, snow, frost, ice, freezing, melting, boiling, steam, air-currents, wind.
   (c) Earth Materials--stones, gravel, sand, clay, etc.
   (d) Land and water forms--Associate with study of a brook--rapid, fall, lake, channel, bay, island; if near coast--cape, isthmus, strait, harbour, peninsula, head, bluff.
   (e) Observational study of local industries and commercial activities.

THIRD YEAR

1. Animal Life:
   (a) Wild animals continued--deer and its enemies, such as--wolf and coyote; such fur-bearing animals as beaver, mink and raccoon.
   (b) Fish.
   (c) Frogs and Toads--life history.
   (d) Birds--birds of previous years' study; bird migration; food habits of such winter birds as snowflake, chicadee, junco, starling, grosbeak.
   (e) Insects--any and honey-bee. Observational study of moths, butterflies, and beetles continued.
2. **Plant Life:**
   (a) Food plants—grains such as wheat, oats, barley, rye and buckwheat.
   (b) Wild flowers and weeds—clover, willow-herb, thistle, burdock, lupine and milkweed.
   (c) Gardening—nature and origin of soil.
   (d) Trees and Shrubs—balsam, fir, hemlock, birch, hazel and hawthorne (or substitutes).

3. **Geography:**
   (a) Local geography—continued and associated with local history.
   (b) The earth as a whole—shape, size, general surface features, and diurnal movement.
   Imaginary trips.
   (c) Weather phenomena—previous work continued and extended.
   (d) Commercial and Industrial Activities. Methods of transportation and communication, postal service, telegraph, telephone, and wireless transmission of messages.

**INTERMEDIATE GRADE**

**FIRST YEAR**

1. **Animal Life:**
   (a) Wild Animals—cougar, wolverine, lynx, and wild-cat; seal, walrus, and sea-lion.
   (b) Birds—owls, hawks, eagles; woodpeckers, jays, and magpies.
   (c) Insects—Grasshopper, cricket, bugs, flies, beetles, wasps.

2. **Plant Life:**
   (a) Wild flowers—wild sunflower, twin flower, violet, false Solomon's seal, and wild bleeding heart (or substitutes); character of district and soil, brief description of stem, leaves and flowers; parts of flower (calyx, corolla, stamens, pistils; methods of seeding; annual, biennial, or perennial; its value.
   (b) Weeds—shepherd's purse, wild mustard, lamb's quarters, pigweed, and narrow-leaved plantain.
   (c) Trees and Shrubs—cypress ("cedar"), larch ("tamarack") spiraea, and red-flowering currant, spruce, oak, poplar, arbutus.
3. Gardening and Elementary Agriculture:
   Special study of pumpkin or squash, corn, bean, sweet-pea, as annuals; beet, parsnip, cabbage and hollyhock as biennials; and alfalfa, dahlia, and couch-grass as perennials.

SECOND YEAR

1. Animal Life:
   (a) Wild animals—otter, muskrat, skunk, and marten; snake, lizard, and earth-worm.
   (b) Birds—sparrows, swallows, and fly-catchers; divers (loon); swimmers (ducks); scratching-birds (grouse, quail, pheasant); poultry.
   (c) Insects—cabbage-butterfly, cabbage-aphis, tent-caterpillar (call webworm in the Interior), honey-bee; life-histories, feeding-habits, and metamorphoses continued; how to collect and preserve specimens.

2. Plant Life:
   (a) Wild flowers—yellow arum ("skunk cabbage"), water-lily, oat-tail, arrow-head, water-milfoil, water-parsnip ("poison-hemlock"), or other common marsh plants.
   (b) Weeds—chicory, curled dock, fall dandelion, sheep-sorrel, and wild carrot.
   (c) Trees and shrubs—cottonwood, mountain-ash, June-berry, yew, red cedar, and common juniper. Review of species studied previous year.

3. Gardening and Elementary Agriculture:
   (a) Soil Studies—
      (1) Examine soils at different levels and test for humus.
      (2) Test the fertility of soil.
      (3) Study the action of water on each kind of soil.
      (4) Show rate of capillarity rise in sand, clay, humus and garden loam.
      (5) Test water-holding and water-retaining power of coarse sand, fine sand, clay humus and garden loam.
      (6) Test value of an earth mulch in preventing escape of moisture.
      (7) Show need of drainage.
      (8) Test soil for acid.
      (9) Test temperature of wet and dry soil three or four inches below surface.

   (b) School & Home-Gardening Projects—
4. Experimental Work relating to Natural Phenomena.
   (1) Three different forms of matter—solids, liquids, and gases—and the chief characteristics of each.
   (2) Show that matter can be changed from one state to another by changing the temperature.
   (3) Show increase in volume of solids due to heat.
   (4) Show expansion in liquids.
   (5) Show expansion in gases.
   (6) Explain the thermometer as an application of law of expansion due to heat.
   (7) The physical properties of air.
   (8) Take up application of air-pressure such as
       (a) The barometer (make a mercurial barometer);
       (b) the common lift-pump.

SENIOR GRADE.

FIRST YEAR

1. Animal Life:
   (a) Wild animals—bat, field-mouse, weasel, gopher, badger, porcupine; invertebrate animals—snail, slug, clam, crab.
   (b) Animals of the farm—The horse—history, types and breeds, feeding and care of.
   (c) Birds—waders (heron or bittern), shore-birds (snipe or sandpiper), goat-suckers (night-hawk and humming-bird), pigeon, and kingfisher.
   (d) Insects—cutworms, cabbage-root maggots, wireworms, spittle-bug, house-fly, bot-fly, warble-fly, syrphus fly, and woolly aphis.

2. Plant-Life:
   (a) Wild plants—such wild vines as clematis, honeysuckle, vetch, wild strawberry, Virginia Creeper, and bearberry (or others).
   (b) Weeds—Canada thistle, Russian thistle, annual and perennial sow-thistle, chickweed, and "bindweeds"—wild buckwheat and wild morning-glory.
   (c) Trees and Shrubs—wild fruits and nut-trees (native or introduced). Tree planting and propagation. Review evergreens native to British Columbia.

3. Gardening and Elementary Agriculture:
   School and home-garden projects continued. The fruits—pear, peach, plum, apricot, and cherry; budding, grafting, and pruning of tree-fruits. Apple grading and packing. Habits of growth of such cereals as wheat, barley, rye, and oats; root-crops—beets, carrots, mangels, and turnips.
4. Elementary Physics:
Sources of heat—conduction, convection, radiation, with application. Water—physical properties, sources, impurities and methods of purification, solvents and solutions.

SECOND YEAR.

1. Animal Life;
(a) Wild animals—those native to British Columbia—moose, elk, wapite, caribou, deer, wild sheep, and wild goat. Some common food and game fishes found in coast and inland waters of B.C.
(b) Farm animals—cattle, sheep, and hogs.
(c) Birds in relation to agriculture—Continue the identification and study of local birds, giving most attention to the largest and most important order—the perching birds.
(d) Insects—The study of common insect pests continued, with special attention to feeding-habits, life-histories, and metamorphoses; parasitic insects—as Ichneumon flies and Tachina flies; predaceous beetles—tiger-beetles and ladybird-beetles; insects injurious to forests—bark-beetles and wood-borers; scale insects; gall-insects; water-insects; the mosquito and its control.

2. Plant Life:
(a) Wild plants—flowerless plants—ferns, horsetail, kelp, mushrooms, moulds, and yeast.
(b) Weeds—Quack or couch grass, squirrel-tail grass, wild oat, wild lettuce, sheep-sorrel, and dodder.
(c) Trees and Shrubs—Review of deciduous trees native to B.C. Trees and shrubs suitable for ornamental planting in school and home grounds; elementary forestry—the conservation and protection of our forests.

3. Gardening and Elementary Agriculture:
Experimental work in school or home plots continued. Seed germination, with experiments in the growth and work of plants; crop-rotation, cover-crops, legumes and common fodder grass. Bush and can fruits. Review of best varieties of vegetables and flowers for use in home-garden.

4. Elementary physics and chemistry:
Air—its chemical composition, oxygen, carbon-dioxide, fuels and combustion, carbon, limestone, common constituents of foods and fertilizers. Milk and its properties.
APPENDIX VIII - PUBLIC SCHOOL MUSIC COURSE
FOR THE YEAR 1919
(Contained in the Courses of Study
for Elementary and High Schools)

Beginner's Reader
1. To imitate the teacher's pattern in sol-faing simple phrases of three or four tones to lah (individual work).
2. To sing the Doh Chord by leaps and the other notes of the scale in step-wise succession by hand-signs.
3. Song-sentences, including all notes of scale (individual work).
4. Songs with and without action.
5. Rhythmic games.

Phonic Primer
   (a) Simple breathing exercises.
   (b) Simple voice exercises.
   Exercises to be sung softly, with pure tone, careful attention to vowel-sounds and pitch. Exercises to be taken in loco, moo, noo.
2. Tune.
   (a) To sol-fa from the teacher's pointing on the Modulator and from hand-signs the tones of the Doh Chord in any order, and the other tones of the major diatonic scale in step-wise succession.
   (b) To sing simple exercises in the Staff Notation.
3. Time.
   (a) To know the values of the whole-note, half-note, and quarter-note. To monotone exercises to time-names and syllable "doh".
   (b) Time ear tests.
4. Time and Tune.
   To sing short "study" songs to syllables, lah and words.
5. Ear-training.
   (a) To recognize the notes of the Doh Chord.
   (b) To imitate the teacher's pattern in sol-faing simple phrases of three or four tones (individual work).

6. Song-singing.
   Songs may be patterned from Modulator occasionally.

7. Rhythm-writing.

8. Rhythmic Games and Dances.

First Reader

   (a) Simple breathing exercises.
   (b) Simple voice exercises.
   Attention given to soft, sweet tone, vowel-sounds, and pitch (individual work).

2. Tune.
   (a) To sing to the syllable "lah" from the Modulator exercises containing the tones of the Doh Chord in any order, and the other tones of the diatonic major scale in step-wise succession.
   (b) To sol-fa from the Modulator exercises containing the Doh and Soh Chords in any order, and fah and lah in step-wise succession.
   (c) To sol-fa from the Staff Modulator exercises in various keys.

3. Time.
   (a) To sing to time-names and to doh, exercises containing the whole-note, half-note, quarter, eighth, and rests.
   (b) Time ear tests.

4. Time and Tune.
   To sing to syllables and to lah, short "study" songs.

5. Ear-training.
   (a) To tell the name of any tone of the major scale sung to lah, the tones of the Doh Chord being first sol-faed by the teacher or by the class.
   (b) To imitate and sing from dictation as in First and Second Primers.
6. Theory.
   To answer any question on the notation and mental effects of tones taught.

7. Songs.
   To sing to words in correct tune and time, with good expression, songs in unison.

Second Reader

   (a) Simple breathing exercises.
   (b) Simple voice exercises.
   These exercises should be practised daily in accordance with the principles described in First Reader.

2. Tune.
   (a) To sol-fa from the Modulator, and sing to "lah" exercises containing any ordinary intervals of the diatonic major scale.
   (b) To learn "fe" and "ta".
   (c) Staff Modulator drill in all keys.

3. Time.
   (a) To sing to time-names and to doh, time exercises containing the whole-note, half-note, quarter, eighth, and dotted quarter with eighth.
   (b) To have practice in putting in the bar lines of simple unbarred exercises, and in naming the time of passages sung to swinging.
   (c) Time ear tests.

4. Time and Tune.
   To sing to syllables and to lah, short "study" songs.

5. Ear-training.
   (a) To tell the name of any tone of the major scale and to write it on the blackboard.
   (b) To imitate and sing from dictation phrases of three or four notes.

6. Theory.
   To answer questions on the notation.

7. Songs.
   To sing in correct time and tune, and with good tone and expression, songs in unison.
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Third Reader

   (a) Breathing Exercises.
   (b) Voice Exercises.
   These exercises should be taken daily. The "head Voice" must be encouraged; the "forced chest voice" must not be allowed. Simple exercises on the good singing vowels should be taken individually.

2. Tune.
   (a) Sharp Modulator practice in all keys from the Staff Modulator, using syllables and lah.
   (b) To sol-fa from the Modulator, exercises containing minor mode phrases introducing l se l; me ba se lah.

3. Time.
   To sing to time-names and to doh, exercises containing the whole-note, half-note, quarter, eighth, sixteenth, dotted quarter with the eighth, and dotted eighth with the sixteenth.

4. Time and Tune.
   Short "study" songs sung to syllables, lah, and words.

5. Ear-training.
   To write or tell ear tests containing three or four tones, including easy leaps, on the tones of the Tonic Chord.

6. Theory.
   Formation of scale, key, and time signatures.

7. Songs.
   Unison songs to be committed to memory.
   Two-part exercises introduced.

8. Major and Minor Chords.
   \[
   \begin{align*}
   \text{Major} & : & (s d'r's') & (m l t m') & (d f s d') \\
   \text{Minor} & : & (m l t) & (d f s) & (l r m)
   \end{align*}
   \]

Fourth Reader

   (a) Breathing Exercises
   (b) Exercises on the singing vowels.
   Special attention to the singing of vowels and consonants.
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2. Tune.
   Sharp practice on the Staff Modulator daily to "lah" in all keys.

3. Time.
   A review of the work taken in the lower grades.

4. Time and Tune.
   Short "study" songs for sight-reading.

5. Ear-training.
   Phrases played or sung by teacher to be written in manuscript books.

6. Theory.
   Written answers to questions relating to notation, key and time signatures.

7. Songs.
   Unison and two-part songs. A three-part song might occasionally be taken.

8. Original Melodies.

   **Entrance Class**

Voice-culture.
   Continued practice on the singing vowels.

Songs.
   Solo-singing to be encouraged.

Study.
   Bass Clef to be introduced to boys (sung an octave higher than written).

Text-book.
   New Educational Music Course, First Reader and Second Reader, Canadian Edition (Ginn & Co.).
APPENDIX IX - PUBLIC SCHOOL DRAWING AND MANUAL ARTS COURSE

FOR THE YEAR 1924-25

(Contained in the Programme of Studies for the Elementary Schools)

Grade I.

Stick-laying.
Outlining simple straight-lined familiar objects, figures and letters, geometric and regular forms, illustrations of rhyme or story.

Paper-folding.
While engaged in this occupation the pupils should gain a knowledge of the forms, triangle, square, oblong, and should learn to know right side, left side, front, back, edge, corner, angle, and such terms as turn, fold, etc.

Plasticine Modelling.
1. Simple forms:
   (a) Round, such as ball, orange, etc.
   (b) Oval, such as egg, lemon, carrot, etc.
   (c) Rolled forms, such as worm, log, snake, etc.
   (d) Hollow shapes, such as nest, cup, vase, etc.

2. Various forms:
Correlating nature lessons, such as snowdrop, crocus, pussy-willow, frog, fish, etc.

3. Bas-relief on stiff cardboard or on the ordinary modelling board, such objects as illustrations of rhymes and stories.

Freehand Cutting.
(a) Simple forms such as circle, oval, etc.
(b) Symmetrical objects which can be cut with the paper folded, such as fan, kite, milk-bottle, etc.
(c) Illustrate songs, reading lessons, and stories.

Drawing.
Drawings may be in soft pencil, pastel, crayon, or water-color, from objects, from memory, or from imagination.

Grade II.

Stick-laying.
(a) Geometric and regular forms to be worked into border designs.
(b) Illustrations of rhyme and story.

Plasticine.
(a) Various forms correlating nature study.
(b) Illustrations of rhyme and story in bas-relief.

Paper-cutting.
(a) Symmetrical forms with paper folded.
(b) Illustrations of song, reading lesson, and story.

Object Drawing.
Drawing of simple rectangular flat forms in pencil, outline, or outline plus flat wash. Objects to be simple in shape and proportion. Method of drawing the vertical, horizontal, and oblique line to be taught in conjunction with object drawing.

Nature Drawing.
In pencil, crayon, or colour, etc., from flowers or leaves.

Design.
Borders and simple geometric areas, such as squares, rectangles, to be coloured in monochrome and complementary harmonies. Ruler to be used in design work when necessary and correct measurement obtained.

Grade III.

Object Drawing.
Flat forms of varying shapes in upright and oblique positions; in outline and outline plus flat wash. Method of drawing oblique lines and art-curves.

Nature Drawing.
Simple leaves, flowers, fruits.

Design.
Borders, squares, triangles, rectangles subdivided with straight lines and arcs. Designs to be coloured in monochrome, complementary colours, or harmony of two secondary colours.

Lettering.
Roman alphabet in skeleton capital letters. Lettering applied to simple verse, card, or poster.

Grade IV.

Object Drawing.
Flat forms and simple bisymmetrical objects in outline and flat wash.
Nature Drawing.
Simple leaves, flowers, fruit, and vegetables.

Design.
Simple geometric areas subdivided and decorated with arc and simple freehand curves. Curves may be suggestive of simple leaf forms. Colour in monochrome and complementary harmonies with the addition of black and white.

Lettering.
Roman alphabet in skeleton capital letters. Attention to spacing of words and lines. Lettering of verse, inscriptions, prose, etc.

Grade V.

Object Drawing.
Cylindrical forms of common objects in vertical and oblique positions, finished in outline or flat tones.

Nature Drawing.
Leaves, flowers, twigs, in outline and outline plus colour.

Design.
Borders and panels decorated with simple motifs based upon nature forms.

Colour.
As noted in previous grades, with better technique.

Lettering.
Review of Roman capital letters. Introduction of small Roman letters (skeleton form). Lettering of verse, prose, etc., using capitals and small letters in conjunction.

Grade VI.

Object Drawing.
Cylindrical forms of common objects in vertical, oblique, and horizontal positions. Drawings to be finished in light and shade.

Nature Drawing.
Leaves, flowers, twigs, in outline, in colour, and in light and shade.

Design.
Observation of nature forms illustrating the principles of
repetition, contrast, and variety. Application of these principles to the planning of original motifs for the decoration of borders and panels. Simple conventional renderings of leaves and flowers for borders and panel decoration.

Colour.
Any colour exercises given in previous grades, with the addition of greyed colours and simple analogous harmonies.

Lettering.
Roman letters—skeleton form, capital and small letters. Lettering of school announcements, advertisements, etc.

Grade VII.

Object Drawing.
Cylindrical and rectangular forms of common objects, singly and in groups. Finish in light and shade.

Nature Drawing.
Leaves, spray of leaves, flowers, twigs, fruits, in pencil and colour.

Design.
Planning of decorative motifs as in Group VI, but of more advanced nature. Decoration of bands and panels with the above motifs, also with conventional nature forms. Study of a few simple examples of historic ornament.

Colour.
Use of all previous colour schemes, with better feeling for colour and technique.

Lettering.
Capital and small skeleton Roman letters. Lettering of verse, prose, and advertisements, in pencil and pen over pencil.

Grade VII.

Object Drawing.
Type forms and common objects based on these type forms, singly and in groups. Finish in lead-pencil outline and in light and shade.

Nature Drawing.
Spray of leaves, flowers, fruit, vegetables, in light and shade or colour.
Design.
As in Grade VII. This grade should show a better feeling for good line and spacing. Colour schemes will be repetition of old work, but should show more refinement of tone and colour.

Lettering.
Lettering of verse, prose, school announcements, etc., in pencil and pen. Decoration of initial letters.