SOME ASPECTS OF THE DEVELOPMENT
OF
PUBLIC EDUCATION IN BRITISH COLUMBIA

by

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CHAPTER I.

The Early History of the Educational System.

Following the organization of Vancouver Island as a Crown Colony in 1849, the Hudson's Bay Company made efforts to provide educational facilities for the children of its employees and of other settlers. The Company's Chaplain, the Reverend Robert J. Staines, was the first teacher and the school building, which served as residence, church, and school, was near the site of the present Bank of Commerce, Fort and Government Streets, Victoria.¹

From 1851-1856 the Government of the Colony of Vancouver Island was administered by Governor Douglas with the assistance of a Legislative Council. In his report to the secretary of the Hudson's Bay Company, on October 8, 1851, Governor Douglas states, "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

¹ After a compilation from the extract of three articles written by Mr. J. Forsythe, former Provincial Librarian, as published in the B.C. Teacher, for December 1926, p. 4.
or two elementary schools in the colony to give a proper moral and religious training to the children of the settlers, who at present are growing up in ignorance of all their duties to God and society. One school at Victoria and one at Esquimalt will provide for the present wants of the settlement.

"In regard to the character of the teachers, I would venture to recommend a middle-aged couple for each school, of strictly religious principles and unblemished character, capable of giving a good sound education and nothing more, these schools being intended for the children of labouring and poorer classes; and children of promising talents or whom their parents may wish to educate further may pursue their studies and acquire other branches of knowledge at the Company's school conducted by the Reverend Mr. Staines".

In the spring of 1852 Governor Douglas opened a day school for boys and appointed Mr. Charles Bailey as master. Also, about this time, Mr. Langford opened a school for ladies, at Colwood, and appointed Miss Scott as teacher.

1. From the Report of Governor Douglas given to the Secretary of the Hudson's Bay Company, October 8, 1851.

Applications for schools were being received from various districts of the country and in 1853 the Legislative Council resolved that two schools should be opened without delay, one near the Puget Sound Company's Establishment at Maple Point, and the other at Victoria. The Minutes of the Legislative Council for March 29th, 1853, show a resolution that five hundred pounds be appropriated for the erection of a school at Victoria and that later provision be made for the school at Maple Point. Again, in the minutes of March 31st, 1853, it is shown that the Legislative Council fixed upon a site near Minies Plain and decided that the school be forty feet long and forty feet wide. Later, on the second of December, 1853, the Council appointed a committee to report upon the state of Colonial Schools and to hold quarterly examinations.

From the study of the original documents in the Provincial Archives, there seems to be little doubt that the Victoria District School was established more than a year before the Craigflower school; however, Craigflower is the

1. From the Minutes of the Legislative Council, 1853, p. 19.
2. From the Minutes of the Legislative Council, 1853, p. 23.
3. From a research of the records in the Provincial Archives and published in the B.C. Teachers' Magazine for December, 1926.
oldest surviving of the Colonial school-houses. The Victoria District School, erected on the reserve on the site of the present Girls' Central School, was opened in 1853 with Mr. Robert Barr as master and with both day and resident pupils. It was a public school but not a free school. Mr. Barr resigned in November 1856 and was succeeded by Mr. Kennedy, who in turn was succeeded by Mr. Burr on March 29, 1859.

In accord with a recommendation of the Governor, the Legislative Council, on February 27, 1856, resolved, "That the Reverend Edward Cridge be requested to hold quarterly examinations and to report on the progress and conduct of the pupils, on the system of management, and on all other matters connected with the District Schools which may appear deserving of attention";¹ thus, Reverend Mr. Cridge became the first Honorary Superintendent of Education. The first Superintendent of Education shown in the records was Mr. Alfred Waddington, appointed on the sixth of June, 1865, and the first School Act, establishing a free school system, was passed in the same year by the Legislative Assembly of Vancouver Island. On the Mainland the population was too few and too much scattered to admit of any organized system.

The first school act of the Colony of British Co-

¹. From the Minutes of the Legislative Council for 1856, as given on page 29 of Memo #11, published in 1918.
lumbia, "An Ordinance to establish Public Schools throughout the Colony of British Columbia," was passed on March 13, 1869. Following Confederation "An Act Respecting Public Schools" was passed in 1872 and formed the basis of the School Act of the present day. At the time of the union of the two colonies of Vancouver Island and British Columbia, in 1868, school affairs were in a rather neglected state. There were schools, as shown above, but they were either private institutions or were supported in part by levies. In 1869, when the united colonies legislated on the subject, there were only twelve schools in operation and about three hundred fifty pupils at school out of an estimated school population of two thousand. The end of this period of disorganization came in 1872, when the McCreight Government established the real public school system of British Columbia.¹

The School Act of 1872 appointed as Superintendent of Education, Mr. Jessop, who served until August 1878. It also appointed the first Board of Education, consisting of Messrs. W.F.Tolmie, M.W.T.Drake, A.Munro, A.J.Langley, R. Williams, and E.Marvin. During the year 1872 the following schools were in operation at least part of the time: Victoria City and District, Craigflower, Esquimalt, Metchosin, Sooke,

¹ Coats and Gosnell. The Makers of Canada, Chapter XX., p. 338 and 339.
Cedar Hill, Lake, Saanich, South Cowichan, North Cowichan, Salt Spring Island, Nanaimo, Comox, New Westminster, Langley, Yale, Chilliwack, Granville (Vancouver), Sumas, Clinton, and Hope. The first high schools came a few years later: at Victoria in 1876; New Westminster in 1884; Nanaimo in 1886; and at Vancouver in 1890.

In an article on early education in the schools of British Columbia, Mr. William Burns, second School Inspector and first Normal School Principal, gives an interesting account, which is summarized in the following paragraphs:¹

The Public School Act of 1872 provided for the appointment, by the Lieutenant-Governor-in-Council, of a Board of Education, which with the assistance of the Superintendent of Education was to place and build schools, to appoint and dismiss teachers, and to control in every way the educational affairs of the Province. It became apparent, however, that such a system of entire central control was not suited to the needs of a province of large area and with a population located in widely scattered centres. As a result of this condition, the Board of Education was abolished in 1879 and the supreme control was placed in the hands of the Lieutenant-Governor-in-Council. The Act of 1879 provided for the appointment of trustees, with power over matters of local

¹ "The Educational System of British Columbia," in Chapter XX, Vol. II, of "British Columbia" by Howey and Scholefield.
interest, including the appointment and dismissal of teachers. The trustees, however, were subject to the requirements of the Department of Education regarding the qualifications of teachers, and to the regulations relating to attendance, textbooks, and other matters of internal economy in the schools. All salaries and costs were paid by the Government, and the Superintendent and his assistants carried out inspections as frequently as time permitted.

The development of various natural resources brought a large increase of population to many parts of the Province, and, in a few years, when these people became permanent settlers, they demanded an increase in schools. The first step to meet the need was the establishment of assisted schools, where the Government provided the salary and the people furnished the building and equipment. As a result, by 1896, there were two hundred forty-four schools in the Province, ranging from the small assisted schools in the outlying districts to the large graded schools in the thickly populated centres. The increase was so rapid that changes seemed imperative in order that the schools might be rendered more efficient; consequently, in 1888 and 1891 the School Act was altered, giving additional powers to local authorities and increasing the number of inspectors from two to four. The Province was divided, for purposes of administration, into four inspectorates, each with its resident
inspector, who reported to the Superintendent of Education and assisted trustees and teachers.

The following information, in tabular form, from the Annual Reports of the Public Schools, is interesting evidence of the rapid growth of the schools, and of the progressive and far-sighted attitude of the Department and teaching body.

**TABLE A.**

<table>
<thead>
<tr>
<th>Report</th>
<th>Items and Suggestions</th>
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</thead>
<tbody>
<tr>
<td>1873-1874</td>
<td>1. High Schools should be established at Victoria and New Westminster.</td>
</tr>
<tr>
<td></td>
<td>2. Such schools to provide teacher training.</td>
</tr>
<tr>
<td></td>
<td>3. First Teachers' Convention suggested, with a meeting of the Teachers' Institute arranged for the following July.</td>
</tr>
<tr>
<td>1874-1875</td>
<td>1. Advertisements for teachers placed in Eastern Canada.</td>
</tr>
<tr>
<td></td>
<td>2. Drawing as a branch of Public School work.</td>
</tr>
<tr>
<td>1875-1876</td>
<td>1. Suggestion of a Teachers' Superannuation Fund.</td>
</tr>
<tr>
<td></td>
<td>2. First Entrance Examination held.</td>
</tr>
<tr>
<td>1886-1887</td>
<td>1. First School Inspector, Mr. D.W. Wilson, B.A.</td>
</tr>
<tr>
<td>1891-1892</td>
<td>1. Second School Inspector, Mr. Wm. Burns, B.A.</td>
</tr>
</tbody>
</table>
1896-1897  1. Inspectors Burns, Netherby, Cowperthwaite.

1897-1898  1. Mr. Alexander Robinson, B.A., as Superintendent.


**TABLE B. EARLY HIGH SCHOOLS**

<table>
<thead>
<tr>
<th>High School</th>
<th>Opening</th>
<th>First Principal or Teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. New Westminster</td>
<td>Aug. 1884</td>
<td>Mr. H.M. Stramberg, B.A.</td>
</tr>
<tr>
<td>3. Nanaimo</td>
<td>1886</td>
<td>Mr. W. Hunter, B.A.</td>
</tr>
<tr>
<td>4. Vancouver</td>
<td>1890</td>
<td>Mr. R. Law, B.A.</td>
</tr>
<tr>
<td>5. Nelson</td>
<td>1901</td>
<td>Mr. R.J. Clark, M.A.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(First up-country high school)</td>
</tr>
</tbody>
</table>

*From Annual Reports of Public Schools.*

**TABLE C. ATTENDANCE 1872-1922**

<table>
<thead>
<tr>
<th>Years from the Act of 1872</th>
<th>Year</th>
<th>Number of Pupils</th>
<th>Percentage of Attendance</th>
</tr>
</thead>
<tbody>
<tr>
<td>1971-1872</td>
<td></td>
<td>412</td>
<td>-</td>
</tr>
<tr>
<td>1</td>
<td>1872-1873</td>
<td>1028</td>
<td>55.93</td>
</tr>
<tr>
<td>2</td>
<td>1873-1874</td>
<td>1245</td>
<td>62.46</td>
</tr>
<tr>
<td>3</td>
<td>1874-1875</td>
<td>1403</td>
<td>61.58</td>
</tr>
<tr>
<td>4</td>
<td>1875-1876</td>
<td>1685</td>
<td>58.39</td>
</tr>
<tr>
<td>5</td>
<td>1876-1877</td>
<td>1998</td>
<td>63.06</td>
</tr>
<tr>
<td>6</td>
<td>1877-1878</td>
<td>2198</td>
<td>63.49</td>
</tr>
<tr>
<td>Years from the Act of 1872</td>
<td>Year</td>
<td>Number of Pupils</td>
<td>Percentage of Attendance</td>
</tr>
<tr>
<td>---------------------------</td>
<td>------------</td>
<td>------------------</td>
<td>-------------------------</td>
</tr>
<tr>
<td>7</td>
<td>1878-1879</td>
<td>2301</td>
<td>63.49</td>
</tr>
<tr>
<td>8</td>
<td>1879-1880</td>
<td>2462</td>
<td>52.50</td>
</tr>
<tr>
<td>9</td>
<td>1880-1881</td>
<td>2571</td>
<td>53.20</td>
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<tr>
<td>10</td>
<td>1881-1882</td>
<td>2653</td>
<td>51.20</td>
</tr>
<tr>
<td>15</td>
<td>1886-1887</td>
<td>5545</td>
<td>53.75</td>
</tr>
<tr>
<td>20</td>
<td>1891-1892</td>
<td>10,773</td>
<td>57.80</td>
</tr>
<tr>
<td>25</td>
<td>1896-1897</td>
<td>15,798</td>
<td>63.29</td>
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<tr>
<td>30</td>
<td>1901-1902</td>
<td>23,903</td>
<td>65.11</td>
</tr>
<tr>
<td>40</td>
<td>1911-1912</td>
<td>50,170</td>
<td>74.88</td>
</tr>
<tr>
<td>50</td>
<td>1921-1922</td>
<td>91,919</td>
<td>82.16</td>
</tr>
</tbody>
</table>

*From Annual Reports of Public Schools.*
CHAPTER II.

The Evolution of the School Law and Regulations.

A careful study of the development of the School Law gives, not only a clear picture of our school system, but also, a vision of ever widening horizons in the world of education. For sixty years the regulations have been changing to meet the educational needs of the Province. Evidence of progress is found in the statement that, in practically every year since Confederation, the Statutes of British Columbia have included a School Act, either amending or supplementing previous acts.

It is not the intention in this chapter to quote the various acts but rather to trace the development of some phases of the regulations. The School Act of 1872, passed by the First Session of the First Parliament of British Columbia, provided for a Board of Education, consisting of six members. The same act gave authority to the Lieutenant-Governor-in-Council to appoint a Superintendent of Education, to create new school districts, to define and alter their boundaries, and to set aside in each school district waste crown lands for school purposes. The regulations for teachers, the duties of the Superintendent, and the powers of the Board of Education were also clearly stated in the Act.

1. General reference for all changes listed—The Statutes of British Columbia, 1872-1932; in particular, the School Acts, School Amendment Acts, and Consolidated School Acts of the
The Board of Education was given the following powers: To select, adopt, and prescribe a uniform system of text-books; to make and establish rules and regulations for the conduct of the Public Schools; to examine and give certificates of qualification to teachers of Public Schools; to appoint the teachers in any school district and to fix the salaries; to furnish apparatus for the schools; and to establish separate schools for females in any district, where it may be deemed expedient to do so.

Among the duties of the Superintendent of Education the following appeared: to visit each school at least once each year; to deliver in each school district, at least once a year, a public lecture on a subject connected with education; and to make annually a report on the Public Schools with any information and suggestions deemed useful.

The duties of the teachers, as defined by the Act of 1872, included: to teach all branches according to regulations; to keep the regulation register; to maintain order and discipline; and to have a public examination at the end of each half-year.

Other sections of the original act provided for three trustees in each district; the regulations for conducting elections and school meetings; the qualifications for voters and trustees; and the duties of Trustee Boards. Finally it provided that all schools were to be non-sectarian,
and although the highest morality was to be inculcated no religious dogma or creed was to be taught.

From the Act of 1872 onward modifications and additions continued to be made until the act of today was evolved. The following selected examples of changes and additions give a comprehensive view of the transition period covering the sixty years from 1872 to 1932. The school acts of certain years are cited as authorities and some items are selected from each.

Several changes and additions were included in the Act of 1873. The trustees were given the authority to make by-laws (with the approval of the Superintendent) on the compulsory attendance of school children, of such age, not less than seven or more than fourteen years, or as fixed by the by-law. The power to appoint teachers was taken from the Board of Education and given to the trustees. Authority to hold school in different parts of the district for part of the day or year was also given to the trustee boards. The creation of non-sectarian public boarding schools, and the defining of the summer vacation as "one month from the first Monday in July or in August" were new items in this act. Additions were made in the regulations for teachers, including the keeping of a record of corporal punishments, the power to expel or suspend pupils (with the authority of the trustees), and a statement on opening and closing school. It suggested opening
and closing prayers and mentioned that the Lord's Prayer was to be part of the opening exercises and that the Ten Commandments were to be taught and repeated at least once a month. In 1876 the religious exercises were limited to the Lord's Prayer and the Ten Commandments, and the use of the same was left optional with the various trustee boards. Also, a more definite rule about compulsory education was given, namely, that every child from the age of seven to twelve inclusive must attend some school, or be otherwise educated for six months in every year.

The Act of 1879 abolished the Board of Education, placed high schools under the control of local boards, and provided for the appointment of two examiners to assist the Superintendent in examining teachers and granting certificates. In addition to previous duties, the teachers were required to send monthly reports to parents, to have a timetable in a conspicuous place, and to give thirty days' notice of resigning. New statements were given about religious exercises, and on the length of school vacations. Religious exercises were strictly prohibited in the opening and closing of school, but this was changed in 1880 to the use of the Lord's Prayer on permission of the trustees. The summer vacation was fixed, and extended "from the last Saturday in June to the first Sunday in August", and the winter vacation was given as "the two weeks preceding the first Monday in
January after the New Year."

The regulations regarding the election of trustees in City School Districts were re-stated in the School Act of 1885 and included two changes, namely, that the wife of a householder or freeholder was entitled to vote and that the cities of Victoria, New Westminster, and Nanaimo were to have six trustees.

By the School Act of 1889 any female householder or freeholder, with the other required qualifications, might be elected as a trustee. The same act brought about an important change in the matter of certificates for teachers, when it stated that all holders of certificates who have taught twelve years continuously shall be entitled to have the same renewed without examination.

The year 1891 saw a new school act which created the Council of Public Instruction, with the powers previously exercised by the Lieutenant-Governor-in-Council and some of those formerly held by the Superintendent. It also gave authority for the establishment of a normal school. The new duties definitely assigned to the Superintendent were the supervision of inspectors and schools, and the organizations of Teachers' Institutes. Another important change was that the trustee-boards in city districts were to consist of seven members, three appointed by the Lieutenant-Governor-in-Council and four by the Municipal Council. Such cities, Victoria,
Nanaimo, New Westminster, and Vancouver were now required to pay one-half the teachers’ salaries and all the cost of buildings and maintenance. The Act of 1892 amended the section on the appointment of trustee boards in city districts and stated that, instead of being appointed as in the Act of 1891, they were to be elected by the electors qualified to vote for the mayor.

Further legislation affecting Victoria, Nanaimo, New Westminster, and Vancouver came with the School Act of 1893, which stated that these cities were required to fix and pay all the salaries and other expenses but were to receive a grant of ten dollars per pupil. The same city boards were given power to demand and receive fees for high school.

Higher education was considered in the Act of 1894, which gave the Council of Public Instruction the power to establish Collegiate Institutes in any district and also granted such institutions the privilege of affiliating with any of certain named Canadian universities.

Much important school legislation was passed in 1901. The city districts were divided into first, second, and third class, with seven, five, and three trustees respectively. The salaries of the teachers in all incorporated cities and towns were to be paid by the said cities and towns but, in return, they were given grants per pupil of thirteen, fifteen, and twenty dollars, with three hundred dollars extra
for each high school teacher. The cities were classified as follows: Vancouver and Victoria, with average attendance of one thousand or more, as first class; Nanaimo, New Westminster, Rossland, and Nelson, with two hundred fifty to one thousand pupils, as second class; and eleven others, with attendance under two hundred fifty, as third class. The cities in the first class were given power to appoint a City Superintendent.

The number of pupils per teacher was given in the Act of 1905, which stated that trustees were required to provide one teacher if less than sixty pupils, two teachers if sixty to one hundred twenty pupils, and, if above one hundred twenty pupils, one teacher for each sixty or fraction thereof. The Act also required rural municipal districts to have five trustees. In the Act of 1910 further legislation in the interest of secondary education was introduced with the provision for the establishment of superior schools in rural and rural municipal districts. The need for training more teachers was recognized in the same year, when allowances were granted for the travelling expenses of student teachers attending the Normal School.

The number of pupils per teacher was changed in 1914. Trustees were now required to provide one teacher for forty pupils, two teachers for forty to eighty, and above eighty, one teacher for each forty pupils or fraction thereof. The Act of 1914 was important in that it gave school districts
the right to organize manual training, home economics, technical, commercial, industrial, agricultural, and fine arts centres. Further steps in enriching the curriculum were taken in 1919 with the provision for courses in physical education, gymnastics or cadet work, or both. Another section of the Act of 1919, of particular interest to teachers, required the inspectors to make reports in triplicate so as to provide copies for the teacher, the school board, and the Superintendent of Education.

A Department of Education, responsible for the administration of the Public School Act, was created in 1920. The Act of 1920 also stated that the Council of Public Instruction was to consist of the Minister of Education and the members of the Executive Council, with the Superintendent as ex-officio secretary. Marked advances in social legislation followed the creation of the Department of Education. In 1925 the Council of Public Instruction received authority to conduct and maintain a school for deaf and blind children of the province and in 1926 the Act provided for the appointment of a Health Inspector. The same act sanctioned the establishment of technical schools and the appointment of Municipal Inspectors in municipal inspectorial districts.

New regulations directly affecting the teachers
were passed with the School Act of 1929, which appointed an investigator to inquire into the living conditions under which female teachers worked in rural school districts and fixed, once more, the number of pupils per teacher. Trustees were compelled, by this act, to provide teachers for the following number of pupils: in elementary schools, one teacher for less than thirty-five, and above thirty-five one for each additional forty or fraction thereof; in high schools, one teacher for less than twenty-five, two teachers for twenty-five to fifty, and above fifty, one teacher for each thirty-five pupils. These regulations regarding the number of teachers to be employed were changed to their present form two years later. Section 142, of the Public Schools Act of 1931 gave the standards fixing the number of teachers in respect of whose salaries provincial grants would be paid. This section was unchanged in the consolidation of the Act in 1932, and in the Public Schools Act Amendment Act passed on March 31, 1933, Section 142 fixed the following standards:

(a) For elementary schools having thirty-five or fewer pupils in regular attendance, one teacher; thirty-six to eighty pupils, two teachers; and over eighty pupils, one teacher for each forty or fraction of that number.

(b) For each superior school, one teacher for the pupils in Grades VIII., IX., and X., and one teacher for each forty or fraction thereof in Grades I. to VII.
(c) For each public school, other than an elementary or superior school, having twenty-five or fewer pupils, one teacher; twenty-six to fifty pupils, two teachers; and over fifty pupils, three or more teachers according to the exact number of pupils.¹

The Public Schools Act Amendment Act of 1933 makes provision for the creation of a "Board of Reference", which shall consist of three members, one of whom shall be a member of the Bar of the Province, one of whom shall be the nominee of the executive of the British Columbia Teachers' Federation, and one of whom shall be the nominee of the British Columbia School Trustees' Association. The Board of Reference serves as a "Court of Appeal" for the teachers and trustees.²

The following table shows some of the regulations, now in force, which were added gradually over a period of years as the educational system increased in size and complexity. The section numbers are those found in the Public Schools Act, as consolidated for convenience only, April 20, 1932. Mention is also made of further amendments passed on March 31, 1933. The various points listed suggest the stages, in the history of the development of our present system, which made the additions and amendments imperative.

¹. The Public Schools Act of 1932, Section 142 (c), p. 74.
². The Public Schools Act Amendment Act, 1933, Section 162 (b).
<table>
<thead>
<tr>
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CHAPTER III.

The Evolution of Government Aid to Schools.

The history of the Provincial aid to schools shows the evolution of the British Columbia school system from another viewpoint. The first School Act of the Colony of British Columbia was passed on the 13th day of March, 1869, and was entitled "An ordinance to establish Public Schools throughout the Colony of British Columbia." The First Parliament of British Columbia passed "An Act Respecting Public Schools" on April 11, 1872, and thereby repealed the Common School Ordinance of 1869 and the Common School Amendments Ordinance of 1870. The Act of 1872 formed the basis of all subsequent school legislation and has grown until in 1932, the School Act and Regulations of British Columbia formed a publication of some one hundred and twelve pages.

The Act of 1872 created a "Public School Fund". "There shall be set apart by the Officer in Charge of the Treasury for the time being, out of the General Revenue of the Province, the sum of forty thousand dollars for Public School purposes, and in each subsequent year such sum shall be set apart as aforesaid as may be voted by the Legislative Assembly for the purposes aforesaid, and the said sums of money shall be called the Public School Fund."

The Lieutenant-Governor-in-Council was given the
power, on the application of trustees and the indorsement of the Superintendent, to grant such a sum of money as required to pay the salary of the teacher, to defray the cost of the school building, and the cost of the furnishing and apparatus and current expenses connected therewith. Power was also given to grant such sums as thought proper in aid of the establishing of a school in any part of the Province not having a school district, and not having less than seven, and not more than fourteen children, between the ages of five and sixteen years.

The salaries of all public and high school teachers were paid monthly direct from the Provincial Treasury. An amendment to the School Act in 1888 required Victoria, Nanaimo, New Westminster, and Vancouver to refund to the Provincial Treasury one-third of the money spent in these cities on teachers' salaries. By the School Act of 1891 these cities were to bear the cost of school sites, buildings, repairs, and incidental expenses, as well as one-half of the cost of teachers' salaries. Two years later, 1893, the School Act of 1891 was amended and the four cities now fixed and paid salaries as well as all other expenses, but the Provincial Treasury returned a grant of ten dollars per head, paid quarterly and based on the average daily attendance for the half-year preceding payment. At this time the rural school teachers were the only ones to receive their salaries
direct from the Provincial Treasury.

A new School Act was passed in 1901 which re-organized the classification of urban centres and the scale of grants to teachers' salaries. Cities were divided into first class, 1000 or more average attendance; second class, 250 to 1000 average attendance; and third class, less than 250 pupils. All incorporated cities of first, second, and third class paid the salaries of teachers and received grants of thirteen, fifteen and twenty dollars respectively. In addition they were granted an extra three hundred dollars for each high school teacher employed.

Grants based on the number of pupils did not work well in practice and when a new School Act was passed, on April 8, 1905, a different scheme for apportioning grants to schools was adopted by the Provincial Treasury. The new grants were based upon the number of elementary, high school, manual training and home economics teachers employed on full time. Cities of the first, second, and third class received $360, $420, and $465 respectively, while rural schools received $480. Also trustee boards might receive an additional grant up to a maximum of $100 per teacher on condition that the local board paid an equivalent amount to supplement the teacher's salary. There were still hundreds of "assisted" rural schools where the government fixed the salary and paid the total cost of education from the Provincial Treasury. In
1906 the additional grant of one hundred dollars for one hundred dollars continued in rural schools, but, in city municipal districts, the government paid only one-half as much as the trustee boards and not dollar for dollar.

By the Act of 1910 the government contributed not less than three-quarters of the cost of materials and equipment for establishing manual training centres. In 1917 the Provincial Treasury furnished not more than one-half the cost of conveying pupils to central graded schools. By 1919, if the full time of a teacher was taken in physical education or gymnastics or cadet work, such teacher was to count in the per capita grant, and, in 1920, dental surgeons and nurses on full time were also included.

The School Act of 1922 incorporated the one hundred dollars extra grant, payable from the Provincial Treasury towards a teacher's salary, as part of the fixed grant, making the grants to salaries as follows: City School Districts of first, second, and third class, $460, $520, and $565 respectively; District Municipalities $580; and Rural School Districts $580.

A change was made by the Act of 1931, when it repealed sections 20, 21, and 22 of Chapter 226 of the Consolidated Act of 1924, relating to provincial aid to schools, and substituted new sections 20, 21, and 22. Section 20 read, "It shall be the duty of the Council of Public Instruction—
to prepare and authorize standard schedules of salaries for all teachers, nurses, and dental surgeons, which schedules may vary for different districts, and, when considered expedient, to revise the schedules." Section 21 made provision for introducing the schedules, and for grants to salaries of teachers not employed during the introduction of the schedule. It stated the new classification of school districts as follows, "For the purposes of section 22, the Lieutenant-Governor-in-Council shall divide city municipality school districts into four sub-classes to be known as A, B, C, and D, and district municipality school districts into three sub-classes to be known as A, B, and C; and shall assign each city municipality school district and each district municipality school district to its proper sub-class."

Chapter 53, of the Act of 1931, was amended in 1932 to add, "and rural school districts and community school districts into five sub-classes to be known as A, B, C, D, and E."

Section 22, sub-sections 1, 2, and 3, dealt with the distribution of grants on the above classification and stated, "(1)Subject to the provisions of sections 24 and 142, the Minister of Education shall as soon as possible after the end of each month, except the months of July and August, pay to the municipality comprised in each municipality school district, a grant based on the salaries during that month, in accordance with sections 20 and 21, at the following
rates: City Municipality School Districts of sub-class A, thirty-three and one-third per centum; sub-class B, forty per centum; sub-class C, forty-five per centum; and sub-class D fifty per centum.

"(2) Subject to provisions—— at the following rates: District Municipality School Districts of sub-class A, forty-five per centum; sub-class B, fifty per centum; and sub-class C, sixty per centum."

The above stated sub-sections 1 and 2 were changed and the new form came into effect on the first day of April, 1932, and gave the following rates: for City Municipality School Districts of sub-class A, twenty-five per centum; sub-class B, thirty-two per centum; sub-class C, thirty-seven per centum; and sub-class D, forty-two per centum; and for District Municipality School Districts of sub-class A, thirty-five per centum; sub-class B, forty-two per centum; and sub-class C, fifty-two per centum.

"(3) Subject to provisions—— in a regularly organized rural school district at the rate of sixty-two per centum of amount of salary, or a grant of fifty-eight dollars whichever may be the greater." In 1932 Section 22,(3), was amended and rural school districts or community school districts were divided into sub-classes A, B, C, D, and E as stated above and the grant, to come into effect on the first day of September 1932, became, "Rural School Districts or
Community School Districts of sub-class A, fifty-two per centum; sub-class B, sixty-two per centum; sub-class C, seventy-five per centum; sub-class D, ninety per centum; and sub-class E, more than ninety per centum, at the discretion of the Council of Public Instruction."

Before 1932 had passed a new distribution of grants based upon the taxable wealth of every school district was announced by the Minister of Education. He stated that the classification would be altered every three or five years as the Legislature might decide and that the new plan would come into effect in the cities on April 1, 1933, and in rural areas on July 1, 1933. Schedules of standard basic salaries were set, solely for the purpose of estimating government assistance, the measure of such assistance depending largely on the taxable property per teacher in each area. The elementary standard salary was set at $780, the junior high school at $1100, and the senior high school at $1200.

It was estimated that on top of the government grant one mill would pay the balance of the standard salary for elementary teachers in rural and district municipal areas and one and one-half mills in city schools. One mill over the grant would pay the balance of junior high school standard salaries. One and one-quarter mills would pay the balance of standard high school salaries in all areas. The amount paid in any centre over the standard schedule would thus become
a matter solely for that centre and its ratepayers to decide. The chief change came in the resultant distribution of provincial funds on this basis, cutting from rich districts and adding to the poorer.

The announcement stated that cities were to be graded according to each $20,000 of taxable property per elementary teacher, ranging from less than $20,000 to more than $420,000 and from less than $100,000 to more than $800,000 of taxable property per high school teacher. Rural elementary schools were to be graded in areas with less than $20,000 per teacher to more than $520,000 per teacher in $20,000 steps, while the high school classification would be the same as in the cities. The wording of the order-in-council approving the standard schedules of salaries included the following, "The purpose of the said standard schedules of salaries, as provided, is not for the fixing of the salary actually paid in any case, or for compelling any board of school trustees to pay, or to limit payment to the salaries set out in the schedules, but only as a basis on which the grants of aid from the provincial treasury provided by the said act shall be paid to the respective school districts throughout the province, after the coming into effect of the said standard schedules."

The whole system of provincial aid was officially set forth in the Public Schools Act Amendment Act, 1933, which repealed sections 20, 21, 22 and amended section 24 by adding
sub-sections (4) and (5). New sections were substituted, excerpts from which appear below: Section (20), giving the Council of Public Instruction power to prepare and authorize schedules of standard basic salaries and to revise the same, and Section (21), fixing the time when the schedules came into effect and the basis of interim grants.

Section (22) stated, "(1) Assessed value of taxable property in the case of any municipal school district, shall mean the assessed value of taxable land plus seventy-five per centum of the assessed value of taxable improvements, and, in the case of any rural or community school district shall mean the assessed value of property in that district. The "fiscal year" shall mean from the first day of April to the thirty-first day of March. The number of teachers of each classification employed shall mean the number employed within the limits of standards set out in section 142.

"(2) For the purposes of determining the grant that shall be paid in respect of each high-school teacher in any school district, a sum equal to one and one-quarter mills on the dollar of the assessed value of taxable property in that district shall be divided by the number of high-school teachers regularly employed and the difference between the sum so obtained and the salary for high-school teachers set out in the schedules of standard basic salaries shall be the amount of the grant to be paid in respect of each high-school teacher regu-
larily employed in that district.

"(3) For the purposes of determining the grant that shall be paid in respect of each junior high-school teacher, each principal of a superior school, each nurse, and each dental surgeon in any school district, a sum equal to one mill on the dollar of assessed value of taxable property shall be divided by the number of such teachers and the difference between the sum obtained and the salary for junior high-school teachers set out in the schedules of standard basic salaries shall be the grant. The grant paid for such teachers shall be at least fifty dollars per annum greater than the grant payable in respect of each elementary teacher in that school district.

"(4) For the purpose of determining the grant that shall be paid in respect of each elementary school teacher in any city school district, a sum equal to one and one-quarter mills on the dollar of the assessed value of taxable property shall be divided by the number of elementary teachers employed and the difference between the sum obtained and the salary stated in the schedules of standard basic salaries shall be the amount of the grant in respect of each elementary school teacher.

"(5) For the purpose of determining the grant that shall be paid in respect of any elementary school teacher in any district municipal school district or in any rural or
community school district, a sum equal to one mill on the
dollar shall be divided by the number of elementary school
teachers and the difference between the sum obtained and the
standard salary shall be the grant.

"(6) The grants so determined shall be paid by the
Minister of Finance, in the case of a municipal school district,
to the municipality comprised in the school district, and, in
the case of a rural or community school district, to the teacher,
nurse, or dental surgeon concerned. The grants shall be
paid in monthly instalments as soon as possible after the end
of each month, except the months of July and August."

The subsections (4) and (5), added in the amendment to
section 7 of the Public Schools Act, 1931, for the purpose of
safeguarding the standard basic salaries and teachers' pension
contributions, were as follows:

"(4) Where the salary actually paid is less than the
salary of the position as designated in the schedules of
standard basic salaries, the grant payable in respect of that
teacher, nurse, or dental surgeon, shall be reduced by an
amount equal to the difference between the salary actually
paid and the salary designated.

"(5) A reduction of any grant payable under this Act
may be made in the case of any municipal school district in
which the Board of School Trustees has failed to transmit to
the Minister of Finance the amount required to be deducted
from teachers' salaries under section 3 of the "Teachers' Pensions Act". The amount of reduction shall be placed by the Minister of Finance in the Teachers' Pensions Fund under that Act to the credit of the teachers concerned."
CHAPTER IV.

Health Education in the Schools.

(a) History of Health Education.

From the earliest days in the history of education in British Columbia, the obligation of the state for safeguarding the health of school children has been recognized. Every opportunity for using the existing organization of the Department was seized, and, as the years went by, new legislation dealing directly with health and physical education was put into operation.

In the Third Annual Report of the Public Schools of British Columbia, 1874, among the duties of the teacher the following item was found, "To promote, by precept and example, cleanliness, neatness, and decency." In the Sixth Annual Report of 1877, John Jessop, Esquire, Superintendent of Schools, in speaking of cleanliness, remarked as follows, "Too many school houses are anything but patterns of neatness and cleanliness. Sanitary conditions should also induce teachers and trustees to be scrupulously exacting in these matters, for the health of teachers and pupils must necessarily be impaired by trying to study or teach in a badly ventilated, unswept, and disorderly apartment."  

Again in the Ninth Annual School Report of 1880, among the regulations for the teacher was included the following, "No person shall be admitted into, or continue in, any school as pupil, if he is affected with, or has been exposed to any contagious disease, until all danger of contagion shall have passed away as certified in writing by a medical man."¹

Superintendent S. A. Pope, in his general report for 1884, made the following comment, "The neglect of proper physical culture is in some cases apparent. To give a pupil adequate time and freedom in which to romp and play, as suits his will, is not giving all the attention necessary to his physical education. He should be taught to sit, stand, and walk in an erect position—and to guard against an improper posture."²

The regulations for the examination of teachers, as stated in the Public Schools Report of 1885-1886, included, "It is conceded that Physiology and Hygiene should be added to the present range of subjects of examination for all classes of certificates."³ Also, from 1884 to 1887, the prescribed course of study for Common Schools stated, "The

following subjects may be taught:—-, Anatomy, Physiology, and Hygiene," while the course of study for High Schools read, "All subjects prescribed for Graded and Common Schools, and Anatomy, Physiology and Hygiene." 1. In 1886, "Anatomy, Physiology, and Hygiene," by Edward Playter, was included in the books authorized for public and high schools. 2

In his remarks to teachers in the Annual Report of 1887, the Superintendent emphasized the need for proper posture and stressed the importance of physical training. 3 He spoke of hygiene in the following words, "The propriety of placing this subject upon the curriculum of studies to be taught in the schools was under the consideration of the Department for some time, and it is gratifying to note that the prescribing of the same compulsory subject has met with very general approval. 4

About the same time the subject was definitely prescribed for the examination for certification of teachers, and to the authorized text-books were added, "Manual of Hygiene", and "Physical Culture." Another step was taken in 1888, when the study of Temperance was introduced as an op-

tional subject for the schools and a text-book by Dr. R.W. Richardson was placed on the list of authorized books.

Unfortunately, as might have been expected from the name, "Anatomy, Physiology, and Hygiene", a wrong emphasis was placed upon the subject-matter as the following summaries show. The High School Examination at Midsummer 1888 had the first paper on the subject, and points about which questions were asked were: a definition of each part of the subject; the naming of certain bones; the teeth, their kind, number, and functions; the heart; digestion; respiration; the salivary glands; and the diaphragm. The teachers' examination for the same year was an improvement for, although the first seven questions called for a detailed knowledge of the human body with scientific names, the last three questions were given over to a discussion of diet, alcohol, certain hygienic laws, and the proper remedy in certain cases of practical first aid.

The over emphasis on the scientific aspect of the subject was soon realized by those in authority and steps were taken to remedy the defect. The Superintendent, in speaking of the teaching of Anatomy, Physiology, and Hygiene, made the following statement, "Oral primary instruction in these allied subjects may be given in the whole school, but pupils of the Fourth and Fifth Readers should be required to use the text-book. The teaching of the subject affords the teacher an opportunity of imparting practical instruction on many points of vital consequence to the pupil. In giving the
instruction in hygiene, the lack of temperance, with refer­
ence to the evil effects of stimulants and narcotics on the
human system should not be overlooked. "1 In the same Annu­
to pupils below the Third Reader should very properly deal
to a great extent with the hygiene—the conditions of health.
More attention should be given to physical training. The
chief aim of the lessons is imparting a knowledge of the
laws of health. Directions about cleanliness, ventilation,
sleep, work, rest, food, regular habits, and temperance
should be stressed."2

From 1888-1892 the following books were authorized
for use in the schools: First Book of Anatomy; Pathfinder
Biology; Child Health Primer; Physiology for Young People;
and the Second Book of Anatomy, Physiology and Hygiene. As
the years passed the character of the books continued to
change, some examples being: The Essentials of Health, 1908-
1909; How to be Healthy, 1911-1912; and Physiology and
Hygiene, by Ritchie and Caldwell, in 1928-1929.

A glance at the course of study for 1932 shows the
contrast between the original conception of the subject mat-

ter to be stressed, and that which has gradually been selected as essential for the welfare of the pupil. Under the heading of Health Education, the aim for the different grades is stated. Grade I. "To help the children to establish good health habits and to develop self-control and proper safety responses in danger situations;" Grade II., "To develop and strengthen correct health habits and attitudes, placing emphasis on personal health;" Grade III., "---and to emphasize the children's personal responsibility for the carrying out of health developing activities at home as well as at school;" Grade IV., "To promote a greater efficiency in the practice of good health habits and to inculcate a sense of personal responsibility in helping to prevent the spread of disease." In the higher grades an attempt is made to give the pupil an understanding of the principles upon which health rules are based; of the main functions of the organs of the body as a further stimulus to healthful living; and of the great importance of physical fitness. In the 1933 issue of the Course of Study for Elementary Schools, pages 103-107 are devoted to the "Aims and Methods in Health Education", while pages 107-109 comprise a list of books and magazines for the use of children and teachers.

In 1892-93 the Department of Education issued, for the first time, the Manual of School Law, as a separate pub-
lication from the Report of the Public Schools and from that time onward frequent references were made to the question of health in the various publications of the Manual of School Law, the Report of the Public Schools, the Public Schools Act, and the Statutes of British Columbia. Under the date of February 25, 1910, the Statutes of British Columbia included "An Act to Provide for the Medical Inspection of Schools" and the first report of the medical inspection of the public schools of the province of British Columbia was made for the year ending December 31, 1911.

In the second report ending June 30, 1913, some new principles were adopted for the management of medical inspection in the rural and assisted schools, and the following statement was made, "The work is now well organized, so that medical inspection of schools is now an accomplished fact in British Columbia."¹ Excerpts from the third report, summarizing the work for the year 1914, are interesting: "This is the second year in which examination of the school children of the Province has been carried out systematically, and the results are most encouraging. The School Nurse to the Department has been a great help in visiting outlying schools."²

(b) The Strathcona Trust.

The Report of the Public Schools, 1909-1910, announced that the Government of British Columbia had accepted the conditions of the Strathcona Trust for the encouragement of physical education and military drill in the public schools and that the schools would thus participate in the benefits. A local committee was appointed for the Province to facilitate the adaptation of the general rules and regulations to the local conditions, especially in regard to instruction of teachers, the training of children, the inspection of schools, and the allotment of rewards. One of the objects of the Trust was the improvement of the physical and intellectual capacities of the children, while at school, by means of a proper system of physical training calculated to improve their physical development, and, at the same time, to inculcate habits of alertness, orderliness, and prompt obedience.

The Executive Council of the Trust deemed it necessary to require that the Province, before it could participate in the benefits, should pledge itself to include in the regular curriculum of the schools under its control instruction in physical training for all children of both sexes attending the same and also that a certificate of ability to instruct in physical training should form a part of every teacher's certificate, other than those of the
lowest grades. (The Department of Education pledged itself to require teachers, who were already in possession of certificates, to qualify themselves to instruct in physical training.)

The local committee at its first meeting held at Victoria, March 31, 1911, decided that the division of the Province for purposes of competition and inspection of physical training should be the inspectorial districts and that the Inspector of Schools should be the Inspecting Officer for the district. It also suggested that the Inspector should allot marks as follows: twenty percentum for discipline, orderliness, and cleanliness; thirty-five percentum for the performance of the prescribed exercises; and forty-five percentum for the general physique and health of the school.¹

As the Government of British Columbia in accepting the benefits had agreed to the conditions of the Trust, it now took steps to provide for the same. From January to June 1911, the first course of instruction in physical training was provided at the Provincial Normal School in Vancouver in order that the students in training might qualify. Classes were also held at three centres during the

summer vacation of 1912. Since that time all graduates of Normal Schools have been qualified instructors and opportunity for obtaining the certificate has been given all teachers in service. The School Board of Vancouver also provided classes during the winter of 1911-1912 and fifty-five teachers qualified. The first distribution of the Syllabus of Physical Training was in October and November 1911, when five hundred copies were sent out. Since 1911 a syllabus has been part of the equipment supplied to every new school.

(c) Teacher Training in Hygiene and Physical Education.

A further step in the interest of health education was taken when courses in the same were included in the curriculum of the Summer School for teachers at Victoria. The 1925 report of the Director of Summer Schools notes that the course in Hygiene and Child Health was designed to assist teachers in their presentation of health education in the class-room and to supplement their training so that they would be equipped to give sound health training along modern lines. He stated that the subject matter included nutrition and fundamental instruction regarding foods and normal growth; personal hygiene and health habits; prevention and control of communicable diseases; and modern methods of sanitation. In another part of his report, the Director says, "The aim in the lectures devoted to hygiene, is not to give
the teachers a mere recital of the normal functioning of the human body, but rather to instruct them in the art of manipulating this wonderful machine comfortably and efficiently with a view to gaining whatever is most worth while in life, and, moreover, to give them this understanding so that they may in turn teach the same art to their respective pupils in an interesting manner.  

The need for such courses was pointed out in the "Survey of the School System" which said, "In lieu of a nursing staff the work in health education must be done by the teachers of the Province. At present, however, the teachers are not being adequately prepared for this important work".  

Again, in Chapter XII., of the Survey the following recommendations were made, "(14) A specially qualified nurse should be added to the staff of each normal school both for the purpose of medically examining the student body and for instructional work in elementary physiology, school hygiene, rural sanitation problems, and health education.  

"(15) The content of the present course in physical training at the normal schools, while not without value, is too formal. It should be humanized through the introduction of more group games and organized activities.

2. The Survey of the School System (1928), Chapter XII., Section IX., p. 223.
"Special courses for the training of instructors in physical education should be provided in the summer schools conducted under the authority of the Department of Education."¹

In accordance with these recommendations, a full programme of Health Education, thoroughly checked by Drs. H.W. Hill and H.E. Young, was drawn up in 1927. The subject-matter of the courses open to all teachers is given in the Report of the Public Schools for 1930-31. Under the heading of a "Course for British Columbia Certificate in Physical Education" it states, "As will be seen from the courses outlined below, physical education has been treated from its broad educational aspect, and in accordance with the Programme of Studies it was considered as a school activity in which every pupil should participate.

"Games and exercises for all grades and suitable for class-rooms, halls, and playgrounds were given. Remedial exercises for individual pupils having postural defects and abnormal developments occupied an important part of the course. Folk-dancing was included in the programme.

"The work done during the Summer School will be continued on Saturday mornings in Vancouver during the winter months."²

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¹. The Survey of the School System, Ch. XII., p. 229-230
A summary of the courses for teachers now offered at the summer schools is given below:

Course I., for the Elementary School Certificate, includes physical education in practice and theory; teaching practice; school games; folk-dancing; swimming; school remedial exercises; physiology; anatomy; hygiene; and first aid. In all, two hundred ten hours of instruction are required for this certificate. The requirements for the Special Certificate, entitling the holder to teach physical education in junior and senior high schools, include the second course on the above topics and two hundred twenty hours of instruction. The highest certificate, the Supervisor's Certificate, embraces the two already named, and includes the third course on the topics of courses I. and II. and, in addition, psychology of physical education and the practice and theory of educational gymnastics.

The above outlined courses for the training of teachers of physical education not only suggest the type of work done in the schools, but also show that the school authorities in British Columbia are giving much worth while consideration to the physical welfare of the school children of the Province.
The Evolution of the Vancouver School System.

(a) A Summary of the Growth of the School System.

About sixty years ago (1873-1933) the Hastings Mill Company, forming the nucleus of the old Town of Granville, entered into negotiations with the Provincial Government and erected the first school building within the limits of the present city of Vancouver. The Government supplied the teacher, and some twenty pupils were enrolled, children of the employees of the Hastings lumber mill.

The boundaries of the Granville School (later Vancouver) and of the adjoining district of Burrard (later Moodyville) were arranged on February 12, 1873. The announcement read as follows, "Whereas the boundaries of the Burrard Inlet School District, as at present constituted, embrace the North and South sides of the Inlet; "and whereas it is desirable that the South side should be created a separate School District; "Notice is given, that a school district shall be and is hereby established on the South side of the said Inlet, to be called the "Granville School District;" and that the boundaries of such district shall be all that tract of land embraced within the circumference of a circle whose
centre shall be the school house on the South side of the said Inlet, and whose radius shall be a distance of three miles from such school house; excepting always any land on the North side of the said Inlet."

Thus the School District of Granville, the first school on the South side of Burrard Inlet and the forerunner of the Vancouver school system, came into being sixty years ago. For thirteen years the school was called Granville, until in 1886, when the City of Vancouver was incorporated, the name was changed to Vancouver and the boundaries made the same as for the newly created city.

In 1886 the school was closed from June 13th until November because of the "great fire" which destroyed the town-site. The increase in enrolment during the following year very much exceeded that of any other school district in the Province. At the beginning of the year the school was under the charge of one teacher, but it was soon found necessary to appoint an assistant, and, before the close of the term, a second assistant and a monitor were added; thus the common school of Granville, 1886, was transformed during this very short period into the graded school of Vancouver under the

charge of four teachers. A school-house was erected, on
Cordova Street, East, and although it contained four large
apartments, it did not afford the accommodation which the
rapidly increasing population of the city demanded. The
actual school population increased from ninety-three in Jan­
uary 1887 to two hundred eighty-five by June of that year.

During 1888 two additional schools were added, one
in the western portion of the city, and the other, known as
False Creek, in the southern part. As a result of the con­
tinued rapid increase in school population, the following
recommendations were made: that another assistant for each
school should be appointed immediately; that a commodious
building should be erected on a site suitable for a central
school; and that with two graded schools in operation the
city would soon be in a position to make application for a
high school within its limits.

By the end of the school year 1888-89, the East
School had five hundred sixty-two pupils, crowded into non-
permanent quarters until the new building could be erected;
the West School, built in the summer of 1888, had three
hundred twenty-one pupils; and the False Creek School,
erected at the beginning of 1889, had reached three divi­
sions. A two-room building, to accommodate the two highest
divisions of the future Central School was erected on the
Central site in 1889, but the new school, a fine two-story eight-room brick building, was ready by January 1890. The first high school was started in January 1890, with an enrolment of thirty-one, and occupied a room in the new Central School.

During 1889-90 the name of the False Creek School was changed to Mount Pleasant and the erection of a new East School was started. This building containing eight rooms was completed in March 1891, and new buildings for the West and Mount Pleasant Schools were erected in 1892. The High School still met in the same frame building at the rear of the Central School, but the trustees were building a new High School on the Central grounds. Although the School Board, in 1892, spent $150,000 on buildings, the schools were still crowded and it was necessary to open a Fairview School in 1895; an addition to the East School in 1896; two rooms on Campbell Avenue in 1898; and to use the old Burrard Street and Mount Pleasant buildings.
TABLE OF "SCHOOL PROPERTY" AS AT JUNE 30, 1900*

<table>
<thead>
<tr>
<th>Building</th>
<th>When built</th>
<th>Material</th>
<th>Number of classrooms in the building</th>
<th>Area of the grounds</th>
<th>Estimated value of the grounds</th>
<th>Total estimated value of grounds, building and equipment</th>
</tr>
</thead>
<tbody>
<tr>
<td>High School</td>
<td>1892</td>
<td>Brick</td>
<td>8</td>
<td>200' x 250'</td>
<td>$16,000</td>
<td>$48,000</td>
</tr>
<tr>
<td>Central</td>
<td>1889</td>
<td>Brick</td>
<td>8</td>
<td>250' x 265'</td>
<td>$32,000</td>
<td>$59,250</td>
</tr>
<tr>
<td>East End</td>
<td>1890-97</td>
<td>Brick</td>
<td>16</td>
<td>400' x 264'</td>
<td>$52,000</td>
<td>$84,350</td>
</tr>
<tr>
<td>West End</td>
<td>1892-97</td>
<td>Brick</td>
<td>16</td>
<td>450' x 264'</td>
<td>$57,000</td>
<td>$85,375</td>
</tr>
<tr>
<td>West End (old)</td>
<td>1892</td>
<td>Wood</td>
<td>3</td>
<td>264' x 122'</td>
<td>$6,000</td>
<td>$10,225</td>
</tr>
<tr>
<td>Mt. Pleasant</td>
<td>1892-97</td>
<td>Brick</td>
<td>16</td>
<td>400' x 264'</td>
<td>$10,000</td>
<td>$76,800</td>
</tr>
<tr>
<td>Mt. Pleasant (old)</td>
<td>1892</td>
<td>Wood</td>
<td>3</td>
<td>175' x 150'</td>
<td>$4,000</td>
<td>$6,500</td>
</tr>
<tr>
<td>Fairview</td>
<td>1895</td>
<td>Wood</td>
<td>4</td>
<td>520' x 264'</td>
<td>$18,200</td>
<td>$22,350</td>
</tr>
</tbody>
</table>

*$Annual Report of Vancouver City Board of School Trustees for the year ending June 30, 1900, as published in the Annual Report of the Public Schools of British Columbia, p. 224.
### TABLE OF HIGH SCHOOL ATTENDANCE 1890-1899*

<table>
<thead>
<tr>
<th>Year</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
<th>Average Attendance</th>
</tr>
</thead>
<tbody>
<tr>
<td>1890</td>
<td>10</td>
<td>21</td>
<td>31</td>
<td>24.67</td>
</tr>
<tr>
<td>1890-91</td>
<td>13</td>
<td>29</td>
<td>42</td>
<td>24.34</td>
</tr>
<tr>
<td>1891-92</td>
<td>18</td>
<td>54</td>
<td>72</td>
<td>42.87</td>
</tr>
<tr>
<td>1892-93</td>
<td>31</td>
<td>65</td>
<td>96</td>
<td>64.34</td>
</tr>
<tr>
<td>1893-94</td>
<td>52</td>
<td>92</td>
<td>144</td>
<td>92.77</td>
</tr>
<tr>
<td>1894-95</td>
<td>58</td>
<td>101</td>
<td>159</td>
<td>108.44</td>
</tr>
<tr>
<td>1895-96</td>
<td>55</td>
<td>79</td>
<td>134</td>
<td>87.74</td>
</tr>
<tr>
<td>1896-97</td>
<td>55</td>
<td>98</td>
<td>153</td>
<td>88.73</td>
</tr>
<tr>
<td>1897-98</td>
<td>55</td>
<td>101</td>
<td>156</td>
<td>94.35</td>
</tr>
<tr>
<td>1898-99</td>
<td>63</td>
<td>102</td>
<td>165</td>
<td>-</td>
</tr>
<tr>
<td>1899-1900</td>
<td>71</td>
<td>126</td>
<td>197</td>
<td>-</td>
</tr>
<tr>
<td>1900-1901</td>
<td>77</td>
<td>142</td>
<td>219</td>
<td>-</td>
</tr>
</tbody>
</table>

### TABLE OF ELEMENTARY SCHOOL ATTENDANCE 1886-1895*

<table>
<thead>
<tr>
<th>Year</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
<th>Average Attendance</th>
</tr>
</thead>
<tbody>
<tr>
<td>1886-87</td>
<td>138</td>
<td>110</td>
<td>248</td>
<td>168.40</td>
</tr>
<tr>
<td>1887-88</td>
<td>333</td>
<td>309</td>
<td>642</td>
<td>238.19</td>
</tr>
<tr>
<td>1888-89</td>
<td>533</td>
<td>491</td>
<td>1024</td>
<td>537.69</td>
</tr>
<tr>
<td>1889-90</td>
<td>720</td>
<td>745</td>
<td>1465</td>
<td>817.84</td>
</tr>
<tr>
<td>1890-91</td>
<td>840</td>
<td>908</td>
<td>1748</td>
<td>1011.09</td>
</tr>
<tr>
<td>1891-92</td>
<td>960</td>
<td>1044</td>
<td>2004</td>
<td>1168.34</td>
</tr>
<tr>
<td>1892-93</td>
<td>1010</td>
<td>1165</td>
<td>2175</td>
<td>1542.56</td>
</tr>
<tr>
<td>1893-94</td>
<td>1096</td>
<td>1151</td>
<td>2247</td>
<td>1575.09</td>
</tr>
<tr>
<td>1894-95</td>
<td>1167</td>
<td>1208</td>
<td>2375</td>
<td>1640.44</td>
</tr>
</tbody>
</table>

*From the Annual Reports of the Public Schools of British Columbia for the years included in the tables.
TABLE OF SCHOOL POPULATION IN VANCOUVER 1886-1932

<table>
<thead>
<tr>
<th>Year</th>
<th>School Population</th>
<th>Year</th>
<th>School Population</th>
</tr>
</thead>
<tbody>
<tr>
<td>1886 - 87</td>
<td>248</td>
<td>1909 - 10</td>
<td>10,283</td>
</tr>
<tr>
<td>1887 - 88</td>
<td>642</td>
<td>1910 - 11</td>
<td>11,424</td>
</tr>
<tr>
<td>1888 - 89</td>
<td>1024</td>
<td>1911 - 12</td>
<td>12,286</td>
</tr>
<tr>
<td>1889 - 90</td>
<td>1465</td>
<td>1912 - 13</td>
<td>13,060</td>
</tr>
<tr>
<td>1890 - 91</td>
<td>1748</td>
<td>1913 - 14</td>
<td>13,248</td>
</tr>
<tr>
<td>1891 - 92</td>
<td>2004</td>
<td>1914 - 15</td>
<td>13,365</td>
</tr>
<tr>
<td>1892 - 93</td>
<td>2175</td>
<td>1915 - 16</td>
<td>13,512</td>
</tr>
<tr>
<td>1893 - 94</td>
<td>2247</td>
<td>1916 - 17</td>
<td>14,197</td>
</tr>
<tr>
<td>1894 - 95</td>
<td>2375</td>
<td>1917 - 18</td>
<td>15,465</td>
</tr>
<tr>
<td>1895 - 96</td>
<td>2301</td>
<td>1918 - 19</td>
<td>17,773</td>
</tr>
<tr>
<td>1896 - 97</td>
<td>2535</td>
<td>1919 - 20</td>
<td>18,803</td>
</tr>
<tr>
<td>1897 - 98</td>
<td>2908</td>
<td>1920 - 21</td>
<td>19,757</td>
</tr>
<tr>
<td>1898 - 99</td>
<td>3229</td>
<td>1921 - 22</td>
<td>20,649</td>
</tr>
<tr>
<td>1899 - 1900</td>
<td>3836</td>
<td>1922 - 23</td>
<td>21,056</td>
</tr>
<tr>
<td>1900 - 01</td>
<td>4591</td>
<td>1923 - 24</td>
<td>21,372</td>
</tr>
<tr>
<td>1901 - 02</td>
<td>4391</td>
<td>1924 - 25</td>
<td>21,675</td>
</tr>
<tr>
<td>1902 - 03</td>
<td>4766</td>
<td>1925 - 26</td>
<td>22,357</td>
</tr>
<tr>
<td>1903 - 04</td>
<td>5412</td>
<td>1926 - 27</td>
<td>22,971</td>
</tr>
<tr>
<td>1904 - 05</td>
<td>6152</td>
<td>1927 - 28</td>
<td>23,290</td>
</tr>
<tr>
<td>1905 - 06</td>
<td>6733</td>
<td>*1928 - 29</td>
<td>39,503</td>
</tr>
<tr>
<td>1906 - 07</td>
<td>7583</td>
<td>1929 - 30</td>
<td>39,946</td>
</tr>
<tr>
<td>1907 - 08</td>
<td>8441</td>
<td>1930 - 31</td>
<td>40,596</td>
</tr>
<tr>
<td>1908 - 09</td>
<td>8947</td>
<td>1931 - 32</td>
<td>40,857</td>
</tr>
</tbody>
</table>


*Amalgamation of Vancouver City, South Vancouver, and Point Grey, January 1, 1929.
TABLE OF THE BUILDING PROGRAMME 1900 to 1915.
(Showing the rapid increase in school population)

<table>
<thead>
<tr>
<th>Year</th>
<th>Addition to the School System</th>
</tr>
</thead>
<tbody>
<tr>
<td>1900 - 01</td>
<td>Lord Roberts and Seymour Schools opened, giving the western part of the city two schools - Lord Roberts and Dawson (old West End), and the eastern part two schools - Seymour and Strathcona (old East End).</td>
</tr>
<tr>
<td>1904 - 05</td>
<td>West Fairview (November 1904), High School (January 1904), Grand View (4 rooms), Model, Temporary Cedar Cove.</td>
</tr>
<tr>
<td>1906 - 07</td>
<td>Kitsilano (Formerly Fairview West).</td>
</tr>
<tr>
<td>1907 - 08</td>
<td>Aberdeen (8 rooms). Cedar Cove now called Macdonald.</td>
</tr>
<tr>
<td>1908 - 09</td>
<td>Simon Fraser 1909.</td>
</tr>
<tr>
<td>1909 - 10</td>
<td>Alexandra, Britannia High School, Lord Nelson 1910, Cecil Rhodes 1910, Tennyson 1910, Alexandra (addition), and New Board Offices.</td>
</tr>
<tr>
<td>1910 - 11</td>
<td>General Gordon, Henry Hudson, Nightingale, and temporary rooms at Hastings and Beaconsfield.</td>
</tr>
<tr>
<td>1912 - 13</td>
<td>Charles Dickens, Franklin, Laura Secord, Livingstone, and new building for Hastings.</td>
</tr>
<tr>
<td>1913 - 14</td>
<td>Beaconsfield (addition), Britannia High School (addition), D.L.301, and Bayview.</td>
</tr>
<tr>
<td>1914 - 15</td>
<td>King George High School (in old Dawson).</td>
</tr>
</tbody>
</table>
The "North Arm School" built in 1885 was the first elementary school organized in South Vancouver. It was near the Fraser River at the corner of North Arm Road (Fraser Avenue) and River Road (now Marine Drive). The second school, called "South Vancouver", was built at 20th Avenue and Clark Drive and opened in January 1894. Later it was called the "Cedar Cottage" and in 1911 was given its present name of Lord Selkirk. A new district, organized in 1896 and named "East Vancouver", was situated at Joyce Road and Westminster Road (now Kingsway). This school, later called "Collingwood", is now named Sir Guy Carleton. In 1901 the School District of "West Vancouver" was created and a school erected on Westminster Avenue (now Main Street) between 27th and 28th Avenues. For a time this school was known as "Mountain View" but is now called the Brock. The next to be built, in 1902, was the "Eburne School", situated at Eburne (now Marpole). By 1906 there were five schools in operation in South Vancouver, which at that time included Point Grey.

Point Grey Municipality was formed from the western area of South Vancouver in 1908 and the Eburne School and one other class were taken over by the trustees of the new municipality. A Municipal Inspector of Schools was appointed in 1911, and under his guidance, a high school was opened in 1912, manual training and domestic science classes
were started in 1913, and the efficient system, taken over by the Board of the Greater City, was developed.

**TABLE SHOWING THE NUMBER OF TEACHERS AND PUPILS IN SOUTH VANCOUVER, 1894 to 1929.**

<table>
<thead>
<tr>
<th>Year</th>
<th>Pupils</th>
<th>Teachers</th>
<th>Year</th>
<th>Pupils</th>
<th>Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>1894-95</td>
<td>86</td>
<td>2</td>
<td>1912-13</td>
<td>3621</td>
<td>89</td>
</tr>
<tr>
<td>1897-98</td>
<td>131</td>
<td>3</td>
<td>1915-16</td>
<td>4635</td>
<td>131</td>
</tr>
<tr>
<td>1900-01</td>
<td>206</td>
<td>4</td>
<td>1918-19</td>
<td>5698</td>
<td>158</td>
</tr>
<tr>
<td>1903-04</td>
<td>362</td>
<td>8</td>
<td>1921-22</td>
<td>7297</td>
<td>205</td>
</tr>
<tr>
<td>1906-07</td>
<td>569</td>
<td>13</td>
<td>1924-25</td>
<td>8272</td>
<td>238</td>
</tr>
<tr>
<td>1909-10</td>
<td>1103</td>
<td>25</td>
<td>1927-28</td>
<td>8940</td>
<td>260</td>
</tr>
</tbody>
</table>

(c) The History of the Former Point Grey Schools.

An illustration of the phenomenal growth of the Municipality of Point Grey is found in a comparison of the school systems of 1908 and 1928. When the Municipality of Point Grey was formed in 1908, two schools, the "Eburne" at 70th Avenue and Granville and the "D.L.472" near the present Oak Street School, were taken over from South Vancouver.

1. *Extracts from a Historical Sketch of the South Vancouver Schools in the Report of Vancouver Schools 1928, p. 179.*
These schools were valued at two thousand dollars and provided accommodation for ninety-four pupils, under the direction of two teachers. By 1928, just previous to amalgamation, there were 6437 pupils under the direction of 203 teachers, and fourteen large schools valued at $2,506,146.

**TABLE OF THE DEVELOPMENT OF THE POINT GREY SCHOOLS.**

<table>
<thead>
<tr>
<th>Year</th>
<th>Item</th>
</tr>
</thead>
<tbody>
<tr>
<td>1908</td>
<td>(January 1908) Organization of the Municipality of Point Grey. First meeting of the Point Grey School Board held in Grigg’s Hall, Eburne, January 13, 1908. A two-room school was opened on the site of the present Kerrisdale School.</td>
</tr>
<tr>
<td>1909</td>
<td>First building on the site of the Queen Mary School.</td>
</tr>
<tr>
<td>1910</td>
<td>First units of David Lloyd George and Oak Street Schools.</td>
</tr>
<tr>
<td>1911</td>
<td>A school medical officer appointed.</td>
</tr>
<tr>
<td>1912</td>
<td>A Superior Class for high school students established at Eburne School. (The nucleus of the present Magee High School).</td>
</tr>
<tr>
<td>1914</td>
<td>Magee High, new Queen Mary, and Lord Kitchener schools built.</td>
</tr>
<tr>
<td>1916</td>
<td>First manual training and domestic science classes started. A commercial course introduced at Magee High School.</td>
</tr>
<tr>
<td>1920</td>
<td>The Edith Cavell and Prince of Wales schools were built and two rooms at Strathcona Heights. Male Vice-Principals appointed in the schools.</td>
</tr>
<tr>
<td>1923</td>
<td>Magee Public and Lord Byng High opened.</td>
</tr>
</tbody>
</table>
Langara and Quilchena schools. Technical and Home Economic Departments started at Magee High School.

Supervisors for Art and Physical Education appointed. One junior high school class started at Magee.

Point Grey Junior High School was organized.

January 1, Amalgamation with Vancouver City and South Vancouver.

SCHOOL POPULATION AND TEACHING STAFF IN POINT GREY SCHOOLS 1908-28.

<table>
<thead>
<tr>
<th>Year</th>
<th>Enrolment</th>
<th>Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>1908</td>
<td>94</td>
<td>2</td>
</tr>
<tr>
<td>1910</td>
<td>178</td>
<td>5</td>
</tr>
<tr>
<td>1912</td>
<td>448</td>
<td>14</td>
</tr>
<tr>
<td>1914</td>
<td>931</td>
<td>25</td>
</tr>
<tr>
<td>1916</td>
<td>1080</td>
<td>33</td>
</tr>
<tr>
<td>1918</td>
<td>1227</td>
<td>42</td>
</tr>
<tr>
<td>1920</td>
<td>2009</td>
<td>51</td>
</tr>
<tr>
<td>1922</td>
<td>2816</td>
<td>84</td>
</tr>
<tr>
<td>1924</td>
<td>3712</td>
<td>111</td>
</tr>
<tr>
<td>1926</td>
<td>4977</td>
<td>163</td>
</tr>
<tr>
<td>1928</td>
<td>6217</td>
<td>208</td>
</tr>
</tbody>
</table>
## TABLE

**THE DEVELOPMENT OF THE GREATER VANCOUVER SCHOOL SYSTEM.**

<table>
<thead>
<tr>
<th>Year</th>
<th>Steps in the Development</th>
</tr>
</thead>
<tbody>
<tr>
<td>1873</td>
<td>February 12. The boundaries of Granville School District (later Vancouver School) were arranged. The first teacher was Miss Julia Sweeney.</td>
</tr>
<tr>
<td>1883</td>
<td>Fifty-one pupils enrolled in Granville School.</td>
</tr>
<tr>
<td>1885</td>
<td>North Arm School (first school in South Vancouver) was established.</td>
</tr>
<tr>
<td>1886</td>
<td>Schools closed from June 13 to November 4 due to the &quot;Great Fire&quot;. Granville District changed to Vancouver School District.</td>
</tr>
<tr>
<td>1890</td>
<td>January 1 Vancouver's first high school was opened.</td>
</tr>
<tr>
<td>1894</td>
<td>&quot;South Vancouver School&quot; in &quot;South Vancouver&quot; was organized.</td>
</tr>
<tr>
<td>1896</td>
<td>First truant officer was employed. &quot;East School&quot;, in South Vancouver, was opened.</td>
</tr>
<tr>
<td>1899</td>
<td>The first City Superintendent of Schools was appointed. The Vancouver High School (later King Edward) was affiliated with McGill University and work given in First Year Arts.</td>
</tr>
<tr>
<td>1901</td>
<td>Physical Culture and Drill added to the school programme. Manual Training started in the elementary schools.</td>
</tr>
<tr>
<td>1902</td>
<td>Second Year Arts given at the affiliated high school. A class in commercial subjects started at King Edward High School. &quot;Eburne School&quot; organized in South Vancouver.</td>
</tr>
<tr>
<td>Year</td>
<td>Steps in the Development</td>
</tr>
<tr>
<td>------</td>
<td>--------------------------</td>
</tr>
<tr>
<td>1903</td>
<td>An attendance officer appointed.</td>
</tr>
<tr>
<td>1904</td>
<td>A High School Cadet Corps was organized. A music supervisor was appointed.</td>
</tr>
<tr>
<td>1905</td>
<td>Classes in Home Economics opened in the elementary schools.</td>
</tr>
<tr>
<td>1906</td>
<td>A drawing supervisor appointed.</td>
</tr>
<tr>
<td>1907</td>
<td>Appointment of the first school medical officer.</td>
</tr>
<tr>
<td>1908</td>
<td>Extension of manual training to the high schools. The Municipality of Point Grey was formed.</td>
</tr>
<tr>
<td>1909</td>
<td>Extension of home economics to the high schools. The first Night School was organized.</td>
</tr>
<tr>
<td>1910</td>
<td>The first class for the education of subnormal children was opened. An Assistant Superintendent of School was appointed.</td>
</tr>
<tr>
<td>1911</td>
<td>A Municipal Inspector of School was appointed in South Vancouver.</td>
</tr>
<tr>
<td>1912</td>
<td>A supervisor for primary classes was engaged. The late J.S. Gordon, B.A., was appointed as Municipal Inspector.</td>
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<tr>
<td>1913</td>
<td>Commercial classes were started at Britannia High School.</td>
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<tr>
<td>1914</td>
<td>A Dental Clinic was opened in connection with the schools.</td>
</tr>
<tr>
<td>1915</td>
<td>An Oral School for the deaf and dumb was organized. The Parent Teacher Movement began in Vancouver.</td>
</tr>
<tr>
<td>1916</td>
<td>Technical classes were introduced at King Edward High School. The School for the Blind was started.</td>
</tr>
<tr>
<td>Year</td>
<td>Steps in the Development</td>
</tr>
<tr>
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</tr>
<tr>
<td>1918</td>
<td>The High School of Commerce was organized from the commercial classes at King Edward High School. Mr. T. A. Brough, B.A., was appointed as Assistant Municipal Inspector.</td>
</tr>
<tr>
<td>1919</td>
<td>A three years' course in Home Economics was established.</td>
</tr>
<tr>
<td>1922</td>
<td>The Fairview &quot;Junior High&quot; was organized. A Teachers' Community Room Library was established.</td>
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<tr>
<td>1924</td>
<td>The first platoon school was organized.</td>
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<tr>
<td>1925</td>
<td>The School of Decorative and Applied Art was opened.</td>
</tr>
<tr>
<td>1927</td>
<td>The Bureau of Measurements was organized. The first junior high school class was started in Point Grey. Two large junior high schools were opened in Vancouver.</td>
</tr>
<tr>
<td>1928</td>
<td>Classes in Senior Matriculation were organized. Point Grey adopted the junior high school system.</td>
</tr>
<tr>
<td>1929</td>
<td>January 1. Amalgamation of Vancouver, South Vancouver, and Point Grey.</td>
</tr>
<tr>
<td>1930</td>
<td>September. A Director of Vocational Guidance was appointed.</td>
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CHAPTER VI.

Some Special Features of the Vancouver School System.

(a) The Adaptation of the System to the Educational Needs of the Pupils.

A study of the present school system of Vancouver reveals many features that are indicative of the enlightened educational attitude of past administrators and trustee boards. No phase of the organization exemplifies this more clearly than the attempt made to provide adequate educational facilities for children who, because of mental or physical deficiencies, were handicapped in the work of the ordinary classrooms.

Schools for the Deaf and Blind.

In 1915 the School Board opened an Oral School for the education of deaf and dumb pupils and on May 1, 1916, a School for the Blind. Both schools remained under the control of the Vancouver Board for some years but were later taken over by the Education Department in order that they might be conducted on a larger scale to serve the needs of the entire Province. Accommodation for such children is provided at the building in Point Grey formerly used as a Boys' Industrial School and now operated as a School for the Deaf and Blind.
An Open Air School was established in 1926, when the temporary frame one-room schools serving as an annex to the Charles Dickens School were remodelled and enlarged by the erection of sleeping balconies, a dining-room, and a kitchen, and used for delicate children—particularly those predisposed to tuberculosis. The pupils received special attention from the school medical officer, who in his report for 1926 remarked on the results achieved in the following terms, "The effect of continually open windows, maximum sunshine, organized play, hot balanced meals at mid-day, followed by an hour of rest or sleep on balcony cots, and then breathing exercises, was apparent from the first. This was shown by remarkable gains in weight, and improvement in colour, vigour, and intellectual capacity."¹

Special Classes.

In the school year 1910-11 two special classes for feeble-minded or exceptional children were started at the Central School. These children were taken from the schools of the city and grouped together under specially trained teachers. Not only did the pupils, who were in a great many cases deficient, benefit greatly, but the teachers

from whose rooms they were taken were relieved of their presence and consequently able to give more attention to the normal pupils.

Another important advance in this field was made in February 1918, when a psychological clinic was established. The psychologist examined the elementary schools showing the greatest retardation, and, out of five hundred pupils examined, twenty-five were found to be sub-normal and consequently acting as a drawback to the advancement of other pupils. Such children were removed and under the experienced guidance of the psychologist and her assistants soon showed evidence of progress. By the end of the school year 1918, the examination of eight schools was completed and six special classes and one for low-grade defectives were organized.

The two auxiliary classes for hopelessly defective children, started at Central School in 1910, were still in operation. One of these, for the older boys and girls, was now disbanded as the children were too old for the schools to handle, and in need of permanent custodial care. The same care was needed for the younger ones, but, as they were of school age, the class was continued.

An observation class for the careful study of cases was started by the clinic in 1918, and a Supervisor of Special Classes was appointed. The teachers of the classes held weekly meetings with the Supervisor to discuss the work
accomplished and to plan additional ways for helping these unfortunates to become useful citizens. Year by year the work grew until in 1929 there were eighteen classes in the elementary schools and two double classes in the junior high schools.

The Prevocational Class Experiment in Vancouver.

The Municipal Inspector of Schools, in June 1914, made a survey of pupils who were unable to do entrance class work. One hundred sixty cases were found and a school, providing a modified programme of a practical character, was opened in August 1914. The purpose of the school was to secure a course of education particularly suited to those students whose abilities lay in a practical direction rather than in academic studies. There was no intention to regard such students as mentally inferior; indeed, the teachers found many of the pupils to be of a high order of intelligence. The curriculum of the classes was divided into two parts; two-thirds of the school week was devoted to academic studies, and the remainder to practical work. The girls took a thoroughly practical course in housewifery, including sewing, cooking, laundry work, and domestic hygiene, while the boys devoted their time to woodwork.

In 1915 the classes were centralized at the Cecil Rhodes School and the course reorganized to give half-time to the academic side and half-time to practical work. The
authorities, in selecting pupils for these classes, made it quite clear that the school was not intended for pupils who were unsuited for public school work owing to physical or mental inability, but, rather, for those of average ability with an inclination towards the practical side of school life. Excellent progress was made at the school and the pupils, engaged in activities suitable to their abilities, were interested in their work and happy in accomplishing worthwhile results. Unfortunately, to curtail expenses, the school was closed in 1916 and the students absorbed back into the regular classes of the school system.

From 1916-1922 pupils, unsuited for the ordinary academic course, were obliged to pass the Entrance Examination or to repeat the work of the senior grades in the elementary schools. As a result, the great majority of those who failed dropped out of the system and received no further school training. Those who succeeded in passing into the high schools had a better opportunity as the School Board opened a technical class for boys at King Edward High School in 1916, and similar classes for girls in 1917.

The Fairview Junior High School.

An educational opportunity for the above type of pupil was provided by the School Board with the opening of the Fairview Junior High School in September 1922. The purpose of the school was to give at least two years' academic and
practical work to boys and girls who had completed the Public School Course, but were not in a position to take one of the ordinary high school courses. In subsequent years the student body was drawn from the elementary schools of the city and included those who had failed to pass the Entrance Examination and others who were over age and retarded in lower grades. The junior high schools, opened in September 1927, made full provision for such children, while the Fairview Junior High School continued to serve the needs of pupils from areas not organized on the junior high school plan.

(b) A Multiple Course of Study.

Technical Education.

Manual Training classes were opened in the elementary schools of Vancouver as early as 1901, and extended to the high schools in 1908. Later, in 1905, the first classes in Home Economics were organized, and, by 1909, the subject was offered in the high school. Home Economics, as taught in the high schools, was reorganized in 1909, when a three years' course was started at King Edward High School. At present the subject is taught in all junior high schools and at high schools offering a multiple course of study.

The year 1916 marked a further advance in the work of the department of technical education, when the School Board opened a class at King Edward High School for students
whose abilities and inclinations lay in the direction of practical work. The programme was organized so as to give additional time to manual training, science, and mathematics, and the object of the course was to give the students the advantage of the ordinary high school and at the same time to enable them to acquire a technical training both theoretical and practical. Similar advantages were extended to girls in 1917 and proved so popular that by September 1918 there were seven classes with two hundred seventy-seven students.

Definite steps towards a technical school were taken in 1919, when the School Trustees discussed the question of government aid with the Federal authorities. Later they called a meeting of the trustees of the surrounding municipalities and formed a joint committee to take up the matter with the Department of Education at Victoria. It was decided that Vancouver was the logical centre, the Vancouver Board the necessary governing body, and that the detailed work should be accomplished by a special Technical School Board of Directors.

The Board then endeavoured to obtain a suitable building to serve as temporary quarters until plans could be made for submitting a by-law for such a school. Meanwhile the Provincial Government decided to select the building itself and the question of investigation was
was turned over to the Provincial Supervisor of Technical Training. As a result, the former Labour Temple was purchased and remodelled by the Provincial Government and rented to the School Board. It was opened as the Vancouver Technical School on March 1, 1921, and sufficient equipment was provided to meet the need for the next few years.

In 1926 the Provincial Government notified the School Board that the Labour Temple would not be for rent after June 1927. Later, however, it consented to allow the Technical School to occupy the building until July 1928. This made it clear that definite and speedy action, in the matter of providing a new Technical School, was imperative. Although negotiations towards the union of Vancouver and the neighbouring municipalities to form a technical school area had been started under authority of the Public Schools Act of 1927, the need for haste forced the Vancouver Board to formulate its own technical school programme. 1 Accordingly, in June 1927, an appeal was made to the ratepayers for $300,000 for the first unit of the Technical School and for $50,000 for furnishings and equipment. This application was endorsed and plans were made for completion by September 1928.

1. The Public Schools Amendment Act, 1927, section 12, sub-section P.
Some misunderstanding and possible dissatisfaction arose over the outcome of the negotiations looking to the formation of a metropolitan Technical School area, due to the necessary steps on the part of the Vancouver School Board. In reference to this the Chairman of the Vancouver Board made the following statement, "We still stand by the principle of having one large, well equipped Technical School for Greater Vancouver, to which students from the various municipalities will be admitted on equitable terms. Our Board, in an interview with the Minister of Education, outlined this as our policy and the Minister assured us that the allocation placed in the Provincial estimates last year for Technical School work in Greater Vancouver would be available for the school we are planning. It seems, therefore, that we are in honour bound to regard the first unit of the Technical School we shall erect as the first unit of the Greater Vancouver Technical School."¹

The significance of such a school in the educational life of Greater Vancouver was well presented in a statement of proposed aims for a Technical School as outlined by John Kyle, A.R.C.A.—Technical Organizer for the Department of Education. In the Annual Report of the Public Schools for

1926-27, he said in part, "A great addition to the attendance of industrial students will undoubtedly be made when a technical school for Greater Vancouver is built, as it will be at this school where the finishing vocational courses will be provided. This technical school will serve as a link between the high schools and industrial occupations. Care should be taken, however, to guard the technical school from becoming merely a technical high school and to preserve its identity as a pre-eminently technical or vocational school. It will mainly cater to the needs of students who have completed the technical high school course or have found their aptitudes through the exploratory courses in the junior high schools and have an intelligent idea of the occupation in which they desire to engage. Vancouver has four junior high schools, where a good percentage of the pupils will prove themselves more capable in the line of craftsmanship than in an academic way. If these pupils do not intend to proceed to University, the technical school will be the most desirable institution to attend. On the other hand, if the students desire to attend the science course at the University, a technical course in a composite high school should be the avenue of approach. These high schools will be compelled to enrich their courses, while the Technical School of Greater Vancouver will continue to work in close co-operation with in-
dustry and the Apprenticeship Council."

Before 1926-27 only students of High School Entrance standing were admitted to the Technical School—there was no room for others. But, with the increased accommodation in the new school, technical classes were provided for over-aged pupils taken from the senior grades of the elementary schools in the non-junior high school areas. These are given a course very similar to that which has been offered for years at the Fairview Junior High School and practically the same course is given at the large junior high schools to the same class of pupils who live in junior high school areas. The cost of the education these pupils receive is higher than it would have been had they remained in the elementary schools but they receive a training under the new conditions that will better fit them for useful citizenship.

Commercial Education.

The first class in commercial subjects was opened at King Edward High School in 1902. Later the classes were held in the Cecil Rhodes School and in September 1913 the commercial department became a separate unit known as the High School of Commerce. The present High School of Commerce is situated in the old Fairview School, with Mr.

W.K. Beech, M.A., B.Paed. as principal. A commercial department opened at Britannia High School in 1918, became the nucleus of the present Grandview High School of Commerce, located in the old Grandview school, under the principalship of Mr. L.W. Taylor, B.A. In 1932, thirty years after the first classes were organized, commercial work was being taught in junior, senior, and commercial high schools.

The School of Decorative and Applied Art.

From the early days of the school system drawing has been given a definite place in the course of study in Vancouver. Supervisors and special art masters have been provided since 1906 and under their direction a high standard of work has been maintained. The final achievement in this department of school work came with the establishment of a School of Decorative and Applied Art in October 1925. The school was an immediate success, with an attendance for the first year of one hundred fifty-nine in the day classes and one hundred sixty-two at night. In June 1929 eleven students graduated and were the first to complete the four year course. Arrangements have now been made so that Art School students may qualify for a Provincial Certificate to teach art in the schools of the Province.
Today the schools of Vancouver compare favourably with the school systems in the most progressive cities on the continent. In rapid succession, since the opening of the present century, school activities have been introduced by successive School Boards, with the concurrence of the citizens. When we consider these new activities—Drawing, Music, Physical Education, Manual Training, Home Economics, Commercial Education, Medical Inspection, Night School Work, Dental Work, School for the Deaf, School for the Blind, Work in Special Classes, Sight Conservation, Open Air Classes, Technical Education, and Art School Work—we are brought to the realization not only that great advances have been made in the past, but also, that future expansion is inevitable.
CHAPTER VII.
Modern Experiments in Vancouver.

(a) Changes in School Organization.

Platoon Schools.

A platoon school was opened in Vancouver in September 1924—the first school of its kind in Western Canada. This was made possible by certain structural changes to the Tennyson School—a sixteen-room building, with a small gymnasium and a large auditorium. By the platoon organization it was found possible to accommodate twenty-one classes of forty each instead of sixteen classes formerly. This consideration alone might have been sufficient to warrant the change; but there was another reason (and a more important one), the hope that better work might be done. The results achieved were so satisfactory that another school, the Hastings Elementary, was changed to the platoon system in 1925.

The Junior High School in Vancouver.

An outstanding change in the organization of the school system was the opening of a Junior High School in September 1922. This school, the present Fairview Junior High, was not a junior high school in the strict sense of the term, but, nevertheless, it marked the beginning of the junior high organization, which was put into effect on a more elaborate scale at a later date. The aim of the school
was to give at least two years' academic and practical work to boys and girls who had completed the Public School course, but who were not in a position to take one of the ordinary high school courses. The first year's experiment was so successful that the school was enlarged the next year. In subsequent years the course of study was modified so as to fill an important need in caring for pupils from the elementary schools who were not fitted to pass the Entrance Examination and enter the high schools. These pupils who were not very successful in academic studies accomplished much good work in the new type of school where the courses fitted their needs and much practical work was provided.

The School Board had hoped to open the first junior high schools, organized on the generally accepted lines, in September 1926, but the difficulties in connection with the school building programme made it inadvisable to attempt this before September 1927. During the year 1926-27 a programme of studies was prepared for junior high schools, four of which were in operation in the Province by the end of the year.

The distinction of being the first district to establish a junior high school went to the Municipality of Penticton, where junior high work was started in September, 1926, under Principal A.S.Matheson. In September, 1927, two large junior high schools were opened in Vancouver: the Kit-
silano, under Principal H.B. King, M.A.; and the Templeton with H.B. Fitch, M.A. as principal. A junior high school class had been started the previous year in Point Grey, and the work was extended in 1927.

In September 1928 Point Grey organized 756 Grade Seven pupils and carried on junior high school work, although the pupils remained in the elementary school buildings. Later, a by-law was passed providing for a forty-two room building, and in September 1929 the Point Grey Junior High School was opened. After amalgamation, Greater Vancouver had three large junior high schools—Templeton, Kitsilano, and Point Grey—as well as the original "so called" Fairview Junior High.

(b) Scientific Leadership in Education.

The Bureau of Measurements.

At the beginning of January 1927, the Vancouver School Board opened a Bureau of Measurements, placing it under the direction of Robert Straight, B.A. In speaking of the first year's activity, the Municipal Inspector of Schools remarked in part, "It is, however, when one views the work of the department for the entire year and calculates the influence its findings will undoubtedly exert on the teaching and general management of pupils for the immediate future, that the real value of the bureau in our
school system becomes apparent. From the director's report you will ascertain for the first time in the history of the Vancouver Schools, how the work in these schools, in important subjects, compares with similar work in other progressive school systems.

"I am of the opinion, however, that the most important service the bureau has rendered has been in properly evaluating the relative abilities of various groups of pupils, for example, those commencing school, those beginning the junior high work, and those entering the senior high schools. Fairly reliable diagnoses of the mental capacity of pupils, obtained through scientifically conducted tests, at these three critical periods, ensures better classification for teaching purposes and consequently better teaching.

"The bureau, I am glad to know, has not rested satisfied with merely detecting weaknesses in our school system. It has gone further, and, by co-operation with teachers and supervisors, has prescribed remedies for unsatisfactory conditions."\(^1\)

How many-sided the work of the bureau really is, will be realized from a perusal of a summary of topics dis-

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cussed in the 1927 report of the director. Statistics and graphs to illustrate the following points were given: statement of individual testing; visits by the social worker; statement re group testing; summary of intelligence tests for Grade One; results in reading tests; tests for pupils promoting to junior high school; tests for pupils promoting to senior high school; table of promotions to high school; distribution of intelligence quotients for Grade Eight pupils; lists of mimeographed lessons in educational and vocational guidance; suggested vocational guidance programmes for elementary, junior high, and senior high schools; statement on placement and follow-up work; statement of pupils withdrawing from the system; reports of special classes; analysis of the time tables in use in the schools; age-grade census; comparison with other cities in average pupils; table of the distribution of the ages of the pupils; promotion summaries for Grades One to Five; and the report of the supervision of special classes.

The above and other activities carried on since 1927 assuredly prove the truth of the Municipal Inspector's prophecy that the newly organized bureau would in the future exert a great influence on the teaching and general management of pupils.
Vocational Guidance.

Early in 1930 the School Board appointed a subcommittee of the Management Committee to consider the question of vocational guidance in the schools. As a result, R.H. Bennett, B.A., B.C.L., was appointed Director of Vocational Guidance, as from September 1930. Although this appointment was the first step towards a systematic organization of vocational guidance in the schools, it did not indicate that the subject had received no previous consideration, either in its educational or vocational aspects. The summary of vocational instruction listed below gives a fairly accurate picture of how the subject was treated in the schools, previous to the appointment of the Director.

(1) Definite, though perhaps incidental, advice on educational guidance had been given by principals and teachers to the pupils under their immediate care.

(2) Every year the Assistant Municipal Inspector met the entrance classes of the elementary schools and gave a very full explanation of the high school curriculum and the possible choice of courses.

(3) The Bureau of Measurements furnished summaries of occupations and advice on the choice of high school courses.

(4) In the junior high schools "try-out courses" were given and frequent "roll class" periods were devoted to the study of occupations and courses.

(5) For a number of years speakers from the Kiwanis Club had given talks to the senior pupils in the schools. These men, prominent members of the industrial and business world, spoke from personal experience, and, by their talks, not only furnished
information about various occupations but also helped
to create in the child's mind an interest in his own
future.

The establishment of a Bureau of Guidance co-
ordinated all these phases of instruction and put the teach-
ing of the subject upon a definite footing. Immediately
upon taking over his duties the Director presented a plan of
organization and proceeded to carry out a definite programme.
He visited the junior and senior high schools and arranged
for vocational periods; organized classes for teachers;
gathered materials and issued bulletins for the counsellors;
spoke to various clubs and associations; interviewed busi-
ness men; and investigated all cases of withdrawals from
the schools.

Unfortunately, owing to financial reasons, the
Bureau was discontinued in September 1933, but the effects
of its work still continue due to the information gathered
in the past and the organization given to the subject.
CHAPTER VIII.

Early History of the Teaching Profession.

The sixty year period, 1872-1932, during which our present educational system was evolved brought a great many changes directly affecting the teaching profession. With the first increases in school population came a shortage of qualified teachers, and, as a result, such questions as the source of supply, examination and certification, normal schools and professional training, became matters of moment for the educational authorities. Later, with an increase in numbers and length of service, came the need for teachers' conventions and summer schools, and a superannuation act.

In 1874, the Superintendent of Education, said, "The want of properly trained teachers is a great drawback to the efficiency of the Public Schools in the Province. Many of the schools are under unqualified teachers and this state of things will continue until a strong tide of immigration sets in, bringing more teachers with it; or until we can educate and train them for the work here; or until we can offer such salaries as will induce professional teachers to settle in the province."¹

¹. From the general report of Mr. John Jessop, Superintendent of Education, in the Annual Report of the Public Schools of British Columbia, 1874, p. 12.
He made a recommendation in another part of the same report when he said, "The question of High Schools should not be left any longer in abeyance. These schools would do good service as Training Institutes for teachers, till such time as the number of our school districts would warrant the establishment of a Provincial Normal School. Dependence upon immigration for a supply of teachers is very precarious as past experience fully proves. We shall require twelve to fourteen new teachers annually to keep up the teaching staff. Free tuition in the High Schools, with perhaps a little pecuniary aid, would be a great incentive to pupils of both sexes, to seek admission, with a special view of passing the teachers' examinations, and entering the public school work. These proposed establishments would, therefore, for the present answer the purposes of High School, Training School, and Model School."¹

Teachers examinations were held in 1874 from July 6-10 inclusive, and eleven candidates obtained certificates but the supply of teachers was still inadequate in 1875 and in that year advertisements for teachers were placed in the

¹ Extracts from the general report of Mr. John Jessop, Superintendent of Education, in the Public Schools Report, 1874, p. 9.
"Globe" and "Mail" newspapers of Toronto, Ontario.\footnote{1} At the time of publication of the Fifth Annual Report in 1876, there were forty certificated teachers in service in the Province of which fourteen held first class, twenty-one second class, and five third class certificates. There were also thirteen non-certificated teachers employed. The average annual salary of $523.43 for 1872 increased to $713.10 in 1873, when salaries were regulated by the Board of Education, but decreased in the next two years because of the number of new schools at the minimum. By 1876 it was $644.41 and the average for the period of 1872-1876 was $651.05. The increase in schools for the same period was from twelve to forty.\footnote{2}

Each year the number of candidates for examination increased until in 1877, when there were seventy-one teachers employed, the supply almost equalled the demand. That year the average annual salary was $702.07, the increase being due to higher certificates and more high school teachers. At the Teachers' Convention for the same year, the question of scholarships for pupil teachers was discussed and it was felt that, if they were continued, enough good

\footnote{1} The text of these advertisements, with terms of contract and inducements offered, is presented in the Public Schools Report, 1875, p. 13.

\footnote{2} The above figures are from the Public Schools Report for 1875-76, p. 88 and 89.
teachers could be anticipated from this source to make dependence upon other countries unnecessary. As a result a notice was published in the Toronto, "Globe" under the title of "The Teaching Profession in British Columbia". The text of the notice in part, was, "So far every competent teacher arriving in the province has secured a position at $50-$125 per month but the schools are now all supplied. Changes of course occur, but few. We have induced young and promising pupils to enter the profession, so that, hereafter, British Columbia, to a great extent, will be in position to supply her own teachers."1

The number of candidates for certification from persons educated in the province steadily increased. Many of those enrolled in the high schools prior to 1901 were deliberately preparing themselves with the help of their teachers for the great work of teaching. Various attempts to make up for the lack of training were made, such as the use of the system of pupil-teacher training, and the establishment of a Normal Class in the Victoria High School. By February 1881 nearly half of the certificated teachers had obtained their education in the Province and there were only

1. The full statement of the Advertisement is given in the Report of the Public Schools for 1876-1877, p. 67,68.
thirteen temporary certificates held. Because so many teachers were being educated locally, the lack of the professional training that could be given in a Normal School was keenly felt.

In a discussion at the Teachers' Institute of 1892, it was pointed out that most of the two hundred and forty teachers in the public schools had not received preparatory instruction to fit them for entrance into the profession, and, at the 1897 session of the Institute, it was stated that British Columbia was the only province in the Dominion not supporting one or more normal schools.

For many years previous to the opening of the Vancouver Normal School in 1901, the need for a teacher training institute was strongly advocated in the annual reports of the Inspectors and by the Vancouver School Board. In his annual report for 1890, Mr. John Robson, Provincial Secretary, stated the case as follows, "A Normal School is very much needed, and the expenditure necessary to the maintenance of the same would be a wise economy. Such an institution would send forth annually an earnest band of workers, equipped with ability to control and possessed of a knowledge of the science of teaching."1

Dr. S.D. Pope, in October 1894, made the following urgent plea, "In every professional pursuit special training is a requirement, and particularly should this be the case with those who have to deal with the child mind. Only those who have at least some knowledge of psychology and proper methods of school management should be granted certificates to teach in our public schools. Experience has proved that it is wise economy for any country to give her teachers thorough instruction as to methods and general knowledge of school management. This can only be done by the establishment of a Normal School."\(^1\)

Dr. Alexander Robinson, as Superintendent, finally prevailed upon the Government to establish the Vancouver Normal and the first classes were opened in the old Vancouver High School, on the ninth of January, 1901, with forty-two students, under the principalship of Mr. William Burns, Inspector of Schools. For two years the Normal School was without a permanent home, as the present building was not occupied until 1909. On the fourth of January, 1915, the Victoria Normal School was opened, with an attendance of forty-five students, under Principal D.L. MacLaurin.\(^2\)

CHAPTER IX.

The History of Teachers' Certificates.

(a) Early Certificates.

The Rules for the Examination of Public School Teachers and the Issuance of Certificates of Qualification were first published in the Report of Public Schools for 1874. (The full regulations and examination papers make very interesting and illuminating reading.) To each subject was attached an invariable number of marks and the proportional value of the answers given by the candidates was determined upon that standard exclusively. The subjects of examination with the possible marks were: Spelling (200); Reading (200); Writing (200); Composition (200); Geography (200); History (200); Grammar (200); Arithmetic (200); Bookkeeping (200); Mathematics, (100) for each branch; Latin (50); French (50); Drawing (50); and Music (50).

At first only Third Class Certificates were granted, the minimum percentage of answers being forty per centum, but the statement was made that within twelve months of the inauguration of the Board of Examiners arrangements would be

made to issue higher certificates on the following basis:
First Class A, eighty per centum; First Class B, seventy per
centum; Second Class A, sixty per centum; Second Class B,
fifty per centum; Third Class A, forty per centum; and Third
Class B, thirty per centum.  

The first class certificates were valid "until revoked by the Board of Examiners," the
second class for three years, and the third class for one
year. At the end of the fixed term the teachers wrote again
and thus had the opportunity of obtaining higher and higher
certificates. The subjects of the examination, the percen-
tage to be obtained, and the duration of the certificates
varied from time to time. The subjects of examination for
the Second and Third Class were the same, with different
percentages, but, for the First Class B Certificate more
subjects were required, while candidates for the First Class
A wrote some subjects in addition to those prescribed for
the First Class B. Graduates of a University were given a
First Class A certificate, on writing a paper on Education.

The Teachers' Convention of 1877 suggested that
once the First Class A certificate was obtained, it should
be valid for life. In November 1878, Superintendent of
Education, C.C. McKenzie, in speaking of teachers' salaries,
suggested as follows, "It will be observed that in this scale there is not a hint at the grade of teachers' certificates although that is the basis upon which salaries are granted in every other country having a system of public education. In making this re-adjustment, I think it would be advisable to make some changes in the schedule of certificates. Previous to 1877-78 the certificates of female teachers were granted upon examination papers requiring much lower attainments than those required for the same grade of certificate by a male teacher, and the impression is abroad that certificates have not been given impartially. I propose to super-add to the present grades of certificates a higher grade to be called "Life Certificate" or some similar name. No certificates are at present granted for life and the demand for such certificates could be met."¹ (An early advantage gained by the Teachers' Association.)

Temporary certificates, valid until the next examination, were added in 1881. The regulations published in 1881 gave the following statement on the value and duration of certificates:

"(1) A temporary certificate, valid till the next examination of teachers, shall entitle the holder to teach temporarily in

¹. The Public Schools Report, 1877-78, Appendix K, p. 238.
any school.

"(2) A Third Class Certificate, valid for one year, shall entitle the holder to teach in any Public School in which one teacher is employed, or as an assistant in one in which more than one is employed.

"(3) A Second Class Certificate, valid for three years, shall entitle the holder to hold any position in any Public School.

"(4) A First Class, Grade B, certificate, valid for four years, shall entitle the holder to hold any position in any Public School, or to act as assistant in a High School.

"(5) A First Class, Grade A, certificate, valid for four years, shall entitle the holder to hold any position in any Public or High School."¹

Within a few years from this time, First Class A and B could be renewed on application of the holder, provided he gave "satisfactory proof of his success as a teacher." In 1888-89 the regulation was published that all holders of certificates who had taught continuously in the province for a period of twelve years were entitled to have their certificates renewed without examination. Later, in

¹ The Public Schools Report, 1881, Appendix B, p. 299.
1900, the classes of certificates were changed to Academic, First, Second, and Third. The old First Class A was to be the Academic, and the old First Class B was to be known as the First Class. After the Provincial Normal School was opened on January 9, 1901, no further certificates were granted without normal training.

(b) The Academic Certificate.

The forerunner of the Academic Certificate (the highest certificate granted by the Department of Education) was the First Class A. Graduates of Universities were given the First Class A Certificate, on writing a paper on Education. No attendance at a professional training school was necessary before writing the examination. This privilege was also granted at a later date to candidates who had completed two years of the Arts course at a recognized university. Before 1888 the certificate could be renewed on application of the holder, provided he gave "satisfactory proof of his success as a teacher." Later, in 1900, when the classes of certificates were changed, the old First Class A became the Academic Certificate.

After the establishment of a Normal School in January, 1901, it was possible for university graduates to obtain the Academic Certificate after attendance at the fall term (September to December), but the work of this term pre-
pared teachers only for teaching in elementary schools. The Academic Certificate was still granted to candidates who had completed two years of a university course, provided they had taken the four months' professional training at a normal school. In 1921 the Department of Education required all candidates for an academic certificate to be graduates of a recognized university and in 1923-24 demanded professional training for both elementary and high schools covering a period from September to April.

At the request of the Provincial Department of Education, the University of British Columbia undertook, in September 1923, the direction of the professional training of candidates for the Academic Certificate. Courses in elementary methods and in the special subjects of the elementary school curriculum were provided at the Vancouver Normal School, and facilities for practice teaching were furnished at King Edward High School. The courses were open only to university graduates. The Dean of Arts and Science acted as provisional director. In November, 1923, Dr. George M. Weir was appointed Professor of Education and Director of Teacher Training and assumed the duties of the office in January, 1924. Lecturers on Methods in high school subjects were appointed from the University staff.¹

¹. The Calendar, University of British Columbia, 1924-25, p. 259-60.
During the first term, the Methods courses in elementary school subjects were given under the supervision of the University and observation assignments and practice teaching in the elementary schools were required. The Methods courses were given during the second term by members of the University staff and were confined to high school subjects. Candidates were permitted to register for professional instruction (including observation assignments and practice teaching in the high school) only in those subjects which they were qualified to teach by reason of their previous academic preparation. Methods courses in three subjects were obligatory. All candidates were required to take (1) Educational Psychology; (2) History and Principles of Education; and (3) School Administration and Law. The observation assignments and practice teaching approximated one hundred hours—forty in the elementary, and sixty in the high school.¹

At the close of the session, successful candidates were recommended to the Provincial Department of Education for the Academic Certificate, and to the Faculty of Arts and Science for the granting of the University Diploma in Education.

¹ The Calendar of the University of British Columbia, 1924-25, p. 254-260.
The University Calendar of 1926-27 announced that candidates obtaining at least seventy-five percent on the work of the year would be awarded Honour standing.1 In the Calendar of 1926-27 the preparatory courses in Arts and Science were given as follows, "Students registered in Arts and Science who intend to qualify as high school teachers in British Columbia are advised to take in the Third and Fourth years at least three Honour or Pass courses selected from English, History, French, Latin, Mathematics, Physics, Chemistry."2 The same announcement suggested that one class in psychology should be taken during the undergraduate course.3 In this year, to the courses offered, were added (1) Educational Tests, Measurements, and Statistics; (2) Psychology of Elementary School Subjects; and (3) Methods in High School Subjects.4

The grading of successful candidates was changed in 1927-28 as follows: First Class, an average of eighty per centum; Second Class, sixty-five to eighty per centum; Passed fifty to sixty-five per centum.5 After 1928 candidates admitted to the course in High School Methods were re-

2. The Calendar of the University of B.C., 1926-27, p. 102.
3. The Calendar of the University of B.C., 1926-27, p. 102.
4. The Calendar of the University of B.C., 1926-27, p. 103.
5. The Calendar of the University of B.C., 1927-28, p. 102.
required to have taken the equivalent of a minor (six units) in the corresponding pass courses of undergraduate work.\footnote{1} By the Calendar of 1928-29 this was changed from six to nine units\footnote{2} and two Methods courses were made obligatory (for teaching and examination purposes), while one course might be attended as an auditor.\footnote{2} The same announcement offered a course in "Junior High School Organization and Administration,"\footnote{2} and advised all prospective students to take six units in Education for credit towards the B.A. degree.\footnote{2}

Subsequent to the establishment of the Teacher Training course for the granting of Academic certificates, certain teachers in service received the B.A. degree either through Summer Sessions or by taking the Fourth year in the Winter Session. These teachers, holding First Class certificates, immediately made application for their Academic certificates, and the following regulations, covering such cases, were created by the Department of Education, "Teachers who completed the Normal School Course prior to the establishment of the Teacher Training Course and who have now secured their B.A. Degrees, may secure Academic Certificates by completing four and a half additional units of educational work at the Summer School conducted by the University of

\footnote{1}{The Calendar of the University of British Columbia, 1927-28, p. 103.}
\footnote{2}{Calendar 1928-29, p. 108-110.}
During the next few years, so many peculiar situations, each requiring individual interpretation, arose, that the authorities felt that new regulations were needed if abuses were to be prevented and the standard maintained; consequently, an Order-in-Council, creating new and detailed regulations, was passed on the thirteenth day of April, 1933. A copy of the Order-in-Council is given below:

I beg to report that in addition to persons who hold the necessary qualifications (i.e. the B.A. Diploma and the Diploma in Education of the University of British Columbia) for the Academic Teacher’s Certificate, there are two groups of candidates for that Certificate:

"A" Group: Persons who have their permanent second or first class certificates by 1933 and their B.A. Diplomas by 1933.

"B" Group: (1) Persons who have their interim second or first class certificates by 1933, and their B.A. Diplomas by 1933.

(2) Persons who have their Normal School Diplomas by 1933 and will take their B.A. Diplomas after 1933.

(3) Persons who have their B.A. Diplomas by 1933 and will take their Normal School Diplomas after 1933.

(4) Persons who will take their Normal School Diplomas after 1933, and their B.A. Diplomas after 1933.

and to recommend that a person in "A" Group be granted the Academic Teacher's Certificate on completion of four and a half units in Education in addition to the sixty units required for the B.A. Diploma and that Certificate be granted to a person in "B" Group who has complied with the following conditions:

(1) Completed four and a half units in Education in addition to the sixty units required for the B.A. Diploma.

(2) Completed a course (three units) upon the high school curriculum and the Methodology of two subjects of specialization. (This to be taken at the University Summer School or extra-murally under the direction of the Professor of Education, University of British Columbia, and followed by written Examina-
tions in papers of three hours each.)

(3) Completed fifteen hours observation and fifteen hours Practice Teaching in High Schools under the direction of the Professor of Education, University of British Columbia.¹

(c) Classification of Certificates.

Three types of teachers' certificates are issued by the Department of Education—Permanent, Interim, and Temporary. These certificates are again divided into four classes—Academic, First Class, Second Class, and Special—in accordance with regulations governing the granting of each class. Special Certificates are granted for the most part to teachers of manual training, domestic science, and commercial subjects. The granting of Third Class has been discontinued, none such having been issued since June 30, 1922. Some temporary are issued to meet special needs.²

In 1922, for the first time, interim certificates were issued. Previously permanent certificates were granted to all students whose work was not classed as poor by

¹ From statements and enclosures in a private letter, from J.L. Watson, B.A., Registrar of the Department of Education, dated December 19, 1933.

² General reference for Section C. Regulations governing Teachers' Certificates, as given in the publication, "The Programme of Studies for High Schools."
the Normal school instructors. Under the interim certificate arrangement, students whose work is wholly unsatisfactory are not granted certificates of any class, while students whose work is only "fair" are issued interim certificates valid for two years. Before the holders of such certificates are given permanent standing they must show by actual teaching during the time their certificates are in force that they possess adaptability for class-room work.

Students are no longer admitted to the Normal School on the old qualification—namely, the Junior Matriculation Certificate. Now, high school students who are preparing to enter the teaching profession are required to keep in their school courses the subjects of Canadian History, Canadian Civics, British History, Geography, Arithmetic, and Drawing, as well as the work prescribed for Junior Matriculation in Literature, Composition, Algebra, Geometry, one science, and one foreign language.

Special Certificates.

For several years the Department of Education has been active in organizing and establishing courses by means of which teachers are able to qualify themselves for various Special Certificates.

(1) Certificates in Physical Education. (These are outlined in the chapter on "Health Education" and embrace
the following: Physical Education Certificate for Elementary Schools, Physical Education Certificate for Junior and Senior High Schools, and the Supervisor's Certificate.

(11) Commercial Work.

(a) The High School Assistant Commercial Teacher's Certificate (Interim). This certificate is open to holders of First Class or Academic certificates who have completed the following courses:

(1) Stenography (Theory and Practice).
(2) Typewriting (Theory and Practice).
(3) Bookkeeping (Theory and Practice).
(4) Business Practice and Statute Law.
(5) Penmanship (Theory and Practice).
(6) Arithmetic of Commerce and Finance.
(7) Economics and Economic Geography.

(b) The Commercial Specialist's Certificate (Permanent).

To obtain this certificate, a candidate must hold the High School Assistant Commercial Teacher's certificate and pass the Department of Education examination in any four of the following subjects:

(1) Auditing
(2) Business Finance
(3) Office Practice and Organization
(4) History of Commerce and Industry
(5) Commercial Correspondence and Filing
(6) Commercial French or Spanish
(7) Shorthand
(8) Typewriting
(9) Business Experience (Two years of approved experience)

(III) Certificates in School Music.

(a) School Music Certificate for Elementary Schools.

The following courses are required:

(1) Entrance requirements in Sight Reading, Time and Ear.

(2) Psychology and Pedagogy (applied to music teaching)

(3) Advanced Sight Reading, Time and Ear

(4) Rudiments of Music

(5) Melody and Harmony

(6) Choral Singing (in schools)

(b) The School Music Certificate, Junior and Senior High Schools. Candidates must possess the School Music Certificate for Elementary Schools and cover the following courses:

(1) Melody and Harmony 2

(2) Instrumentation

(3) Music Appreciation

(4) History of Music

(5) Instrumental Qualifications (High School)

(6) Two years' successful teaching on an interim certificate,
(IV) Certificates in Industrial Arts.

(a) The British Columbia Certificate in Manual Training for Elementary Schools. The following regulations govern the granting of the certificate:

(1) Applicants must be either craftsmen of not less than five years' experience or else teachers, holding the British Columbia First Class, and having not less than two years' satisfactory teaching experience.

(2) Craftsmen (unless holding the Junior Matriculation) must take English I. (100 hours) and Mathematics I. (100 hours). Teachers must take Woodwork (200 hours).

(3) Courses in Pedagogy (for craftsmen), Drawing (including Geometry, Draughting, Design), and Woodwork. The above courses to total 625 hours.

(4) After two years on an interim certificate, in elementary schools, a permanent certificate is granted.

(b) High School Technical Certificate (A and B).

(A) of Academic standard (The holder must possess the Matriculation or Technical Leaving Certificate).

(B) not of Academic standard.

Both Class A and B certificates require the following courses:

(a) Pedagogical Group. (250 hours)

(b) Technological Group. (The following hours are required in the various courses).
(1) Drawing (575 hours)
(2) Woodwork (875 hours)
(3) Metal (725 hours)
(4) Electricity (400 hours)

(c) Technical School Teacher's Certificate (A and B).

(A) of Academic standard for those with Matriculation or Technical Leaving certificates.

(B) not of Academic standard.

All applicants must have served an apprenticeship at a trade and show proof that they have reached one hundred percent of the requirements included in the analysis of the trade. The following courses are required:

(a) Pedagogical Group (250 hours).

(b) Shop courses of the following hours in the various departments:

(1) in Cabinet Making (1325 hours)
(2) in Building Construction (1325 hours)
(3) in Sheet Metal Work (1325 hours)
(4) in Machine Shop (1325 hours)
(5) in Draughting (1350 hours)
(6) in Motor Engineering (1325 hours)
(7) in Printing (1325 hours).
(V) Home Economics Teachers' Certificates.

Each applicant for this certificate must have had approved training in one of the recognized training colleges in Canada, the United States, or the United Kingdom; and also hold a Public School Teacher's Certificate or have had other approved professional standing. The following Instructor's Certificates are granted by the Department of Education:

(a) Interim and Permanent Certificates entitling the holder to teach in Elementary Schools.

(b) Interim and Permanent Certificates entitling the holder to teach in Junior High and High Schools.

(VI) Art Teacher and Supervisor.

Every Instructor must hold a British Columbia Instructor's Certificate, Grade A or Grade B. Qualifications for the Grade A or B Certificate:

(a) A Public School Teacher's Certificate or other approved professional training.

(b) An Art Master's Certificate of Great Britain or its equivalent from any institution recognized by the Department of Education.
The following table shows the number of teachers of each sex employed and also the number of certificates of each class held by these teachers. The figures are for 1931-32.

<table>
<thead>
<tr>
<th>Schools</th>
<th>Academic</th>
<th>First</th>
<th>Second</th>
<th>Third</th>
<th>Temporary</th>
<th>Special</th>
<th>Exchange</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
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<tbody>
<tr>
<td>High Schools (city)</td>
<td>392</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>21</td>
<td>64</td>
<td>-</td>
<td>304</td>
<td>173</td>
<td>477</td>
</tr>
<tr>
<td>High Schools (District Municipality)</td>
<td>85</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>4</td>
<td>11</td>
<td>-</td>
<td>53</td>
<td>47</td>
<td>100</td>
</tr>
<tr>
<td>High Schools (rural)</td>
<td>50</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>1</td>
<td>4</td>
<td>-</td>
<td>31</td>
<td>24</td>
<td>55</td>
</tr>
<tr>
<td>Superior Schools</td>
<td>7</td>
<td>32</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>32</td>
<td>7</td>
<td>39</td>
</tr>
<tr>
<td>Junior High Schools</td>
<td>86</td>
<td>63</td>
<td>9</td>
<td>-</td>
<td>7</td>
<td>47</td>
<td>-</td>
<td>103</td>
<td>102</td>
<td>205</td>
</tr>
<tr>
<td>Elementary Schools (city)</td>
<td>118</td>
<td>667</td>
<td>550</td>
<td>43</td>
<td>-</td>
<td>84</td>
<td>8</td>
<td>332</td>
<td>1138</td>
<td>1470</td>
</tr>
<tr>
<td>Elementary Schools (Dist. Municipality)</td>
<td>13</td>
<td>242</td>
<td>293</td>
<td>11</td>
<td>-</td>
<td>28</td>
<td>2</td>
<td>137</td>
<td>452</td>
<td>589</td>
</tr>
<tr>
<td>Regularly organized rural schools</td>
<td>17</td>
<td>155</td>
<td>147</td>
<td>4</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>91</td>
<td>232</td>
<td>323</td>
</tr>
<tr>
<td>Assisted Schools</td>
<td>21</td>
<td>282</td>
<td>379</td>
<td>15</td>
<td>4</td>
<td>-</td>
<td>-</td>
<td>152</td>
<td>549</td>
<td>701</td>
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<tr>
<td><strong>Total 1931-32</strong></td>
<td>7891</td>
<td>14411</td>
<td>1378</td>
<td>73</td>
<td>30</td>
<td>238</td>
<td>10</td>
<td>1235</td>
<td>2724</td>
<td>3959</td>
</tr>
<tr>
<td><strong>Total 1930-31</strong></td>
<td>7591</td>
<td>13801</td>
<td>1471</td>
<td>65</td>
<td>30</td>
<td>225</td>
<td>18</td>
<td>1163</td>
<td>2785</td>
<td>3948</td>
</tr>
</tbody>
</table>

*19.9%*  

TABLE OF TEACHERS EMPLOYED IN THE PROVINCE.  

<table>
<thead>
<tr>
<th>Year</th>
<th>Number</th>
<th>Year</th>
<th>Number</th>
<th>Year</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>1873-74</td>
<td>32</td>
<td>1892-93</td>
<td>267</td>
<td>1917-18</td>
<td>2246</td>
</tr>
<tr>
<td>1875-76</td>
<td>40</td>
<td>1897-98</td>
<td>429</td>
<td>1922-23</td>
<td>3118</td>
</tr>
<tr>
<td>1877-78</td>
<td>56</td>
<td>1902-03</td>
<td>607</td>
<td>1927-28</td>
<td>3668</td>
</tr>
<tr>
<td>1882-83</td>
<td>69</td>
<td>1907-08</td>
<td>816</td>
<td>1931-32</td>
<td>3959</td>
</tr>
<tr>
<td>1887-88</td>
<td>128</td>
<td>1912-13</td>
<td>1597</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

CHAPTER X.

Professional Growth of the Teacher.

In the two previous chapters, we traced the development of teacher training and the evolution of the present system of certification. We now propose to deal briefly with the educational growth of teachers already engaged in active service. Teachers are to be commended for the time, energy, and money expended in taking additional courses, whether for the purpose of increasing their academic standing and grade of certificate, or for improving their educational attainments. Such teachers have given up their summer holidays year after year to attend summer courses, either in Victoria, under the Department of Education, or at various Canadian and American universities. We propose to consider the work done at two of the centres of summer study, namely, the Summer Session of the University of British Columbia, and the Summer School for Teachers at Victoria.

The University Summer Session.

The University Summer Session began in 1920, as a Summer School for Teachers, with the purpose of assisting teachers who wished to qualify for a First Class certificate. In 1921 the name was changed to the Summer Session of the University of British Columbia, and the work was enlarged to
include a number of Second Year subjects. Provision was made whereby those attending might complete the work of the first two years. A number of teachers succeeded in obtaining the thirty units of credit prescribed for the First and Second years and a definite demand for more advanced work was made.

Beginning with the Summer Session of 1926, the University offered advanced courses, the successful completion of which entitled students to credit in the Third year. In addition to these, the Summer Session offered classes in commercial subjects to assist teachers in obtaining the Commercial Certificate, and special courses in educational practice, mental measurements, and the psychology of special subjects of the school curriculum.

To meet the demand for more advanced work a scheme of courses was passed by the University Senate in 1927. The chief points in the scheme were given in the following excerpt from the University Calendar for 1929, "The essential feature of the new arrangement is that students proceeding to a degree without attendance at a Winter Session may do so by taking, subject to the conditions mentioned below, six units of work in any Summer Session, and, subsequently to Senior Matriculation or First Year Arts, an additional three units of Afternoon and Evening classes." \(^1\)

\(^1\) Calendar of the University of British Columbia, 1928-29, p. 313.
The conditions were that the number of units which could be taken in Saturday and Afternoon classes without attendance at Winter and Summer Sessions should not exceed fifteen units subsequent to Senior Matriculation, and, that students taking six units in a Summer Session were required to do preparatory work in these courses.

The Calendar for 1931-32 announced the following regulations for courses leading to the B.A. degree:

(1) The degree of B.A. will be granted on completion of courses amounting to sixty units chosen in conformity with Calendar regulations.

(2) Candidates for the degree are advised to attend at least one Winter Session, preferably that of the Fourth Year.

(3) A student seeking the degree of B.A. without attending a Winter Session in his Fourth Year will be required to write, in addition to the examinations in each course, one paper in each of the two departments in which his major work has been done. These papers will be on the whole of the under-graduate's Third and Fourth year work in those departments, and will therefore cover at least fifteen units of work. These examinations will be held at the close of the Summer Session in which the candi-
date is completing his degree.¹

In October, 1933, the University Senate abolished preparatory examinations based on previous reading and the general examination on Third and Fourth year work. Under the new regulations students write only the tests for each course they study and receive the degree of B.A. when they have completed the required number of units.

The above outlined courses taken by teachers in service, although bringing material returns in university degrees and academic certificates, bear evidence of a determination to improve the status of the profession.

The Victoria Summer School for Teachers;

The first Summer School for Teachers was held at Victoria from July 6 to August 1, 1914. As outlined in the circular of announcement, the object of the courses was to increase the efficiency of the schools of the Province by giving teachers the opportunity for strengthening their grasp of certain subjects and of qualifying themselves along certain special lines of school work. In 1914, five hundred thirteen teachers took advantage of this opportunity for professional growth. At the first session courses were given in Rural Science, and School Gardening, Manual Training, Manual Arts,

¹ Calendar of the University of British Columbia, 1931-32, p. 333.
Household Economics, Art, and Vocal Music, while in 1915, English Literature and French were added to the curriculum.

In 1916, on account of the financial depression that existed everywhere, it was thought advisable to omit the Summer School altogether, but in 1917 it was reorganized with a reduced attendance. A new course in General Science and Art was added in 1919, and sessions were held in 1920, with an attendance of one hundred eighty-four and in 1921, with two hundred seven.

Although realizing that part of the decrease in attendance was no doubt due to the fact that the Provincial University Summer Session was in operation at Point Grey, the director of the Victoria school expressed the opinion that if the courses provided were not those which the majority of the public school teachers desired, it would be well to alter the courses or add to them that which would appeal to a larger number. As a result of this policy the attendance increased considerably.

The following is an extract from the report of the Director of Summer Sessions, "A Provincial Summer School for teachers has been held in Victoria since 1914, the main object being to provide courses of a refreshing and stimulating nature supplementary to work covered in the Normal School. During the past few years another school in Vancouver has been gradually growing in importance. The teachers
attending this school have been obtaining British Columbia Special Certificates in commercial subjects, technical work, physical education and music.

"In 1931 it was considered necessary to discontinue the Victoria school, but it was decided to carry on the Vancouver school on a paying basis. This arrangement was so satisfactory that it was decided to organize the Victoria school in 1932 on a similar plan."¹

When one considers the large attendance at these schools and at the University Summer Session, it seems to be an established fact that the teachers of British Columbia are, and have been for many years, genuinely in earnest in the matter of educational achievement.

CHAPTER XI.

Teachers' Associations.

(a) Early Organizations.

From the very beginning of our educational system, the teachers realized the value of organization as a means of creating a spirit of co-operation among the members of the profession; consequently, a teachers' association was formed at an early date. The significance of such an organization, in the educational life of the Province, was admirably stated, in 1874, by Mr. John Jessop, Superintendent of Education, when he said in part, "It affords me great pleasure to report the inauguration of a Teachers' Convention for British Columbia. Pursuant to notice, a meeting was held on the ninth of July, in the Legislative Assembly Hall, the Honorable the Provincial Secretary in the chair. It was proposed to hold the first meeting of the Institute in July next, during the time of the annual teachers' examination, when addresses will be delivered, papers read, and discussions held on various topics connected with education and the different methods of teaching. Our entire school system will also be passed under review, year by year, and its merits and demerits thoroughly discussed by teachers and others interested in education. Among the first beneficial results which I anti-
cipate from the establishment of this convention is the attainment of more uniformity in the methods of teaching."¹

The Association completed its first year in July 1875, when three sessions were held in the Legislative Assembly Hall on the fifth, sixth and seventh of July, with twenty-five teachers present, besides other persons interested in education. The following summary in semi-tabular form gives a resume of teacher associations for a number of years and suggests the lines of endeavour pursued.

1875. A resolution was presented, namely, that the questions on the examination of teachers should be taken from the authorized textbooks, as much as possible, so that candidates might have a better opportunity of qualifying themselves and of utilizing the knowledge required in their respective schools.²

1876. The methods of teaching reading, grammar, and geography were discussed, and some educational magazines were introduced.³

1877. The value of the Association was clearly shown by the number of subjects that were discussed. Superintendent Jessop gave a summary of the school system to date and

1. The Public Schools Report, 1874, p. 11.
2. The Public Schools Report, 1874-75, p. 17.
3. The Public Schools Report, 1875-76, p. 90.
a free and open discussion was held on the school law. A committee was appointed to lay a scheme for superannuation before the next meeting of the association. A suggestion was made that First Class, Grade A, certificates should be given for life.

1878. Examinations were discussed and the superannuation scheme was approved, with the appointment of a committee to place it before the Government in a proper form.

1884. This year it was decided as follows: "The organization of one or more Teachers' Institutes would prove of great benefit not only to the inexperienced instructors, but also to those whose lives have been spent in the profession, by introducing new methods and by developing ideas which would afterwards be tested with practical results."

1885. The plea for organization was reiterated when it was pointed out that the knowledge that other professions band together for mutual protection and elevation, should certainly arouse the spirit of the teachers to do likewise and that professional pride should animate certificated teachers to guard zealously the interests and honour of the profession.

1. Public Schools Report, 1876-77, p. 10 & 11.
3. Public Schools Report, 1883-84, p. 156.
In April a preliminary meeting was held at which the organization was completed and the first meeting was held in July, when the name "British Columbia Teachers' Institute" was chosen. It was also decided to meet annually for at least two days and a management committee was appointed to interview the Government to have a week set apart at Easter for the convention.  

1886. The second meeting of the Institute was held in Victoria in July, when Time Tables, Hygiene, First Steps in Reading, and Morality as Taught in the Schools were topics discussed. Three resolutions were presented, namely, that the Institute ask the Government for five days a year for a teacher to visit other schools; that First and Second Class certificates be made permanent; and that Branch Institutes to meet more frequently, be held in certain cities as Nanaimo, Victoria, and New Westminster.  

1887. In the Annual Report of the Public Schools for 1887, the Superintendent of Education remarked, "There has been a marked improvement in the methods of instruction adopted by the teachers during the past year. This is

chiefly attributed to the mutual exchange of thought on the practical work of the school room at the meetings of the Teachers' Institutes, as well as the more frequent meetings of the Branch Institutes, and to the visits made by teachers to each other."

April 1897. We express the hope that each teacher will consider it his duty to attend the meetings of this association, if in his power to do so. As the four days immediately following Easter Monday are made holidays in those schools whose teachers attend the convention, ample time is provided for the return trip after the close of the Institute.\(^1\) Over two hundred teachers were present and the constitution and by-laws were adopted and a high school section was formed.

1899. Two resolutions from the Provincial Teachers' Institute of 1899 were (1) that the examinations for teachers' certificates be thoroughly revised, and (2) that a Kootenay Teachers' Institute be formed.

1903. The Provincial Teachers' Institute was held at Revelstoke, where it was decided to hold a Yale-Cariboo Institute at Vernon or Kamloops.

From 1904 to 1914 the Provincial Teachers' Institute met as follows: 1904, in Vancouver, where three hundred fifty members attended; in 1905 at Revelstoke, with about one hundred present; in 1906 at Victoria; in 1908 at Vancouver, five hundred attending; in 1910 at Nelson; and in 1914, the 15th Annual Convention was held in the King Edward High School, Vancouver.

\(^{1}\) Public Schools Report, 1895-96, p. 290.
During these last years Branch Institutes were also held of the Yale-Cariboo, Rossland, South-East Kootenay, and Mainland (now Coast Teachers) Institutes and in 1909 the Dominion Educational Association held its session at Victoria.

In all, fifteen conventions of the Provincial Teachers' Institute were held, the first in 1885 and the last in April 1914. A special meeting of the Institute was called by Mr. J.S. Willis, on March 29, 1921, when it was officially resolved that, owing to the formation of the British Columbia Teachers' Federation having rendered further sessions inadvisable and unnecessary the Provincial Teachers' Institute be closed out and the funds handed over to the British Columbia Teachers' Federation.¹

(b) The Organization of the British Columbia Teachers' Federation.

The inaugural meeting of the British Columbia Teachers' Federation took place in the Dawson School, Vancouver, on October 28, 1916. Some extracts from the minutes of the meeting are given below.²

¹. The B.C. Teacher, December 1926, p. 27.
². From the minutes of the organization meeting, on file in the office of the B.C. Teachers' Federation.
At the invitation of the Executive of the Vancouver Teachers' Association, delegates from Victoria, New Westminster, Point Grey, South Vancouver, and North Vancouver met the Executive of the V.T.A. to discuss the organization of a Provincial Federation for men and women engaged in teaching.

The chairman (Mr. J.G. Lister) explained the reasons the V.T.A. had for wanting delegates to meet them, pointing out the advantages that would accrue from the formation of a Provincial Organization for Teachers. After discussion it was moved that, "The present is opportune for the organization of a Federation of Associated Teachers in British Columbia."

A constitution in rough draft form, which had been prepared in order that the meeting might have something definite upon which to base discussion, was read to the delegates. The discussion which followed resulted in a constitution being drafted for submission to the first general meeting of the Federation, together with a resolution that "The meeting consider a draft constitution for the proposed Teachers' Federation."

It was finally moved that the chairman of the meeting be convener of a committee of seven to act as a Provisional Executive until the first Annual General Meeting of the Federation, and to reconsider the above constitution before
submitting it to the member associations.

A meeting of the Provisional Executive was held in the Dawson School, Vancouver, on November 18, 1916, at which it was arranged that the First Annual Meeting be held in Vancouver in January. As a result, the first Annual General Meeting of the British Columbia Teachers' Federation was held in the auditorium of the King Edward High School, Vancouver, on the fourth of January, 1917. At this meeting the proposed constitution was discussed, clause by clause, and, after certain changes were made, a resolution was passed that it be adopted in its amended form. The election of officers was then held and resulted in the following teachers being chosen as the first executive of the British Columbia Teachers' Federation:

- President - Mr. J.G. Lister, Vancouver.
- First Vice-President - Dr. Little, New Westminster.
- Second Vice-President - Mr. Charlesworth, Victoria.
- Recording Secretary - Mr. Thornber, South Vancouver.
- Corresponding Secretary - Miss E. Munn, Vancouver.
- Treasurer - Mr. Bowles, Point Grey.
List of Presidents of the Federation.

1917  Mr. J. G. Lister
1918  Mr. J. G. Lister
1919  *Mr. H. Charlesworth
1920  Mr. J. R. Pollock
1921-22 Mr. J. G. Lister
1922-23 Mr. J. G. Lister
1923-24 Mr. G. A. Fergusson
1924-25 Mr. E. S. Martin
1925-26 Mr. E. H. Lock
1926-27 Mr. G. W. Clark
1927-28 Mr. W. H. Morrow
1928-29 Mr. T. W. Woodhead
1929-30 Mr. G. S. Ford
1930-31 Mr. I. Dilworth
1931-32 Mr. I. Dilworth
1932-33 Mr. J. C. Brown
1933-34 Mr. C. L. Thornber

*Appointed General Secretary, December 1919.

Comparative Membership - 1921-22 to 1931-32.

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(c) "The B. C. Teacher",

At the Annual General Meeting held on September 1, 1921, it was resolved that the Federation publish an official magazine. Volume I., Number I, published for September-October 1921, contained the following editorial:

"In accordance with the resolution of the Annual General Meeting, "The B. C. Teacher", the official organ of the B. C. Teachers' Federation, makes its appearance. The magazine is entirely under the control of the teachers, with the General Secretary as managing editor.

"While the main purpose of the magazine will be to keep all members fully in touch with the activities of the Federation, yet it is hoped to give each month articles containing information and inspiration for those engaged in the work of education, whether teachers, administrators, trustees, or parents."¹

¹ Volume I. No. 1, of the B.C. Teacher, for Sept.–Oct. 1921, p. 3.
CHAPTER XII.

The Evolution of the Teachers' Pensions Act.

The question of a superannuated teachers' fund was considered by the educational authorities as early as 1876. In that year the Superintendent of Education pointed out that the time had fully arrived for the Province to follow the example of Ontario, Quebec, Great Britain, and many of the German States, in establishing a superannuated teachers' fund for the benefit of teachers when they had reached a certain age in the service. He enumerated the many advantages that would accrue to the profession from such an arrangement. The following are some of them, which are just as much in evidence today as they were in 1876:

"It would form a bond of union among the members of the profession. They would have something to look forward to after a definite period of service. It would act as a powerful inducement not only in encouraging persons of ability and culture to adopt the profession but in retaining them for a longer period. Public school teaching would not be regarded merely as a stepping stone to something more remunerative when those engaged in it would be certain of receiving an annual stipend at a fixed age, when they would have the right to retire, or of aid should they be obliged through failing
health to relinquish the profession sooner."

The fund, as recommended by the Superintendent, was approved at the Teachers' Convention of 1877, and a committee was appointed to prepare a scheme in detail to lay before the Association the next year. The scheme, as prepared, was approved of, and another committee selected to place it before the Government in a proper form. Here the matter ended and no further mention of it was made in the records of the Teachers' Institutes; in fact, it was not until a Bill respecting the Superannuation of Civil Servants had been introduced in the Legislative Assembly, many years later, that active steps were taken.

In addressing the Teachers' Convention at Easter 1922, the Honorable J. D. MacLean, M.D., C.M., Minister of Education, pointed out that the Superannuation Bill for Civil Servants of the Province had been amended the previous year so as to permit any public body to take advantage of the Act; for example, the teachers of a city could arrange with the School Board, on a joint contributory basis, to make arrangements for superannuation.

1. The Public Schools Report, 1876, p. 89.
2. From a summary of the Teachers' Convention in the Public Schools Report for 1877, p. 10.
4. The B.C. Teacher, May 1922, p. 5.
The B.C. Teacher for October 1926, gave a copy of the Superannuation Act as it affected the teachers and pointed out that, although theoretically there was an Act, practically, however, no teachers were allowed to take advantage of it. The article explained that the teachers could only come under the Act when the School Board gave notice of its intention to avail itself of the Act, and, also, that an amendment had been passed that "A School Board could only signify its intention with the consent of the Municipal Council"; in other words, the teachers were in the same position as if no Act existed.¹

At the Annual General meeting of the Teachers' Federation for 1924, the following resolution was passed, "Whereas, Part IV., of the Superannuation Act, which has now been in force for three years, is found to be unworkable, owing to the clause which requires the consent of the Municipal Council, therefore be it resolved: That the Government be asked to recognize teachers as their employees for the purposes of the Superannuation Act, and to place them on the same footing as the civil servants."²

² B. C. Teacher, June, 1924, p. 217.
The General Secretary of the Federation reported at the Convention of 1926 that the Legislature had made a big advance in the matter of superannuation. The principle of a superannuation scheme for teachers had been accepted by the House almost unanimously, and details were now to be worked out by the Council of Public Instruction, which had already signified its intention of co-operating with the Federation in this matter.\footnote{1}

An editorial in the B.C. Teacher for October 1926, contained a general survey of the question up to that date. It quoted certain statements from the "Survey of the School System" as follows, "A matter of vital importance is the question of a system of pensions for teachers. If the teaching profession is to be lifted to a higher level it must attract more men and more women who will make it a life work. A pension scheme will materially assist in this direction. We think it safe to say that in money returns alone the Province would gain by the immediate adoption of a system of superannuation for teachers."\footnote{2} The editorial then pointed out that we have an act, a fine act, on the Statutes Books, but not one teacher under it because the contribution must be duplicated by the employer, and the employer is stated by the Government to be the Local School Board. In this regard a recommendation

\footnote{1: B. C. Teacher, May, 1926, p. 208.}
\footnote{2: The Survey of the School System, p. 319 & 321.}
by the Survey Commissioners was given, "In our opinion any pension scheme that depends upon the aid of local school boards is impossible. Local conditions show too great a variation to make such a scheme practicable. The needs of the Province require a mobile teaching force and this means a pension system which has a Province-wide base and one that will include every teacher in the Province. Such a system must derive its support from two sources and two only, the Provincial Treasury and the earnings of the teachers."¹ Later it was pointed out that the Act now recognizes the principle of a Provincial Superannuation Scheme with the Provincial Government as a contracting party thereto, and removes the previous difficulty of having a system which depends on the Local Boards.²

In November 1926 it was announced to the teachers that within the next few days all teachers of the Province would receive a Superannuation questionnaire, asking for the preliminary information which was absolutely necessary to form the basis of discussion in connection with the preparation of a Superannuation Bill. The announcement also explained that the Education Department and the Federation were co-operating in the matter, and urgently appealed to every teacher to return the form immediately.³

³. The B.C.Teacher, November 1926, p. 2.
Under the title of Retirement Allowances, the B.C. Teacher, for June 1927, pointed out that at last we have secured a tangible advance and have paved the way for what we hope will be a very early adoption of a General Superannuation Scheme. At the last session of the Legislature, the sum of eight thousand dollars was voted to be used as a retiring allowance for teachers, who, by reason of old age, or failing health, were unable to continue in the teaching profession. At the present time, therefore, a number of old teachers are receiving a monthly allowance. The opinion was expressed that the Federation was wise in concentrating for the present year on the provision for the retiring allowance because, before a satisfactory superannuation scheme could be adopted, two things were necessary: first, an immediate provision for those who were in urgent need of some assistance; and secondly, a definite recognition by the Provincial Government that it has an obligation to fill in connection with teachers who spend their whole lives in rendering to the State such important and fundamental service as given in the education of the children. The article went on to explain that both of these have now been accomplished, and that it is obvious that the Government cannot continue, year after year, to vote sufficient money itself to look after the increasing number who will be forced to retire, and by this means there will, of necessity, have to be some scheme whereby the teachers themselves will contribute
each year a portion of the amount necessary to secure them a
superannuation allowance at the time of retirement.

Again, in the same article, it was explained that a
further feature of importance was the fact that the Legisla-
ture made provision for the civic servants to obtain super-
nannuation, if seventy-five percent of the employees demanded
it, by making it compulsory upon the council to enter the
scheme, and to make contributions equal to those of the civic
servants. The following is a quotation from the editorial
upon which the above paragraphs are based, "Accordingly, the
position now is, that civil servants and civic servants, both
have a practical superannuation scheme. Teachers, who are in
the strictest sense, both civil and civic servants, have as
yet no practical scheme. It is evidently "our turn next", and
this fact was admitted during the Legislature discussion of
the past year."\(^1\)

Legislation was delayed during the balance of 1927
and the greater part of 1928 because of the difficulties in
connection with certain financial details. Without doubt, the
crucial question was the difficulty of obtaining a suitable
solution to the problem of how to raise sufficient funds to
meet the requirements of the older teachers, who would reach
retiring age within the next few years without opportunity of

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1. The B.C. Teacher, June 1927, p. 2 and 3.
providing much for themselves by means of the contributory portion of the Act. This was finally settled and in the B.C. Teacher for December 1928, it was announced that the points of difficulty had been agreed upon, namely:

(a) The doubling of contributions by the Government only at the time of retirement;
(b) The temporary borrowing from the "Teachers' Superannuation Fund", if, and when, necessary, for the purpose of meeting payments under the "Special Reserve Fund" section for back service.¹

Finally, in the March 1929 issue of the B.C. Teacher, the following announcement of great consequence to teachers was given, "The Teachers' Pensions Act passed its Third Reading in the Provincial Legislature at five minutes after ten o'clock on Friday evening, March 15, 1929, and was assented to by His Honor the Lieutenant-Governor at the close of the Session on Wednesday, March 20.

"The Act will come into operation on the first day of April, 1929, and the first payments by teachers will be made from the salaries paid at the end of April.

"The enactment of a Teachers' Pensions plan marks a notable step forward in the history of the teaching profession

¹. The B.C. Teacher for December, 1928, p. 3.
of the province. For several years the Federation has been steadily making progress, but during the last six months the work became very intensive and called for great effort and energy. The success now attained is one on which the Federation has every right to pride itself. It has once more demonstrated its value in a concrete and definite way. "1

1. The B.C. Teacher for March 1929, p. 3. The full Act is presented in this issue.
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