FIFTIETH ANNUAL REPORT

OF

THE PUBLIC SCHOOLS

OF THE PROVINCE OF

BRITISH COLUMBIA

1920-21

BY THE SUPERINTENDENT OF EDUCATION

WITH APPENDICES

PRINTED BY
AUTHORITY OF THE LEGISLATIVE ASSEMBLY.

VICTORIA, B.C.
Printed by WILLIAM H. CULLIN, Printer to the King's Most Excellent Majesty.
1921.

To the Honourable WALTER CAMERON NICHOL,

Lieutenant-Governor of the Province of British Columbia.

MAY IT PLEASE YOUR HONOUR:

I beg herewith respectfully to present the Fiftieth Annual Report on the Public Schools of the Province.

J. D. MACLEAN,

Minister of Education.

November, 1921.

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PART I.

GENERAL REPORT.

REPORT OF THE SUPERINTENDENT OF EDUCATION, 1920-1921.

EDUCATION OFFICE,
VICTORIA, B.C., November, 1921.

To the Honourable J. D. MacLean, M.D., C.M.,
Minister of Education.

SIR,—I beg to submit herewith the Fiftieth Annual Report of the Public Schools of British Columbia for the school-year ended June 30th, 1921.

I have the honour to be,
Sir,
Your obedient servant,

S. J. WILLIS,
Superintendent of Education.

ENROLMENT.

The total enrolment in all the schools was 85,950. The number of boys was 43,442, and of girls 42,508. The average actual daily attendance was 68,497. The percentage of regular attendance was 79.69.

NUMBER OF TEACHERS EMPLOYED.

The total number of teachers employed, including manual-training and domestic-science instructors, was 2,734. Of this number, 251 were employed in the high schools, 1,077 in the city graded schools, 644 in the rural municipality schools, and 762 in the rural and assisted schools. Thirty-five high and 105 public schools were in operation in the cities; 15 high and 182 public schools in the rural municipalities; and 2 high and 607 public schools in the rural and assisted districts.

NEW SCHOOLS.

The following is a list of new schools that were established during the year:—

Cariboo District ..... Miocene; 150-Mile House.
Columbia District ..... Parson.
Comox District ..... Lang Bay; Nimpkish River; Okeover Arm; Stillwater; Suquash.
Cowichan District ..... Mayo.
Dewdney District ..... McConnell Creek.
Esquimalt District ..... Shirley.
Fort George District ..... Aleza Lake; Hulatt; Orange Valley; Penny; Swan Lake; Tate Creek; Taylor's Flats.
Grand Forks District ..... Spencer.
Greenwood District ..... Norwegian Creek.
(The) Islands ..... Divide; Thetis Island.
Kamloops District ..... Adelphi; Barriere Valley; Floral Creek; Lackenby; McLure; Wire Cache.
Kaslo District ..... Gray Creek.
Lillooet District ..... Blue Ridge; Forest Grove; 70-Mile House.
North Okanagan District .. Trinity Valley.
North Vancouver District . Brackendale; Irvine's Landing; Wilson Creek.
Omineca District ..... Decker Lake; Driftwood; Glentanna; Lake Evelyn; Tchesinkut Lake; Topley; Wistaria.
Prince Rupert District .... Buckley Bay; Firvale; Hanall; Lawn Hill; Queen Charlotte.
Similkameen District ..... Allenby.
Slocan District ..... Bellevue; Carroll's Landing; Passmore; Three Forks.
South Okanagan District .. Bear Creek.
Trail District ..... Birchbank; Champion Creek.
Yale District ..... Gladwin.

HIGH SCHOOLS.

The enrolment in the high schools during the year was 7,259. Of this number, 3,093 were boys and 4,166 were girls.

The number of divisions, the total enrolment, the average actual daily attendance, and the percentage of regular attendance in each high school are shown in the following table:—

High Schools.	Number of Divisions.	Total Enrolment.	Average Actual Daily Attendance.	Percentage of Regular Attendance.
Agassiz	1	25	23.12	92.48
Armstrong	2	41	36.34	88.63
Bridgeport	3	52	42.62	81.96
Chilliwack	4	128	100.72	78.68
Courtenay	1	23	18.25	79.34
Cranbrook	3	77	67.63	87.83
Creston	1	24	18.55	77.29
Cumberland	2	38	34.75	91.45
Duncan	2	64	53.49	83.58
Enderby	1	30	26.63	88.76
Esquimalt	3	51	45.60	89.41
Fernie	3	60	54.57	90.96
Golden	1	19	14.74	77.58
Grand Forks	3	74	62.39	84.31
Greenwood	1	16	13.13	82.06
Kamloops	5	110	98.33	89.39
Kaslo	2	47	39.09	83.17
Kelowna	3	84	77.83	92.65
Ladner	2	37	33.65	90.95
Ladysmith	3	70	57.67	82.39
Langley	2	37	31.99	86.46
Maple Ridge	2	30	24.61	82.03
Matsqui	2	23	18.74	81.48
Mission	3	54	42.55	78.79
Nanaimo	4	143	123.01	86.02
Nelson	8	194	168.87	87.04
New Westminster:				
Duke of Connaught	11	361	303.90	84.18
T. J. Trapp Technical	7	228	168.00	73.69
Oak Bay	3	106	92.11	86.89
Peachland	1	17	13.04	76.70
Penticton	2	69	59.99	86.94
Point Grey:				
King George V.	7	183	159.77	87.30
Prince of Wales	4	147	120.09	81.69
Port Alberni	1	17	13.91	81.82
Prince George	1	25	18.27	73.08
Prince Rupert	3	81	68.66	84.76
Revelstoke	4	125	107.59	86.07
Rossland	3	75	66.88	89.17
Salmon Arm	2	43	34.33	79.83
Slocan	1	12	9.05	75.42
Summerland	2	62	49.47	79.79
Surrey	2	42	32.83	78.16
Trail	3	62	50.43	81.34
Vancouver:				
Britannia	15	507	431.53	85.11
King Edward	17	562	476.21	84.73
King George	14	457	381.11	83.39
Kitsilano	8	300	265.62	88.54
Cecil Rhodes	6	235	194.54	82.78
Technical	10	317	254.06	80.14
Vancouver, North	7	206	174.63	84.77
Vancouver, South	13	457	393.93	86.19
Vernon	4	97	83.36	85.94
Victoria	28	915	780.28	85.27

CITY PUBLIC SCHOOLS.

The enrolment in the city public schools was 39,650. The number of boys was 20,223; of girls, 19,427.

The number of divisions, the total enrolment, the average actual daily attendance, and the percentage of regular attendance in each city public school are shown in the following table:—

Schools.	Number of Divisions.	Total Enrolment.	Average Actual Daily Attendance.	Percentage of Regular Attendance.
Alberni	3	99	87.67	88.55
Armstrong (Consolidated)	16	566	444.23	78.48
Chilliwack	11	430	321.37	74.73
Courtenay	4	166	109.22	65.79
Cranbrook:				
Central	11	481	400.74	83.31
Kootenay Orchards	1	28	21.11	75.39
South Ward	2	93	71.47	76.85
Cumberland	12	509	379.74	74.60
Duncan (Consolidated)	14	500	381.55	76.31
Enderby	5	176	144.87	82.31
Fernie	23	915	762.63	83.34
Grand Forks	10	465	366.15	78.74
Greenwood	3	84	74.69	88.91
Kamloops	16	673	520.61	77.36
Kaslo	4	167	132.60	79.40
Kelowna	14	506	418.70	82.74
Ladysmith	11	420	357.79	85.18
Merritt	9	396	343.36	86.70
Nanaimo:				
Middle Ward	4	172	153.89	89.47
Quennell	19	855	735.75	86.05
South Ward	3	147	135.60	92.24
Nelson	19	757	647.73	85.56
New Westminster:				
F. W. Howay	12	514	410.93	79.94
Lord Kelvin	8	304	269.25	88.57
Lord Lister	9	346	307.60	88.90
Richard McBride	11	430	372.76	86.69
Queensborough	2	77	66.19	85.96
John Robson	11	420	336.89	80.21
Herbert Spencer	11	412	341.28	82.83
Port Alberni	4	186	148.38	79.77
Port Coquitlam:				
Central	5	153	131.05	85.65
James Park	3	91	72.86	80.07
Port Moody	5	176	140.91	80.06
Prince George	7	271	197.27	72.79
Prince Rupert	18	702	602.26	85.79
Revelstoke	14	594	515.97	86.86
Rossland	11	462	402.91	87.21
Salmon Arm	4	160	139.84	87.40
Slocan	2	61	51.56	84.52
Trail:				
Central	16	572	515.42	90.11
Tadanac	2	43	32.65	75.93
East	2	39	35.76	91.69
Vancouver:				
Aberdeen	11	490	374.44	76.42
Alexandria	16	696	529.62	76.09
Bayview	10	409	350.43	85.68
Beaconsfield	9	394	327.02	83.00
Central	21	933	652.94	69.98
Children's Home	4	133	111.42	83.77
Dawson	27	1,038	855.53	82.42
Charles Dickens	10	394	345.42	87.67
Fairview	14	546	447.53	81.96

CITY PUBLIC SCHOOLS—*Continued.*

Schools.	Number of Divisions.	Total Enrolment.	Average Actual Daily Attendance.	Percentage of Regular Attendance.
Vancouver—*Continued.*				
Franklin	7	314	263.90	84.04
Simon Fraser	16	654	553.91	84.69
General Gordon	11	488	410.62	84.14
Grandview	14	616	523.58	84.99
Hastings	14	630	537.72	85.35
Henry Hudson	17	658	544.19	82.70
Kitsilano	12	493	424.86	86.17
Livingstone	11	466	400.73	85.99
Model	13	589	493.27	83.74
Mount Pleasant	19	807	641.66	79.51
Macdonald	12	539	455.68	84.54
Lord Nelson	17	772	655.60	84.92
Florence Nightingale	19	783	649.28	82.92
Cecil Rhodes	11	472	396.82	84.08
Lord Roberts	24	1,021	849.95	83.24
Laura Secord	13	486	411.23	84.61
Seymour	20	880	716.79	81.45
Strathcona	25	987	845.85	85.69
Lord Tennyson	15	640	543.29	84.89
School for the Blind	1	7	6.71	95.85
School for the Deaf	5	44	36.23	82.34
Vancouver North:				
Lonsdale	9	355	294.57	82.98
Queen Mary	14	549	444.57	80.97
Ridgeway	12	439	372.69	84.89
Vernon	17	734	626.35	85.33
Victoria:				
Bank Street	4	155	129.79	83.73
Beacon Hill	4	143	116.83	81.69
Boys' Central	12	428	363.94	85.03
Burnside	6	225	196.02	87.12
Cook Street	1	25	23.46	97.84
Sir James Douglas	14	574	489.59	85.29
Fernwood	2	62	60.46	97.51
Girls' Central	13	479	400.80	83.67
George Jay	14	524	460.22	87.82
Margaret Jenkins	8	311	261.72	84.15
Kingston Street	6	217	180.37	83.12
North Ward	10	380	331.40	87.21
Oaklands	14	488	428.83	87.87
Quadra Street	8	283	240.96	85.14
Quadra Primary	4	168	129.36	77.00
Rock Bay	2	107	50.32	47.02
South Park	10	370	320.00	86.48
Spring Ridge	5	191	175.32	91.79
West	11	423	376.82	89.08
Child Study Laboratory	1	23	12.71	55.26

RURAL MUNICIPALITY PUBLIC SCHOOLS.

The enrolment in the rural municipality public schools during the year was 22,322. The number of boys enrolled was 11,521; of girls, 10,801.

The following table gives the names of the several municipalities, the number of schools in each, the number of divisions, the total enrolment, and the average actual daily attendance:—

Municipality.	Number of Schools.	Number of Divisions.	Total Enrolment.	Average Actual Daily Attendance.
Burnaby	14	59	2,445	1,886.42
Chilliwack	14	26	853	649.18
Coldstream	2	2	78	55.20
Coquitlam	5	7	168	132.22
Delta	11	15	463	360.96
Esquimalt	1	15	566	464.07
Kent	2	5	169	140.02
Langley	15	25	889	634.73
Maple Ridge	9	17	582	450.47
Matsqui	11	18	517	379.93
Mission	9	17	531	433.90
Oak Bay	2	14	538	448.70
Peachland	2	4	120	92.63
Penticton	2	15	663	55.14
Pitt Meadows	2	2	49	38.44
Point Grey	7	52	2,019	1,677.36
Richmond	7	17	627	511.15
Saanich	15	55	1,878	1,546.87
Salmon Arm	6	8	232	187.63
Sumas	5	7	173	113.95
Summerland	2	9	344	282.44
Surrey	18	29	955	699.37
Vancouver North	5	18	650	512.59
Vancouver South	14	164	6,470	4,945.50
Vancouver West	3	9	343	272.97

RURAL AND ASSISTED SCHOOLS.

The total enrolment in these schools for the year was 16,719. Of this number, 8,605 were boys and 8,114 were girls.

EXPENDITURE FOR EDUCATION, 1920-21.

Education Office:		
Salaries		$ 16,607 10
Expenses of office—		
Books	$ 160 04	
Telegrams, telephones, etc.	943 85	
Expressage	5 95	
Printing and stationery	6,961 35	
Postage	1,057 72	
Furniture and repairs	461 75	
Equipment and repairs	374 89	
Insurance	25 50	
		9,991 05
Travelling expenses		153 60
Carried forward		$ 26,751 75

Brought forward		$ 26,751 75
Free Text-book Branch:		
Salaries		6,066 58
Expenses of office—		
Telegrams and telephone	$ 93 98	
Printing and stationery	2,902 65	
Postage	1,160 24	
Sundries	148 96	
		4,305 83
Books, maps, globes, etc.		96,865 54
Agricultural Education:		
Salaries		22,985 80
Office supplies	$ 814 38	
Travelling expenses	1,842 17	
Grant in aid	8,694 27	
Summer school (total spent during year $6,740.80, but $5,950.65 was included in report for 1919–20)	790 15	
		12,140 97
Industrial Education:		
Salaries		6,350 83
Office supplies	$ 1,283 96	
Travelling expenses	1,143 93	
Night-schools	15,607 22	
Summer school	6,256 77	
Grant in aid	38,565 69	
Grant in aid of Technical School, Vancouver	550 00	
Grant in aid of Technical School, New Westminster	12,000 00	
		75,407 57
Inspection of Schools:		
Salaries		43,628 85
Office supplies	$ 3,047 23	
Travelling expenses	18,537 51	
		21,584 74
Normal School, Vancouver:		
Salaries		25,316 45
Office supplies	$ 2,118 98	
Travelling expenses	18 10	
Fuel, water, and light	2,815 33	
Maintenance and repairs	1,899 92	
Students' mileage	3,321 35	
Allowance to teachers assisting Normal students	735 00	
		10,908 68
Normal School, Victoria:		
Salaries		22,627 50
Office supplies	$ 2,955 60	
Travelling expenses	78 70	
Fuel, water, and light	3,530 31	
Maintenance and repairs	3,137 12	
Students' mileage	2,478 85	
Allowance to teachers assisting Normal students	625 00	
Incidentals	52 25	
		12,857 83
Deaf, Dumb, and Blind:		
Salaries of staff, tuition, maintenance, fares, etc., of students		25,645 46
Per capita grant to cities		620,551 05
Per capita grant to municipalities		392,057 60
Per capita grant to rural school districts		135,924 10
Carried forward		$1,561,977 13

Brought forward	$1,561,977 13
Salaries to teachers in assisted schools	425,596 45
Salaries to teachers in Esquimalt & Nanaimo Railway Belt	90,355 35
School buildings, erection and maintenance of	400,083 95
Libraries	1,210 66
Manual-training equipment	223 03
Examination of teachers and High School Entrance classes (total spent during year $21,299.33, but $17,239.45 was included in report for 1919–20)	4,059 88
Conveying children to central schools	15,329 78
Scholarships for British Columbia students	1,800 00
Contingencies and incidentals	4,686 03
Grant to University of British Columbia	426,249 99
	$2,931,572 25
Amount expended by cities, municipalities, rural and assisted school districts	4,238,457 25
Grand total cost of education	$7,170,029 50

The following table shows the cost to the Provincial Government of each pupil on enrolment and on average daily attendance during the past ten years:—

Year.	Cost of each Pupil on Enrolment.	Cost of each Pupil on Average Actual Daily Attendance.
1911–12	$17 47	$23 32
1912–13	17 91	23 85
1913–14	20 04	25 27
1914–15	21 78	26 65
1915–16	22 50	28 56
1916–17	22 47	27 83
1917–18	22 64	27 93
1918–19	24 88	31 59
1919–20	27 20	36 05
1920–21	29 01	36 38

The gradual growth of the schools, as well as the cost to the Provincial Government of maintaining the same, is shown by the record of attendance and expenditure given in the following exhibit:—

Year.	Number of School Districts.	Aggregate Enrolment.	Average Actual Daily Attendance.	Percentage of Attendance.	Government Expenditure for Education.
1872–73	25	1,028	575.00	55.93	$ 36,763 77
1877–78	45	2,198	1,395.50	63.49	43,334 01
1882–83	59	2,693	1,383.00	51.36	50,850 63
1887–88	104	6,372	3,093.46	48.54	99,902 04
1892–93	169	11,496	7,111.40	61.85	190,558 33
1897–98	213	17,648	11,055.65	62.64	247,756 37
1902–03	268	24,499	16,357.43	66.76	397,003 46
1907–08	189	33,314	23,195.27	69.62	464,473 78
1912–13	359	57,608	43,274.12	75.12	1,032,038 60
1917–18	575	67,516	54,746.76	81.09	1,529,058 93
1918–19	582	72,006	56,692.38	78.73	1,791,153 47
1919–20	636	79,243	59,791.39	75.45	2,155,934 61
1920–21	665	85,950	68,497.57	79.69	2,931,572 25

The following table gives the number of teachers of each sex employed during 1920–21 in the various electoral districts of the Province, and also the number of certificates of each class held by the teachers:—

Electoral District.	Academic.	First Class.	Second Class.	Third Class.	Temporary.	Special.	Male.	Female.	Total.
Alberni	4	6	12	12	2	...	8	28	36
Atlin	4	2	1	4	...	...	3	8	11
Cariboo	2	...	7	5	6	...	7	13	20
Chilliwack	13	4	36	16	5	1	14	61	75
Columbia	2	3	8	4	1	...	3	15	18
Comox	9	9	40	18	8	...	14	70	84
Cowichan	4	4	13	7	1	2	5	26	31
Cranbrook	5	6	11	8	7	1	7	31	38
Delta	7	10	24	28	7	2	11	67	78
Dewdney	6	9	33	18	6	3	14	61	75
Esquimalt	4	8	10	8	3	2	6	29	35
Fernie	6	16	16	12	5	...	10	45	55
Fort George	5	4	18	9	16	...	14	38	52
Grand Forks	3	8	5	5	1	...	3	19	22
Greenwood	2	1	6	6	3	...	6	12	18
Islands, The	3	6	10	7	1	...	8	19	27
Kamloops	9	11	40	30	11	1	11	91	102
Kaslo	8	4	10	9	2	...	10	23	33
Lillooet	...	4	6	6	8	...	5	19	24
Nanaimo	3	9	26	11	1	2	8	44	52
Nelson	8	6	11	1	1	2	7	22	29
Newcastle	2	6	16	6	2	2	5	29	34
New Westminster	18	18	39	2	2	9	21	67	88
North Okanagan	11	12	32	18	3	4	17	63	80
North Vancouver	9	17	39	18	5	4	20	72	92
Omineca	3	...	11	6	4	...	5	19	24
Prince Rupert	11	11	19	6	6	2	12	43	55
Revelstoke	3	7	17	6	4	...	3	34	37
Richmond	18	18	61	21	2	7	32	95	127
Rossland	3	1	8	3	...	2	4	13	17
Saanich	11	16	39	6	1	1	13	61	74
Similkameen	7	14	18	5	1	2	13	34	47
Slocan	5	10	17	4	2	...	13	25	38
South Okanagan	14	10	23	6	3	3	14	45	59
South Vancouver	21	44	96	35	1	9	47	159	206
Trail	9	6	34	12	3	1	6	59	65
Vancouver City	151	120	199	7	5	55	136	401	537
Victoria City	29	47	76	22	...	25	54	145	199
Yale	1	3	18	11	...	7	6	34	40
Totals (1920–21)	433	490	1,105	418	139	149	595	2,139	2,734
,, (1919–20)	417	499	976	404	132	129	572	1,985	2,557

INSPECTORS' REPORTS.

HIGH SCHOOLS—INSPECTORATE No. 1.

VICTORIA, B.C., September 17th, 1921.

S. J. Willis, Esq.,
Superintendent of Education, Victoria, B.C.

SIR,—I beg to submit the following report on the high schools of my inspectorate for the school-year ending June 30th, 1921:—

This inspectorate contains the same schools which I enumerated in my last annual report, and in addition the high school at Bridgeport, in Richmond Municipality, which was assigned to my inspectorate at the beginning of the school-year, and the Prince of Wales High School, which was opened last September in the Municipality of Point Grey. The Bridgeport High School has a staff of three teachers and the Prince of Wales High School a staff of four. Increases in the staffs of other schools were as follows: Kamloops, one teacher; Queen Mary High School, North Vancouver, two; and in the high schools of Vancouver City that came under my supervision, four teachers, apportioned thus: Cecil Rhodes High School of Commerce, one teacher; King George High School, one teacher; and the Kitsilano High School, two teachers. The total number of teachers in this inspectorate, including those in the high schools at Prince George, Prince Rupert, and Quesnel, that were reported upon by the resident Public School Inspectors is 130.

Nine of the total number of teachers held commercial specialist certificates and two gave instruction in physical training only. The remaining 119 teachers taught purely academic subjects and all but three had university degrees. Twenty-four were graduates of universities in the British Isles, fifteen having graduated from universities in England, seven from those in Scotland, and two from those in Ireland. The remainder were graduates of the following Canadian universities:—

Acadia University	12	graduates.
Dalhousie University	11	„
Manitoba University	8	„
Mount Allison University	1	„
McGill University	18	„
McMaster University	2	„
Queen's University	10	„
Toronto University	19	„
University of British Columbia	6	„
University of New Brunswick	5	„

Only twenty teachers had not received professional training. In view of the fact that up to two years ago a graduate in Arts, in Science, or in Literature of a recognized university within the British Empire could obtain an academic certificate by passing a written examination on the art of teaching and the school law of the Province, the percentage of teachers who have not received any professional training is remarkably small. Now that graduates of recognized British universities must hold certificates of approved Normal Schools, it will not be long before every teacher who holds an academic certificate will also have training in the art of teaching.

This year, for the first time in my experience, I inspected the work of teachers who received all their education in the public, high, and normal schools of the Province, and who graduated in Arts from the University of British Columbia. Their intimate knowledge of the subject-matter of the lessons taught, as well as the methods used in the presentation of lessons, reflected credit not only upon the teachers themselves, but upon the educational system of which they are the finished product. I examined both the academic and professional side of the work of these teachers with profound interest, because our "schools of to-morrow" will be taught largely by those who receive their elementary education in our public schools and who graduate from our high schools, our Provincial University, and our Normal Schools.

In erecting new buildings and making provision for additional accommodation many School Boards have been slow to act, chiefly on account of stringent financial conditions. In contrast to a number of cities that have systematically voted down by-laws for school purposes, the

Cities of Kamloops and Nanaimo may be mentioned for having carried their money by-laws by substantial majorities. The Nanaimo School Board has purchased the Agricultural Exhibition Hall, which will be converted into a high school. This building is commodious, the site is an excellent one, and the grounds are spacious. There are ten high schools in this inspectorate occupying buildings in common with public-school classes. While this grouping of public- and high-school pupils in one building is not conducive to the best results, yet I have found the principals and teachers of both schools endeavouring to synchronize the times of opening, intermission, and closing, so that instruction in one school will be interfered with as little as possible by the entrance and exit of pupils in the other. Owing to the large increase in attendance at Bridgeport, Cloverdale, Kamloops, and in Point Grey Municipality, it will be only a short time until the buildings now used conjointly at these centres will be occupied solely by high-school pupils.

Teachers are manifesting a greater interest than heretofore in the organization of school libraries, in the selection of books adapted for the use of their pupils, and in directing their reading so that they will become acquainted with standard authors and thereby cultivate an appreciation of the best literature. I have observed, too, that teachers who install libraries in their schools are themselves lovers of good books and keep abreast of the times in their professional reading.

"The Province of Ontario," according to a statement made by its Minister of Education, "has in proportion to population a greater number of public libraries than any country, State, or Province in the world." In addition to its public and travelling libraries, the library of the Department of Education at Toronto offers to every teacher in the Province, no matter how isolated his school, the best educational works procurable. It contains upwards of 36,000 books and 130 American, British, and Canadian monthly educational journals. These books and periodicals refer to subjects taught in the public, high, and normal schools. The library also has collections of pamphlets, reports, and bulletins on the history and development of education, as well as samples of standardized tests for determining progress in various school subjects and scales for the measurement of intelligence. It has books on science, history, art, agriculture, psychology, the social sciences, and vocational, industrial, and technical education. This library is at the service of teachers, inspectors, students reading for degrees in pedagogy, and persons doing research-work in educational problems. The books are loaned for a period of two weeks and the time may be extended further if there is no other call for the book. The only cost to the borrower is the postage required to mail the book or periodical back to the library.

The Department of Education in this Province has been wisely helpful in the financial assistance it has given to public- and high-school libraries; for scholarships to British Columbia students for post-graduate study in France; towards Frontier College, Hands Across the Seas movement; and in supplementing amounts expended by Boards of Trustees for high-school laboratories. I can think of no investment, however, that would yield greater returns than the establishment of a library somewhat similar to that in the Ontario Department of Education. Such a library should be a centre from which would radiate new life and inspiration to every school in British Columbia.

I have, etc.,

ALBERT SULLIVAN,

Inspector of High Schools.

HIGH SCHOOLS—INSPECTORATE No. 2.

VANCOUVER, B.C., July 30th, 1921.

S. J. Willis, Esq.,
Superintendent of Education, Victoria, B.C.

SIR,—I beg leave to submit the following report on the high and superior schools of my inspectorate for the school-year ending June 30th, 1921:—

This district now comprises twenty-five high schools (with 123 divisions) and nine superior schools. Including a number of specialists, who did not enroll classes, 153 teachers were employed in these schools, fourteen more than last year. I was able to make 257 visits of inspection, having called at all schools at least twice, with the exception of the South Vancouver School, two large Vancouver schools, and one outlying superior school. These schools were inspected only once.

During the year new superior schools were established at Ioco and Nakusp, while a high school was opened at Slocan City and a technical school at New Westminster. The Port Moody Superior School was closed and the high-school pupils of that city were conveyed by automobile to the New Westminster High School.

Technical work made noteworthy strides during the year. Since the inauguration of technical high-school work in Vancouver the classes had been conducted in the King Edward High School. During the year the Provincial Government purchased the Labour Temple and is now leasing it to the Vancouver School Board for use as a technical school. This building is a very admirable one for the purpose. The move from King Edward School was made on March 1st and the Vancouver Technical School was formally opened by the Honourable the Minister of Education on the afternoon of April 4th.

The Provincial Government presented the City of New Westminster with the building formerly used as a gaol. The School Board of that city converted this into a very satisfactory school, remodelling the interior of the building and installing an excellent heating system; thus came into existence the T. J. Trapp Technical School.

The Municipality of South Vancouver is to be congratulated on its excellent new high school built during the year. This building, which was named after the Premier of the Province, contains twelve class-rooms, a large auditorium, and a number of smaller rooms. Classes started work here on January 17th and taxed the capacity of the building to the limit. More class-room accommodation will be imperative at the opening of school next year.

In some of the schools, more especially in the larger graded schools at the Coast, the work of the classes shows improvement from year to year, but I am sorry to report that in many of the smaller schools the standing of the classes is considerably below that of previous years. There is much good teaching in many of these schools, but because of lax grading at the end of the first or second year pupils come up to the higher classes who are unable to cope with the difficulties which arise in the different subjects from day to day. These not only fail to grasp the work themselves, but act as a drag on the whole class, and consequently the well-prepared pupils suffer also. I am firmly convinced that if a high standard of high-school work is to be reached and maintained in future, it will be necessary for teachers at least in the smaller schools of the Province to ask their first- and second-year pupils to write the Departmental Examination. I am informed that it is the intention of the Department to prepare papers for Preliminary and Advanced Junior pupils. While principals will still have the privilege of grading these classes if they so desire, I believe it will be the part of wisdom for them to require their pupils to submit themselves to the Departmental test.

I have, etc.,
J. B. DELONG,
Inspector of High Schools.

PUBLIC SCHOOLS—INSPECTORATE No. 1.

VICTORIA, B.C., September 2nd, 1921.

S. J. Willis, Esq.,
Superintendent of Education, Victoria, B.C.

SIR,—I beg to submit the following report on the public schools of Inspectorate No. 1 for the school-year ended June 30th, 1921:—

The year just closed showed a slow though steady growth in the number of children of school age within the inspectorate, and with few exceptions the accommodation already provided was ample. At Courtenay an eight-room frame building was erected and one division added to the school; at Cumberland a four-room addition was erected and the staff increased by one more teacher; McGuigan School was reopened; a third division was formed at Union Bay, the old school-house being utilized to accommodate it.

With few exceptions, the districts in this inspectorate are well provided with excellent school buildings and the children, as a rule, have no long distances to walk to school. From the Tsolum allotments of the Merville Settlement the children were carried to school first by motor-car and afterwards by team, but neither method was satisfactory, as the children were compelled to walk too great a distance over mud roads to the conveyance. The settlers on the Dove Creek allotments were empowered to reopen the Nikrap School in their vicinity, but this was not attempted during the year. Until the roads in this new area are completed and rendered passable at all times of the year, it will be impossible to formulate any permanent plan for the schooling of the children affected.

In passing around the various school districts I have found quite a demand for men as principals of small graded schools—a demand that is impossible to satisfy because so few young men view the calling of the teacher with any degree of favour. While complaint is heard of unemployment and overcrowding of other callings, the schools continue undermanned, but I believe many a recruit would be obtained if teachers would direct the attention of pupils and students to the need for male teachers in our public schools.

Principals of schools advancing 60 per cent. of Entrance pupils to high school without examination have not yet in all cases absorbed the spirit of the instruction governing this matter. Whereas in the years before this plan of promotion was adopted a principal would invariably purge the class of all certain failures before the day of examination, at present no such elimination of certain failures appears to be undertaken before the 60 per cent. is struck, and it is quite within the range of possibility that the 60 per cent. thus advanced upon recommendation contains a greater number of scholars than would have been presented for examination under conditions previously existing.

I found the class-work usually of a satisfactory character. A noted improvement within recent years is the greater care displayed by teachers in placing work upon blackboards, and a greater desire on their part to render the class-room more attractive through a more general use of wall pictures and window plants.

I have, etc.,
W. H. M. MAY,
Inspector of Schools.

PUBLIC SCHOOLS—INSPECTORATE No. 2.

VICTORIA, B.C., August 31st, 1921.

S. J. Willis, Esq.,
Superintendent of Education, Victoria, B.C.

SIR,—Herewith I beg to submit a general report on the condition of the public schools in Inspectorate No. 2 for the school-year ending June 30th, 1921.

This inspectorial division comprises roughly the islands in the Gulf from Saturna to Gabriola; the Municipalities of Oak Bay and Esquimalt; the west coast of Vancouver Island from Port Renfrew to Port Alice on Quatsino Sound; the territory from Highland to Jordan River, and all that country extending north from Victoria along the Esquimalt & Nanaimo Railway to Qualicum Beach, including the Cities of Duncan, Ladysmith, and Nanaimo.

In the unorganized portion of this territory there are fifty-nine ungraded schools; twelve graded schools of two divisions each, four of three divisions, one of four divisions, and one of nine, making forty-nine graded divisions in all. There are, therefore, 108 teachers engaged in the unorganized portion of this inspectorate as at present constituted.

In the two suburban municipalities of Oak Bay and Esquimalt there are twenty-eight divisions with twenty-nine teachers; in the former two schools with seven teachers in each, and in the latter one large school with fifteen teachers. In the consolidated school at Duncan, to which are drawn by motor-vans every school-day the children in the North Cowichan Municipality, with the exception of those at Chemainus, Crofton, and Genoa Bay, there are ten divisions, with facilities for the teaching of domestic science and manual training for all pupils in the Intermediate and Senior Grades of the elementary schools. The School Board also made provision for the teaching of these subjects to the pupils attending the graded school at Chemainus. Mention is made here of the facilities provided for the teaching of these subjects for the reason that outside of where consolidation has taken place there are very few rural children who enjoy these advantages.

In the elementary schools of Ladysmith and Nanaimo there are thirty-seven divisions in operation, eleven in the former and twenty-six in the latter, making a total in the whole territory of 184 teachers.

With the exception of two schools on the west coast of Vancouver Island, neither of which presents any difficulty in visiting, but very difficult to get away from inside of the loss of ten days, I inspected and examined all the others once, a large proportion of them twice, and a number three times.

During the school-year ending June 30th an assisted school was established and opened on Thetis Island opposite Chemainus; also one at Mayo, on the Canadian Pacific Railway branch line from Duncan to Cowichan Lake, about 9 miles from Duncan; an additional room was added to the school at Errington and occupied in the month of October; while at Langford provision for additional accommodation was made before the close of the school-year, and a second division will be in operation there when the schools reopen in September. Early in September, 1920, the crowded condition of the consolidated school at Harewood necessitated the opening of another division, and a small cottage located on 2½ acres recently purchased by the School Board was fitted up as a temporary class-room and opened early in October. The teaching staff both at Duncan and Nanaimo was added to at the commencement of the present calendar year to meet the increased enrolment.

At this particular stage permit me to be reminiscent for a paragraph. It is now sixteen years since I inspected and examined the schools in this territory. In the rural portions the school buildings of that day are gone. The small rural schools with one teacher, such as North Cedar, Chase River, Harewood, Extension, and Parksville, are now replaced by modern buildings of from two to nine divisions; while in places like Cassidy, Diamond Crossing, Brechin, and Errington, with two and three divisions, there were no settlements at all. On the islands in the Gulf, from Saturna to Gabriola, the number of schools has been increased, but in a number of instances the cause of education would have been much better served had there been schools of two or more divisions established instead of multiplying the number of one-roomed schools. While there is noticeable a decided improvement in the character of the buildings, equipment, apparatus, and general facilities for carrying on the work of instruction, much still remains to be done in improving and beautifying the grounds. Much, however, has been accomplished along all these lines. The children of to-day, generally speaking, are comfortably housed and very happy in their surroundings and in their school-work. There is little or no coercion. The relations between teacher and pupils are amicable, cordial, and natural. Nearly all schools are the happiest of homes.

The increasing number of teachers without experience and the lack of continuity of tenure in our rural schools have been deplored in many annual reports. The recent graduates of our Normal Schools must get their experience somewhere and in some schools, and until School Boards in all instances pay a sufficiently attractive salary our young teachers must in self-defence continue, after the manner of their detractors and defamers, to sell their product in the best available market.

The great factor in our public-school education after all is the man or woman behind the teacher's desk. The personality of the teacher is the great national asset, next to which come

in importance the interest, sympathy, and co-operation of the community. Considering the apathy and indifference of many of the communities, the educational progress of the children, whose sole inspiration is the young lady teacher, with an occasional stimulus contributed by a sympathetic mother here and there, is nothing less than marvellous.

Let me conclude my report with an extract from a recent magazine article:—

"Education used to be regarded as a philanthropy. Charitable schools cast their turbid shadow on mid-Victorian literature. It was a form of charity which was withheld as far as possible from the working-classes, lest it make them restless and dissatisfied, and was given out only in quantities which were expected to add to the usefulness but not to the ambition of the lower ranks of society. Democracy has discredited education as a philanthropy and recognized it as the right of every potential citizen, the only insurance against the anarchy of ignorance, and the sole safeguard of the institutions of a free people.

"The public schools offer to all the children of Canada the opportunity to prepare for citizenship together—the rich and the poor, those with long traditions of culture and those with long traditions of toil—in the atmosphere and under the inspiration of the community institution. No money can return larger dividends in real accomplishment than that added to the budget of our public schools; nor can any community interest more certainly strengthen the best elements in our civilization than that devoted to the improvement of the public education."

There is a moral responsibility laid upon every citizen not only to work for the betterment, but to contribute his quota of money and service to the strengthening and improvement of every community institution devoted to the public service. The day of exclusivism is past and that of public service and co-operation, let us hope, has succeeded.

In concluding a review of last year's work, perhaps the most agreeable in my experience, permit me to express my appreciation of the unfailing courtesy and kindness extended to me by all with whom it was my privilege to transact business connected with educational work in this inspectorate.

I have, etc.,
A. C. STEWART,
Inspector of Schools.

PUBLIC SCHOOLS—INSPECTORATE No. 3.

VANCOUVER, B.C., September 2nd, 1921.

S. J. Willis, Esq.,
Superintendent of Education, Victoria, B.C.

SIR,—I beg to submit the following report on the schools of Inspectorate No. 3 for the school-year ended June 30th, 1921:—

Inspectorate No. 3 comprised eleven Coast schools, extending from Gibson Landing to Pender Harbour, the public schools of the Rural Municipality of Richmond, and the following public schools in Vancouver City: Aberdeen, Beaconfield, Bayview, Children's Home (Grenfell), Dawson, Charles Dickens, Hastings, Kitsilano, Mount Pleasant, Macdonald, and Strathcona.

This inspectorate comprised 173 class-rooms at the beginning of the school-year, but before the end of February ten additional classes were organized in the city schools mentioned above. One visit of inspection was made to each of the 183 class-rooms involved, and as far as time permitted a second visit was made to rural schools. Some rural districts were visited the third and fourth time in connection with special business.

One outstanding feature in connection with school-work during the year under review was the shortage of suitable accommodation. School Boards have faced the situation with courage and determination, but their repeated efforts to secure adequate funds have been defeated by a section of ratepayers who are apparently determined to allow the efficiency of our schools to suffer. The burden of taxation necessary during the reconstruction period through which we are now passing has led to the repeated defeat of by-laws by which Trustee Boards sought to secure means that would provide suitable accommodation so urgently needed.

The voters who defeated the school by-laws may have succeeded in avoiding a slight increase in taxes, but they have also been eminently successful in increasing the burdens of the teachers, in causing great anxiety to interested parents, and in taxing the ingenuity of those immediately connected with school administration.

Undoubtedly we are passing through times when economy should be practised to the utmost; but this policy of curtailment is not one of wise economy. There were over 1,400 children working on part-time system and thereby receiving only a portion of the instruction and development to which they are entitled. By this curtailment of privileges probably 250 of these children will have to repeat a term's work, thus adding a half-year to the period of their school-life. Primary teachers are severely handicapped by the part-time system. Then, too, we should remember that it can hardly be regarded as good business to pay two teachers for a full day's work when it is known that they are working under conditions that permit of the production of only half a day's results, no matter how strenuously the teacher may labour.

The building programme for the year was restricted and inadequate, as it provides only for immediate requirements. In the rural districts two one-room buildings were erected, one at Pender Harbour and the other at Sechelt. In Richmond a frame building was provided on Sea Island for an Oriental class, and provision was made for a two-room frame building of modern construction at Steveston. At the Strathcona School in Vancouver City an old brick building which had been condemned was torn down, and a new eight-room building erected largely from material obtained from the old structure. This building occupies a large area as it is a one-story type. Provision was made for a full basement which will be urgently required for play purposes, as the grounds at this school are altogether too small for the large number of pupils attending. When this new building is opened, four classes, that for over two years have occupied rooms in the attic which were dangerous and unsanitary fire-traps, will have suitable quarters.

In order to cope with exigencies imposed by financial stress produced by the war the Vancouver Board has decided to provide a number of cottage class-rooms. Provision has been made for one-room buildings at Aberdeen and Bayview, and two-room buildings at Dawson, Hastings, Mount Pleasant, and Macdonald. If these new buildings are ready for occupation when the schools reopen, all classes will be comfortably provided for at the beginning of the new school-year; but part-time classes will again be necessary in February unless more accommodation is provided in the meantime.

The adoption of the cottage system, occupying as it does so much ground-space, is destroying the usefulness of the playgrounds and detracting from their appearance. In this respect the Aberdeen, Dawson, Macdonald, and Strathcona Schools are at present the most severely handicapped.

The past year has been one of earnest endeavour by the great majority of our teachers. Intense application and enthusiasm did much to overcome the disadvantages incident to lack of suitable accommodation. There is at present a decided forward movement in the educational world. Teachers as a rule are displaying keen interest in the welfare of the children placed under their care. The adoption of project methods and socialized efforts are demanding more and more attention. Actuated by a spirit of greater service and a desire to increase their own efficiency, a large number of our teachers are attending summer schools, and taking special courses during the summer vacations in Washington and in California, as well as in our own Province.

I was also impressed with the amount of reading that teachers are doing in connection with newer movements along educational lines. Among the writers that seem to receive most consideration are: Adams, Bagley, Cubberly, Dewey, Horne, James, Judd, Monroe, Starch, Strayer, Suzzalo, and Whipple. The spirit of curiosity and a desire to be more humanitarian are leading to a careful study of the investigations of Binet, Ballard, Termen, and Anderson; and a desire to render more efficient service and to ascertain to what degree their efforts are up to standard has popularized such names as Curtis, Otis, Woody, Ayres, etc.

On some the effect of all this reading is disquieting and creates a feeling of dissatisfaction. Many are being benefited, but realize that a royal road to learning has not yet been discovered; that it is still the teacher's duty to study, work, and arouse the child's interest; that the pupils must be led to cultivate, among other good habits, accuracy and the power to make intense application. We have some earnest and conscientious teachers who believe in rapid and radical

changes; they are overanxious to labour in the "schools of to-morrow." Energy and enthusiasm for the new make them so impatient with much that now exists in the present system of education, and they fail to realize that some things are basic and thus essential in all ages. To such teachers I would suggest a careful reading of P. Monroe's "History of Education," with special attention to the last chapter.

SALARIES.

I am pleased to note the salary increases of the past year. The teachers in both the city and the municipality have appreciated this liberal treatment; in the outlying districts your Department has acted both wisely and generously.

No better way of reaching and maintaining a high salary level is within reach of teachers than consistent effort for a higher standard of achievement. Evidently most of our teachers are already deserving, as evinced by preceding paragraphs. However, for the sake of the few teachers who do not recognize the signs of the time, let me quote one writer's opinion:—

"Educational outputs are not to be measured like those of factories; it is the quality, not the amount, of manhood and citizenship that counts. The teacher on her part will command respect in due proportion to her efficiency and the quality of her work. And as she convinces the community of her worth and her labour so she will receive an adequate financial return. It is time, we think, to cease shouting the rights of teachers from the housetops and to merit the present increased salaries by sheer efficiency. The agitator who would have teachers reduce the superintendent's authority and check the legal prerogatives of the School Board had better get back to her text-book and supplement her last year's lesson-book with some freshly gathered teaching wisdom."

Any salary policy of School Boards who have the welfare of their communities at heart must decidedly rule out the consideration of reductions in salaries and of discontinuance of the stated increases provided in existing schedules. In some communities adjustments of schedules must be made in the direction of higher maximums for special merit and experience. And there are numbers of smaller communities which are still below a fair schedule that will hold teachers from going to adjoining towns only by further increase. I am pleased to report that some of the assisted schools, where boundaries are defined, have decided to increase the teachers' salaries.

HELPFUL ORGANIZATIONS.

To those engaged in educational work it is encouraging to find that the public at large is displaying an increasing interest in educational work. This has been shown by the actions of various clubs, chapters of the I.O.D.E., and Parent-Teacher Associations. Certain chapters of the I.O.D.E. have supplied some schools with milk for children whose physical condition required special attention. One I.O.D.E. chapter supplied over ninety volumes to start a library in one of the Coast schools situated about 30 miles from the city. The happiness and information derived by the pupils of that favoured and favourite locality was to the teacher, before she left the district, ample reward for the efforts she had made in the matter; but many who helped in the good work can only hear of the delight, pleasure, and profit brought to those isolated children by so many books rich in picture and story. The Parent-Teacher Associations have encouraged many teachers; they have assisted in enlarging libraries and provided funds to purchase the copy or provide frames for many of the good pictures that now adorn the walls of nearly all our schools. The work of a foster Parent-Teacher Association for the Children's Home School is deserving of mention.

The school as much as the home needs co-operative effort such as expressed in those organizations. And the large city school needs it more than small schools in the town or rural district. It has been well said by an educator: "There is no other co-operative agency so much needed by the home. There never was a time when the need was so great for intimate connection between home and school as at present. The conditions of modern life are so complex, opportunities for good and evil are so numerous, the occupations of the home are so meagre unless they are related to the school, and the work of the school is so abstract unless it has a practical outcome in the home that it is imperative for parents and teachers to get together."

SCHOOL-WORK.

As to the charge that our schools are overrun with novelties, what shall we say? Unfortunately a casual survey of elementary education seems to bear out the charge. There certainly are a host of new things being tried on children these days. To mention a few, there are the prevocational school, the all-year school, supervised study, socialized recitations, project method, standard tests, the Dalton plan, etc.

The general blanket excuse for all these novelties is that progress means change, that only by trying out new ideas can we judge of their value, and thereby ensure the advancement of the school toward higher efficiency. Undoubtedly it is true that progress means change, but change does not necessarily mean progress. There is such a thing as change for the worse, and it is possible to have too many and too radical changes. In other words, no educational experiment can be justified merely on the ground that it is different and therefore means progress. On the other hand, without experiments we cannot know the real worth of new things in education, or whether their adoption will spell progress. So thoughtful educational administrators are face to face with a dilemma: they cannot progress without experimenting, and they cannot experiment without running the risk of overdoing it. They can, however, learn much from the experiences and results obtained by overardent experimentors, and experiments can be tried on a scale that will not upset an established system. A recent survey of educational matters in a large neighbouring city found that some recent experiments did not stand for progress and one of the novelties was discarded as worthless. Nevertheless, from some of these novelties we are gaining useful information which will assist in readjusting the curriculum and in introducing methods that will more effectively meet the requirements of rapidly changing social and psychological conditions.

In the graded schools the work of the primary classes is conducted with skill and energy and in a highly successful manner. There is, however, a tendency to lower the standing in spelling. To my mind the general standing of First and Second Reader classes is not satisfactory; and the eighteen-month period spent in covering this section of elementary school-work cannot be regarded as a period productive of adequate results. That this portion of the prescribed course can be performed satisfactorily and efficiently is demonstrated by the work of several capable teachers; but many teachers doing this work are weak and lacking vision. How came they to this particular work which is generally regarded as requiring less skill or effort than that required to teach successfully any other portion of the Public School Course? Among them are many teachers who could not come up to the high standards required by a capable primary supervisor, and others who, having neither ability nor aptitude for higher work, failed as Intermediate or Senior Grade teachers. It is true that some of those weak teachers who are doing this work get good results in spelling, reading, and drawing; they even succeed in getting their pupils to memorize the multiplication tables, but they fail to develop number-power; they do not introduce geography properly nor continue the good work already started in oral and written composition in primary classes. A supervisor for this period of work is required in order that there may be more uniformity of purpose and that work of a higher standard may be attained. Then pupils upon entering the Intermediate Grade will be better equipped to meet the difficulties peculiar to that grade. Proper supervision during this period would also save many young teachers from failure and render unnecessary some painful dismissals.

Generally speaking, there has been an improvement in the work of Intermediate Grade teachers. The first year's work in this grade is arduous; it requires skill, patience, and careful preparation on the part of the teacher. Much of this burden would be removed if we had better work in the latter part of the previous grade.

As a rule the work of the Senior Grade is satisfactory. There is, however, in some schools a tendency toward less exact information on the part of the pupil. Some teachers attempt to justify this on the ground that the pupils are gaining a broader information. This may be so, but there is danger of this broad information having a shallowness akin to veneer.

It may be regarded as an open question whether principals of city schools should have the privilege of promoting all their Entrance pupils to high school without Departmental Examinations; or whether they should recommend a percentage as is done in large rural municipality

schools? Most of our principals are using good judgment in this matter, but I have grave doubts regarding the fitness for higher work of some of the pupils recommended from some classes.

Since the return of the drawing supervisor there has been a decided improvement in connection with this subject. Nature-studies are a source of worry and doubt to many anxious and conscientious teachers. In composition-work the average results are rather discouraging. Our senior pupils do not, as a whole, display ability in criticizing intelligently their own written work; too many expect the teacher to discover and mark errors in spelling and omissions in punctuation.

I have, etc.,
J. T. POLLOCK,
Inspector of Schools.

PUBLIC SCHOOLS—INSPECTORATE No. 4.

VANCOUVER, B.C., September 2nd, 1921.

S. J. Willis, Esq.,
Superintendent of Education, Victoria, B.C.

SIR,—I have the honour to submit the following report on the schools of Inspectorate No. 4 for the school-year ended June 30th, 1921:—

The following schools comprised this inspectorial district: Public schools in the Rural Municipalities of Maple Ridge; Mission (with rural and assisted schools adjacent); Pitt Meadows; and the Cecil Rhodes, Franklin, Florence Nightingale, General Gordon, Grandview, Laura Secord, Livingstone, Model, Seymour, Simon Fraser, and Lord Tennyson Schools in Vancouver City. The total number of class-rooms, including both rural and urban schools, was 189. One visit of inspection was made to each division in the city schools, while two visits of inspection were made to each division in the rural municipality and rural and assisted schools. In addition to the regular visits of inspection, a considerable number of special visits were made to the rural districts in connection with the various questions of organization, consolidation, and school administration generally.

During the school-year under review an assisted school was established at McConnell Creek, in the Dewdney Electoral District, and the Rural School District of Dewdney was incorporated with the Mission Municipality School District. The Senior and Intermediate Grade pupils of the Dewdney District are now conveyed daily by motor-van to and from the Mission Central School.

All credit is due to the progressive citizens of Dewdney and Mission Districts, who at a time when all schemes of consolidating schools were meeting with defeat in neighbouring municipalities were courageous and public-spirited enough to adopt a policy that cannot fail to provide superior facilities for the education of the children of the district.

In many respects the work of inspection during the year has been carried on much in the same way as in the year previous. There is little to recount that has not already been written and rewritten in reports of this character.

There is one dark and disturbing feature of our work that we cannot escape. I refer again to the cruel overcrowding of our children in the public schools. The old woman who lived with her numerous progeny in a shoe had large, spacious, and luxurious quarters compared to those in which thousands of benighted children spend their hours of school.

This theme has been given so much attention of late, both in the press and on the platform, that there is no need to make any lengthy reference to it here. To argue that under existing conditions the intellectual progress of the pupils is not being retarded is to give vent to mere sophistry, and to state that the health and physical well-being of these children are not being impaired is to ignore the inexorable laws of a universe whose maker and builder is God.

As reports on each division of every school included in this inspectorate have been forwarded from time to time during the school-year, it would be vain repetition to make any detailed reference to the actual work observed in the class-rooms. In concluding this brief and general report, I shall therefore refer very briefly merely to one or two features of the work in general.

In striking and most pleasing contrast to the discouraging difficulties under which the work was so often carried on was the splendid spirit displayed by the great majority of our teachers in both rural and urban communities. As it has been spoken of the pioneers of Canada that their courage rose with peril, so it may be said of our public-school teachers that they have risen bravely, cheerfully, and uncomplainingly to meet every situation, however beset with difficulties.

In the primary classes of the Junior Grade in the Vancouver City Schools very excellent work was accomplished in some cases. This work is under the supervision of a special supervisor. At the end of the fall term it was possible in many schools to promote a considerable number of pupils from the Receiving class direct to Second Primer, thereby saving a half-year at school. In one case at the Cecil Rhodes School it was found possible and advisable to promote two supernormal Receiving class pupils direct to First Reader, thus saving for these pupils a whole year of public-school life.

This instance, I believe, affords an argument in favour of the introduction and stressing of standardized tests and mental measurements in our schools. It is my opinion that, if opportunity were given for the application and scoring of such tests as Whipple, for instance, has designed and prepared for the segregating of gifted, accelerated, or supernormal children as they are variously termed, a radical change would follow in the grading and classification in our schools. These accelerated pupils would be separated from the normal children as the subnormal pupils have been and would be given work commensurable with their abilities.

In the visiting of schools in various parts of this Province for the past ten years the conviction has been growing upon me that in the work of the elementary school sufficient stress is not being laid upon what are usually termed the essentials. Our Public School Curriculum includes many branches of study. For Entrance to High School pupils are examined in eleven subjects. In addition to these, we have manual training, domestic science, physical drill, music, and school-gardening, all of which are necessary and fulfil an important function in the education of the child.

In arithmetic lack of accuracy and of speed in ordinary computations and calculations is common to all classes and grades of public schools. In testing Intermediate and Senior Grade classes particularly, I have met with surprisingly poor results.

In the primary grades in rural schools objects are not used sufficiently in order to assist the pupils to grasp clear concrete ideas of number. Number is too often taught in the abstract only. Even in schools where the combinations and separations have been well taught in the Primer classes—and this applies to city schools as well—and the extensions of the same have been taught and tables builded in the First Reader, a weakness develops in the Second Reader class for the simple reason that the work of the previous grades is abruptly dropped and never by any chance reviewed. I find a tendency, all too common in the large graded schools of the city, for the teacher to "stick to her limit" and to refrain religiously from reviewing the work that preceded her "limit." In a subject such as arithmetic such a policy is fatal. The retentive powers of the children are not strong, and no matter how well foundational work in arithmetic may have been taught by the previous teacher a lasting impression cannot be made upon the conscious mind unless there is careful and periodical review. In the Intermediate Grade the denominate numbers are not well taught. Here again there is lack of concreteness. To get clear concepts of these things the children must be shown the meaning of and the necessity for the various units of measurement, and they must be set to work to measure things, to make actual measurements, and to compute and to calculate the result of their individual observations. In the Senior Grade there is far too much time spent on written problems and far too little time given to mental calculations. Assign to the average Senior Grade class a difficult problem on a certain page of their arithmetic, and probably 90 per cent. of the class will work it out beautifully. Assign to the same class the problem of computing the area of a city lot, and answers will vary from almost zero to hundreds of thousands of acres!

Under the caption of English I would, of course, include Reading, Literature, Grammar, Composition, and Spelling. If there is one thing more than another that requires stressing in our public schools, it is surely the study of English. The necessity for the development of language-power must be impressed upon every teacher in the land. The power of expression, both oral and written, attained by our pupils leaves much to be desired.

There are several reasons possibly for the rather low standing in English in rural schools particularly. Too often in such schools the teacher's training in English has been limited. A

much more extensive and intensive course in English for teachers-in-training should be insisted upon. Libraries should be installed in every school in the land, so that both teachers and pupils could have access to "whole treasures of wisdom, bright gems of thought, and golden veins of language."

Too often the pupils get little or no opportunity for discussion. Practically all the recognized talking is done by the teachers. In schools where dramatization methods are employed in teaching history and literature, and where socialized methods are in vogue whereby pupils take the main part in the discussions, one finds language-power developed to a high degree.

In concluding this report, I should like to refer very briefly to the convention of the Fraser Valley Teachers' Institute held last November at Mission, in this inspectorial district. For a number of years past the public- and high-school teachers of the Municipalities of Maple Ridge, Mission, Matsqui, and Sumas have held a convention at Mission City in November of each year. The success which has always attended this convention has been due largely to the enthusiasm and untiring efforts of the Mission high- and public-school teachers. A particularly successful convention was held last November. Some very able and helpful addresses were given and papers read by visiting teachers from Vancouver and Victoria.

The teachers in these rural municipalities take the keenest interest in this institute and receive help and inspiration from the various discussions. In a previous report I have suggested that an institute day might be set aside each school-year for the holding in different portions of the Province gatherings of this kind.

I have, etc.,
H. H. MACKENZIE,
Inspector of Schools.

PUBLIC SCHOOLS—INSPECTORATE No. 5.

VANCOUVER, B.C., August 30th, 1921.

S. J. Willis, Esq.,
Superintendent of Educatiaon, Victoria, B.C.

SIR,—I beg to submit the following report on the public schools of Inspectorate No. 5 for the school-year ended June 30th, 1921:—

This inspectorate comprises the following schools in Vancouver City: Alexandra, Central, Fairview, Henry Hudson, Lord Nelson, Lord Roberts, and School for the Blind; also those in Point Grey Rural Municipality, ten schools in and near Powell River, and the Provincial Oral School.

For various reasons the character of the teaching in the Vancouver schools is well above the average; nearly all the teachers had proved their worth elsewhere before they were appointed to the city staff; they are assisted by a number of supervisors who are specialists in their own departments; all are directed by a very capable, efficient, and conscientious Municipal Inspector. But the progress of the pupils depends upon more than the training, ability, and devotion of their teachers and supervisors. Many pupils are retarded by circumstances over which the individual teacher has no control. The ratepayers still refuse to vote the necessary money for school accommodation to meet the increase in school attendance, and therefore the evils of part-time tuition and overcrowded class-rooms continue. Many parents take little intelligent interest in the education of their children. Many children are addicted to the moving-picture habit, with its late hours and unhealthy excitement, and have to some extent lost the power of becoming interested in mere books and oral instruction. In a few schools the principals do not spend enough time on the "supervision over the classification, time-tables, exercises, methods, and general discipline pursued in the lower grades." But on the whole the progress of the pupils, particularly in the primary grades, seems to compare very favourably with the progress made in other places.

For some years good work has been done in Vancouver by psychologically testing the younger pupils to detect the ones who are subnormal; these are removed from the ordinary class-rooms and taught in special classes. Not only is the ordinary class no longer retarded by their presence, but the subnormal children themselves make much better progress, attempting only subjects within their mental powers, and taught by teachers specially selected and trained for this work.

It is to be hoped that public opinion will soon permit the School Board's psychologists to undertake a more important phase of their work—the selection of the supernormal pupils and their segregation into special classes. These pupils are at present retarded by being subjected to methods of teaching and a rate of class-progress necessarily planned for the more numerous normal pupils, retarded in much the same way as the normal formerly were by being taught with the subnormal. The progress and training of the supernormal pupil is of far greater importance than that of the subnormal, because it is from that class the leaders of the next generation should come.

In 1920 the public schools of Point Grey closed for the midsummer holidays with thirty-eight divisions and reopened with forty-eight; four more were opened during the school-year. To accommodate the new classes two modern fire-proof school-houses were completed, while two others are now under construction, one of which will be ready for use in September. The ratepayers continue to vote money for the further construction which will be necessary to cope with the rapidly increasing school population, part of which is doubtless attracted to Point Grey by the excellence of its schools and school buildings.

The Powell River School has grown during the year from five divisions to seven, and two class-rooms were added to the main building. The district is to be congratulated upon having a School Board which does not permit the question of salary to stand in the way of obtaining a good teacher. All supplies needed were also generously granted. The results obtained in the school were very satisfactory during the year under review and should be even better during the coming year.

A division was closed at Vananda and a school was opened at Stillwater.

At the beginning of the school-year the Oral School was taken over from the Vancouver School Board by the Provincial Government and housed temporarily in the Shaughnessy School Building; it will soon be moved into a permanent and more suitable home. The outstanding feature of the instruction in this modern school for the deaf is that the pupils are not taught to converse with their fingers, but are taught lip-reading and audible speech. The progress made by the children in this art is remarkable, particularly in the principal's own class.

I have, etc.,

LESLIE J. BRUCE,

Inspector of Schools.

PUBLIC SCHOOLS—INSPECTORATE No. 6.

VANCOUVER, B.C., August 31st, 1921.

S. J. Willis, Esq.,
Superintendent of Education, Victoria, B.C.

SIR,—I beg to submit my annual report on the public schools in Inspectorate No. 6 for the school-year 1920–21.

The inspectorate comprises all the public schools in the City of Port Moody and the Municipality of South Vancouver; the assisted schools on Burrard Inlet, Howe Sound, and the schools on the Pacific Great Eastern as far north as Seton Lake. The number of class-rooms in the inspectorate during the year was 181.

In September, 1920, the schools of South Vancouver opened with 152 teachers engaged and an enrolment of 6,286. In February, 1921, there was an increase of seven teachers and 172 pupils. The Gordon School was opened in February with eight divisions in operation. This relieved the overcrowding at the Mackenzie and Tecumseh Schools. A four-room addition is being constructed at the Richard McBride School and a four-room frame building is being erected at the General Brock School. This building programme promises to care for the increase in school population for the coming year at least.

In the outlying parts of the inspectorate a new four-room building is being constructed by the Government on the new townsite at Ioco. The trustees of Sunnyside No. 2 School District are enlarging the present small building and making it more comfortable for the children.

The High School Entrance Examination results this year indicate that the Course of Study is being closely followed and a high percentage of the candidates sitting for the examination were successful. In the Municipality of South Vancouver 196 candidates were promoted by

recommendation. One hundred and fifty pupils sat for the examination and eighty-nine were successful. Two schools that were not entitled, under departmental regulations, to promote by recommendation sent up twenty-three candidates and passed them all. These two schools, Secord and Sexsmith, are deserving of special mention owing to the high standard of marks obtained by their candidates. In the rural part of the inspectorate the results were quite satisfactory, although not equal to the standard obtained by the larger graded schools.

In this report I must express my appreciation of the valuable work that is being carried on by Miss A. T. G. Reid, primary supervisor in the municipal schools of South Vancouver. Her helpful criticism, careful organization, and the splendid co-operation she has secured from the primary teachers have resulted in increased efficiency on the part of the teachers and a most satisfactory decrease in the number of retarded pupils in the Primer classes. A creditable improvement has resulted in the handling of all subjects, particularly number-work, penmanship, and spelling.

The prizes for excellence in physical training under the Strathcona Trust Fund were awarded as follows:—

First—Miss H. R. Anderson, 2nd Division, Lord Selkirk School, South Vancouver.

Second—Mrs. Hazel H. Jex, 5th Division, Sir Alexander Mackenzie School, South Vancouver.

Third—Mr. Geo. Wate, 1st Division, Secord School, South Vancouver.

A change in the method of carrying on the physical drill has been instituted in a number of the schools. The drill takes place at a given time, when all the divisions march to the playground. The principal supervises the drill carried on by the staff and handles the larger boys. I find the plan a good one and it is working out quite satisfactorily. The period is also utilized for games, open-air action-songs, etc.

Regular reports on the school-work of each teacher have been forwarded to your office from time to time and it is unnecessary to make further comments in this report. The greater part of my inspectorate is in the larger centres and the educational facilities are of the best to be obtained. Trained and successful teachers are given the preference in selecting new members to the different staffs. The careless, indifferent teacher finds that she must give a satisfactory return or retire. This tends to add strength to the staff and increased efficiency from year to year. Many of the teachers are availing themselves of the opportunity to become more proficient and modern in their methods by attending the University summer school here or in the United States. The summer school in Victoria is doing valuable work in training teachers in the practical part of teaching by giving them assistance in subjects such as drawing, manual-arts, penmanship, and nature-study. That these courses commend themselves to the teachers and that they spend their vacation in self-improvement indicate the high plane on which the greater number of the teachers place their profession.

I have, etc.,
JOHN MARTIN,
Inspector of Schools.

PUBLIC SCHOOLS—INSPECTORATE No. 7.

VANCOUVER, B.C., September 10th, 1921.

S. J. Willis, Esq.,
Superintendent of Education, Victoria, B.C.

SIR,—I have the honour to submit the following report on the public schools of Inspectorate No. 7 for the school-year ended June 30th, 1921:—

This inspectorate embraces all the public schools in the Cities of North Vancouver and Port Coquitlam; the Rural Municipalities of Burnaby, Coquitlam, Delta, Kent, North Vancouver, and West Vancouver; and the rural schools in the vicinity of Hope and those on the Coast from Lund to Cape Scott. There are in all seventy-five schools with a staff of 192 teachers.

With the exception of a few schools in the vicinity of Alert Bay, every class-room received one inspection during the year. I was assigned to this inspectorate in October and began the work of inspection early in November. Time did not therefore permit of a second visit to any of these schools.

Owing to increased attendance a number of class-rooms were overcrowded. This condition prevailed especially in North Vancouver City, Burnaby, and West Vancouver. The Boards succeeded in providing relief by securing temporary quarters, but where this was not possible certain Junior classes were placed on "double-shift"—a system that has proven very unsatisfactory.

The ratepayers of Burnaby carried with a large majority a money by-law making provision for a four-room building at Kingsway West, a similar one at Edmonds, and a four-room addition at Nelson Avenue. These are now in the course of construction. When completed they should provide ample accommodation for that rapidly growing section of the municipality. A money by-law providing for a central school in West Vancouver failed to carry, although West Vancouver is in urgent need of more accommodation. In North Vancouver Municipality the Board has completed a splendid four-room brick structure at Lynn Valley.

In Kent Municipality consolidation has been in effect for over a year. The pupils from the outlying rural districts are conveyed in motor-vans to the town school. The plan is working well and there is no desire on the part of those concerned to revert to the old order of things. In the Delta consolidation is being discussed. It is to be hoped that this municipality, where conditions are ideal for such a plan, will not long delay making provision for its inauguration.

The Entrance Examinations in June were conducted at seventeen centres. The results on the whole proved quite satisfactory. In the larger schools where pupils were promoted on recommendation the principals exercised careful discretion. The Governor-General's bronze medal for the district was awarded to Miss Mildred May Townley, of Kingsway West School, Burnaby. Miss Townley also won distinction by obtaining the highest mark for the Province.

The prizes for excellence in physical drill this year were awarded as follows:—

First—Miss M. Simmons, 7th Division, Kingsway West.

Second—Mr. J. Burnett, 4th Division, Gilmore Avenue.

Third—Miss Morrow, 3rd Division, Kingsway West.

The work in the schools throughout the year was very satisfactory. The great majority of the teachers are earnest, capable, and most painstaking in their efforts. Any suggestions made were generally received in the same kindly spirit in which they were given. The teachers generally showed a splendid disposition to co-operate in any recommendations suggested for the betterment of their class-room work. The attitude of the teachers as a whole was most praiseworthy. There are a few, however, in the profession whose work, even when viewed in the most kindly and sympathetic light, could not be considered as even fair. These people would be happier in some other vocation.

In concluding, I wish to testify to the earnest and unselfish service rendered by members of School Boards. They are to be commended for the sacrifice they make in giving, gratis, many hours of their valuable time to serve their community. Their work has not been easy. Their hands have been tied, as it were, by the taxpayer, reluctant to vote sufficient money with which to carry on the work. While Boards have been handicapped and while teachers have not always found conditions under which they laboured most pleasant, yet it is to be hoped that as this year of reconstruction passes away a brighter future lies before us.

I have, etc.,

F. G. CALVERT,

Inspector of Schools.

PUBLIC SCHOOLS—INSPECTORATE No. 8.

NEW WESTMINSTER, B.C., August, 31st, 1921.

S. J. Willis, Esq.,

Superintendent of Education, Victoria, B.C.

SIR,—I beg to submit report on the public schools of Inspectorate No. 8 for the year 1920–21.

This inspectorate comprises the schools of New Westminster, of Chilliwack, and of the Rural Municipalities of Surrey, Langley, Matsqui, Sumas, and Chilliwack; Abbotsford Superior School; and the assisted schools of Barnston Island. Cultus Lake, and Popcum. The number of rooms in operation during the year increased from 179 to 187; 75 of these are in New Westminster and Chilliwack and the remainder in rural schools.

Besides making a number of special visits in connection with various details of organization and administration, I was able to make one complete inspection of the work in all but two of these schools, and in cases where circumstances demanded I have made two or more inspections during the year. Meetings of teachers', parent-teachers', and farmers' associations in New Westminster, Chilliwack, Abbotsford, Rosedale, Cloverdale, and elsewhere have been attended and all possible assistance given in discussions on educational matters, and from time to time I have been present at the regular meetings of Trustee Boards.

The most urgent problem in these rural areas is still that of providing school accommodation, and a total increase of eight rooms in this inspectorate by no means indicates the real increase in the number of children of school age, many classes having been seriously overcrowded during the year. Owing to the defeat of by-laws to provide large consolidated schools in Surrey, Langley, and Chilliwack, the School Boards have been reduced to such temporary expedients as "double-shifts," renting disused stores and buildings, and half-time attendance, to the serious inconvenience and detriment of educational work. Some alleviation of the situation may be expected during the coming school-year in Surrey and Chilliwack, where the acceptance of moderate building schemes will, at any rate, relieve these Boards of the necessity of turning away children. And yet these schemes are purely tentative; they are not in line with modern educational ideas, and the normal growth of school population will in a very few years render further extensions necessary. The mere addition of a second room to an overcrowded one-room school cannot be regarded as more than a temporary makeshift, especially where the location of schools and child population and the condition of the roads make feasible a system of better grading by means of local consolidation. It is to be regretted that these otherwise well-informed and enlightened rural communities have so far failed to put themselves in line with any advanced and progressive educational policy so far as school buildings and organization are concerned. Ambitious and costly schemes are not called for; in these days of high prices a carefully designed, well-equipped frame building will meet all requirements; but since accommodation must be provided, should we not demand that buildings conform with modern ideas rather than resurrect the type of structure that satisfied our fathers and our grandfathers? Luxurious barns for cattle, up-to-date silos, demonstrations of electrical appliances for farm-work, are shown at agricultural exhibitions; but why not include exhibits of a model school building, a relief-map of a consolidated-school district, auto-vans for transportation of the children, charts demonstrating comparative costs and efficiency? Included might also be a specimen van-driver (non-smoker, abstainer, and thoroughly trustworthy), medical statistics showing liability to disease of children riding as compared with those trudging on foot, mortality tables showing deaths (if any) from accidents to vans en route, etc. A whole-hearted campaign of publicity and enlightenment is needed, backed by the most liberal financial inducement to those districts that will adopt and persevere with an advanced and progressive policy. Of all men, the Fraser Valley farmer understands the value of co-operative and up-to-date methods in his farming and marketing operations, though conviction probably came as a result of bitter experience and a tedious and costly campaign; he is equally open to conviction in school matters, and he will become just as loyal and enthusiastic a supporter of such methods in education once he is convinced of their value; his distrust of an education which drove the ambitious country child into the city has not yet been replaced by the knowledge that the best in modern education tends to bring the child back to the land.

Turning to actual work in the schools, detailed reports have been regularly forwarded and only one or two salient features need be referred to here. In the ungraded and partially graded schools of country districts—as reported last year—the work attains a surprisingly high level when account is taken of the difficulties under which it is carried on; in two respects there appears to be an improvement over work previously done—the ever present problems of organization and grading are being more effectively dealt with, and many teachers are making a more deliberate and conscious effort to establish the oneness of life inside and outside of the school and to utilize the child's home and out-of-school experiences and activities as the basis for training. Incidentally it may be remarked that considerably larger proportion of children from the one- and two-room schools were successful in the High School Entrance Examinations this year. There were in these schools fewer staff changes than heretofore, and it is satisfactory to note an increasing desire to secure the services of the more highly qualified teachers rather than of those possessing the minimum professional standing. During the last year or so a number of

university graduates, particularly those of our own University, have engaged in public-school work. This is a welcome sign, for many of these young graduates bring to their duties a wide range of interests, intellectual keenness, a broad outlook and sympathy, as well as readiness to learn, and it is to be hoped that it will be possible to retain some of them permanently in the ranks of our public-school teachers. Possessing qualifications enabling them to teach in high school, they are looking in that direction for permanent positions, and the cause is not far to seek. Owing to the mistaken idea that public-school work is easier and of less importance than high-school work, with corresponding prejudice against the former (a prejudice originating in older countries, where *free* education was long regarded as of necessity *cheap* education), the unjustifiable conclusion has been drawn that in the newer countries, where public opinion demands that the State provide the highest educational facilities for all alike, work with the younger children must necessarily be less generously remunerated than that of the higher grades. A teacher's salary, however, should be determined by his qualifications (including, of course, professional training and successful experience), and local authorities should keep this in mind when fixing remuneration if they desire to retain in their service the more highly qualified teachers.

In the larger rural schools and in the graded city schools the usual level of achievement has been reached, and in certain schools and classes the work has been excellent. Some of the advantages enjoyed by larger graded schools are not utilized to the extent they should be; staffed in the main by teachers of experience, regularly supervised by a principal, with their carefully and accurately graded classes, they might provide ideal conditions for work of the highest type. The reasons for undue retardation of individuals, or even of the whole classes; the question of the supernormal child; standardized tests applied to the teaching; intelligence tests applied to the grading—these and many other problems are occupying the attention of investigators, and the principal or teacher imbued with professional spirit will at least inform himself of their conclusions, and satisfy himself that nothing is left undone that can aid in his own professional work. Education is a dynamic subject, dealing with the spiritual and intangible, and we teachers can never sit down and say, "We *know* it all," whether we attribute our wisdom to excellent Normal training or to valuable and unparalleled experience. Safety lies in progress.

School-gardens are in operation at most schools in this inspectorate, agricultural supervisors exercising general oversight in Surrey, Langley, Chilliwack, and New Westminster. This branch of activity appears to be intelligently utilized, and most of the teachers recognize the great educational value of the school-garden as providing an opportunity to base much of the formal training upon the interests and activities of the child. In the graded schools increasing attention is being paid to organized games and play; in the smaller schools more should be done and the children are too much left to amuse themselves without any assistance or supervision by the teacher. It frequently happens that a majority of the children remain during the noon recess; supervision at that hour is not compulsory, but it is difficult to understand how a conscientious teacher who has at heart the moral training of the pupils can afford to neglect this opportunity of getting into closer touch with them and of observing and influencing them under out-of-school conditions.

Only in New Westminster and in Chilliwack City and Township are manual training and domestic science included in the curriculum; in the other municipalities provision should be made for the inclusion of these important branches by establishing centres which children from adjoining schools could conveniently attend. Parent-Teacher Associations are increasing in number and activity throughout the district, and, as focusing the interests and efforts of the ratepayers so that the local school becomes a live issue to the community, they are doing excellent work. In addition to their primary aim of strengthening the bond between school and home, their efforts toward the beautifying and laying-out of school-grounds, the provision of play apparatus, the supply of hot lunches, the supplementing of school equipment by providing piano, gramophone, library books, or pictures, and the active support of money by-laws, indicate only some of the directions in which they are making their influence felt.

I have, etc.,

ARTHUR ANSTEY,
Inspector of Schools.

PUBLIC SCHOOLS—INSPECTORATE No. 9.

KAMLOOPS, B.C., August 30th, 1921.

S. J. Willis, Esq.,
Superintendent of Education, Victoria, B.C.

SIR,—I beg to submit herewith the following report on the public schools of Inspectorate No. 9 for the school-year ended June 30th, 1921:—

The following were the number of schools in operation in this inspectorate during the year:—

	Schools.	Teachers.
City municipalities	3	29
Rural municipalities	7	8
Rural schools	26	36
Assisted schools	71	71
Totals	107	144

Eight new assisted schools were established and in operation for the first time during this year. Two new divisions were opened in Kamloops City School, and one each in Merritt, Lillooet, Clinton, and Fruitlands. Canford School District was lowered to the status of an assisted school. The schools at Rae Lake, Heffley Lake, Copper Creek, and Chase Creek were closed throughout the year.

The number of ungraded schools in this inspectorate (90 per cent. of the total number of schools), the extent of territory to be covered, and the difficulty of access in very many cases rendered the work of inspection somewhat difficult. However, all the schools in operation, with one exception, were visited once, and a second visit was made to the majority of the schools during the year. I have endeavoured to pay special attention to the schools employing inexperienced teachers, and have confined my work in such cases mainly to assisting the teacher in the organization of classes and to instruction in the general work of the school.

Over 20 per cent. of the teachers employed in this inspectorate during the year under review were in charge of schools for the first time, and a number of others had had no teaching experience previously in this Province. Frequent change of teachers has been a great detriment to the advancement of the work in the smaller rural schools, but as the country districts become more thickly settled and living and social conditions improve therein, it is hoped that this condition will in a large measure disappear. I wish here to pay tribute to the courage, perseverance, and tactful ability of the teachers (many of them young girls from city homes) who are doing the pioneer work in teaching in the more remote and isolated settlements. Many of these teachers have cheerfully adapted themselves to new living conditions, and wherever they have met with the hearty co-operation of the parents of their pupils they have invariably maintained excellent schools.

During the year just closed the question of providing increased school accommodation has been a very pressing one with the members of School Boards, especially in the larger centres. In Kamloops City much difficulty has been experienced in finding accommodation to meet the increase in enrolment. A new eight-room school building is now in course of construction which will supply accommodation for the public-school pupils who are at present housed in temporary quarters about the city and in the High School building. The old Public School building is undergoing extensive repairs with the object of improving the heating and sanitary arrangements of the building. Much credit is due the Kamloops Board of School Trustees, and the ratepayers as well, for the enterprising spirit they have displayed in the matter of providing every facility for the carrying-on of the work in the schools. Work on the projected addition to the Merritt Public School was not proceeded with this year, but it is hoped that better accommodation will be provided for at least two new divisions during the coming school-year. It has been found necessary also to provide additional accommodation in several of the rural and assisted districts, where the increase in enrolment has outgrown the old school buildings. On the whole, the school-year just closed has been a period of expansion, and the School Boards throughout the inspectorate, with the assistance of the Department, have been generally successful in their efforts to provide the additional accommodation necessary to meet the demands of the growing school population.

The quality of the work performed in the various schools in this inspectorate has been at least equal to that of the preceding year. More attention is being given to the teaching of writing and to inculcating habits of neatness and care in written exercises and note-book work. A sincere effort is being made in a large number of the schools to lead the pupil to do his own reasoning, and to present the work in such a manner as to appeal to the practical common-sense as well as to the imaginative ability of the pupil. In most of the schools visited the arithmetic and reading were usually good; history and geography, however, become too often dry and lifeless subjects owing to the methods of presentation to the class.

High School Entrance Examinations were held in eleven centres in this inspectorate in June last. The Governor-General's medal for the inspectorate was won by Philip Clark Fraser, a pupil in the Salmon Arm City School. The quality of the work performed in the Senior Division of this school throughout the year is most commendable, and the high percentage of successful candidates from this school in the recent High School Entrance Examination, as well as the excellent standing in all subjects, is a fair criterion of the character of the teaching.

The prizes awarded for physical training under the provisions of the Strathcona Trust for the past school-year were as follows:—

First—Mr. Horace Hurn, 2nd Division, Merritt Superior School.
Second—Miss Kathleen Lawrence, 10th Division, Kamloops Public School.
Third—Miss Margaret Wright, Louis Creek Public School.

In closing, I wish to thank the various teachers and members of School Boards throughout the inspectorate for the many courtesies extended to me, and for their hearty co-operation in the work of inspection and in the other duties connected with my work. As my knowledge of conditions in the territory over which I travel increases, the more fully I realize the difficulties that confront the settlers in new districts in providing educational facilities for their children, and the more I appreciate their whole-hearted efforts to facilitate in every way the work of the Department in the establishment and administration of the schools.

I have, etc.,
A. F. MATTHEWS,
Inspector of Schools.

PUBLIC SCHOOLS—INSPECTORATE No. 10.

KELOWNA, B.C., August 23rd, 1921.

S. J. Willis, Esq.,
Superintendent of Education, Victoria, B.C.

SIR,—I beg to submit herewith my annual report in respect of the public schools of Inspectorate No. 10 for the school-year ended June 30th, 1921.

A steady and considerable growth has been evidenced during the past few years. In 1919 there were 129 teachers employed in the various schools of this inspectorate; in 1920 there were 146; and for the present year 160. Since last September the schools at Bear Creek and Woodville Road have been reopened and a new school established at Trinity Valley; additional divisions have been in operation at Armstrong, Vernon, Woods Lake, Kelowna, East Kelowna, South Okanagan, Summerland, Penticton, Naramata, Princeton, and Copper Mountain. In addition, schools have been authorized and will be in operation during the coming term at Trinity Creek, Ewing's Landing, Hillcrest, and Oliver. During the past year the division of teachers among the various districts was as follows:—

	Schools.	Teachers.
City municipality districts	11	54
Rural municipality districts	8	31
Rural schools	21	42
Assisted schools	32	33
Totals	72	160

To accommodate the increased school population extensive building operations have been necessary. At Armstrong and Penticton large and fully modern school-houses have been erected;

at Vernon, through the generosity of the Provincial Government, the old Court-house is being converted into a very satisfactory four-room school; two-room buildings were completed at Woods Lake and at Copper Mountain; while arrangements have been completed for additions to the existing buildings at Oyama, East Kelowna, and Westbank, and for a two-room school at Oliver. Despite these very considerable improvements, the problem of accommodation is a critical one; in most of the urban districts every available class-room will be filled in September and a number of rural schools will be materially overcrowded.

The provision of high-school facilities in rural districts continues to receive a good deal of attention, both from parents who are directly concerned and from public-spirited ratepayers who are interested in the development of their local districts. With this end in view, superior schools have been established at Westbank Townsite and at Oyama, while similar arrangements are under consideration at other points.

In general, conscientious, painstaking, and reasonably efficient class-room work has been the rule. More frequently than in previous years extremes of good and of bad have been met, but this is undoubtedly a coincidence rather than due to any specific reason. In most of the graded schools good results have been secured, while a similar statement is true of a few of the smaller schools, which have been fortunate enough to retain proven teachers or to secure unusually capable ones. The constant migration of rural teachers, referred to in earlier reports, still continues, as is evidenced by the presence, during the past year, in the ninety-seven class-rooms of the ungraded and semi-graded schools, of 121 teachers, of whom only twenty-two were in these schools prior to September 1st last. The salary paid by most of these schools has been at least $1,200 per annum, yet teachers remain no longer than when the remuneration was much less—a clear indication that the appeal of the graded school does not lie solely or chiefly in dollars and cents.

I have, etc.,
A. R. LORD,
Inspector of Schools.

PUBLIC SCHOOLS—INSPECTORATE No. 11.

REVELSTOKE, B.C., August 15th, 1921.

S. J. Willis, Esq.,
Superintendent of Education, Victoria, B.C.

SIR,—I beg to submit herewith the following report on the public schools of Inspectorate No. 11 for the school-year ended June 30th, 1921:—

During the year the following assisted schools were opened: Bellevue, across the Columbia River from Burtondale; Birchbank, a few miles north of Trail; Carroll's Landing, about midway between Burtondale and Arrow Park, East; Champion Creek, about 8 miles south of Brilliant; Norwegian Creek, between Boundary Falls and the International Boundary-line; and Spencer, a few miles to the south and west of Grand Forks. The school at Parson, in the Upper Columbia Valley, was reopened, and an additional division was opened in each of the following schools: Brilliant, Grand Forks, and Trail Central. The schools at Berrydale and Moberly were not in operation during the year, and the school at Phoenix has been discontinued owing to the cessation of mining operations at that point. Two divisions were closed out of the Revelstoke schools, which are now being operated as one school unit under a supervising principal, and one division of the Rossland School was also closed during the entire year. In all, there were ninety-five schools in operation in this inspectorate during the school-year, with a total staff of 154 teachers, a net increase over last year of three schools and two teachers. Of these totals, seven were graded city schools with a staff of fifty-six teachers, three were graded rural schools with a staff of nine teachers, two were graded assisted schools with a staff of six teachers, eleven were ungraded rural schools, and the remaining seventy-two were ungraded assisted schools.

For the first time in three years there was comparatively little interruption due to sickness, and a correspondingly higher standard of attainment was thus made possible. A marked improvement in the results of the Entrance Examinations can also be noted, particularly in the case of candidates presented by the ungraded schools.

The percentage of change in the teaching staff, while not so great as last year, is still considerably above the average, and it is sincerely to be hoped that this veritable menace to efficiency may speedily be reduced to a more reasonable minimum.

I have, etc.,
A. E. MILLER,
Inspector of Schools.

PUBLIC SCHOOLS—INSPECTORATE No. 12.

NELSON, B.C., September 20th, 1921.

S. J. Willis, Esq.,
Superintendent of Education, Victoria, B.C.

SIR,—I beg to submit a report on the public schools of Inspectorate No. 12 for the year 1920–21.

The assisted schools of Elk Prairie, Standard Mine, and Nine-mile Creek did not reopen after the summer vacation owing to an insufficient number of pupils, and during the year one division of the Moyie School was closed from the same cause.

In Cranbrook, Fernie, Bull River Bridge, Camp Lister, Corbin, Salmo, and Wardner an additional room was added to each school to care for the increasing school population. After being closed for two years the Gray Creek School was reopened and new schools were established at Passmore and Three Forks. One hundred and seventy-five class-rooms were in operation during the year.

Owing to the large number of schools and the many special trips made to different parts of the inspectorate it was not possible for me to make two visits to each class-room, but all classes in continuous operation throughout the year received one inspection, while a few were given a second visit.

The extension of the boundaries of Nelson City to include Fairview brought the Hume School under the control of the Nelson Board. A careful survey of the results of the June Entrance Examinations would seem to indicate that the work being done in the public schools of this inspectorate will compare favourably with anything in the Province. With two or three exceptions, the rural and assisted schools made a very creditable showing.

In many of the schools careful and conscientious work is being done. Wherever there is evidence of thoughtful preparation of the work by the teacher the standing of the school is almost invariably satisfactory. Too frequently arithmetic is merely a "seat-work" subject, and insufficient mental drill in combinations, separations, and multiplication tables is resulting in the "counting habit." Many teachers complain of the untidiness of the work of the class, but, at the same time, they accept the untidy work. The brighter pupils often get the larger share of attention. Teachers should remember that our schools are not intended to produce intellectual phenomena and that the aim should be to assist the slower pupils to a reasonable average of attainment.

The bridging of the gulf between the standards of the average city school and those of the average rural school is a problem which demands the most careful consideration. The successful rural teacher finds little difficulty in obtaining a position in a graded city school at a larger remuneration than she would receive in the country.

From the standpoint of national development, there is no other single force in the Province which determines to such a degree the success of the future as the teaching staff of the elementary and secondary schools, and no other influence which should tend to so great an extent to mould a sane public opinion.

The responsibility of the teacher is great—the remuneration should be in proportion to the responsibility. A few teachers are not worth their salary; the majority are worth more than they receive.

In many of the rural schools there has been a decided improvement in comfort and equipment and seldom have I found School Boards who were not prepared to recommend to their ratepayers an increased budget for the coming year.

I have, etc.,
E. G. DANIELS,
Inspector of Schools.

PUBLIC SCHOOLS—INSPECTORATE No. 13.

PRINCE RUPERT, B.C., August 31st, 1921.

S. J. Willis, Esq.,
Superintendent of Education, Victoria, B.C.

SIR,—I have the honour to submit the following report on the public schools of Inspectorate No. 13 for the year ended June 30th, 1921:—

During this year the following assisted schools were opened: Firvale, 30 miles up the Bella Coola Valley; Lawn Hill, on the east coast of Graham Island, Queen Charlotte; Hanall, 3 miles east of Usk; Evelyn, 9 miles west of Smithers; Glentanna and Driftwood Creek, about 8 miles north-west of Smithers; Topley, 32 miles west of Burns Lake; Decker Lake, 5 miles west of Burns Lake; and Tchesinkut Lake, between Burns Lake and Francois Lake. Round Lake and Buckley Bay Schools were reopened, and an additional room was opened in each of the following schools: Ocean Falls, Granby Bay, Prince Rupert, Kitsumgallum, Usk, and Smithers. The schools at Metlakatla and Inverness were not in operation and Skidegate was closed before the end of the year. In all, there was a net increase of thirteen teachers over the previous year.

The following schools have been established and will be in operation next term: Hunter Island, near Bella Bella; Oona River, on Porcher Island; Kitwanga and Quick, on the Grand Trunk Pacific; and Uncha Valley and Tatalrose, on the south side of Francois Lake. A large percentage of this increase has been in the Omineca District, where the number of teachers this next term will be almost 100 per cent. greater than when I took over the district two years ago.

The new school buildings at Granby Bay and Telkwa were ready for occupation at the beginning of the year and were found both creditable and comfortable. Prince Rupert has ready for use this fall a modern twelve-room brick school which will compare favourably with any other school in the Province. This will relieve the congestion in this city which has been apparent for several years. A three-room addition has been made to the Kitsumgallum School and two rooms are being added to the Smithers School.

Entrance Examinations were held at seventeen centres, where 109 candidates presented themselves. Of these, 58 pupils, or 53 per cent., were successful. The number of candidates this year marks an increase of 147 per cent. over that of last year, when forty-four candidates wrote the examination. In addition, forty pupils of Prince Rupert schools were granted promotion to high schools upon recommendation of the principal. This is also an increase of thirty-three per cent. over the previous year.

In view of this increasing number of pupils passing the Entrance Examination, it is gratifying to note that a superior school has been established at Smithers and that Granby Bay and Ocean Falls are taking steps to provide high-school education for pupils who have completed the Course of Studies of the elementary school. The new regulation pertaining to the number of pupils required for the establishment of high and superior schools effectually meets the demand in this district for high-school privileges.

The Governor-General's medal for the highest mark in the Entrance Examination in the Inspectorial Districts of Prince Rupert and Prince George was won by Reid Lewis McLennan, Borden Street School, Prince Rupert.

Prizes awarded under the provisions of the Strathcona Trust were as follows:—

First—Miss Lena Wolfenden, 2nd Division, Ocean Falls.

Second—Miss A. M. MacKinnon, 4th Division, Prince Rupert.

Third—Miss Jessie Rothwell, 3rd Division, Prince Rupert.

Reports upon the schools individually have been forwarded to you from time to time, so further comment would be superfluous, except to say that on the whole the work of the teachers and the spirit in which it was undertaken in the majority of schools was highly commendable and satisfactory.

I have, etc.,

J. M. PATERSON,

Inspector of Schools.

PUBLIC SCHOOLS—INSPECTORATE No. 14.

PRINCE GEORGE, B.C., August 12th, 1921.

S. J. Wilis, Esq.,
Superintendent of Education, Victoria, B.C.

SIR,—I beg to submit the following report on the schools of Inspectorate No. 14 for the school-year ended June 30th, 1921:—

The boundaries of Inspectorate No. 14 remain unchanged from last year. The inspectorate comprises the schools in the Grand Trunk Railway Belt east of Endako; those in the Cariboo and Lillooet Districts as far south as the 100-Mile House; those in the Canadian Northern Railway Belt as far south as Blue River; and those in the Peace River District.

During the past year there has been a steady growth in the school population throughout the inspectorate. Schools were opened for the first time at Aleza Lake, Canim Lake, Hulatt, Orange Valley, Miocene, Penny, Swan Lake (Peace River), Tate Creek (Peace River), Taylor's Flats (Peace River), and Williams Lake. New schools were authorized and should soon be in operation at Bear Head, Meadowdale, Stone Creek, Stuart Station, and Willowvale. Additional teachers were appointed to the Prince George and Vanderhoof staffs and the school at Braeside was reopened. The assisted schools at Hartley, Rose Valley, and Stuart River remained closed throughout the year.

Owing to the large number of new and widely scattered settlements springing up in this northern section of the Province my work is largely of a pioneer nature. Class-room inspection is perhaps the smaller part of my work, a good portion of my time being taken up with organization duties. Practically all the schools, however, have received at least two visits during the year.

On the whole the general standing of the schools within this inspectorate is not of a high order. This condition is due in no small measure to the fact that the teachers change so frequently that good results are impossible. In many of the schools a new teacher, very often a beginner, appears each year, and frequently a change of teacher is effected at the end of each terms. A number of the schools in these northern parts are handicapped year after year by the employment of unskilled, temporary certificated teachers, who have little knowledge of our courses, standards, and methods. Inability to organize the work of their class-rooms constitutes the chief criticism of the teachers in the one-room schools of this inspectorate. Although many of the teachers present the individual subjects comparatively well, they are unable to prepare a well-balanced time-table in which each subject in each of the classes receives due consideration.

Although the school accommodation in many of the districts is as yet far from satisfactory, a gradual improvement is being effected. Nearly half of the districts are now voting assessments for the purpose of providing funds with which to operate the schools and improve school property. A number of the assisted districts have recently erected very commendable buildings, and in one of them, Willow River, a comfortable teacher's residence has been provided. At Vanderhoof a modern four-room building is in course of erection, and an eight-room building is being provided for in the Prince George District.

During the past year the teachers within this inspectorate have made a greater effort than heretofore to teach systematically the prescribed courses in physical training. In some of the schools the results in this department of school-work have been very commendable. The prizes for excellence in physical training were awarded as follows:—

First—Miss E. Milligan, 5th Division, Prince George School.
Second—Miss Drina Fraser, Fort Fraser School.
Third—Miss Marjorie Baker, 2nd Division, McBride School.

I have, etc.,
G. H. GOWER,
Inspector of Schools.

REPORT OF MUNICIPAL INSPECTORS.

VANCOUVER CITY SCHOOLS.

VANCOUVER, B.C., August 31st, 1921.

S. J. Willis, Esq.,
Superintendent of Education, Victoria, B.C.

SIR,—I beg to submit the following report on the public schools and high schools of this city for the school-year ending June 30th, 1921:—

STUDENTS AND TEACHING STAFF.

During the year there was an increase of 978 students, but owing to the lack of class-room accommodation the net increase in the teaching forces was only fifteen. The changes in the various staffs are indicated in the following summary:—

Public schools					from 409 to	416
General classes	from	392	to	399		
Special classes	„	12	„	16		
School for the Deaf (taken over by Government)	„	4	„	0		
School for the Blind	„	1	„	1		
High schools					„ 69 „	78
General Course	from	46	to	51		
Commercial Course	„	11	„	11		
Boys' Technical Course	„	9	„	13		
Home Economics Course	„	3	„	3		
Manual training					„ 23 „	18*
Domestic science					„ 12 „	13
Special instructors					„ 6 „	9
Total					from 519 to	534

* Last year five instructors working in the Technical Department of King Edward High School were counted in the manual-training group. Since the opening of the Technical School they are grouped with other Technical School teachers. The decrease at this point is therefore only an apparent one.

SCHOOL ACCOMMODATION.

In my report for the school-year 1919–20 I spoke of the unsatisfactory results obtained in the primary grades of the public schools from part-time tuition made necessary by a lack of adequate class-room accommodation. For the first term of the past year an attempt was made to improve conditions. Our schools were reorganized with an average enrolment of approximately forty-five per class instead of forty as formerly. This resulted in a reduction of fourteen in the teaching staff and reduced the number of part-time classes from thirty-four to two. It led, however, to overcrowded class-rooms, making effective teaching in many instances extremely difficult—in others impossible. In October, when the enrolment was 17,993, there were seventy-eight class-rooms with an enrolment of nearly fifty and twenty-four others with fifty or more each. Notwithstanding these conditions, which were well known to the public, the school money by-laws for amounts totalling $241,000, submitted to the ratepayers in January, were defeated. Consequently, when 1,077 more Receiving-class pupils were enrolled in February, to overcrowded classes was added part-time tuition—thirty-four part-time classes having to be organized for the remainder of the year.

The presence of these two evils, part-time tuition and overcrowded classes, for the last term of the year, and the conviction that money could not be secured by submitting money by-laws to the ratepayers, led the Board to decide "that hereafter no 6-year-old children will be admitted to the schools unless money be provided to erect more class-rooms in which to accommodate them." This drastic, though necessary, resolution brought a measure of temporary relief. An agreement

was reached between the Board and the City Council permitting the former to spend a limited amount of money for school-construction if the amount expended be taken out of the Board's revenue for the year. This will help for a time, but it is by no means a satisfactory solution. By erecting an inexpensive eight-room school on the Strathcona grounds from materials obtained largely from the old school, and providing eighteen rooms in very inexpensive one- or two-room frame buildings in districts where they are needed, we expect to have class-rooms for all public-school pupils in September, though some classes may be overcrowded. February of the coming year, however, will again find us with no class-rooms for about 1,000 pupils. Using for the erection of new class-rooms moneys urgently needed to keep existing buildings in proper repair will in the end prove an expensive expedient. The sooner, therefore, we have legislation making it possible for School Boards to obtain sufficient funds to provide proper class-rooms for an ever-increasing school population, and at the same time keep existing buildings in proper repair, the better.

The congestion in the high schools was relieved by the opening of the Vancouver Technical School on March 1st, 1921, in what was formerly the Labour Temple. This building, purchased and remodelled by the Provincial Government and rented to the Board as a technical school, has been well equipped and will meet the needs of technical students for a few years. The opening of it has also left rooms, vacated by the technical students at King Edward School, for additional high-school students in the coming year.

SURVEY OF SEWING IN THE GRADES.

There has been practically no supervision of sewing in the Vancouver schools since 1915; and, as was to be expected, the work has greatly suffered. From a survey made by one of our most competent domestic-science teachers early in the year, it was found that not more than 20 per cent. of the teaching could be regarded as satisfactory. This represented a great loss, as there were about sixty teachers and over 1,000 girls who should be spending profitably one half-day a week at sewing. The Board has consequently appointed an expert in needlework to be a teacher of the many lady teachers who enter our schools unprepared to teach sewing.

PHYSICAL CULTURE FOR HIGH-SCHOOL GIRLS.

Another forward step taken during the year was the appointment of an instructress in physical culture for high-school girls. The work done along this line already has abundantly demonstrated its importance. It is to be regretted, however, that the lack of proper gymnasium facilities will make it impossible to extend this work for some time to include all high-school girls as it should.

EXTENSION OF SPECIAL CLASS-WORK.

Notwithstanding the difficulties experienced in finding additional class-room accommodation, four more special classes were opened. It has been found that the removal of special-class children from the ordinary classes makes it possible to increase the size of the latter and do better work than could be done in smaller classes handicapped by the presence of subnormal pupils. The work now being done in Vancouver in the special classes is conceded by experts in such work to be of a very high order. I cannot speak too highly of the unfailing devotion to duty of the members of the staff who are carrying on this important but trying work.

THE WORK OF SUPERVISORS.

The supervision of drawing, music, physical training and cadet-work, primary work and special-class work was carried on throughout the year by supervisors giving full time to supervision.

In manual training and home economics, however, the supervisors taught the greater part of their time in high schools. The results, in consequence, were not as satisfactory as supervisors and teachers could wish. This was particularly noticeable in the Home Economics Department, where there was almost an entirely new staff of teachers, many of whom were new to the work in this Province. I am pleased to report that the present School Board, recognizing this condition, is now prepared to appoint a supervisor to devote full time to the work.

MEDICAL INSPECTION.

The work of medical inspection was energetically carried on by Dr. Robert Wightman and his staff of two lady doctors and eight nurses. The value of the work done in this department, not only in the immediate prevention of disease but in the education of children, parents, and the public generally along hygienic lines, cannot be overestimated. The campaign being waged by the Medical Department of our schools to bring every school-child up to normal physically is meeting with enthusiastic public support.

THE DENTAL CLINICS.

After seven years of absolutely free dental treatment for children of parents with small incomes, it was found that the most of such cases were completed. Last year the work was extended to include the children of parents with moderate incomes who could not pay ordinary dental fees and would not accept free treatment. Many children of such parents are now cared for in the school clinics on the payment of a nominal fee.

NIGHT-SCHOOLS.

A survey of the year's work would not be complete without reference to the night-schools. The work in these was extended to include Third-year Electrical Engineering, Cabinetmaking, Plumbing, Ladies' Tailoring, Salesmanship, Science Course for Teachers, and Mathematics for Teachers. Forty-two teachers were employed and the enrolment of students reached a total of 1,686, distributed as follows:—

Continuation classes	128
Art and Show-card Work	107
Modern Languages	52
Music	158
Engineering	209
Carpentry and Cabinetmaking	43
Electrical Engineering	195
Commercial Courses	420
Plumbing	70
Elocution and Speaking	63
Short-story Writing	20
Teachers' Courses	17
Domestic Science	204

The attendance of the students and the interest taken by them in their classes was most encouraging.

SALARIES.

No great changes were made in the salary schedule in January, 1921. Salaries ranging from $1,800 to $3,200 were increased but little; those ranging from $1,080 to $1,600 were considerably increased, the Board considering the teachers drawing such salaries poorly paid. For the first time, too, in Vancouver, the Board, finding it impossible to secure the services of young men for salaries paid to ladies, made a special salary schedule for male assistants in the public schools. This has already had the desired effect of increasing the number of young men teachers; but the indications are that better salaries still will have to be offered if a sufficient number of young men of ability are to be attracted to and retained in the teaching profession. Though the present salary schedule seems in the main fairly satisfactory, the experience of the past few months indicates a few further changes which seem desirable. I trust these will be made in the coming year.

SCHOOL SPORTS AND ATHLETICS.

The importance of school sports is being more and more recognized by our teachers and an ever-increasing number of them are interesting themselves in the physical well-being of the children. In the opening term of the past year over 100 of our teachers spent time and money to qualify themselves the better to carry on the work of physical training in their classes. This work must necessarily make considerable inroads on the time for study, which is now none too long; but it is valuable and has come to stay. May we not look forward to a six-hour school-day in the not-distant future, with one-sixth of it devoted to the physical needs of the children under

the direction of teachers well qualified for such work? It would be a boon to both teachers and pupils.

GENERAL OBSERVATIONS.

Notwithstanding the inconveniences experienced by many engaged in the schools of Vancouver during the past year, school-work was never carried on more enthusiastically. The manner in which teachers strove to rise superior to adverse circumstances and the endeavours of pupils and parents to meet philosophically trying situations rendered the administration of the schools much easier than it otherwise would have been. The active interest in our schools of influential public bodies was never greater, never more needed, and never more highly appreciated. While many clubs and associations might be mentioned in this connection, the Parent-Teacher Associations are deserving of special commendation. Their efforts on behalf of the schools have been increasing and varied, serving as a stimulus to school workers in all departments.

I am pleased to report also that for the year just closed our school-life has been characterized by a sane, unostentatious patriotism which augurs well for the future. This patriotism possibly found its highest expression on June 23rd, when nearly 6,000 pupils and teachers met in Stanley Park to celebrate the fiftieth anniversary of British Columbia's entry into Confederation.

In closing, I wish to express my appreciation of the continued kindly relations that have existed between the Education Department and the Vancouver School Board.

I have, etc.,

J. S. GORDON,

Municipal Inspector of Schools.

PROVINCIAL NORMAL SCHOOLS.

VANCOUVER PROVINCIAL NORMAL SCHOOL.

VANCOUVER, B.C., September 12th, 1921.

S. J. Willis, Esq.,
Superintendent of Education, Victoria, B.C.

SIR,—I beg to submit the report of the work of the Provincial Normal School, Vancouver, for the school-year ended June, 1921.

AUTUMN SESSION.

The session opened on September 7th, 1920. The enrolment for the session was 239. Of this number, 48 were taking the Advanced Course and 191 the Preliminary. During the session 3 of the Preliminary class withdrew, and the session closed with an attendance of 48 Advanced and 188 Preliminary students. To 46 of the Advanced class Advanced diplomas were granted, while the two remaining members of the class were granted Preliminary diplomas.

Diplomas were granted to 172 of the Preliminary class, 11 were allowed to enter the advanced session conditionally, and 5 failed.

The opening of the session in September saw several changes on the teaching staff. Mr. Wm. Burns retired from the position of principal at the end of August, 1920. For twenty years he had served as principal of the Normal School. Hundreds of teachers throughout the Province will bear testimony to his untiring and conscientious work in the Normal School. To them his life and work will always be an inspiration. We were pleased to have Mr. Burns deliver one lecture a week to the Advanced class until the close of the session in December.

Mr. A. E. C. Martin joined the staff in September. Mr. Martin brought to his work in the Normal School a ripe experience in public- and high-school work in the Province.

From September to March Miss Coney was on leave in England. While there she took a Course in Eurythmics and visited many of the English training-schools. During her absence Miss Ida Morris filled the position of music instructress most satisfactorily.

ADVANCED SESSION.

For the first time in several years the Advanced Course only was conducted during the winter session. The change was most welcome. While occasionally good students entered in January for the Preliminary Course, this was the exception. Our Preliminary class in January was, as a rule, composed largely of our own failures, together with failures from the University.

The total enrolment for the advanced session was 182. Of the 11 who passed conditionally in December, 10 returned in January. One of these withdrew, and in February the remaining 9 were granted Preliminary diplomas. Seven withdrew during the session. Thus we finished with an enrolment of 174. At the close of the session 169 were granted Advanced diplomas and 5 failed.

Work for the next year was apportioned as follows: The Principal—Grammar, class-room management, registers and reports, psychology. Mr. Murphy—History and geography. Mr. Weston—Drawing and painting. Mr. MacLean—Writing, nature-study, school-gardening, hygiene. Mr. MacIntosh—Reading, language, composition, literature, spelling. Mr. Martin—Arithmetic, history of education. Miss Burpee—Primary work. Miss Coney—Music. Sergt.-Major Instructor Wallace—Physical training.

All students in attendance since September, with the exception of two, qualified for the certificate of physical training. I consider that it would be greatly to the advantage of our students if the Course in Physical Training could be continued throughout both preliminary and advanced sessions. It does not seem in the best interests of our students to crowd the entire Course of Training into twelve or fifteen weeks. We shall be very pleased if, during the ensuing year, each of the Normal Schools of this Province has an instructor for this very important branch of training.

During the year our students have had, on an average, thirty-five lessons to teach in the practice schools. I wish to take this opportunity to thank the teachers of the Model and Cecil

Rhodes for their very kindly assistance in this most important department of the training of our students.

While our students have given close attention to their professional duties, the literary, athletic, and social sides of Normal School life have not been overlooked. The Literary Society has presented many entertaining and instructive programmes during the year. The Athletic Society has fostered basket-ball, badminton, tennis, hockey, and indoor baseball. The usual autumn and spring dances, school parties, and picnics have served to develop among the students the best school spirit.

I have, etc.,
D. M. ROBINSON,
Principal.

VICTORIA PROVINCIAL NORMAL SCHOOL.

VICTORIA, B.C., September 26th, 1921.

S. J. Willis, Esq.,
Superintendent of Education, Victoria, B.C.

SIR,—I have the honour to submit the following report on the work of the Provincial Normal School at Victoria during the school-year which ended June 30th, 1921:—

The number in attendance was:—

	Sept. to Dec., 1920.	Jan. to May, 1921.
For the Advanced Course	14	89
For the Preliminary Course	101	..
Totals	115	89
Number that withdrew during the session	1	2
Number that failed to qualify	2	5
Number awarded diplomas	112	82
Totals	115	89

From this table it may be noted that the plan of conducting Advanced and Preliminary Courses simultaneously was discontinued at the end of the year 1920. In this the Department of Education has pursued a most desirable policy. The energy of the Normal School instructors may now be concentrated upon preliminary work in the fall session and upon the more advanced work during the spring session. This will result in more thoroughly trained teachers and hence more efficient work in the elementary schools of the Province.

The personnel of the staff underwent changes during the year. Mr. E. Howard Russell, Professor of Mathematics in the Victoria Arts College, took charge of the instruction in music. Mr. Russell's ability in this work is so well known that comment is unnecessary. Miss A. M. Macfarlane, following the resignation of Miss Lexa Denne in July, 1920, was appointed to the Department of Household Economics. Miss Macfarlane, who is a graduate of Macdonald College, St. Anne de Bellevue, Quebec, had given three years of excellent service in the Domestic Science Departments of the common and high schools of the Okanagan Valley. The high standard of the work she has done during the year has shown the wisdom of the Department of Education in promoting her to the Faculty of this school. In July, 1920, Miss Florence N. Maclean was appointed Secretary and Librarian. Miss Maclean, who is a graduate of this school, is a fully certificated teacher. This qualification, combined with her superior ability in secretarial work, has uniquely fitted her for her duties. The apportionment of work among the other members of the staff has remained unchanged.

The generous policy inaugurated by the Department of Education of assisting members of the staff to attend summer sessions at leading universities was put into effect in this school during the summer of 1920, when Miss Kate Scanlan, Principal of the Model School Department, attended the summer session of the University of California at Los Angeles. New features that

have appeared in the already excellent work of this teacher provide but one more instance of proof that a true teacher is ever a learner and should be given opportunity periodically to become a learner.

It gives me pleasure to report that it was the unanimous opinion of the Faculty that the students who were trained in this institution during the year 1920–21 were, with few exceptions, admirably adapted to the work of the teaching. Not only was the work of the year encouraging and pleasant, but it was with a feeling of more than usual confidence that diplomas were granted to these young teachers permitting them to assume the fuller responsibilities of actual service. Nevertheless, in spite of the natural aptitude and happy temperament of these young teachers-in-training, it was again borne in upon those in charge of their training that a more extensive and a more thorough groundwork is necessary in knowledge of the subjects that they are going to teach before a professional training in the art of teaching those subjects can be adequately given. In several of these subjects they have received little, if any, instruction during their high-school course. Hence the knowledge they have acquired in the elementary school is assumed to be a sufficient basis for their professional training. The one-year course of Normal School instruction is hardly long enough to provide both academic and professional training. Further, may I again urge that, with an ever-increasing number of graduates in Arts from our Provincial University, the demand for the establishment of a training course for high-school teachers is becoming imperative. Were such a course established, it would provide not only much-needed training, but it would prove to be an incentive that would turn more and more of these graduates into the teaching profession, and thereby tend to augment a supply that at present is inadequate to the demand.

I cannot conclude this report without once more expressing my thanks to the staffs of the Model School, the North Ward School, and the Bank Street School for their helpful co-operation in our work, and to all those citizens from outside our profession who by addressing our students from time to time afforded us inspiration.

I have, etc.,
D. L. MACLAURIN,
Principal.

TECHNICAL EDUCATION.

REPORT OF THE ORGANIZER.

VICTORIA, B.C., October 11th, 1921.

S. J. Willis, Esq.,
Superintendent of Education, Victoria, B.C.

SIR,—I beg to submit the following report on manual training, domestic science, night-schools, and technical education for the year 1920–21:—

MANUAL TRAINING AND DOMESTIC SCIENCE.

It is very gratifying to report that an increasing interest in the above subjects is taken by school principals and teachers generally, as the complete success of the work depends in a great measure on the way the contents of these courses, which are inseparable from home-life, are linked up with kindred class-room studies.

The educational authorities have always maintained that manual-training and domestic-science centres must be an integral part of the school system, and that the activities in the workshops and cookery centres must emphasize the book lessons of the class-rooms, making them more realistic and thus firmly fixing them in the minds of the pupils. For these reasons it is satisfactory to know that there is a growing co-operation between the manual-training teachers and the school staff.

Owing to the conscientious work of the instructors, manual training is becoming firmly established throughout the Province. The men invariably display earnestness and enthusiasm in conducting their work, and with very few exceptions show a commendable desire to succeed. The fact that the Province of British Columbia has more manual-training instructors than any other Canadian Province except Ontario is conclusive proof that the subject has gained public confidence.

Thirteen men who wish to become manual-training instructors attended the summer-school training class held in the Vancouver Technical School during the summer holidays. The course of study is acknowledged by the Manual Training Teachers' Association to be of such a nature as will effectively equip men with the essentials for conducting the manual-training work in an elementary school centre. There was no difficulty in securing a class of school-boys of Third Reader Grade to attend a class in woodwork, and these beginners provided the practical teaching problems for the prospective manual instructors. This course will be followed by a series of classes held on Saturday afternoons, thus providing an opportunity to complete 700 hours' tuition, which is the number demanded of all candidates.

Twelve manual-training instructors from the elementary schools attended a summer school to participate in the training which would qualify them to teach in high schools. A reproduction of a group of metal repoussé on an adjoining page will show the standard of their work, and will illustrate to some extent the way in which craftsmanship and artistic taste combine to form an appreciation which may be worthily considered educational.

Classes in Manual Training and Domestic Science were conducted in the following cities: Armstrong, Chilliwack, Cranbrook, Kelowna, Mission, Nanaimo, New Westminster, Nelson, North Vancouver, Prince Rupert, Vancouver, Vernon, and Victoria. Similar classes were also held in the following municipalities: Burnaby, Chilliwack, Delta, Esquimalt, Maple Ridge, Penticton, Point Grey, Pitt Meadows, Rutland, Saanich, Summerland, and South Vancouver.

The following statistics for 1920–21 may be of interest and are here inserted:—

79 manual-training centres.	51 domestic-science centres.
62 instructors.	46 instructors.
8,349 elementary pupils attending.	6,362 elementary pupils attending.
1,436 high-school pupils.	1,326 high-school pupils.

DOMESTIC SCIENCE.

Although in this sphere of activity British Columbia again ranks next to Ontario in the number of teachers engaged, yet from the foregoing it will be observed that domestic science

has not made the same strides as the subject of manual training, nor has it obtained such a strong hold on public confidence. This is regrettable because the subject is one which is undoubtedly necessary and worthy of a prominent place in any educational system.

The work of training domestic-science teachers in Canada has been somewhat curtailed in recent years, and this, together with the growing demand for their services, has led to an increasing difficulty in obtaining instructors. The existing conditions would thus seem to make the organizing of a teachers' training class desirable. One practical way to do this would be to select school-teachers who have had previous domestic-science training and provide a Saturday morning class in either Vancouver or Victoria at which they could attend. Work taken at the Saturday morning classes, supplemented by courses taken at the summer school, would give an opportunity for very effective study to those who wish to become domestic-science teachers.

Such classes as are here alluded to have been and are being conducted for men who wish to become instructors of manual training. An Entrance Examination is held for admission and the Course of Study extends over 700 hours. Even the most sceptical must now concede that this manual-training scheme has been entirely successful; therefore a similar scheme might well be evolved for training domestic-science instructors, and the Province would thus have teachers at their command when required.

TECHNICAL COURSE.

Technical schools are now organized in the Cities of New Westminster, Vancouver, and Victoria. The Course of Study is composed of the following subjects: English, citizenship and economics, mathematics, mechanics, physics, electricity, drawing and design, woodwork, chemistry, sheet-metal work, forge-work, and machine-shop work.

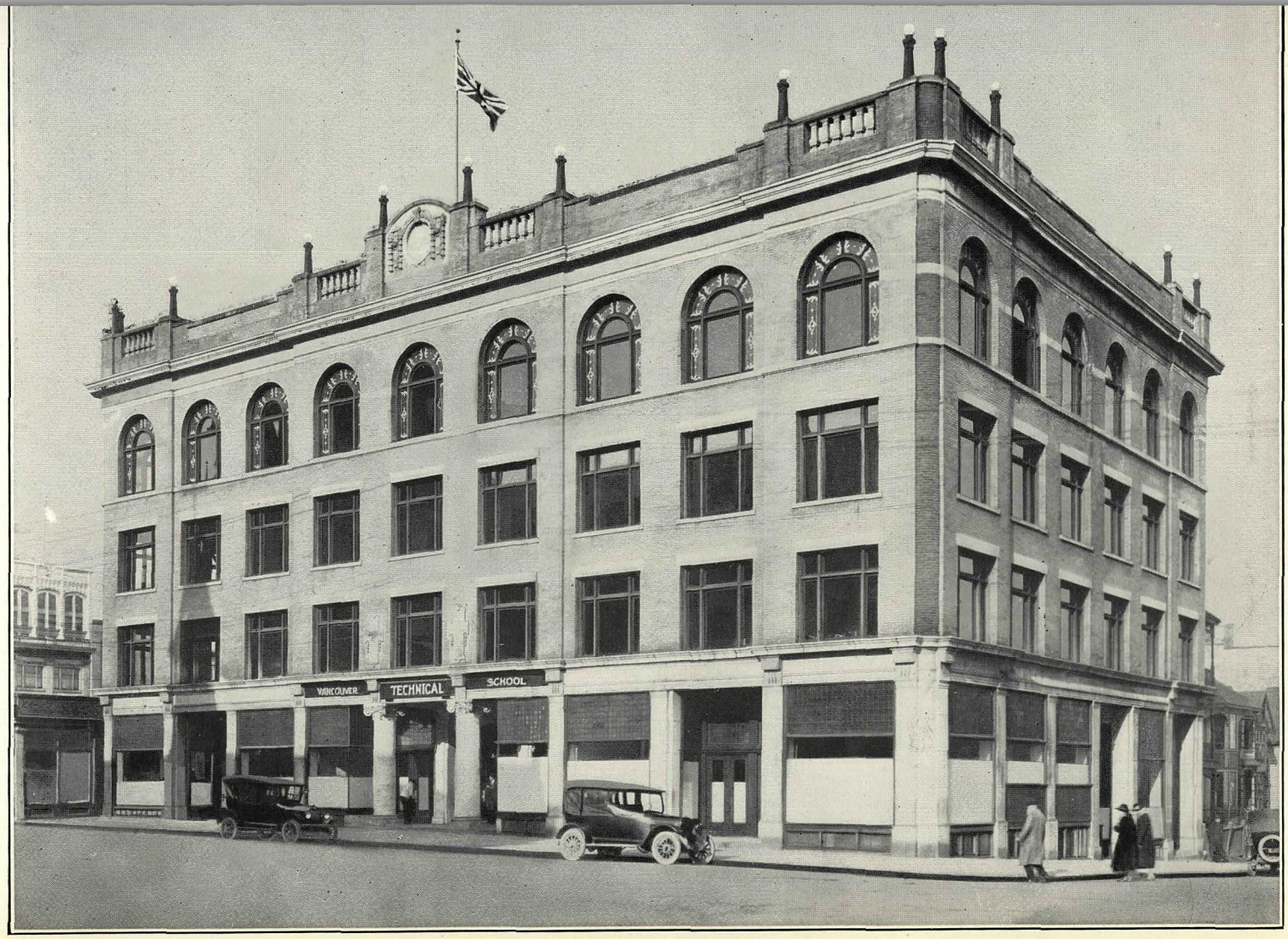
The time-table in the Vancouver Technical School showed several classes with periods for practical work too short in duration, but a remedy was promised when the staff was increased. There seems to be a decided antipathy to lengthening the school-day in the technical schools. Where practical industrial machine-work is being carried on it is difficult to see why opposition should be made to a gradual increase in the school-day until the usual shop-day of eight hours is reached—viz., six hours for the first year, seven hours for the second, and eight hours for the third.

Vancouver City shows indications of being first in the Province to establish intensive trade courses attached to labour organizations in the work of apprenticeship training. Some development along this line may be looked for next year, but a great deal of organizing is required to be done before such can be accomplished. At present it is possible to obtain short courses in preparation for the examinations held in navigation and for stationary engineering. Sheet-metal workers and printers may be the next industrial people to become directly connected with the technical school. It yet remains for a school of design to be organized, and the importance of such an institution lies at the heart of all workmanship worthy of the name. The school of design should be closely associated to the technical school, as design and manufacturing should not be divorced.

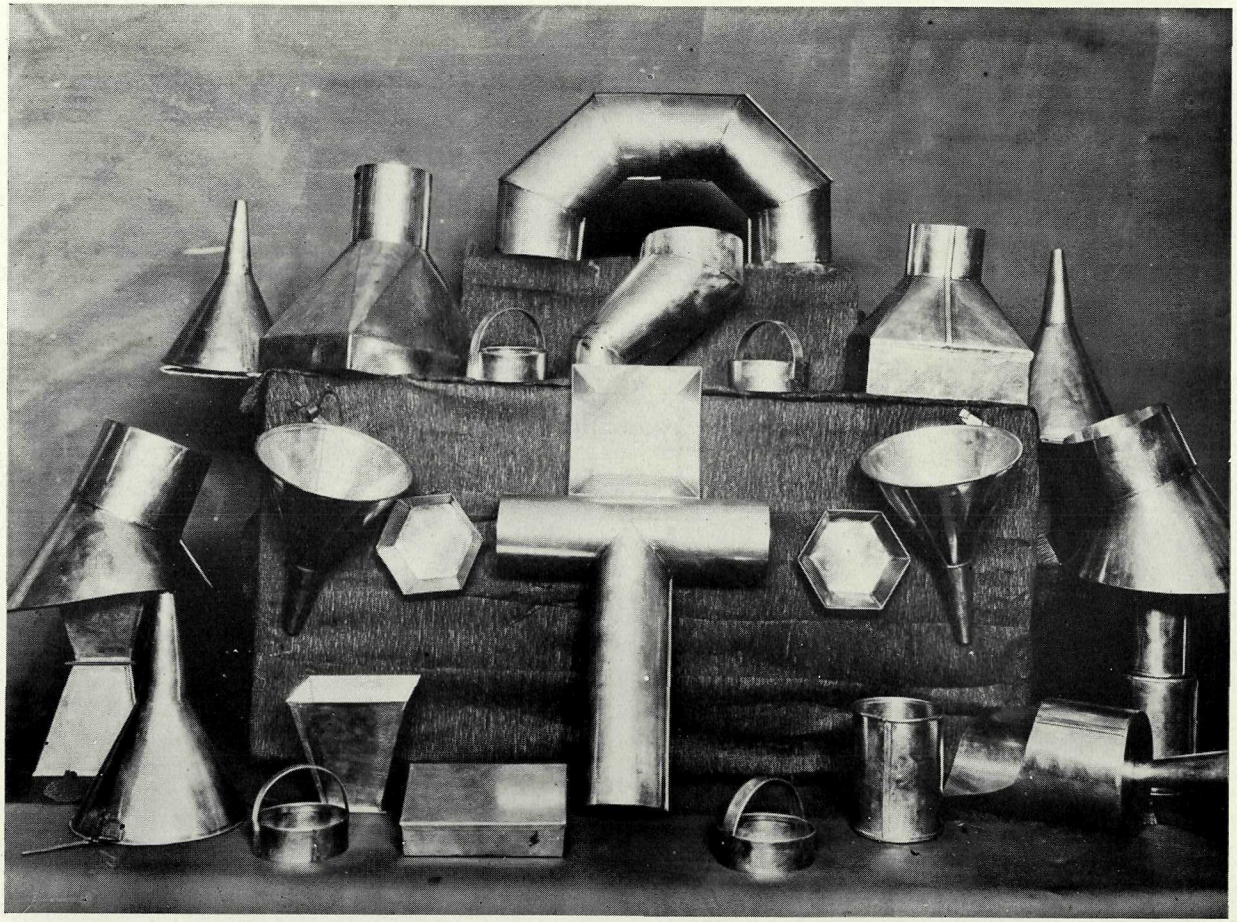
New Westminster has now a well-equipped school and the coming year will show great advancement in the work of the pupils. The shops are roomy and all that could be desired for practical purposes.

The workshops in Victoria also are well fitted. The Course of Study for the first year is all that could be desired and the boys show remarkable aptitude in their work. The three cities named have shown commendable economy in establishing and equipping the necessary places wherein to train students along technical and industrial lines.

As a rule, boys who take the Technical Course aim at obtaining the technical leaving certificate, but those who wish to matriculate to the University of British Columbia are taught in a separate class, as it is necessary to rearrange the technical curriculum in the second and third years in order to replace certain subjects by those which give matriculation standing. Special technical papers in chemistry, physics, and practical mathematics are set for the Matriculation Examination, but an extra science subject, together with Latin or French, must be added in order to prepare for the requirements of the University.



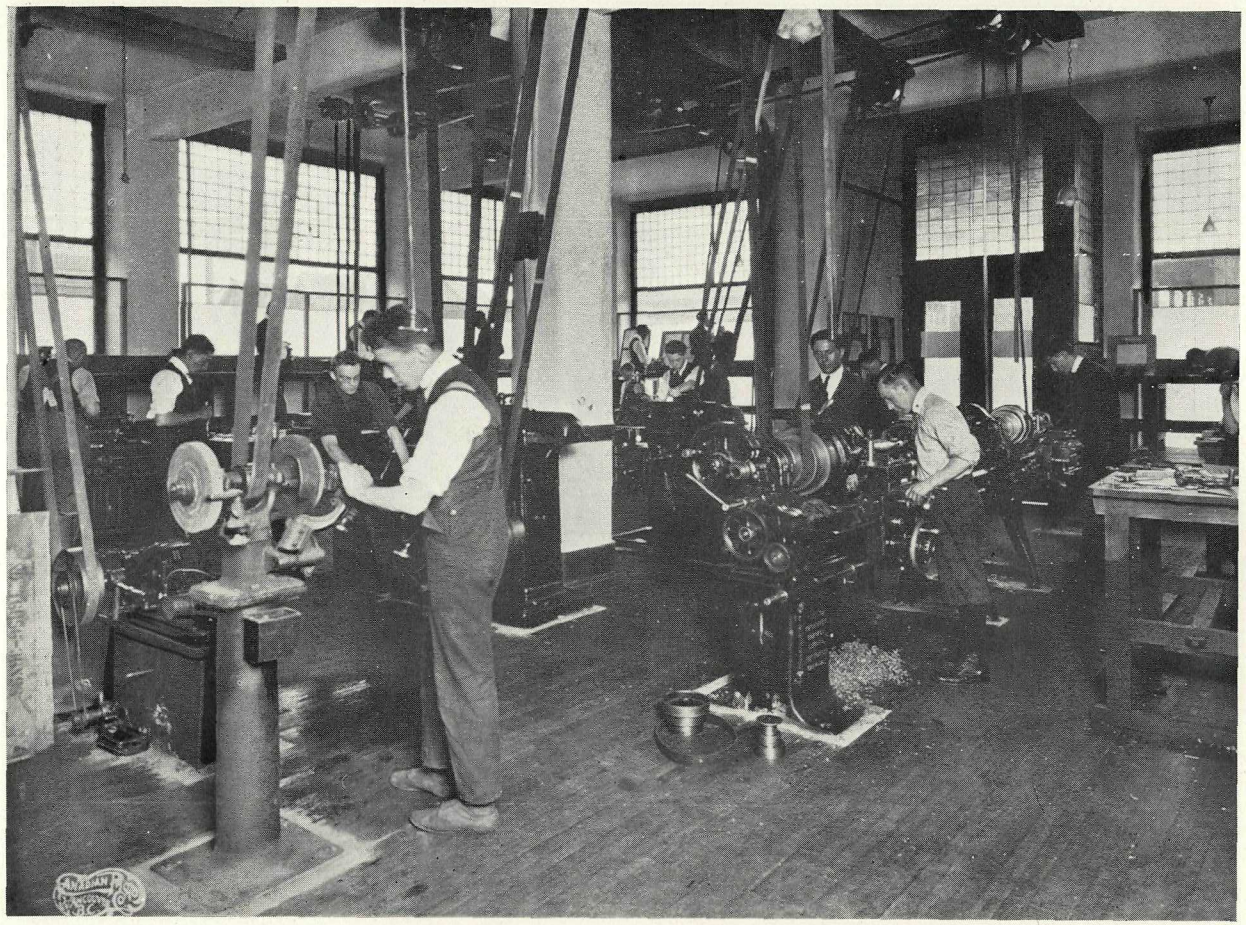
Technical School, Vancouver.



Basic sheet-metal projects from the Manual Training class, Summer School.

Advanced sheet-metal projects from the Manual Training class, Summer School.

Electrical laboratory, Vancouver Technical School.



Machine-shop, Vancouver Technical School.

Sand-table projects from the Primary Grade class, Summer School.

Hand-work from the Primary Grade class, Summer School.

Work in Applied Design from the High School Art-class, Summer School.

Rural manual-training centre, Chemainus, V.I.

Course in free pattern-cutting from the Home Economics class, Summer School.

The following expenditures for technical education were made for the year 1920–21:—

Administration	$ 4,573 66
Correspondence classes, etc.	3,511 71
Grants to night-schools, technical schools, commercial classes, etc.	97,231 24
Total	$105,316 61

Of this sum, 50 per cent. has been paid by the Dominion Government.

HOUSEHOLD SCIENCE COURSE.

In addition to the Technical Course for boys, a Household Science or Home-makers' Course for girls is organized in both Vancouver and New Westminster. The Household Science Course consists of the following subjects: English, civics, arithmetic and mensuration, algebra, chemistry, physics, physiology (including hygiene, child-welfare, and home-nursing), dietetics and cookery, needlework (garment-making and textiles), drawing, design, and household arts, vocal music and physical culture. As this course is admirably suited to those students who wish to become school-teachers, the graduates are readily accepted as students of the Normal Schools. The University authorities, however, do not accept any of the domestic-science subjects in lieu of others set at the ordinary Matriculation Examinations.

There has been a steady improvement in the work accomplished by the girls attending these classes, but lack of accommodation has heretofore handicapped the progress of the Vancouver pupils. Now that this has been remedied by the departure of the technical students to their own school, we must look for still further progress and for greater adherence to the subject-matter of the Course of Study as published by the Department of Education.

COMMERCIAL COURSES.

Commercial subjects also are included under the head of "Technical Education" and courses are conducted in ten cities in the Province. The figures appended will explain clearly the attendance at those classes and give some idea of the scope of the work:—

Place.	No. of Technical Students.	Commercial.	Home Economics.
New Westminster	68	113	16
Vancouver	287	386	66
Victoria	88	168	..
Kamloops	...	26	..
Ladysmith	...	19	..
North Vancouver	...	48	..
Nelson	...	33	..
Point Grey	...	28	..
Revelstoke	...	27	..
South Vancouver	...	68	..
Totals	443	916	82

NIGHT-SCHOOLS.

Night-schools were conducted in twenty-one cities and municipalities in the Province, with an attendance of 3,197 students. The names of these places with the number of students in attendance are as follows:—

Place.	Students.	Courses of Study.
Bevan	19	2
Chilliwack	45	6
Coal Creek	10	1
Colwood	11	1
Duncan	77	3
Chemanius	15	1
Granby Bay	221	10
Happy Valley	16	1
Carried forward	414	..

Place.	Students.	Courses of Study.
Brought forward	414	..
Merritt	28	3
Michel	17	2
Mission	76	5
Metchosin	13	1
Nanaimo	42	6
New Westminster	107	8
North Vancouver	86	6
Revelstoke	60	3
Saanich	87	3
South Vancouver	261	8
Thrums	10	1
Vancouver	1,436	29
Victoria	564	21
Total	3,201	..

The Course of Study embraces the following subjects: English, French, Spanish, journalism, book-keeping, typewriting, stenography, accounting, economics, salesmanship, draughting and machine construction, mathematics, mechanical and steam engineering, building construction, carpentry and joinery, cabinetmaking, naval architecture, navigation, electrical engineering, telegraphy, drawing and design, dressmaking, millinery, cookery, music (choral and orchestral).

In last year's report attention was called to the importance of appointing advisory committees to assist school trustees in directing night-school classes in trade subjects to the best advantage. So far, no such step has been taken by the Boards conducting technical work in this Province, and co-operative effort between manufacturers and educators is thus weakened. The system of calling in assistance from men directly connected with the industries concerned is one which is universal in character and is recognized as responsible for the best results.

CORRESPONDENCE CLASSES IN COAL-MINING AND MINE-SURVEYING.

Success continues to attend the above classes, with an enrolment of 135 students. When, in addition, however, to receiving instruction by correspondence, a student enrols in a night-school and obtains the assistance of a thoroughly qualified instructor as a tutor, success is doubly assured. Experience has proven conclusively that this tutorial and correspondence method is the only satisfactory way of dealing with classes composed of men who work on the three-shift system. The Canadian Collieries (Dunsmuir), Limited, and the Canadian Western Fuel Company, Limited, have shown confidence in the correspondence courses by enrolling and paying fees for several boys in their employment. This gracious act was much appreciated by twenty-eight pupils employed by the former company and sixteen pupils from the latter. The preliminary fundamental courses for boys and young men between the ages of 15 and 23 are of primary importance, because it is not until they reach the latter age that they are permitted to sit for their first examination.

When, however, young mine-workers pursue their studies each year after leaving school, no great difficulty need be found to prevent them passing successfully the Government examinations to qualify as shotlighters, overmen, or even mine managers. It is interesting to know that at the May examinations the only first-class mine manager's certificate awarded was obtained by a student of the Correspondence School.

LESSONS BY CORRESPONDENCE TO CHILDREN WHO LIVE IN ISOLATED PARTS OF THE PROVINCE.

These lessons are conducted in conjunction with the mining course mentioned above, and the pupils include those who live beyond reach of any school and the children of the lighthouse-keepers. For many years no attempt was made to offer opportunities to those who undertook the pioneer work of the Province; now, however, we have the satisfaction of reporting that 300 pupils are participating in the benefits presented.

I have, etc.,

JOHN KYLE,

Organizer of Technical Education.

ELEMENTARY AGRICULTURAL EDUCATION.

REPORT OF THE DIRECTOR.

VICTORIA, B.C., September 30th, 1921.

S. J. Willis, Esq.,
Superintendent of Education, Victoria, B.C.

SIR,—I have the honour to submit the following report dealing with elementary agricultural education for the year ending September 30th, 1921:—

As this report is being prepared two months earlier than usual, and as it has not been possible to obtain information from all of the schools so soon after the summer holidays, it will be found incomplete as to schools and pupils reported as taking part in school and home gardening.

Reports to date show that school-gardening was conducted in 119 schools by 194 teachers with 6,199 pupils in public-school grades, and that school-supervised home-gardening was conducted in 56 schools by 77 teachers with 721 pupils. Other home projects of an agricultural character, such as the rearing of poultry, pigs, and calves, have been carried on to a much greater extent than in former years, especially in those districts served by District Supervisors of Agricultural Instruction.

During the year school-gardens were discontinued in a number of schools in favour of supervised home-gardens, whilst in others they were discontinued on account of unfavourable gardening conditions or on account of expense. On the other hand, new school-gardens were established, or old gardens enlarged to include additional divisions, at the following schools: Alberni, Armstrong, Chemainus, Enderby, Nanaimo, County Line, Glenwood, Langley Prairie, Murrayville, Peardonville, Ruskin, Albion, Trites, Summerland, Chu Chua, Cobble Hill, Arrow Park, One-mile Creek, Rexmount, and Williams Lake. Similarly, supervised home-gardens were reported for the first time from the following schools: Armstrong Consolidated School District, Chilliwack Central School, Vernon Central, eight schools in Chilliwack Municipality, six schools in Langley, three in Surrey, two schools in South Vancouver, also Cobble Hill, Cowichan, Fauquier, Grantham, Happy Valley, Merville, One-mile Creek, Royston, Sandwick, and Williams Lake. Notwithstanding the difficulties that the long summer vacation entails in operating school-gardens, the fact remains that where the teachers are in thorough sympathy with the work and have a complete grasp of its significance as an educational means, the gardens have been completely successful from a horticultural as well as from an educational standpoint. On account of the very late season the gardens were late in getting started, but in most cases the work was well managed and the results quite satisfactory.

Horticultural success in school-gardening is always to be desired and should be aimed at, but educational values are vastly more important. To estimate the value of the school-garden in terms of the amount of produce raised would be foolishness indeed, and yet some people do this very thing. Others regard it as a means of training boys and girls in the principles and practice of gardening—in other words, teaching them how to make and care for gardens. Useful as such a training might be, that is a mere incident in connection with school-gardening. Its greatest values have to do with the development of personal ability and character. It provides for constructive activity with a directive purpose. It encourages independence in thinking and in doing. It develops initiative and resourcefulness. Its interests are stimulating and wholesome. It provides a daily challenge to new activity and new conquest. It teaches the thoughtless boy to be mindful of his fellows' interests whilst in the pursuit of his own. It engenders the spirit of fairness and of co-operation for the common good. It fosters a pride in one's ability to control and develop things and forces in his own wonderful environment of nature. It teaches respect for labour and engenders habits of thrift and economy. It tends to make a boy stronger in body, keener in intellect, self-reliant, and courageous. It makes boys and girls more sensitive to the beauties and harmonies of nature and more reverent in their attitude towards the sacredness of life itself.

As an educational instrument, the skilful teacher will use it continuously as a means to giving concreteness and reality to many school lessons and class exercises. The experiences arising out of school-gardening are so numerous and so varied that practically every subject on the curriculum will find a vitalizing and stimulating relationship in them. Garden plots, garden observations, garden activities, and even garden products provide the best possible occasion and much suitable material for effective work in arithmetc, reading, story-writing, drawing and colour work, geography and other subjects, and for any teacher to say that the school-garden hinders or obstructs his teaching in any of these branches is at once an admission of ignorance on his part of the first principles of the science of education. Surely school-gardening would be well worth while if for no other reason than that just mentioned—its vitalizing effects upon the teaching of the older subjects of the curriculum. The great need of the hour is a body of teachers not only skilful in the management of the school-garden, but also—and this is of greater importance—capable of using it to the best advantage from an educational standpoint.

HOME PROJECTS IN AGRICULTURE.

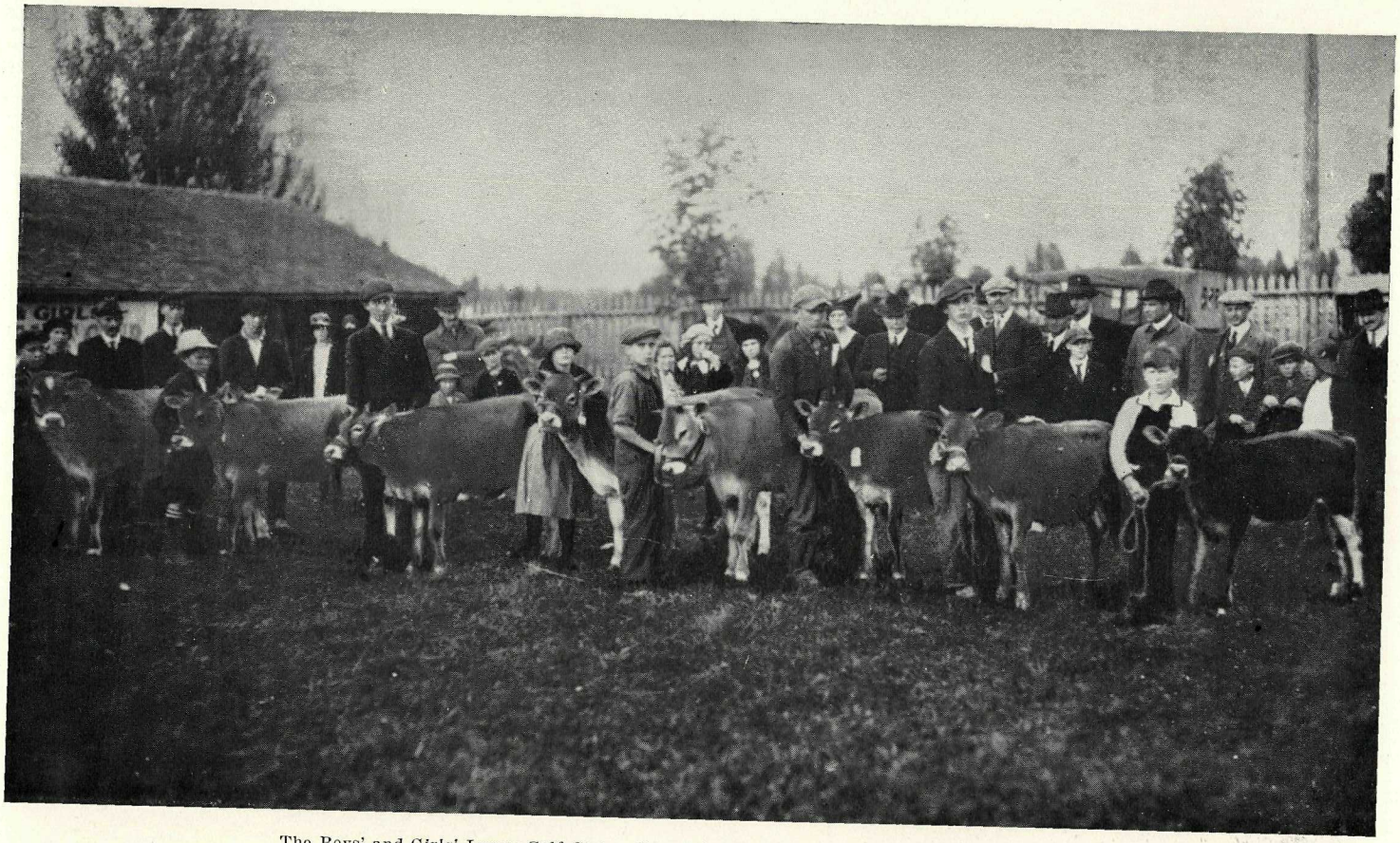
On account of limited area and bad gardening conditions it is not practicable to establish school-gardens in a great many schools in British Columbia, and for this reason school-supervised home-gardening and the home project in agriculture are being urged as supplementary to or as an alternative with school-gardening. A new circular dealing with this branch of the work was issued during the year and a fair commencement made. Whilst lacking some of the educational advantages of the school-garden, such as regular and direct class-instruction under the teacher and the constant stimulus of competition and comparison of results, it also possesses some outstanding advantages. The home project in gardening and agriculture tends to associate home activities with school interest, to the obvious advantage of both. The project method of study may seem new in school-work, but it is as old as human experience. It is the method by which all progress towards individual as well as social betterment has been made. It consists mainly in fixing upon certain worth-while things to be investigated or to be done, and then in a purposeful and orderly way to work—mentally and manually—towards the realization or accomplishment of those things. It is the embodiment of educational purpose, of interest, and of achievement. It harmonizes the interests of the two greatest and most democratic organizations of all time—the home and the school. The project method of study is as applicable to other subjects in the school curriculum as it is to agricultural subjects. It is really a great working principle in all human endeavour, including education. Every teacher could and should make use of it as a matter of good method in teaching. The agricultural home project has great possibilities in cities as well as in rural communities, and if properly conducted would do much to offset the vicious and growing tendency, so apparent amongst boys and girls of public- and high-school age, to seek mere pleasurable entertainment and gratification rather than personal improvement and service.

AGRICULTURAL CLUBS.

It has been found advantageous to bring together in occasional conferences boys and girls having a common interest in certain lines of agricultural and home-project work. This has been accomplished best by having them organized in clubs, in which case they appoint their own officers, draw up their own regulations, and conduct their own meetings. Such organization affords valuable practice in the rules of procedure in organized bodies, and also develops self-control and habits of correct expression in public speaking. Although these clubs may give special attention to some particular out-of-school interest or enterprise, such as gardening or the raising of live stock, their aim is more broadly educational. Varied programmes are carried out especially during the winter months with a view to the personal improvement of the members and the maintenance of interest in school-work generally. The District Supervisors of Agricultural Instruction are mainly concerned with these organizations and are finding them of considerable value in their respective districts.

SCHOOL FAIRS.

School fairs are being held in different parts of the Province this year, but it is not possible at this time to give the exact number. It has been the custom in British Columbia to hold the



The Boys' and Girls' Jersey Calf Club. Some of the winners at Chilliwack School Fair, 1921.

Dudley Durrance, West Saanich, winner in the vegetable-seed-growing contest, 1921.

The Tanner Bros., Junior, Keating, B.C., successful competitors in the vegetable-seed-growing contest, 1921.

school fair in conjunction with the general agricultural fair, and in most cases this has been found satisfactory. Practically every agricultural fair in British Columbia has its children's or schools' department, and in not a few cases the schools' section provides the chief attraction of the fair. Occasionally in districts where agricultural fairs are not held the teachers organize school fairs as separate school functions. The school fair serves a useful purpose, educationally and socially. It, at least once in the year, serves to focus the attention of the parents and of the general public upon the nature and quality of the work being accomplished in the schools. Small grants have been made towards the prize-list in connection with these school fairs and further consideration is now being given to the question with a view to establishing these grants on a percentage basis. The largest and most successful school fairs are being held in the districts served by District Supervisors, and the best results are obtained in those districts where the teachers stand together in support of the undertaking. The School Boards in these districts where school fairs are held co-operate with the agricultural associations and teachers' associations in providing prizes. In some cases private individuals have given very generous support by offering special prizes.

The competitions are of two kinds, school or class contests and individual contests. The former include school-garden exhibits, manual-training exhibits, domestic science, writing, drawing, and primary grade hand-work, and the latter such exhibits as chickens, rabbits, calves, and pigs, which usually come under club management, and such individual projects as may be included under sewing, cooking, wood-working, and home-garden exhibits.

This year the Jersey Breeders' Association has given most valuable assistance in the organization of Boys' and Girls' Jersey Calf Clubs. Three strong clubs were organized—one at Chilliwack, one at Salmon Arm, and one at Armstrong—and three clubs of eight members each in the Comox District. In arranging and financing the purchase of pure-bred Jersey calves for the different club members, invaluable assistance has been rendered by the managers of local banks at these points—Mr. L. W. Smith, of the Merchants' Bank at Chilliwack; Mr. S. K. Campbell, of the Bank of Commerce at Salmon Arm; Mr. W. Smith, of the Bank of Hamilton; and Mr. C. B. Winter, of the Bank of Montreal at Armstrong. In a more general way the Canadian Bankers' Association has for several years been offering special prizes at most of the fall fairs for different classes of live stock owned and raised by boys and girls.

The chief difficulty experienced this year was that of securing a sufficient number of pure-bred calves to meet the demand. The results this year have been so satisfactory that the difficulty referred to will probably be even greater next year. This year it was found necessary, after securing all the available animals from local breeders, to import a car-load from the eastern townships of Quebec. So far not a single case has been reported where Calf Club members have fallen down on their project of calf-raising. On the other hand, the boys and girls have not infrequently won honours in open competition with the best stockmen exhibiting at the fall fairs. These clubs were all officially registered under the Department of Agriculture.

In some cases the school fair includes a series of athletic contests. At the Surrey Fair this year a programme of sports was splendidly carried out by a committee of energetic citizens. Every one of the numerous athletic events was keenly contested and the entire afternoon was spent in a very interesting manner. Councillor Joe Brown did much to assist the committee in promoting interschool contests by offering two handsome silver cups—one for the graded school winning the greatest number of points in the sports contests and the other for the ungraded school winning the most points. At this fair the midway faker was conspicuous by his absence, yet no one was heard to express any regret, nor did any one seem to miss this very questionable form of attraction.

School sports also formed an important part of the programme at the Langley Fair, which was held at Milner.

JUNIOR STOCK-JUDGING COMPETITIONS.

As a further development of this work and with a view to encouraging the careful study of farm animals, arrangements were made with the executives of the three largest fairs—Vancouver, New Westminster, and Victoria—for the holding of competitions in the judging of farm animals. Very generous prizes were offered and the response was most gratifying. In addition to the regular open contests in stock-judging for adults, and for boys and girls under 21 years of age, competitions amongst teams of three—boys or girls under 18 years of age—were arranged at

Vancouver and New Westminster. Six teams entered the competition at the Vancouver Fair, the winners being as follows:—

First prize ($100)—Won by a team of boys from Kamloops, coached by George Hay, B.S.A., District Agriculturist.

Second prize ($60)—Won by a team of girls from Chilliwack, coached by J. C. Readey, B.S.A., District Supervisor of Agricultural Instruction.

Third prize ($40)—Won by a team of boys from Comox, coached by S. H. Hopkins, B.S.A., District Supervisor of Agricultural Instruction.

Fourth prize ($30)—Won by a team of boys from New Westminster, coached by A. M. McDermott, B.S.A., District Supervisor of Agricultural Instruction.

Fifth prize ($20)—Won by a team composed of two boys and one girl from Victoria, coached by H. E. Hallwright, B.S.A., District Supervisor of Agricultural Instruction.

In the individual stock-judging competition at the Vancouver Fair, in which some twenty-five contestants took part, the awards were as follows: First, Harry Drake, Kamloops; second, Thos. Hopkins, Courtenay; third, Frank Frolek, Kamloops; fourth, Jean Thompson, Chilliwack; fifth, James Wright, Kamloops.

At New Westminster the competition was even more keen than at Vancouver, no less than eleven teams entering the contest and forty-seven boys and girls in the contest for individual judging for those under 21 years. The winners were as follows:—

(1.) For boys or girls under 21 years of age making the highest score in the judging of heavy horses, dairy cattle, and beef cattle: First, Lorna Ramsay, Victoria; second, Jean Thompson, Chilliwack; third, George Hodgson, New Westminster; fourth, Ernest Brooke, Salmon Arm.

(2.) For teams of three—boys or girls under 18 years of age—winning the highest number of points in the judging of the same three classes of live stock, 50 points being allowed for correct placing of animals and 50 points for written reasons. The first prize, which consisted of a challenge cup presented by the British Columbia Stock-breeders' Association and a gold medal to each member of the team presented by the Royal Industrial and Agricultural Society of British Columbia, was won by the Kamloops team, composed of Harry Drake, Frank Frolek, and James Wright, coached by George Hay, B.S.A., District Agriculturist. The second prize, a silver medal to each member of the team, was won by the Armstrong team, composed of Edward Patten, Dudley Pritchard, and Hector Ford, coached by J. B. Munro, B.S.A., District Supervisor of Agricultural Instruction. The third prize, a bronze medal to each member of the team, was won by the Chilliwack girls' team, composed of Bessie Macfarlane, Jean Thompson, and Constance Barton, coached by J. C. Readey, B.S.A., District Supervisor of Agricultural Instruction, Chilliwack.

A special cash prize of $30, donated by the British Columbia Dairymen's Association, for the team making the highest score in the judging of dairy cattle was won by the Comox team, composed of Tom Hopkins, Harry McQuillan, and Clive Davis, coached by S. H. Hopkins, B.S.A., District Supervisor of Agricultural Instruction at Courtenay.

A special prize of $12 for first place and $8 for second, donated by A. M. Paterson, M.L.A., for the highest score in the judging of heavy horses was awarded as follows: First, Jack Berry, Langley; second, Violet Grant, Enderby.

A special prize of $10, donated by Dean Clement, of the Provincial College of Agriculture, for the highest score made in the judging of beef cattle went to Harry Drake, Kamloops.

At the Victoria Fair the contests were altogether for individuals, with a sweepstakes contest open to boys or girls who had won first or second place in any previous judging contest in the Province. The results were as follows:—

Boys or girls under 21 years of age (cash prizes): First, Herbert Warren, Victoria: second, Alfred Clark, Victoria; third, Harry Doyle, New Westminster; fourth, Cecil Dick, Victoria.

Boys or girls under 18 years of age (cash prizes): First, Harry Drake, Kamloops; second, Lorna Ramsay, Victoria; third, George Hodgson, New Westminster; fourth, Alfred Clark, Victoria.

Sweepstakes for boys or girls under 18 years of age: First, gold medal and $15, Harry Drake, Kamloops; second, silver medal and $10, Jack Berry, Langley Prairie; third, bronze medal and $5, James Wright, Kamloops.

As the competitors came from different districts in the Province and as their selection as members of their respective teams is determined by their proficiency in this particular branch

of their agricultural studies—most of the competitors being members of High School Agricultural classes in the Province—these contests in stock-judging serve to stimulate interest during the year in agricultural studies. The exhibition executives of these three large fairs are deserving of praise for the very generous and enthusiastic support given to these stock-judging contests for young people engaged in agricultural studies. The executive of the Provincial Fair at New Westminster could not have done more than they did to make the stock-judging contests successful, and also to give the youthful contestants a thoroughly good time during their visit to this splendid exhibition. Not only did they pay the transportation of the contesting teams to the fair, which they had promised to do, but they also granted free admission to the fair, provided meals and lodging during their stay, and finished by tendering a complimentary banquet to the teams and their coaches and to many others who had been actively interested in the competitions. Referring to the banquet and to the junior stock-judging competitions, the *British Columbian*, of New Westminster, in an excellent editorial in the issue of September 17th, made the following statement:—

"There have been banquets and banquets at the exhibition, but the gathering of young men and maidens who took part in the junior stock-judging competition with the officials of the fair, the University men intimately connected with agriculture, and the District Agricultural Supervisors from various sections of the Province, was one of those really stimulating and inspiring affairs which will have an influence far afield. The junior stock-judging competition was one of the successes of the exhibition and, as President Nelson expressed it, one of the most practical features."

One of the interesting things about these contests was that country-bred and city-bred boys and girls were brought together as competitors on what might appear to be rather unequal terms. It was shown, however, that although the highest score was awarded to a team composed of the sons of prominent stockmen and coached by a man of recognized ability as a stock judge, some of the honours were won by boys and girls in the city who are students in High School Agricultural classes. The showing made by agricultural students in the Victoria and New Westminster High Schools would help to substantiate my own contention that agricultural science can be made a real success as a high-school subject in any high school in British Columbia, whether rural or urban.

In reporting the results of the junior stock-judging competition held at the Vancouver Fair, the Vancouver *Province*, under date of August 20th, made the following very complimentary statement with reference to agricultural instruction in British Columbia and the ability displayed by the young competitors in stock-judging:—

"There has been no better indication recently of the value of agricultural fairs nor no more hopeful sign for the agricultural future of the Province than the scene in the pavilion on Friday of six district teams of boys and girls under 18 years of age in a stock-judging competition. . . . The young agriculturists, all students of British Columbia high and public schools, judged horses, sheep, cattle, and swine. The written reports of the entrants in the competition showed a versatile knowledge and a familiarity with what is required in pure-bred animals that augurs well for the improvement of live stock in the Province."

Referring to the value of high-school instruction as carried on in British Columbia, the report in the *Province* continues:—

"That this teaching is invaluable to the agricultural development of the Province is the firm conviction of every one who has had any contact with the work. The children's practical as well as theoretical instruction and how well they have progressed was strikingly illustrated at the exhibition yesterday morning when confronted with several departments of stock and widely separated types of each breed they gave judgments such as might be expected only of those who have spent many years in the business. One of the teams, that from Chilliwack, was entirely composed of girls. The students were selected by the elimination process in each district. It was a decidedly interesting sight in the pavilion to see dainty young school-misses stepping around the animals with appreciative and calculating eye picking out their weak points almost as readily as a veteran stockman."

AGRICULTURE IN HIGH SCHOOLS.

The regular Two-year Course in Agriculture is now being taught in fourteen high schools to approximately 400 students, fully half of whom are girls. That girls can profit by these courses

as well as boys and can make as good a showing is being demonstrated daily in these high schools. The very creditable standing taken by the girls who entered the stock-judging contests came as a distinct surprise to many—perhaps all but their instructors. When it comes to teaching elementary agriculture and nature-study in our public schools, these young women will certainly be on familiar ground, and will not betray the weakness and almost helplessness in the teaching of this subject now commonly met with amongst teachers who have had no such preparatory training in their Public and High School Courses. Every teacher should have a good training in science subjects in the high school, and where possible in agricultural science as well. Very commendable alterations have been made in the Course of Study for High Schools in recent years which permit of a more thorough grounding in the sciences, for intending teachers particularly, but a great many boys and girls on entering high school with a view to preparing themselves to teach are not made aware of the benefits to be derived from a study of the science subjects as an important part of a teacher's training.

In the report of a committee composed of eighteen of the leading educationists in England, appointed by the Prime Minister to investigate the teaching of science under the educational system of Great Britain, the following conclusions bearing on this question are worth considering: "It is not easy to exaggerate the importance of some scientific knowledge for all teachers, for it enables them to link up their daily lessons with the facts with which all children, in town and country alike, are in natural and continual contact. It is extremely desirable that there should be a much larger number of teachers in elementary schools qualified to give instruction in science and that all possible steps should be taken to increase the supply."

As suggested by this committee, one of the great values to a teacher in having a good science training rests in the fact that it enables him to interpret to his pupils their complex natural environment and to make more meaningful to them their daily observations and experiences.

Agriculture as taught in the high schools of this Province is closely linked up with natural and experimental science, and can only be at its best educationally when taught in conjunction with the sciences. It provides a wealth of opportunity for applying the principles of physics, chemistry, and biology, and might almost be defined as science applied to the soil and its products as seen in plant and animal life. As taught in our high schools it is an educational rather than a vocational subject. Its vocational aspects must be regarded as secondary or incidental. The courses are not conducted with a view to producing farmers, but rather for the purpose of helping to develop responsible and resourceful citizens having some special knowledge of such fundamental things as the scientific production of the people's food and the economics of rural life and industry. Vocational courses in agriculture emphasize agriculture methods in the daily practice of farming, and can only be taught successfully in a well-equipped farm school. The Province of Alberta has about half a dozen of these agricultural schools and there are four or five in Eastern Canada. These are truly vocational schools where boys and girls may come to receive further instruction and direct practical training in the latest methods of farming and of home management. As would be expected in such vocational schools of agriculture and home economics, most of the time is spent on purely agricultural subjects, whilst the remainder is devoted to such subjects as English, history and civics, and science. In the fourteen high schools in this Province where agricultural courses are offered the class time allowed so far is approximately three hours per week. If this allotment of time could be doubled it would certainly help greatly in making the subject the success which its importance justifies, but even with the very limited time allowed the courses are improving and are steadily gaining in popularity.

NEW APPOINTMENTS.

In July last two new appointments were made. Mr. Wm. H. Grant, B.S.A., a graduate of the Ontario Agricultural College and a teacher of experience, was appointed District Supervisor of Agricultural Instruction for Salmon Arm City and Municipality. Mr. Grant has made a good beginning in his work in the Salmon Arm District and we are fortunate in being able to secure him for this position.

Mr. Tom H. Jones, B.S.A., also a graduate of the Ontario Agricultural College and a specialist in horticulture, has been appointed District Supervisor for the Penticton and Summerland District. As fruit-growing is the leading industry in this part of the Province, Mr. Jones will be able to put his technical knowledge of horticulture to good use in conjunction with his teaching in the district.

Winners in the Chilliwack Jersey Calf Club, 1921.

A few of the members of the Armstrong Jersey Calf Club.

Ralph Mitchell, Keating, B.C., one of the prize-winners in seed-growing.

A school-boy and some of the produce from his garden which he contributed to the Hospital, Vernon, B.C.

Very promising high-school classes in agriculture have already been formed in the high schools in these districts and a lively interest in the new work is being manifested generally.

NOTES FROM THE REPORTS OF DISTRICT SUPERVISORS OF AGRICULTURAL INSTRUCTION.

From J. C. Readey, B.S.A., Chilliwack District:—

"Number of students enrolled in Advanced Junior Grade Agriculture, 18; and in Matriculation Agriculture, 5. In general science thirty-two pupils are enrolled. All students who wrote advanced agriculture last June were successful in passing.

"This year home projects were added to the work required of the students in agriculture, with very satisfactory results. The parents as well as the students themselves have been deeply interested in the work.

"Supervision-work includes fifteen public schools in which classes are conducted in twenty-nine class-rooms. The garden-work and the nature-study teaching was better than in any preceding year. No less than 130 pupils availed themselves of the offer of the choice of five kinds of seed for home-gardening. These gardens were planned as supplementary to the family garden. At the School Fair seventy-three exhibits were made, special prizes being offered by the Chilliwack Parent-Teacher Association. The School Fair continues to grow. This year there was a total of 731 entries, covering many branches of school-work, with a prize-list of $580. The exhibit of home-garden produce and the live-stock exhibits of Jersey calves, Yorkshire pigs, grade bacon pigs, and poultry made substantial and attractive addition this year to the features of previous fairs.

"The organization of live-stock clubs in this district has been very successful and promises well. In co-operation with the Provincial Department of Agriculture, the Jersey Breeders' Association, the Dominion Poultry Association, and the Merchants' Bank of Canada, I have been able to organize the following clubs: A Poultry Club of 120 members; a Jersey Calf Club of 23; a Yorkshire Pig Club of 15; and a Bacon Pig Club of 15, the latter having 54 animals.

"In conjunction with the Department of Agriculture, an office has been opened in the Court-house in connection with the work of farm cost accounting. The field-work entailed by this, together with the club-work, helps to bring me into intimate and practical touch with the agricultural practice of the community, which greatly aids in the work of instruction in agriculture in the schools and especially in the High School. This work will make available most valuable first-hand information in the matter of production costs.

"The schools of this district were represented at the Provincial Fair at New Westminster in the Pig Club and Jersey calf contests and by a district school-garden exhibit. A stock-judging team composed of three girls—members of last year's High School class—entered the competitions in stock-judging both at Vancouver and New Westminster, winning second place at the former fair and third place at the latter, with eleven teams competing. A very creditable showing has been made by the district in all contests this year."

From E. L. Small, B.S.A., Surrey Municipality:—

"In connection with the High School work this year the following projects were developed: (1) Planning and operating of a home vegetable-garden; (2) variety and yield test for potatoes; (3) construction and care of hotbeds; (4) home improvement by means of flowers, shrubs, and lawns; (5) tests and records for dairy herds. The High School classes taught are as follows: First-year Agriculture, 12 students; Second-year Agriculture, 12; General Science, 17. The eighteen public schools of the municipality were visited regularly every two weeks. Aid was given by teaching type lessons, providing current publications, bulletins, and by the use of lantern-slides. Fourteen of the schools conducted successful school-gardens, with experimental work for the advanced classes. Home projects in the growing of seeds, potatoes, corn, home vegetable-gardens, and poultry-raising were organized in each school, and the produce was shown at the Surrey School Fair, and later at the Provincial Exhibition at New Westminster.

"I was pleased to be able to aid in the formation of the Surrey Parent-Teachers' Association, which did excellent work in establishing warm lunches for school-children. A local Teachers' Association and reading circle has also been formed for the coming term.

"I wish to thank the Department of Education for the educational course which I was allowed to attend at the Northern Normal and Industrial School Aberdeen, S.D., during the summer months. I was particularly interested and benefited by the courses in rural leadership, rural sociology, vitalized agriculture, and by special educational lectures delivered by prominent

lecturers in the United States. Such a course must necessarily be of great help to one engaged in rural educational work."

From J. M. Shales, B.A., B.S.A., Langley Municipality:—

The work here has made favourable progress during the year. Eight students are taking the Advanced Course in Agriculture and thirteen the First-year Course. This year our demonstration plots gave splendid proof of the value of the drainage system planned by the class last fall and installed during the winter. The experiments carried out by the pupils have given some very practical and definite results of value to the district, particularly those concerned with certain insect-controls and chemical fertilizers. The fifteen public schools of the municipality were visited once in two weeks for the purpose of assisting the teachers in nature-study and school-gardening. Over 300 pupils were furnished with garden seeds and other materials for carrying on home projects in agriculture. The results of these as well as the products of the school-garden were exhibited at the School Fair at Milner, making up the largest exhibition ever held here. A district school-garden exhibit was staged at the Provincial Exhibition and won first prize. A stock-judging team was trained for the competitions held at New Westminster and Victoria Fairs."

From A. M. McDermott, B.S.A., New Westminster:—

"During the year work carried on included: (1) Instruction in agriculture for High School classes, 29 enrolled; (2) instruction for night classes, 19 enrolled; (3) special class in agriculture for young men attending the Technical School, 14 enrolled; (4) assistance in the teaching of physics and chemistry in the Technical School; (5) supervision of agricultural instruction in the city schools.

"Upwards of 3 acres of land are at our disposal for practical work. This was surveyed in the early spring and planned to give practice in the best methods of soil-treatment, crop rotation and management, seed production, and landscape-gardening. Demonstration-work included milk-testing, incubation of eggs and care of poultry to early maturity, treatment and selecting of seed for ordinary field and root crops, including potatoes for certified seed, also experiments in the growing of grains, grasses, sugar-beets, and garden vegetables.

"During January, February, and March evening classes were held, when short courses were given in the following branches: Soils, dairying and dairy products, poultry and live stock. Classes were held from 7.30 to 9.30 on Tuesday and Thursday evenings, with an average of nineteen in actual attendance. Grateful appreciation is hereby expressed to Professor Lloyd, of the University of British Columbia; J. Renton, Head Nurseryman, Essondale; Dr. Chester, Provincial Veterinarian at New Westminster; and C. Tice, B.S.A., Provincial Department of Agriculture, for valuable assistance rendered during the course.

"Live-stock-judging teams were trained for competition at the exhibitions at Vancouver, New Westminster, and Victoria. Both boys and girls took part and did very creditable work, which seemed a fitting response to the efforts of the committees in charge of this new feature on the programmes of the various exhibitions.

"During the year an earnest endeavour was made to fill a worthy place in the great work of teaching, to enhance the enjoyment of life on the part of the growing youth, and by leading young men and women through educational agriculture to properly interpret the 'natural' world and as grown citizens to exert a corrective influence on 'unnatural' tendencies."

From J. B. Munro, B.S.A., Armstrong and Enderby:—

"All the first-and second-year students in the High School completed their Courses in General Science and Preliminary Agriculture in June—fifteen students in the former class and ten in the latter. This term eight matriculation students and ten in the second year are pursuing their studies in agriculture.

"A School Fair was held last month in which both teachers and pupils took a keen interest. Every school pupil had at least one exhibit entered. The fair was well attended by parents and others interested. Frequent stock-judging demonstrations were held at the leading ranches for the benefit of the students in the Agricultural class, from which a stock-judging team composed of three girls was selected for the competition at the New Westminster Fair. I was ably assisted in this work by Dr. C. M. Henderson; Mr. Charles Hardy, manager of the Stepney Ranch; and Mr. George Smedley, a poultry judge of Enderby.

"*Armstrong District.*—All the students of the Armstrong High School have chosen agriculture in their second and third years, general science having been taken during the first year,

and very keen interest in the work is being displayed. Eight matriculation and nineteen second-year students are enrolled in the classes.

"In addition to the class-room, garden, and laboratory studies, frequent visits have been made to greenhouses, creamery, dairy-farms, brickyard, market-gardens, ranches, and other places where practical first-hand information can be secured through direct observation. The study of live stock has been the basis of our work during the spring and summer, teams of horses, herds of cattle, and flocks of sheep being secured for nearly every lesson in the judging and handling of animals. Many ranchers and townsmen assisted in the work.

"Two live-stock clubs formed this year are now in existence among pupils of high and public schools. The Berkshire Pig Club has sixteen members, eleven of whom showed pairs of pigs at the recent Northern Okanagan Exhibition. Twelve boys and girls are members of the Jersey Calf Club, and ten of these showed their animals at the same fair at Armstrong. In open competition with animals owned and shown by adults, some of these calves were winners.

"A team of boys competed at the Vancouver Fair and also one at the New Westminster Fair, where they succeeded in winning second place. The stock-judging demonstrations and competitions have had a splendid effect on students and adults in this district."

From H. E. Hallwright, B.S.A., Victoria District:—

"The value of agriculture as a subject of general education, even when carried on in an urban environment, is coming to be recognized more and more. The peculiar character of the subject itself, its intimate and essential relationship to the every-day experience, even of boys and girls living in an urban or suburban environment, seems to justify its having a place in city high schools, and city people are coming more and more to recognize it as a balancing and co-ordinating factor in any course of instruction. In some rural districts, on the other hand, there is a tendency to withhold from the children that training which is so essential to intelligent farm practice to-day. This is owing to an idea that so-called 'white collar' jobs carry with them more distinction and also greater remuneration than the tilling of the soil or the raising of live stock, however 'honourable' such occupations might be. Agricultural instruction in Saanich —especially that part which had to do with school-gardening—has, for several reasons, partly economic, suffered a reverse, and the chief work carried on there during the season consisted of home-project work in seed production. The boys and girls of Saanich have responded to this home-project work with enthusiasm. Systematic instruction in the method of raising seed and in arranging of exhibits for the Saanichton Fair has been carried out. Prizes consisting of gold, silver, and bronze medals for first, second, and third prizes and a garden-cultivator for fourth have been provided for the winners in the seed-growing contest, and a good exhibit is assured.

"Special attention has been given to the work under way in the Victoria High School. The stimulus towards the study of live stock resulting from the junior competitions in stock-judging instituted by the executives of the Vancouver, New Westminster, and Victoria Fairs has been taken advantage of, and although facilities for demonstration and practice work are not all that could be desired in the vicinity of Victoria, yet the students in agriculture, mostly drawn from the Matriculation class, distinguished themselves beyond all expectation.

"The present Matriculation class in Agriculture numbers twelve students—six boys and six girls—and may yet have a few more added to the number. The Junior class is the largest we have ever had since the work was started, no less than thirty-three students—fourteen boys and nineteen girls—having enrolled. This is the limit of our present accommodation and a few of the late-comers had to be denied admission to the class. The predominance of girls taking the junior year may be traced to the recognized advantages to be derived from this course by those who are aiming to become public-school teachers, as most of the girls taking the course are looking forward to entering the teaching profession.

"Plans are under way for conducting evening classes in Agriculture during the winter months. These classes, which have been very successful in former years, are again being organized for the benefit of young men and women who are unable to attend high school, but who are desirous of obtaining technical instruction in certain branches of agriculture."

From J. E. Britton, B.S.A., Kelowna District:—

"During the school-year from September, 1920, to July, 1921, the work in Kelowna High School consisted of teaching and general instruction-work in agriculture for a class of eighteen—twelve boys and six girls. In addition to this, the General Science Course as outlined was taught with the Preliminary class, and the Botany Course with the Advanced Junior class.

"Commencing with the school term, September, 1921, two classes were enrolled for agriculture. In the Advanced Junior class there are twenty-one, consisting of ten boys and eleven girls. The Senior class has ten boys and four girls completing the work in agriculture for matriculation. To assist the teaching staff, the Course in General Science is again being taught by the Supervisor, with thirteen boys and nine girls. Assistance is also given in the Botany Course, particularly in the laboratory work for the two classes taking the subject.

"By arrangement with the Department of Agriculture, the Supervisor devotes half of his time to work in the district as Agricultural Representative for that Department. This leaves the first three days of the week for strictly school-work. There are many advantages in this arrangement, but often one branch of the work claims more attention than its allotted half-time allows, and while one helps the other in many ways, it is not always easy to turn from the planning and thought in one department to a consideration of the other."

From V. B. Robinson, B.S.A., Vernon District:—

"Under the co-operative scheme existing between the Department of Education and the Department of Agriculture, I devote half of my time to the interest of each department.

"The High School work has made satisfactory progress. There is an enrolment of twenty-one in the first year and six in the second. The idea that a Course in Agriculture need not necessarily be vocational, and that it is as valuable, from a citizenship point of view, to the boy or girl not strictly connected with the farm, but who lives in a rural district, as it is to one living on the farm, is commencing to be appreciated. An intelligent understanding and appreciation of the work will tend to make it more popular.

"The instruction commenced last year with the teachers of the public school will be continued. Time cannot be spared to give class-room instruction to each of the upper grades in the public schools, and this method is taken to reach the maximum number of pupils. Six teachers undertook school-gardening this past season and the same number of gardens will be conducted the coming year.

"My duties as Agricultural Representative have been chiefly concerned with a study of Okanagan soil conditions and problems. Last winter I outlined the necessary procedure for establishing a number of demonstration plots to show the uses and values of certain cover-crops and various fertilizer treatments. In the spring these were established in several orchards in the district. During the coming winter I expect to devote the major portion of my time to collecting data from representative growers regarding orchard yields and methods of soil management.

"This practical work has been of immense value to me in my teaching, permitting me to give a local application to the most of my class-room work. I find it, however, very difficult to maintain a proper balance between these two united and yet dissimilar fields of activity, as there is sufficient work in either to engage one's entire time."

From W. M. Fleming, B.S.A., Duncan District:—

"During the first term ending June 20th, 1921, I had nine students in Junior Agriculture, three in Senior, eight in First-year General Science, and nineteen in Botany. All of the students who took general science in their first year are taking agriculture this year. The classes at the present time are as follows: Junior Agriculture, 8 students; Senior Agriculture, 5 students; and General Science, 28 students.

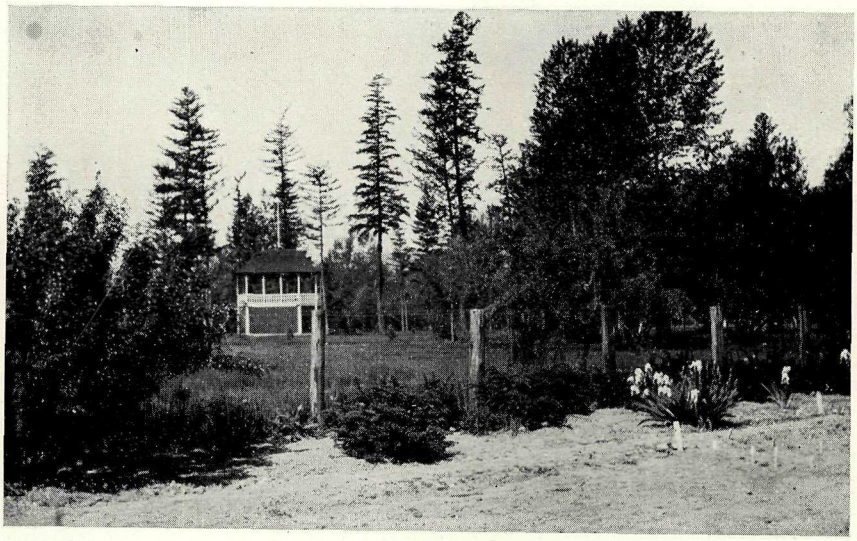
"This year the following schools under my supervision had school-gardens: Duncan Central (five rooms), Cowichan Station, and Glenora. Seven pupils at Cowichan also had supervised home-gardens. Very creditable progress was made at Glenora this year. This school won the first prize at the Fall Fair, seven schools competing, for best exhibit from gardens planted at the school.

"Plans are being prepared for improvement of the school-grounds at Chemainus, and it is hoped that some progress will be made before the end of the year.

"As in 1920, the Education Division of the Fall Fair was specially emphasized in my work. This section, which this year had 752 entries, now attracts the attention of many visitors and is a feature of the exhibition. A Pig Club having nine members is carrying on successfully.

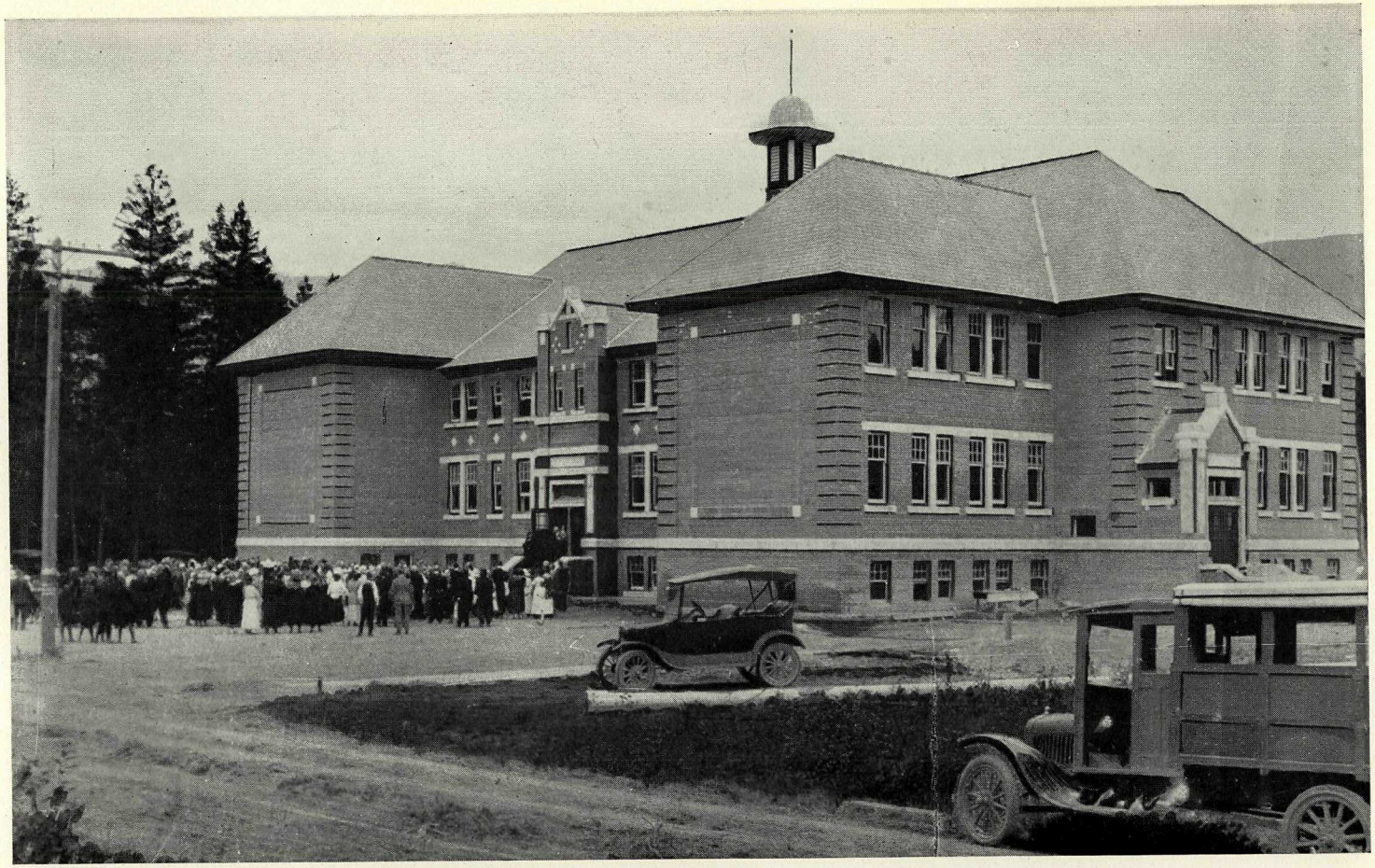
"Extension classes were held at Somenos one night per week from December 1st to March 15th, with an average attendance of seventeen.

"My work at Duncan is divided, half-time being given to teaching and supervision and half to Agricultural Representative work. An office has been established in the Agricultural Hall.



Section of flower-border in the High School experimental grounds at Vernon.

Junior stock-judging competition at Vancouver Fair, 1921.



Armstrong and Spallumcheen Consolidated School, 1921.

A record has been kept of visitors to the office, and an average of 170 persons per month visits this office for information and advice.

"During the past year satisfactory progress has been made and prospects are bright for continued success in all lines of work."

From S. H. Hopkins, B.S.A., Comox District:—

"My work in connection with the school has been chiefly concerned with the organizing and supervising of home-project work in home-gardening and competitions in the raising of chickens, pigs, and calves. These have been very successful. Five schools entered the competitions in home-gardening, each holding its own School Fair. These schools also sent exhibits to the Fall Fair at Courtenay.

"In the chicken-raising competitions there were seventy-five competitors, whilst in calf-raising there were twenty-four and in pig-raising ten. The judging in these competitions, with the exception of the chickens, was done by myself. The exhibits in nearly all cases were of very high grade and keen interest was shown by the children taking part in them. As poultry-raising is a phase of farming somewhat neglected in this district, these competitions are very important, as they help to arouse a keener interest in the industry and at the same time serve to distribute good strains of poultry over the farms of the district. As yet no class-work in general science and agriculture has been started in the Courtenay High School, as the School Board has not yet provided the necessary equipment for teaching these subjects. I hope to have these classes under way, however, within a few weeks."

As Mr. Grant, District Supervisor of Agricultural Instruction in the Salmon Arm District, and Mr. Jones in the Penticton-Summerland District have scarcely more than begun their work, no report has been received. Everything seems to indicate, however, that an excellent beginning has been made in each of these districts.

I have, etc.,

J. W. GIBSON,

Director of Elementary Agricultural Education.

SUMMER SCHOOL FOR TEACHERS.

VICTORIA, B.C., September 30th, 1921.

S. J. Willis, Esq.,
Superintendent of Education, Victoria, B.C.

SIR,—I beg to submit herewith a report on the summer school for teachers held in Victoria from July 4th to August 5th, 1921.

As in former years, most of the classes were held in the Victoria High School, where every facility for good work is provided for all classes, excepting those in Manual Training and Domestic Science. Accommodation was provided for the Domestic Science classes at the Central School, whilst the Manual Training courses were conducted in the Vancouver Technical School, chiefly on account of the fact that the great majority of students taking these courses, and the instructors as well, live in or near Vancouver.

The Provincial University summer school was in session from July 4th to August 13th and attracted a somewhat larger number of student teachers than last year, the total enrolment being 134. This year, as last, the Department of Education paid the transportation of teachers taking the courses in Vancouver as well as in Victoria.

The enrolment by classes in the Provincial Department of Education summer school was as follows:—

Rural Science	35
Primary Grade	60
Art	35
Manual Training	25
Home Economics	17
Music	15
Children's Literature and School Libraries	20
Total	207

As will be seen from the enrolment, the largest class of all was that established for Primary grade teachers. This course proved to be highly successful in every way, due chiefly to the very excellent instruction given. Professor Fred E. Coombs, M.A., who holds a high reputation in educational circles in the East for his outstanding ability as Professor of Principles and Methods in Primary Education in the Ontario College of Education, took full charge of the first part of the course, which dealt with the educational basis and method of Primary Grade work. His thorough and scholarly treatment of this important and rather difficult subject, as well as his own fine enthusiasm and personality, will not soon be forgotten by those who had chosen this course. The second or Manual Arts part of the course, which dealt with Primary Grade handwork, was conducted by Mr. Arthur E. Hutton, who is instructor in that branch in the Calgary Normal School. Mr. Hutton, in the very limited time allowed, gave his students not only a new conception of the educational bearing of Manual Arts work in the primary school, but also a high standard of efficiency in handling it.

The third part of the Primary Grade Course consisted in the giving of instruction in children's stories and dramatization and in daily demonstrations in methods of teaching and in the routine of class-room management. This part of the course was conducted by Miss Belle Dirimple, B.A., Principal of the Crown Hill Primary School, Seattle, Wash., who brought to this work extensive experience and high personal ability. One of the class-rooms in the High School was specially fitted up as a Primary Grade class and observation-room, where Miss Dirimple had charge of a class of small boys and girls from 10 to 12 o'clock daily.

A new course dealing with a study of children's literature for school and home use and the organization and management of the school library was included this year and proved to be of real value. The course was co-ordinated with the Primary Grade teachers' course. Instruction was given by Miss Gertrude Andrus, of Seattle, who has made a special study of children's literature, and by Miss Ellen Howe, Assistant Reference Librarian and Special Lecturer in Library Economy in the University of Washington. The course included a careful first-hand

study of children's books in the special children's department of the Victoria City Library from one to two hours daily, in addition to lecture periods conducted at the High School. The success with which this new course was carried out is in no small measure due to the enthusiastic co-operation and assistance given by Miss Helen Stewart, Librarian at the Victoria Public Library, and also by Miss Clay, of the Children's Department of the Library. Mr. Killam, Officer in Charge of the Travelling Libraries in British Columbia, also gave valuable assistance in connection with this course.

Two special or part-time courses were conducted this year. The Penmanship Course was taken by 126 students and the Course in Physical Training by fifty students. Mr. H. B. MacLean, who has just completed a new writing course for the schools, was in charge of the Summer School Course in Penmanship, and was assisted by Mr. R. W. MacKenzie, who conducted these classes a year ago. A special course of lectures and demonstrations in writing covering one week was also given by Mr. Frank H. Arnold, Supervisor of Writing in the schools of Spokane, Wash. The Course in Physical Training, which included gymnasium calisthenics, folk dances, games, swimming, hygiene, and corrective work, was conducted by Miss Margaret L. Brackett, Physical Director at Macdonald College, Montreal, and was highly successful. It is to be hoped that these special courses will be continued and that they will include even larger numbers of students as years go by.

As in previous years, Courses in Rural Science, Art, Vocal Music, and Household Economics were conducted, the result obtained being highly satisfactory. These courses are outlined in detail in the "General Announcement of Summer School Courses," published by the Department and distributed to the teachers previous to the opening of the school. The subjects included in the above courses and the instructors in charge were as follows:—

School-gardening and Poultry-study—A. M. McDermott, B.S.A., New Westminster.
Home-project Work, School Fairs, and Club Organization—V. B. Robinson, B.S.A., Vernon.
Soil-study and Field Husbandry—J. C. Readey, B.S.A., Chilliwack.
Horticulture and Floriculture—J. E. Britton, B.S.A., Kelowna.
Plant-studies—George B. Rigg, A.M., Ph.D., Professor of Botany, University of Washington, Seattle.
Insect-studies—R. C. Treherne, B.S.A., Entomologist in British Columbia for the Dominion Government.
Animal Husbandry and Bird-study—W. M. Fleming, B.S.A., Duncan.
Dairying and Bee-keeping—J. B. Munro, B.S.A., Armstrong.
Agricultural Chemistry and Bacteriology—J. M. Shales, B.A., B.S.A., Murrayville.
Preliminary Art Course, Nature and Object Drawing, Lettering, and Design—W.P. Weston, Art Master, Vancouver Normal School.
Advanced Art Course, Drawing and Painting from Objects, Applied Design, and Lettering—John Kyle, A.R.C.A., Art Master, and Miss Adeline Baxter, Supervisor of Drawing, Winnipeg, Manitoba.
Manual Training, Pedagogics, Theory and Class-teaching, Drawing, Mechanics, and Design—Alexander S. Hamilton, Supervisor of Manual Training, South Vancouver.
Metalwork Course—Harry A. Jones, Instructor in Metalwork, Vancouver Technical School.
Preliminary Home Economics—Miss Grace Dutcher, Vernon.
Advanced Home Economics—Miss Edith Bowman, B.Sc., Technical High School, Edmonton, Alta.
Vocal Music and Elocution—Miss Ethel M. Coney, Music Mistress, Vancouver Normal School.

It is a matter of some regret that a larger number of our public-school teachers do not avail themselves of the splendid opportunity offered in these summer courses. Those who attend from year to year will testify as to the value derived from the summer courses, but these represent only about 10 per cent. of the teachers of the Province. A Public School Inspector in an Eastern Province was recently reported as having stated, in reply to an inquiry regarding his supply of teachers, that he had some good ones and some mechanical ones, and that most of the good ones were taking summer courses, while none of the mechanical ones were. With only one out of every ten of our teachers in British Columbia attending summer school, one might seem justified in asking whether a large number were not becoming too mechanical in their profession. If the

summer courses provided are not those which the majority of our public-school teachers desire, we would do well to alter those courses, or add to them that which may perchance make an appeal to a larger number. Certain it is that no teacher can cease to be a student and long remain successful in his work. With a view to having the 1922 summer school serve a larger number of our teachers, I would recommend that additional courses be offered. It has been the usage for years in this as in other Provinces to limit summer-school instruction to the newer subjects in education, such as nature-study, manual training, agriculture, domestic science, music, etc., on the assumption that teachers generally were less familiar with these, and therefore needed special instruction in them rather than in the older subjects. This situation is changing, however, and with it the function of the summer school. Without doubt there is still need of giving special attention to the teaching of these newer subjects, and more particularly to the educational unity which calls for the intimate correlation of these newer subjects with the older, more formal subjects of the curriculum, but there is also need of further instruction in methods pertaining to the older subjects themselves. The "educational waste" sometimes referred to in connection with the teaching of the newer subjects on the curriculum, if carefuly looked into, might be traced rather to obsolete methods in connection with the teaching of the older subjects.

The Normal Schools do well in the limited time at their disposal to give their youthful graduates a reasonably good start along the line of general educational principles and of special method, but this preparation needs subsequent development which practice in teaching alone cannot give. It remains for the teachers' summer school or the summer session of the University to supplement and develop the professional training so well begun in the Normal School—a sort of post-graduate course in the science and practice of education, not limited merely to a few of the newer subjects, but broad and generous in the courses offered.

As in former years, arrangements were made for a series of Friday evening lectures, when the students and the public generally were privileged to listen to lecturers of ability from outside points. The first of these was given by Dr. Jas. W. Robertson, C.M.G., Dominion Commissioner of Boy Scouts and Chairman of the Red Cross Society in Canada, who delivered a most illuminating and forceful address on "National Movements for Good Health and Good Citizenship," the Honourable the Minister of Education presiding. The three following weekly lectures were given by Dr. Coleman, Dean of the Faculty of Arts and Science in the University of British Columbia, on "Poetry and Childhood"; by Dr. Weir, Principal of the Provincial Normal School at Saskatoon, Sask., on "An Educational Outlook"; and by Dr. Haggerty, Dean of the Faculty of Education in the University of Minnesota, on "Some Children I Have Known." These open lectures were well attended by the students as well as by the people of the city.

The social life of the school was never better. The splendid "school spirit" which existed throughout was a matter of frequent comment amongst the instructors, and whether at work or at play enthusiasm and good-fellowship were everywhere in evidence. Occasional class picnics and excursions, together with the weekly at home and dance, helped to bring the students together in pleasant and beneficial association. The annual summer-school picnic was again held at the Experimental Farm at Bazan Bay, as the social and entertainment committee were a unit in favouring this point. As in previous years, the return trip included a most delightful hour or two at the beautiful Butchart gardens and also a basket supper at Observatory Hill, after which a visit was paid to the observatory before returning to the city.

On Tuesday evening of the last week the students of the Music class, under the direction of their instructor, Miss E. M. Coney, Music Mistress in the Vancouver Normal School, gave a very pleasing and interesting programme in the Assembly Hall, and on Thursday evening an exhibition of summer-school work was arranged in the various class-rooms of the High School. The quality of the work displayed certainly gave ample testimony as to the skilful and painstaking work of both students and instructors. The exhibits of work in the Manual and Art Departments were particularly good and were greatly admired by the large number of visitors that attended.

The formal closing took place in the Assembly Hall during the same evening, Mr. S. J. Willis, Superintendent of Education, presiding. An address was given by the Hon. John Oliver, Premier of British Columbia, in which he expressed hearty commendation of the work of the students and their instructors, and expressed the hope that still further branches of study might be included in these summer courses for teachers. Immediately on the close of the meeting in the Assembly Hall the large audience was treated to a very delightful programme of folk dances and music,

which was carried out in the gymnasium by the pupils of the Physical Training class under the direction of their instructor, Miss Brackett, assisted by local musical talent.

The summer-school classes closed at 3 p.m. on Friday, August 5th, amidst many expressions of appreciation from the students on behalf of the school in general and in praise of the fine work of the instructors in particular. Certainly the 1921 summer school has set a standard for good work on the part of both the students and instructors that will be difficult to surpass in future schools.

I have, etc.,

J. W. GIBSON,

Director of Summer School.

FREE TEXT-BOOK BRANCH.

EDUCATION DEPARTMENT, FREE TEXT-BOOK BRANCH,
VICTORIA, B.C., September 30th, 1921.

S. J. Willis, Esq.,
Superintendent of Education, Victoria, B.C.

SIR,—I beg to submit the following report on the work of the Free Text-book Branch for the school-year ending June 30th, 1921:—

SUPPLIES ISSUED.

The total number of free text-books, etc., issued during 1920–21 to the public schools (common, graded, superior, high, night, etc.), and in connection with the Correspondence Course established for children in isolated districts where schools cannot be maintained, was as follows: 13,087 B.C. Beginner's Reader; 283 Teacher's Handbook to Beginner's Reader; 12,133 B.C. Phonic Primer; 11,270 B.C. First Reader; 11,230 B.C. Second Reader; 11,681 B.C. Third Reader; 9,859 B.C. Fourth Reader; 972 N.C. First Primer; 1,276 N.C. Second Reader; 3,257 N.C. Fifth Reader; 20,705 First Arithmetic; 17,201 Second Arithmetic; 10,986 New Method Writing Pad, Part I.; 6,471 New Method Writing Pad, Part II.; 56,218 Writing Book; 46,549 Drawing Book; 4,118 Supplementary Reader (Heart of Oak, Book I.; Art-Literature Primer; Art-Literature, Book I.; Art-Literature, Book II.; Progressive Road to Reading, Book 3A; Robin Hood Readers); 68 Essentials of Health; 8,154 How to be Healthy; 2,071 Latin Lessons for Beginners; 175 Canadian Civics; 192 Syllabus of Physical Exercises; 561 World Relations and the Continents; 8,148 History of Canada; 340 Teaching Writing, Books 1–4; 567,320 sheets Drawing Paper, 9 by 6 inches; 24,269 sheets Drawing Paper, 9 by 12 inches; 8,009 Public School Grammar; 158 Union Jacks (3-yard Jack); 196 Flora of Southern British Columbia; 36 "Scrap of Paper"; 38 "Fathers of Confederation"; 1,904 copies Children's Story of the War; 10 Globes; 39 Maps of British Isles; 42 Maps of Dominion of Canada; 51 Maps of World; 38 Maps of British Columbia; 50 Maps of North America.

At prevailing retail prices the books and other supplies issued would have cost $130,436.32.

Requisitions to the number of 3,507 for the above supplies issued were required to be filled. This called for a shipment to all parts of the Province of 698 cases and 2,786 parcels, the total weight of which was 203,296 lb. No shipment was lost in transit.

In addition to 3,507 requisitions filled in 1920–21 to meet the needs of the public schools and pupils taking Correspondence Courses, the Free Text-book Branch honoured 475 requisitions for departmental purposes and for those who required to purchase school supplies. These orders added 8 cases and 478 parcels (weighing in all 3,556 lb.) to the list of shipments for the year. The sum of $1,650.22 was received under this head and paid into the Provincial Treasury.

EXPENDITURE.

The chief expenditure of the Free Text-book Branch was made up as follows:—

Text-books, etc.	$69,733 66
Freight and drayage	4,294 88
Distribution (freight, boxes, etc.)	2,950 89
Salaries of staff	5,427 09
Temporary assistance	506 69
Total	$82,913 21

As already stated, the Free Text-book Branch distributed during the past school-year text-books and other supplies which would have cost parents and School Boards $130,436.32. To purchase and distribute these among the various schools of the Province through the Free Text-book Branch required an expenditure of $86,512.39, made up as follows:—

Text-books (laid-down cost)	$77,627 72
Distribution (freight, boxes, etc.)	2,950 89
Salaries of staff	5,427 09
Temporary assistance	506 69
Total	$86,512 39

The saving on the year's transactions is, therefore, $43,923.93. It may be explained, however, that the outlay for postage on parcels of free text-books to various points is not included in "Distribution." A similar remark applies to other items, such as office supplies, etc. Were these included the saving for the year would be slightly reduced.

It may be added that a considerable stock of supplies from the previous year was on hand at the commencement of the past school-year. This will account for the apparent discrepancy between $74,028.54 ($69,733.66 plus $4,294.88), the amount expended to purchase and lay down supplies for 1920–21, and $77,627.72, the amount of the laid-down cost of supplies distributed during that period.

NIGHT-SCHOOLS.

Of the night-schools in operation during the past school-year, seven were supplied with text-books of some kind by the Free Text-book Branch. Supplies were issued to pupils attending these schools on the same conditions as outlined in report of 1918–19.

RETURNS FOR 1920–21.

All the annual reports of free text-books for the school-year 1920–21 are now on file, with the exception of those from five schools. One of these schools has been closed and is therefore unable to make this return. The present teachers of the other four schools have been requested to advise the Free Text-book Branch as to the number of books on hand when the school opened at the beginning of the school-year 1921–22.

The majority of the annual returns show that care has been taken to keep an accurate record of all supplies received from this office. In some cases, however, it is quite noticeable that little or no attempt has been made by the teacher to account for the books in his or her charge. This is especially true of schools where there has been a change of teachers at the Christmas vacation. It was necessary for several teachers to apply to the Free Text-book Branch to ascertain what books had been supplied to their schools during the term before Christmas. This would have been unnecessary if the teacher for the first half of the year had entered the various books received at the school in the Teacher's Record Book. When the Principal's Record and Teacher's Record Books have not been accurately kept it makes it almost impossible for the teacher to submit the annual report.

In some instances the teachers have stated that they were unable to find several of the books reported on hand in the schools by the former teachers. This might be obviated in future if the teachers will count the actual number of books on hand at the close of the school-year and verify the numbers given in their annual reports.

While the majority of the teachers in the schools appear to be taking care of the Supplementary Readers, it is evident that some of them are not looking after these books as they should. A number of these Readers are reported missing and many are reported as unfit for further use before they have been used for more than two or three years. These books should last at least five years if used only in the class-room and care is taken that the pupils do not disfigure them unnecessarily.

In the case of a few schools it was necessary to withhold their supplies until the annual report was received. This delay could be avoided if the Secretaries of the various School Boards made a point of securing this return from the teacher at the close of the school-year before he or she left the district, and of then forwarding it to the Free Text-book Branch.

FREE TEXT-BOOKS IN USE.

The practice of addressing a printed inquiry to teachers about the free text-book system as applied to their schools was continued in 1920–21. All important errors revealed by the various replies received attention and any information asked for supplied.

NEW PRICE-LIST.

The price-list is being revised and a copy of the new list will be forwarded to every school. At the prices given therein teachers will be authorized to supply from the reserve stock (if any) second copies of free text-books to pupils who may require to replace lost or destroyed texts. The amounts obtained are to be remitted to the Free Text-book Branch at the time of sale.

I have, etc.,

J. A. ANDERSON,

Officer in Charge.

THE STRATHCONA TRUST.

Report of the Secretary, Local Committee, Strathcona Trust, for the Province of British Columbia, for the School-year 1920-21.

VICTORIA, B.C., October, 1921.

SIR,—I have the honour to report as follows on the work of the Local Committee for the school-year 1920-21:—

INSTRUCTION OF TEACHERS IN PHYSICAL TRAINING, 1920-21.

During the past year, 299 physical-training certificates, Grade B (Strathcona Trust Syllabus), were granted to prospective teachers in attendance at the Provincial Normal Schools (Vancouver and Victoria). About 3,591 teachers and prospective teachers of this Province have now qualified as physical-training instructors.

PHYSICAL TRAINING, 1920-21.

The list of Strathcona Trust prizes for excellence in physical training for the school-year 1920-21 is as follows:—

High and Superior Schools.

Inspectorate No. 1 (A. Sullivan, B.A., Inspector)—
1st Prize—Gordon Downes, B.A., 3rd Division, Oak Bay High School.
2nd Prize—J. Grahame Darling, B.Sc., 1st Division, Bridgeport High School.
3rd Prize—Miss E. M. Cadow, B.A., 3rd Division, Nanaimo High School.

Inspectorate No. 2 (J. B. DeLong, B.A., Inspector)—
1st Prize—H. M. Robertson, B.A., 2nd Division, Cranbrook High School.
2nd Prize—T. J. Barron, B.A., 1st Division, Nakusp Superior School.
3rd Prize—Not awarded.

Common and Graded Schools.

Inspectorate No. 1 (W. H. M. May, Inspector)—
1st Prize—Miss Edith Chandler, Nob Hill School.
2nd Prize—Mrs. Kate Ford, 2nd Division, Beacon Hill School, Victoria.
3rd Prize—Miss Isabel B. Scobie, 2nd Division, Merville School.

Inspectorate No. 2 (A. C. Stewart, Inspector)—
1st Prize—Miss S. E. Hardy, 14th Division, Quennell School, Nanaimo.
2nd Prize—Miss Maud Knappet, 4th Division, Lampson Street School, Esquimalt.
3rd Prize—Miss Agnes Waugh, 2nd Division, South Wellington School.

Inspectorate No. 3 (J. T. Pollock, Inspector)—
1st Prize—H. L. Paget, 2nd Division, Aberdeen School, Vancouver.
2nd Prize—Miss E. M. Pearson, 4th Division, Mount Pleasant, Vancouver.
3rd Prize—Miss M. A. Williams, 14th Division, Dawson School, Vancouver.

Inspectorate No. 4 (H. H. MacKenzie, B.A., Inspector)—
1st Prize—R. Straight, 1st Division, Lord Tennyson School, Vancouver.
2nd Prize—H. B. King, 1st Division, General Gordon School, Vancouver.
3rd Prize—H. A. Eckardt, 2nd Division, Mission City School.

Inspectorate No. 5 (L. J. Bruce, Inspector)—
1st Prize—Miss Edith A. Middlemiss, 6th Division, Henry Hudson School.
2nd Prize—Miss Dorothy M. Martin, 3rd Division, Magee School, Point Grey.
3rd Prize—Miss Maizie A. Suggitt, 4th Division, Henry Hudson School, Vancouver.

Inspectorate No. 6 (John Martin, Inspector)—
1st Prize—Miss H. R. Anderson, 2nd Division, Lord Selkirk School, South Vancouver.

Inspectorate No. 6—*Continued.*

2nd Prize—Mrs. Hazel M. Jex, 5th Division, Sir Alexander MacKenzie School, South Vancouver.

3rd Prize—George S. Wate, 1st Division, Secord School, South Vancouver.

Inspectorate No. 7 (F. G. Calvert, Inspector)—

1st Prize—Miss M. Simmons, 7th Division, Kingsway West School, Burnaby.

2nd Prize—J. Burnett, 4th Division, Gilmore Avenue School, Burnaby.

3rd Prize—Miss M. C. Morrow, 3rd Division, Kingsway West School, Burnaby.

Inspectorate No. 8 (Arthur Anstey, B.A., Inspector)—

1st Prize—W. T. Fennell, 1st Division, Herbert Spencer School, New Westminster.

2nd Prize—R. S. Shields, B.A., 1st Division, F. W. Howay School, New Westminster.

3rd Prize—Miss F. L. Whitworth, 1st Division, Murrayville School.

Inspectorate No. 9 (A. F. Matthews, M.A., Inspector)—

1st Prize—H. S. Hurn, 2nd Division, Merritt Superior School.

2nd Prize—Miss Kathleen Lawrence, 10th Division, Central School, Kamloops.

3rd Prize—Miss Margaret Wright, Louis Creek School.

Inspectorate No. 10 (A. R. Lord, B.A., Inspector)—

1st Prize—T. Aldworth, 1st Division, Central School, Armstrong.

2nd Prize—Miss Lillian Johnson, Okanagan School.

3rd Prize—Miss Dorothy Leckie, 6th Division, Central School, Kelowna.

Inspectorate No. 11 (A. E. Miller, Inspector)—

1st Prize—Miss Hazel M. Trembath, 3rd Division, Central School, Rossland.

2nd Prize—Miss Rebecca Johnston, Cascade School.

3rd Prize—Mrs. Edna H. Macpherson, Trout Lake School.

Inspectorate No. 12 (E. G. Daniels, B.A., Inspector)—

1st Prize—Miss Katherine Wallach, 8th Division, Central School, Nelson.

2nd Prize—Miss J. N. Corbett, 1st Division, Canyon City School.

3rd Prize—Thomas Prescott, 1st Division, Coal Creek School.

Inspectorate No. 13 (J. M. Paterson, B.A., Inspector)—

1st Prize—Miss Lena Wolfenden, 2nd Division, Ocean Falls School.

2nd Prize—Miss Ann M. McKinnon, 4th Division, Central School, Prince Rupert.

3rd Prize—Miss Jessie Rothwell, 3rd Division, Central School, Prince Rupert.

Inspectorate No. 14 (G. H. Gower, M.A., Inspector)—

1st Prize—Miss E. Milligan, 5th Division, Prince George School.

2nd Prize—Miss Drina Fraser, Fort Fraser School.

3rd Prize—Miss Marjorie Baker, 2nd Division, McBride School.

1st prize, $12; 2nd prize, $10; 3rd prize, $8; amount expended under this head for 1920–21, $472.

PHYSICAL TRAINING, 1921–22.

For competition among high and superior schools during 1921–22 the sum of $27 has been granted to each of the two inspectorates. This sum is to be divided into three prizes of $9 each. For the purposes of competition and inspection the schools are to be divided into three groups or classes, viz.: Group A, of five divisions or more; Group B, of two to four divisions, inclusive; Group C, of superior schools and high schools containing only one division.

For competition among public schools the sum of $432 has been granted—i.e., $27 (to be divided into three prizes of $9 each) for each of the sixteen inspectorates. For the purpose of competition and inspection the schools in each inspectorate are to be divided into three groups or classes, viz.: Group A, of five divisions or more; Group B, of two to four divisions, inclusive; Group C, of all ungraded schools. As the inspectorates are divided geographically rather than with regard to the size and classification of schools, it is realized that the above arrangement may not completely meet the conditions in a few cases. In any inspectorate, therefore, where this classification is found to be wholly unsatisfactory, the matter of dividing the schools into three groups or classes for the purpose of awarding three prizes of equal value is to be left to the discretion of the Inspector in charge. In all cases, however, the teacher and the class are to be considered as the unit in making comparisons for granting the awards. As before, the teacher to whom the award has been made shall be entitled to receive two-thirds of the prize; the other one-third to be expended for a picture or some piece of apparatus (suitably inscribed)

for the room in which it was won. Only those teachers who are the holders of physical-training certificates granted under the Strathcona Trust are eligible to compete.

MILITARY DRILL, 1920–21.

In June thirty-eight public-school cadet corps paraded for the annual inspection, 1920–21. The number then present was 3,658 out of a total enrolment of 4,157 boys of cadet age. Although the report of 1919–20 shows 3,855 cadets as present at the annual inspection, the difference is accounted for by the elimination of all cadets not over 12 years of age at the inspection in 1920–21. There were 5,300 cadets trained during 1920–21—a considerable increase over the number trained during 1919–20.

The comparative rank awarded by the Inspecting Officer at the annual inspection for 1920–21 is as follows:—

Corps.	Rank awarded.
No. 101. Vancouver Cadet Regiment—	
King Edward High School	1
No. 112. Victoria High School	2
No. 101. Vancouver Cadet Regiment—	
Britannia High School	3
King George High School	4
No. 530. Connaught High School (New Westminster)	5
No. 388. Victoria Cadet Battalion—	
Boys' Central School	6
No. 101. Vancouver Cadet Regiment—	
Lord Tennyson School	7
Cecil Rhodes School	8
No. 388. Victoria Cadet Battalion—	
North Ward School	9
No. 101. Vancouver Cadet Regiment—	
Aberdeen School	10
No. 388. Victoria Cadet Battalion—	
George Jay School	11
Sir James Douglas	12
No. 101. Vancouver Cadet Regiment—	
General Gordon School	13
Lord Nelson School	14
Fairview School	15
Alexandra School	16
Grandview School	17
Franklin School	18
No. 388. Victoria Cadet Battalion—	
Quadra School	19
Margaret Jenkins	20
No. 101. Vancouver Cadet Regiment—	
Laura Secord School	21
No. 372. Nanaimo School	22
No. 360. Kaslo School	23
No. 903. Kelowna School	24
No. 101. Vancouver Cadet Regiment—	
Dawson School (A)	25
No. 388. Victoria Cadet Battalion—	
Victoria West School	26
No. 101. Vancouver Cadet Regiment—	
Model School	27
Macdonald School	28
Lord Roberts School	29
Henry Hudson School	30

Corps.	Rank awarded.
No. 388. Victoria Cadet Battalion—	
Oaklands School	31
No. 101. Vancouver Cadet Regiment—	
Charles Dickens School	32
No. 854. Chilliwack School	33
No. 101. Vancouver Cadet Regiment—	
Dawson School (B)	34
Simon Fraser School	35
Strathcona School	36
Hastings School	37
No. 902. Cranbrook School	38

Twenty-five prizes were awarded in accordance with the schedule adopted at the last meeting of the Local Committee held on October 24th, 1921, one-half of each prize to be paid to the corps and one-half to the instructor, provided he is a public-school teacher qualified as a cadet instructor. When an instructor is not a public-school teacher, one-half of the prize reverts to the general fund of the Local Committee. The expenditure under this head for 1920–21 amounted to $305, and was made according to the following schedule:—

1st prize	$25	14th prize	$10
2nd „	20	15th „	10
3rd „	18	16th „	10
4th „	18	17th „	10
5th „	16	18th „	10
6th „	16	19th „	10
7th „	14	20th „	10
8th „	14	21st „	10
9th „	12	22nd „	10
10th „	12	23rd „	10
11th „	10	24th „	10
12th „	10	25th „	10
13th „	10		

Comments by the Organizing and Inspecting Officer (Lieut.-Col. W. H. Belson) in his annual report to the Local Committee are here noted:—

"The efficiency of the cadets is steadily improving—the improvement being specially noticeable in the larger centres such as Victoria and Vancouver.

"There were four cadet camps held in the district—at Sidney, Kelowna, Kaslo, and Cranbrook—with a total attendance of twenty-eight instructors and 1,009 cadets. This number could have been greatly increased if funds had permitted. The camps proved an unqualified success and both instructors and cadets were well pleased with the work carried out and the arrangements made for their comfort.

"The allowance to cadet instructors has been increased from $1 to $2 for the first fifty cadets trained and $1 for the remainder.

"A school for qualifying teachers as cadet instructors was held at Victoria for six weeks during the summer holidays, fifty-four teachers taking the course. Highly complimentary letters with regard to benefits derived from the course and the treatment received from the school staff have since been received from some of the teachers who attended."

RIFLE SHOOTING.

From the grant for rifle shooting, 1920–21, prizes were provided for thirty-nine qualified corps or units specified in returns—viz., $3.75 each; this amount to form cash prizes for the three best shots in each corps or unit (1st prize, $1,50; 2nd prize, $1.25; 3rd prize, $1).

The following accordingly received grants of $3.75 each for rifle shooting, 1920–21: Vancouver 101st Cadet Regiment (King Edward High School A and B, King George High School, Britannia High School, Henry Hudson, Alexandra, Cecil Rhodes, Charles Dickens, Lord Nelson, Simon Fraser, Model, Laura Secord, Grandview, Hastings, Lord Tennyson, Aberdeen, Lord Roberts, Dawson A and B, General Gordon, Strathcona, Macdonald, Fairview, Franklin, Kitsilano); Victoria No. 388 Cadet Battalion (George Jay, Sir James Douglas, Oaklands, Quadra, South

Park, Boys' Central, Victoria West, Margaret Jenkins, North Ward); Victoria High School, No. 112 A and B; Penticton, No. 788 A and B; Chilliwack, No. 854.

FINANCIAL STATEMENT FOR 1920–21.

The funds at the disposal of the Local Committee for 1920–21 amounted to $1,412.76 and the expenditure for the year $923.25, leaving a balance of $489.51. Of the latter sum, $486 has already been voted for physical-training prizes for 1921–22.

Receipts.

1920–21.	Balance on hand from 1919–20	$ 489 46
	Interest to November 30th, 1920	14 00
	Uncashed cheques (paid into fund)	12 98
	Interest to May 31st, 1921	7 57
	Allowance to Secretary (added to fund)	9 85
	Grant for 1920–21	878 90
		$1,412 76

Disbursements.

1920–21.	Prizes for physical training	$ 472 00
	Prizes for military drill	305 00
	Prizes for rifle shooting	146 25
		$ 923 25
	Balance on hand	$ 489 51

LOCAL AID TO CADET CORPS.

Authority has now been given by Statute to School Boards to make expenditures from school funds in aid of cadet corps and of an extension of physical training. This is contained in section 129A, "Public Schools Act" (consolidated for convenience in 1921), and is as follows:—

"The Board of School Trustees of any school district may establish and maintain an advanced course in physical training, including gymnastic exercises or cadet instruction, or both, and the entire cost of all necessary equipment and of maintenance shall be defrayed by the Board of School Trustees; but where the time of any teacher is devoted wholly to such course, that teacher shall be included in the number of teachers on which the per capita grant payable to that school district by the Minister of Finance pursuant to section 19 or 20 of this Act is based."

I have, etc.,

J. L. WATSON,

Secretary, Local Committee, Strathcona Trust, for British Columbia.