FORTY-NINTH ANNUAL REPORT

OF

THE PUBLIC SCHOOLS

OF THE PROVINCE OF

BRITISH COLUMBIA

1919-20

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 Colonel the Honourable EDWARD GAWLER PRIOR,

A Member of the King's Privy Council for Canada,

Lieutenant-Governor of the Province of British Columbia.

MAY IT PLEASE YOUR HONOUR:

I beg herewith respectfully to present the Forty-ninth Annual Report on the Public Schools of the Province.

J. D. MACLEAN,

Minister of Education.

November 30th, 1920.

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PART I.

GENERAL REPORT.

REPORT OF THE SUPERINTENDENT OF EDUCATION.
1919-1920.

EDUCATION OFFICE.
VICTORIA, B.C., November, 1920.

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

SIR,—I beg to submit herewith the Forty-ninth Annual Report of the Public Schools of British Columbia for the school-year ending June 30th, 1920.

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 79,243. The number of boys was 39,772, and of girls 39,471. The average actual daily attendance was 59,791.39. The percentage of regular attendance was 75.45.

NUMBER OF TEACHERS EMPLOYED.

The total number of teachers employed, including manual-training and domestic-science instructors, was 2,557. Of this number, 234 were employed in the high schools, 1,032 in the city graded schools, 588 in the rural municipality schools, and 703 in the rural and assisted schools. Thirty-two high schools and 98 public schools were in operation in the cities; 14 high and 182 public schools in the rural municipalities; and 2 high and 594 public schools in the rural and assisted districts.

NEW SCHOOLS.

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

Alberni District ..... Bainbridge and Red Gap.
Cariboo District ..... Chilcotin and Rose Lake.
Comox District ..... Merville, Mitchell Bay, Myrtle Point, McGuigan, and Wellbore Channel.
Fort George District ..... Collishaw, Dawson Creek, Ellesby, Lake District, Lee, Loos, Mud River, and Stuart River.
Grand Forks District ..... Brown Creek and Rock Mountain.
(The) Islands District .... Gabriola, East; Hardwick Island; Saturna Island; and Galiano, South.
Kamloops District ..... Anderson Creek, Chase Creek, Lower; Clifton, Lee Creek, Paxton Valley, Raft River, Vinsulla, and Westsyde.
Kaslo District ..... Argenta, Cooper Creek, and Camp Lister.
Lillooet District ..... Red Lake, Rexmount, and Seton Lake Portage.
North Okanagan District.. Heywood's Corner, Richland, and Shuswap Falls.
Omineca District ..... Bulkley, North; Bulkley, South; Francois Lake; Francois Lake, South, Alexander Manson, Nithi River, and Round Lake.
Revelstoke District ..... Eagle Valley, Tonkawatla, and Twin Butte.
Similkameen District ..... Inglee.
South Okanagan District... Fir Valley.
Yale District ..... Brookmere, Ray Lake, and Waleach.

The following schools were reopened:—

Alberni District ..... Hillier.
Comox District ..... No. 8 Mine.
Cranbrook District ..... Loco and Meadowbrook.
Fort George District ..... Cariboo.
Kaslo District ..... Gerrard.
Lillooet District ..... Big Bar, Bonaparte North, Empire Valley, and Pavilion.
North Okanagan District.. Sunnyside and Woodville Road.
Prince Rupert District..... Haysport.

HIGH SCHOOLS.

The enrolment in the high schools during the year was 6,636. Of this number, 2,826 were boys and 3,810 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.	No. of Divisions.	Total Enrolment.	Average Actual Daily Attendance.	Percentage of Regular Attendance.
Agassiz	1	24	18.77	78.24
Armstrong	2	40	29.69	74.24
Bridgeport	2	34	30.16	88.71
Chilliwack	4	125	97.50	78.00
Courtenay	1	15	11.89	79.28
Cranbrook	2	76	60.04	79.00
Creston	1	20	16.71	83.56
Cumberland	2	48	41.32	86.10
Duncan	2	63	45.97	72.97
Enderby	1	27	22.26	82.48
Esquimalt	3	59	48.62	82.41
Fernie	3	63	54.46	86.45
Golden	1	20	15.81	79.09
Grand Forks	3	71	61.77	87.01
Greenwood	1	17	14.64	86.16
Kamloops	4	100	82.18	82.18
Kaslo	2	44	36.12	82.10
Kelowna	3	85	65.61	77.18
Ladner	2	36	30.20	83.89
Ladysmith	3	73	56.18	76.96
Langley	2	43	33.92	78.88
Matsqui	2	24	18.54	77.26
Mission	2	43	34.10	79.30
Nanaimo	4	145	115.21	79.45
Nelson	7	197	169.76	86.17
New Westminster	13	449	371.75	82.79
Oak Bay	4	122	95.29	78.11
Peachland	1	16	11.75	73.47
Penticton	2	59	45.76	77.57
Point Grey	7	224	182.09	81.29
Port Alberni	1	21	17.56	83.63
Prince George	1	28	19.09	68.21
Prince Rupert	3	73	59.10	80.96
Revelstoke	4	107	96.08	89.79
Rossland	3	51	40.13	78.70
Salmon Arm	2	46	34.74	75.52
Summerland	3	64	45.87	71.68
Surrey	2	36	27.77	77.14
Trail	3	63	51.00	80.95
Vancouver:				
Britannia	15	504	415.23	82.38
King Edward	27	885	711.57	80.40
King George	13	448	358.29	79.97
Kitsilano	6	205	174.61	85.17
Cecil Rhodes	6	224	166.73	74.43
Vancouver, North	5	171	133.02	77.79
Vancouver, South	11	386	322.32	83.50
Vernon	4	84	65.91	78.46
Victoria	26	878	704.68	80.26

CITY PUBLIC SCHOOLS.

The enrolment in the city public schools was 37,416. The number of boys enrolled was 18,961; of girls, 18,455.

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	95	73.67	77.54
Armstrong (Consolidated)	15	485	349.04	71.96
Chilliwack	10	407	301.32	74.03
Courtenay	3	133	104.13	78.29
Cranbrook:				
Central	10	436	349.23	80.09
Kootenay Orchards	1	24	20.36	84.83
South Ward	2	81	57.07	70.45
Cumberland	11	474	391.37	82.56
Duncan (Consolidated)	12	424	314.87	74.26
Enderby	5	180	128.51	71.39
Fernie	22	881	671.07	76.17
Grand Forks	9	395	330.90	83.77
Greenwood	3	89	71.56	80.40
Kamloops	14	580	416.26	71.76
Kaslo	4	154	118.06	76.66
Kelowna	12	447	353.25	79.02
Ladysmith	11	402	345.04	85.83
Merritt	8	347	256.30	73.86
Nanaimo:				
Middle Ward	4	169	155.25	91.86
Quennell	18	814	683.51	83.96
South Ward	3	124	114.50	92.33
Nelson	19	714	584.42	81.85
New Westminster:				
F. W. Howay	12	445	365.50	82.13
Lord Kelvin	8	304	244.41	80.39
Lord Lister	8	360	282.90	78.58
Richard McBride	10	414	342.22	82.66
Queensborough	2	72	52.40	72.77
John Robson	11	410	327.62	79.90
Herbert Spencer	10	346	293.38	84.79
Phoenix	3	38	37.64	99.05
Port Alberni	4	165	125.34	75.96
Port Coquitlam:				
Central	4	133	111.37	83.73
James Park	2	77	58.11	75.46
Port Moody	6	188	143.79	76.48
Prince George	6	234	137.50	58.76
Prince Rupert	17	665	532.88	80.13
Revelstoke:				
Central	7	261	217.37	83.28
Selkirk	9	330	284.26	86.13
Rossland	12	484	418.97	86.56
Salmon Arm	4	147	114.50	77.89
Slocan	2	74	60.07	81.17
Trail:				
Central	13	538	444.20	82.56
Tadanac	2	33	30.37	92.03
East	2	39	37.25	95.50
Vancouver:				
Aberdeen	11	473	343.45	72.61
Alexandra	17	710	571.85	80.54
Bayview	9	377	310.43	82.34
Beaconsfield	8	315	265.17	84.18

CITY PUBLIC SCHOOLS—*Continued.*

Schools.	Number of Divisions.	Total Enrolment.	Average Actual Daily Attendance.	Percentage of Regular Attendance.
Vancouver—*Continued.*				
Central	21	769	565.06	73.48
Children's Home	3	135	101.44	75.14
Dawson	27	1017	810.16	79.66
Charles Dickens	9	376	319.45	84.96
Fairview	16	577	480.14	83.21
Franklin	7	270	226.42	83.86
Simon Fraser	17	684	550.47	80.48
General Gordon	11	456	371.83	81.55
Grandview	14	599	499.50	83.39
Hastings	14	544	461.41	84.63
Henry Hudson	15	600	502.13	83.69
Kitsilano	13	500	414.39	82.88
Livingstone	11	427	352.52	82.56
Model	13	554	441.26	79.65
Mount Pleasant	18	748	589.05	78.75
Macdonald	12	522	403.00	77.20
Lord Nelson	17	716	601.21	83.97
Florence Nightingale	18	729	606.86	83.25
Cecil Rhodes	10	447	358.02	80.09
Lord Roberts	25	1089	847.23	77.79
Laura Secord	12	440	363.96	82.72
Seymour	19	846	638.76	75.50
Strathcona	22	936	743.67	79.45
Lord Tennyson	15	632	524.06	82.92
School for the Blind	1	8	6.96	87.00
School for the Deaf	5	41	28.13	68.61
Vancouver, North:				
Lonsdale	9	316	257.63	81.53
Queen Mary	11	452	352.92	78.08
Ridgeway	12	420	346.07	82.40
Vernon	16	654	531.45	81.26
Victoria:				
Bank Street	4	150	122.23	81.49
Beacon Hill	4	157	110.21	70.20
Boys' Central	13	472	372.02	78.82
Burnside	6	237	198.17	83.62
Cook Street	1	33	30.98	93.88
Sir James Douglas	12	497	402.71	81.03
Fernwood	2	82	61.95	75.55
Girls' Central	13	507	397.38	78.38
George Jay	13	464	394.90	85.11
Margaret Jenkins	8	303	227.86	75.20
King's Road	4	170	125.39	73.76
Kingston Street	6	232	177.08	76.33
North Ward	10	349	292.49	83.81
Oaklands	13	457	362.54	79.33
Quadra Street	8	283	233.93	82.66
Rock Bay	1	44	25.44	57.82
South Park	10	368	310.15	84.28
Spring Ridge	5	210	162.07	77.18
West	10	396	330.30	83.41
Child Study Laboratory	1	14	12.45	88.93

RURAL MUNICIPALITY PUBLIC SCHOOLS.

The enrolment in the rural municipality public schools during the year was 19,724. The number of boys enrolled was 10,028; of girls, 9,696.

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	51	2,067	1,640.35
Chilliwack	14	26	759	561.89
Coldstream	2	2	83	50.12
Coquitlam	5	7	146	101.55
Delta	11	15	440	329.14
Esquimalt	1	15	566	457.15
Kent	4	7	166	141.02
Langley	14	23	763	526.50
Maple Ridge	9	17	548	394.05
Matsqui	11	18	446	312.04
Mission	8	15	404	311.44
Oak Bay	2	13	503	413.22
Peachland	2	4	107	76.08
Penticton	2	14	567	424.85
Pitt Meadows	2	2	56	40.59
Point Grey	6	38	1,538	1,183.08
Richmond	7	17	593	424.73
Saanich	15	50	1,789	1,390.21
Salmon Arm	7	8	225	156 09
Sumas	5	6	143	99.59
Summerland	2	9	289	206.54
Surrey	19	27	856	551.74
Vancouver, North	5	16	514	394.37
Vancouver, South	13	149	5,888	4,870.44
Vancouver, West	2	8	268	192.89

RURAL AND ASSISTED SCHOOLS.

The total enrolment in these schools for the year was 15,467. Of this number, 7,957 were boys and 7,510 were girls.

EXPENDITURE FOR EDUCATION, 1919-20.

Education Office:		
Salaries		$ 14,511 40
Expenses of office—		
Books	$ 91 59	
Telegrams and telephone	447 86	
Expressage	75 19	
Printing and stationery	6,893 83	
Postage	1,325 76	
Furniture and repairs	690 39	
Insurance	31 90	
		9,556 52
Travelling expenses		444 10
Free Text-book Branch:		
Salaries		6,411 13
Expenses of office—		
Telegrams and telephone	$ 103 61	
Sundries	34 45	
Printing and stationery	2,156 65	
Postage	823 64	
Furniture	127 00	
		3,245 35
Books, maps, globes, etc.		77,359 71
Agricultural Education:		
Salaries		20,124 75
Expenditure		26,533 90
Industrial Education:		
Salaries		3,817 50
Expenditure		14,639 65
Inspection of Schools:		
Salaries		40,070 00
Office supplies, etc.		1,889 29
Travelling expenses		15,520 22
Provincial Normal School, Vancouver:		
Salaries		25,470 00
Office supplies, etc.	$1,650 24	
Travelling expenses	34 85	
Fuel, water, light	2,099 55	
Maintenance and repairs of buildings, grounds, etc.	1,964 19	
Mileage *re* travelling expenses of students	2,380 10	
Allowance to teachers assisting Normal School students	997 50	
		9,126 43
Provincial Normal School, Victoria:		
Salaries		16,220 00
Office supplies, etc.	$2,678 15	
Travelling expenses	204 34	
Fuel, water, light	1,834 75	
Maintenance and repairs of buildings, grounds, etc.	7,915 92	
Mileage *re* travelling expenses of students	3,886 10	
Allowance to teachers assisting Normal School students	524 50	
		17,043 76
Deaf, Dumb, and Blind:		
Tuition, maintenance, fares, etc.		18,161 58
Carried forward		$ 320,145 29

Brought forward	$ 320,145 29
Per capita grant to cities	580,871 16
Per capita grant to municipalities	355,875 35
Per capita grant to rural school districts	125,048 90
Salaries to teachers in assisted schools	367,351 75
Salaries to teachers in Esquimalt & Nanaimo Railway Belt	79,868 75
Grants to libraries	519 27
Grants in aid of manual-training equipment	1,971 83
Examination of teachers and High School Entrance classes	18,717 99
Erection of new buildings, maintenance and repairs of school buildings	186,407 41
Conveying children to central schools	9,331 41
Contingencies and incidentals	4,825 50
Grant to University of British Columbia	105,000 00
	$2,155,934 61
Amount expended by cities, municipalities, rural and assisted school districts	3,314,245 76
Grand total cost of education	$5,470,180 37

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.
1910-11	$15 86	$22 25
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

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
1913-14	*374	62,263	49,377.70	79.30	1,248,163 44
1914-15	*410	64,624	52,821.72	81.73	1,407,990 32
1915-16	*419	64,570	50,870.25	78.78	1,452,999 99
1916-17	*432	65,118	52,577.12	80.74	1,463,405 78
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

* Including assisted schools with defined boundaries.

The following is a list in tabular form of the number of teachers employed during 1919-20 in the various electoral districts of the Province; the number of male and female teachers is also shown as well as the class of certificate held:—

Electoral District.	Academic.	First Class.	Second Class.	Third Class.	Temporary.	Special.	Male.	Female.	Total.
Alberni	2	5	14	10	7		9	29	38
Atlin	2	1	3	4			3	7	10
Cariboo	3	1	8	2	4		6	12	18
Chilliwack	11	8	31	17	5	2	13	61	74
Columbia	3	3	6	2	4		5	13	18
Comox	9	10	36	17	4		12	64	76
Cowichan	4	7	9	5	1	1	6	21	27
Cranbrook	5	5	11	7	4	1	5	28	33
Delta	6	5	31	26	4	2	12	62	74
Dewdney	5	14	22	23	1	1	11	55	66
Esquimalt	5	8	8	9	2	2	5	29	34
Fernie	7	18	12	11	5		12	41	53
Fort George	7	5	14	9	11		19	27	46
Grand Forks	4	6	6	6	2		3	21	24
Greenwood	2	3	4	4	4		5	12	17
(The) Islands	1	3	9	6	6		9	16	25
Kamloops	9	10	32	34	9		7	87	94
Kaslo	6	8	6	5	5		11	19	30
Lillooet		3	7	2	7		4	15	19
Nanaimo	5	8	22	12		2	8	41	49
Nelson	8	3	11	2	1	3	7	21	28
Newcastle	2	5	17	6	2	1	9	24	33
New Westminster	16	25	28	3		8	20	60	80
North Okanagan	12	16	27	14	3	4	13	63	76
North Vancouver	12	13	29	25	3	3	15	70	85
Omineca	3	1	5	2	6		4	13	17
Prince Rupert	9	11	16	5	7	2	10	40	50
Revelstoke	5	4	23	4	2		5	33	38
Richmond	14	18	49	18	2	5	25	81	106
Rossland	3	1	7	4	1	2	3	15	18
Saanich	9	14	36	8		3	12	58	70
Similkameen	8	10	19	5	3	2	11	36	47
Slocan	4	14	11	4	1		14	20	34
South Okanagan	11	9	21	8	2	3	13	41	54
South Vancouver	19	32	92	28	2	15	43	145	188
Trail	4	13	25	10	6	1	8	51	59
Vancouver City	148	127	178	15	3	49	140	380	520
Victoria City	33	47	72	18		17	49	138	187
Yale	1	5	19	14	3		6	36	42
Totals (1919-20)	417	499	976	404	132	129	572	1,985	2,557
" (1918-19)	376	453	873	388	140	102	486	1,846	2,332

INSPECTORS' REPORTS.

HIGH SCHOOLS.

VICTORIA, B.C., July 29th, 1920.

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

SIR,—I have the honour to submit herewith the following report on the high-school work of my inspectorate for the school-year ending June 30th, 1920:—

Shortly after the opening of the fall term the Province was divided into two high-school inspectorates—No. 1 with headquarters at Victoria and No. 2 with headquarters at Vancouver. This division was necessary owing to the large increase in the number of schools since the appointment in 1910–11 of the first Provincial Inspector of High Schools. At that time there were eighty-three teachers doing high-school work, while immediately after the opening of the school-year 1919–20, when the second Inspector was appointed, there were approximately 255 teachers. In June, 1911, there were 2,077 students, while in June, 1920, there were 6,789, thus showing that both the number of teachers and pupils had more than trebled in ten years. The number of teachers in this inspectorate for the year just ended was 120, of whom forty-five were women and seventy-five men.

That part of the Province which came under my supervision includes the following territory and schools:—

District.	High Schools.
Vancouver Island	Courtenay, Cumberland, Duncan, Esquimalt, Ladysmith, Nanaimo, Oak Bay, Port Alberni, Sidney (superior school), and Victoria.
Vancouver City	"Cecil Rhodes High School of Commerce," "King George," and Kitsilano.
North Vancouver City	North Vancouver.
Point Grey Municipality	"King George V."
Delta Municipality	Ladner.
Fraser Valley—	
Abbotsford	Abbotsford (superior school).
Chilliwack Municipality	Chilliwack.
Langley Municipality	Langley (formerly Belmont).
Matsqui Municipality	Bradner (superior school), Matsqui, and Mount Lehman (superior school).
Surrey Municipality	Surrey (formerly Cloverdale).
Main Line of C.P.R.	Golden, Kamloops, Merritt (superior School), Revelstoke, and Salmon Arm.

The high schools in the more northern part of the Province were also included in Inspectorate No. 1, but owing to the length of time necessary to make a visit to these schools the Department of Education requested the resident Public School Inspectors to visit the high schools within their respective districts; consequently the Prince Rupert High School was inspected by Mr. J. M. Paterson, B.A., and the Prince George High School and the Quesnel Superior School were inspected by Mr. G. H. Gower, M.A.

A number of teachers of this inspectorate took advantage of the courses in education offered at the first summer school of the University of British Columbia, where Dr. Pakenham, Dean of the Faculty of Education, Toronto, delivered lectures on "School Administration" and "Modern Movements in Education," and Dr. Silcox, Principal of the Normal School, Stratford, Ontario, gave lectures on the "History and Science of Education." A few of the teachers who taught languages also availed themselves of the privilege of refreshing their knowledge of English, French, and Latin, while some of those who were engaged in teaching science took the Course in Physics, Chemistry, and Botany. These teachers spoke highly of the summer

school, and their teaching evinced the fact that they had gained from their respective courses not only knowledge, but inspiration.

In accordance with the terms of clause (*i*), section 9, of the "Schools Act," copies of my reports upon the teachers' methods and class-management were forwarded to the Department of Education and duplicates sent to the teachers and to the Trustee Boards. As a rule the teachers appreciated these reports, even though they were not always favourable. In many instances I did not "deliver" reports to the teacher at the time of inspection. The spirit of the Act, if I interpret it aright, is that the teacher, in particular, shall have in writing within a reasonable time the Inspector's report concerning his or her work. The Inspector, if he is a wise judge, will frequently take time to weigh all the evidence before he hands down judgment.

With regard to the request of the Trustees' Association that all schools should be inspected twice in the year, I may say that in my opinion *some* schools should be inspected twice, others need be visited only once, while others should be inspected at least three times in the year. Again, the time spent in each class-room need not always be of the same duration. In a school of six teachers there are, say, four whose standing is unquestioned; of the other two, one may have received his degree and professional training in another part of the Dominion and is therefore unfamiliar with our methods and the Course of Study; the other teacher may have difficulties in class-management. Undoubtedly one should spend just as much time with the two latter as he should with the first four. With some teachers an Inspector might spend an hour in order to give encouragement or to commend good work. With others he should spend a day, so that he might wisely assist and advise or fairly and impartially condemn. Almost without exception I found teachers anxious for helpful suggestions and glad to receive information concerning books that would help them in their work. The desire of every live teacher is that he may improve his professional standing and widen his knowledge, so that he may make his own life and that of his pupils fuller, richer, and happier.

As this is my first report in four years, I should like to pay tribute to the teachers and students of our high schools who took part in the Great War, not only to those who went overseas, but to those who, although compelled to remain at home, directed the energies of the students along various lines, such as knitting socks, working in S.O.S. groups, and making up parcels of comforts for the troops. The "Honour Rolls" of teachers and students are to be seen to-day in all high schools of the Province.

It was not until after the Armistice, when "nominal rolls" for educational purposes were compiled, that the military authorities understood fully how large a number of teachers and students from the schools and colleges of Canada had taken part in the war. When it became clear that demobilization on any considerable scale could not begin for some time, the commanding officers realized that educational training must supplant to a very large extent military training—that "the pen should supersede the sword"—in order that the men might be kept profitably busy and be better prepared for their return to civilian life.

My duties as educational officer of the 4th Canadian Division brought me into contact with large numbers of young men whom I had formerly taught or inspected in the schools of the Province. The 4th Division had as great a number of original infantry units from British Columbia as there were in the other three divisions. In the 10th Brigade there was the 47th (New Westminster); in the 11th Brigade, the 54th (Kootenay) and the 102nd (Comox); in the 12th Brigade, the 72nd Seaforths (Vancouver). As these battalions were fairly representative of British Columbia, the report of educational activities in the division of which they formed an important part should be as interesting to teachers and to the people of the Province as a report of the way in which the several subjects of the High School Course were taught during the past year.

On November 27th, 1918, the Commander of the Canadian Corps summoned to his headquarters at Gosselies, Belgium, his four divisional commanders with their general staff officers (training) and the corps and divisional education officers temporarily appointed. At this conference General Sir Arthur Currie laid emphasis upon the importance of weaving education into the life of the Canadian soldier. He also spoke of the difficulties to be met in doing this, and expressed the belief that by dint of the energy, organizing ability, and resource that had won victories on the battle-field they would be equally successful in the educational field.

Between December 1st and December 11th the educational organization was set in motion. Before the end of the month thirty educational officers were working in brigades and battalions,

and seventy-two instructors were appointed in units. Information lectures on the educational scheme were given to battalions, etc., by their commanding officers. Classes in reading, writing, arithmetic, and French were begun in practically all units. Six thousand men in the division heard lectures on "Agriculture," "Mining," "Motor Mechanics," "The History and Geography of Canada," "Canadian Citizenship," "Waterloo," and "The History of Belgium."

Instruction in trades, motor mechanics, etc., did not actually begin until the division occupied its permanent headquarters in the "La Hulpe" area, about 8 miles from Brussels, where the troops remained approximately four months prior to their departure for England. In this area there were numerous small villages in and around which the various units were billeted. The Belgian people *loaned* (often after the manner in which "benevolences" were loaned to Edward IV.) their school-houses, workshops, lecture-halls, small agricultural schools, and rooms in private dwellings for the furtherance of the army educational scheme. The proximity of the division to Brussels gave excellent opportunity for co-operation with the University there. Lectures including the following subjects were arranged for advanced students: "Art, Ancient and Modern," "European Canal Systems," "Professional and Technical Education, Belgium," and "Local Self-government." In addition to the foregoing, lecturers from the University of London, from English private schools, and from Eton Public School gave talks on a variety of subjects to the several units during the school Christmas vacation.

In each infantry battalion there were on an average twenty men who could neither read nor write. This meant that there were about 300 men in the division who required the most elementary instruction. It was therefore resolved by the G.O.'s commanding corps, divisions, and brigades that, no matter how illiterate a man may have been when he joined the Canadian Corps, he should not return to be a Canadian citizen without having had an opportunity of learning to read and write the English language. Men in this "category" were *compelled* to parade for instruction. With others, attendance at classes was optional, but nearly all took advantage of the privileges accorded them. A few there were, however, who preferred the ordinary "parades," "guards," and "fatigues." As in civil life, free libraries and free schools had no attraction for them. The majority, however, improved their minds by attending classes and lectures, and, above all, by reading books, of which there were upwards of $50,000 worth in the division, together with blue books on agriculture, fishing, education, forestry, or mining from every Province of the Dominion.

This, then, is a brief outline of educational training in the 4th Canadian Division, the only one, in fact, which had a favourable opportunity of carrying on such work. The First and Second Divisions marched to the Rhine; the Third and Fourth Divisions were halted, on their march thither, in Belgium. The Third Division was the first to leave for Canada and the Fourth Division was the last to leave for home, remaining, as already stated, in the same area for a period of four months.

This scheme of educational training had as its main "objective" the raising of the standard of Canadian citizenship. It was organized and carried into effect by officers and men who had fought in the forward area. Other reports contain the stories of their victories in battle; this report contains an outline of their first triumph after war in the arts of peace.

I have, etc.,

ALBERT SULLIVAN,

Inspector of High Schools.

VANCOUVER, B.C., July 24th, 1920.

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, 1920:—

At the beginning of the past school-year the high schools of the Province were divided into two inspectorates. The district assigned to me embraced the following high or superior schools: Britannia and King Edward High Schools of Vancouver, South Vancouver, New Westminster, Powell River, Howe Sound, Port Moody, Bridgeport, the schools along the north shore of the Fraser as far as Agassiz, as well as the schools of the Similkameen, Okanagan, Boundary, and Kootenay Districts. In all, 139 teachers came under my supervision. Two hundred and eighty-

two visits of inspection were made during the year. For the first time since I took up the work of high-school inspection four years ago I was able to make at least two inspections of all high schools in my charge. In the case of one superior school my second visit had to be abandoned because of difficulties of transportation, but all other superior schools were inspected twice.

During the year superior schools were established at Howe Sound and Powell River, the superior school at Haney was closed, and Creston was raised to a high school.

Owing to the defeat of the school by-laws the Vancouver high schools are sadly in need of increased class-room and science-laboratory accommodation. The Nelson School Board deserves special commendation for the splendid chemical and physics laboratories established there during the year.

Technical high-school work continues to show progress. At the King Edward High School the number of pupils enrolled in the boys' technical classes at the time of my visit was 263, an increase of forty-two over the previous year. Third-year work in Household Economics and Fourth-year work in the Boys' Technical Course were taken up for the first time. The School Board and citizens of New Westminster deserve special mention for the interest they are taking in technical work, an interest manifested by the passing by a substantial majority of the by-law for a technical high school in that city. Owing to the passage of this by-law and the generosity of the Provincial Government in presenting New Westminster with a Government building, a technical high school in that city for next year is assured.

It is unnecessary for me in this report to go into particulars regarding the methods used by the teachers in presenting the different subjects. Suffice it to say that the vast majority of the teachers are efficient and exceedingly conscientious.

I have been pleased to note that debating and sports are meeting with more and more encouragement each year, especially in the high schools throughout the Interior, where until very recently little interest was shown in these phases of school activities. It was my pleasure to be present on the final day of the annual competition in field sports for the high schools of Greater Vancouver. The interest manifested on that day by teachers and trustees, the enthusiasm of the vast throng of spectators, and the excellence of the work of the young athletes should be a source of encouragement to all who have at heart the physical well-being of our young people.

A considerable number of the high-school teachers of my inspectorate have enrolled for one or more of the summer courses being given for the first time by the University of British Columbia. In the past our high-school teachers who wished help in certain subjects found it necessary to attend summer courses at some university outside the Province. I am confident they appreciate the opportunity they now have of securing this assistance in their own Province.

During the year the Education Department has brought about several changes in connection with the work of our high schools, the most important being the following:—

(1.) The old Intermediate, Senior, and Senior Academic Courses were cancelled. In future third- and fourth-year high-school pupils will be expected to follow the Junior and Senior Matriculation Courses.

(2.) The qualifications for an academic teacher's certificate have been changed. To obtain this certificate an applicant must now hold a degree in Arts, in Science, or in Literature of recognized Canadian, British, or colonial universities and a diploma of a British Columbia Normal School or of a Normal School or Training College approved by the Council of Public Instruction.

I have, etc.,

J. B. DELONG,

Inspector of High Schools.

INSPECTORATE No. 1.

VICTORIA, B.C., November 1st, 1920.

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

SIR,—I beg to submit the following report on the schools of Inspectorate No. 1 for the school-year ending June 30th, 1920:—

This inspectorial district remained the same as last year and may be defined broadly as embracing the Cities of Victoria, Courtenay, Cumberland, Alberni, and Port Alberni; the Rural Municipality of Saanich; and the rural schools in the Alberni and Comox Valleys and on the peninsula of Saanich.

The school at No. 8 Mine was reopened and the name changed to "Puntledge"; No. 7 Mine was also changed, the school now being called "Bevan." New schools were established at Bainbridge and McGuigan's; the building at the last-named place was burnt in the spring and the school was not in operation at the end of the year. New divisions were added in all the municipalities. The ratepayers at Royston added a teacherage to their school. The new divisions and schools increased the number of grade teachers to 245.

Schools continue to devote more time to arithmetic than to any other subject; furthermore, the best portion of the day is usually set apart for this subject; and yet the results are seldom satisfying. Some of the reasons for these poor results are: An insufficient knowledge of fundamentals; the introduction of the written problems at too early a stage—oftentimes before the child is able to read the words of the problem; the class-teaching of principles and the blackboard-working of examples already understood; the acceptance of slovenly work. With more thought and preparation on the part of the teacher and greater attention to the weaker members of the class, better work could be secured in shorter periods.

It seems to me that the language lessons might be made more profitable than they usually are. Formal language lessons are given in a very conscientious manner, and, in class, children are often very expert in the detection of grammatical errors; literary selections also are studied with greatest care. But the lessons learnt in class are seldom applied to the child's every-day speech. Some of the children seem ashamed to use good English, and I fear that this feeling will continue until more of our teachers realize that responsibility does not end with the formal lesson; that the child's application of the matter learned and not his ability to pass a test is the measure of the success or failure of the language lesson. Where the children realize that the teacher sympathizes as little with incorrect forms of speech as she does with unseemly conduct, the tone of the school is always good.

The past year has seen the formation of Parent-Teacher Associations at several of the schools in Saanich and Victoria. In some of the schools associations have been active for some years, and their extension to all the schools will undoubtedly awaken the public conscience to a much more sympathetic interest in the educational problems of these municipalities.

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

INSPECTORATE No. 2.

VICTORIA, B.C., August 10th, 1920.

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

SIR,—I have the honour to submit the following report upon the public schools of Inspectorate No. 2 for the school-year ending June 30th, 1920:—

With the exception of Victoria City, Saanich Municipality, Comox Valley, Alberni Valley, Denman Island, James Island, and the territory lying to the north of Alert Bay, Inspectorate No. 2 embraces all the schools on Vancouver Island and the adjacent Gulf Islands. In this area there are twenty-five graded schools and fifty-two ungraded schools, employing in all some 167 teachers.

SCHOOL ACCOMMODATION.

Among the new schools erected during the school-year under review may be mentioned that containing three class-rooms in the North Cedar School District, together with the assisted schools in the Saturna Island and South Galiano School Districts.

The Red Gap School District was created and an assisted school established therein.

The new school at Errington, completed during the summer of 1919, was occupied for the first time at the beginning of the school-year under review. Owing to the rapid settlement of the district in question, largely by returned soldiers and their families, the need for additional accommodation became apparent before the end of the school-year. Steps were at once taken to provide the necessary accommodation.

At the Willows, Oak Bay Municipality, a splendid new brick and concrete building comprising eight class-rooms is about completed, and will be occupied at the beginning of the forthcoming school term. In addition to the foregoing, the school at Hillier was reopened, as also was the Retreat Cove School. The small Montrose School at Craig's Crossing was closed owing to the lack of a sufficient number of pupils necessary to maintain the attendance required by law.

Much-needed improvements were effected to the Burgoyne Bay School, as well as to the Pender Island School and school buildings.

SCHOOL EQUIPMENT.

Nearly all the small isolated schools in this inspectorate are now provided with modern single desks, together with necessary wall-maps and globes. Practically all reasonable requirements in the way of class-room equipment have been met as far as possible whenever they became known.

CLASS-ROOM WORK.

All things considered, the work done in the various ungraded schools in this inspectorate must be deemed satisfactory. A majority of the teachers showed themselves to be energetic, hard-working, and efficient. There are still a number, however, who are merely "keeping school," and with such teachers the day's work is only a question of the number of hours between 9 a.m. and 3 p.m. Such teachers are, I believe, becoming fewer in number. More frequent inspection would, I feel sure, materially improve this condition of affairs. Many an "average" teacher might, with a little useful advice and practical assistance, become a really excellent teacher and a power for good not only in the school itself, but in the community as a whole.

The teacher's work must be pulsating with life and enthusiasm. If these be lacking, what hope is there of arousing and maintaining the interest of the pupils, and hence what possibility is there of obtaining good results? In such an event what excuse can such a one offer for the incumbency of a position of such grave importance not only to the individual child and its parents, but to the nation at large.

ARITHMETIC.

Of the subjects upon the curriculum, possibly the least satisfactory results are being obtained in arithmetic and writing, notwithstanding the fact that far more time is devoted weekly to the former than to any other subject. To my mind, this is due largely to the fact that much too great a proportion of the time devoted to arithmetic is spent by the pupils in seat-work. Undoubtedly, insufficient attention is devoted by many teachers to oral arithmetic, through which alone, by skilful questioning, pupils may be kept mentally active and alert, and thus be led not merely to do mechanical work accurately and quickly, but also to acquire the habits of thinking and reasoning through the frequent practice of oral problems and other arithmetical exercises. The need for more oral work in this subject is just as marked in the graded schools of this inspectorate as it is in the ungraded schools.

WRITING.

Many teachers are now making a really definite and sustained attempt to *teach* writing. These teachers are realizing that, with the will to succeed, success in teaching writing by the muscular-movement method may be achieved. In the past, very little, if any, effort has been made to really *teach* writing. However, as I have said, teachers are more generally bending

their energies towards success in this art, and the result, I feel certain, will at least be a distinct improvement in the penmanship in the schools in this inspectorate. "'Tis a consummation devoutely to be wished."

SCHOOL-GARDENING.

Few schools in this inspectorate have made any definite attempt to institute work in this department. In some cases the school-grounds do not permit of this work being carried on, and in such instances the School Boards concerned are almost invariably unable to undertake the expense of additional ground for this purpose. In other districts there is distinct apathy with regard to this form of education, while in still others there is direct opposition manifested by the ratepayers. Among the schools where gardening is systematically followed are Parksville, Cowichan, and Bench. Little, if any, attempt along this line of endeavour is being made elsewhere in this inspectorate. Before leaving this topic, however, I must not forget to mention the progressive spirit displayed by the ratepayers and School Board of the Harewood School District, when they secured at considerable expense some 3 acres of land which they have graded and levelled. It is the intention to use this property for school-gardening as well as for purposes of recreation. The ground will be laid out in accordance with a well-devised scheme.

CONSOLIDATION.

During the school-year under review an earnest effort was made to consolidate the schools in the North and South Cedar, North Oyster, and Cassidy School Districts. On the score, however, of a probable increase in school taxes should consolidation obtain, the ratepayers of North Oyster and South Cedar opposed the project. The latter unquestionably had the most to gain by the proposal, in view of the fact that the contemplated central graded school would undoubtedly have been erected in South Cedar School District. The ratepayers of North Cedar and Cassidy School Districts voted in favour of consolidation.

During August of the present year the ratepayers of Cobble Hill School District, by a vote of practically 2 to 1, favoured consolidation of the schools in the Cobble Hill, Mill Bay, Sylvania, and Shawnigan School Districts. A subsequent attempt to carry the project at a meeting in the Mill Bay School District unfortunately proved abortive. I regret exceedingly that consolidation has not been effected in either of the cases mentioned. More especially do I deplore the check which the movement has received in the last-mentioned instance, since I am strongly of the opinion that no territory in British Columbia could be so cheaply and advantageously consolidated for school purposes as that contiguous to the Cobble Hill School District. I am assured, however, that the matter will not be allowed to drop in this instance, and I feel convinced that within a comparatively short period of time consolidation will be effected.

While upon this subject, it is gratifying to note that the consolidation effected between Duncan City and North Cowichan School Districts is proving eminently successful. The ratepayers concerned, as well as the members of the Duncan Consolidated School Board, are to be congratulated upon the splendid success they have achieved.

PHYSICAL DRILL.

All, or nearly all, of our teachers are now qualified to act as instructors in physical training. Many exhibit the energy and snap necessary to render the exercises indulged in of real practical value to their pupils, while others again, I regret to say, perform the exercises in question in a dull and lifeless manner, which results in the time thus spent being absolutely wasted. The course is an excellent one, and cannot but be beneficial alike to teacher and pupils if it is carried out with the requisite verve and action.

In this connection, may I point out that interest in the annual physical drill competition as carried out under the conditions laid down by the committee of the Strathcona Trust appears to be greatly diminishing. This is due, I think at least in part, to the fact that ungraded schools are brought into direct competition with graded schools, some of which are of very large size.

It appears to me to be hardly fair to ask the smaller graded schools—i.e., schools of from two to four divisions—to compete with those comprising from eight to twelve or more divisions; and if this be so, what possible chance of excelling has the ungraded school in competition with the larger graded school?

This competition was instituted, I presume, for the purpose of maintaining interest and enthusiasm in physical drill with a view to increased efficiency. Under present conditions, I regret to say, it is apparently having the opposite effect. However, I understand the local committee of the Strathcona Trust is about to take action with a view to the establishment of a more equitable basis of competition.

I have, etc.,
W. N. WINSBY,
Inspector of Schools.

INSPECTORATE No. 3.

VANCOUVER, B.C., November 15th, 1920.

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 ending June 30th, 1920:—

Inspectorate No. 3 comprised the schools of Burnaby, about thirty Coast schools, and the following in Vancouver City: Aberdeen, Bayview, Beaconsfield, Children's Home, Dawson, Hastings, Kitsilano, Macdonald, Mount Pleasant, and Strathcona.

A marked increase in the school population during the year, which necessitated the establishment of new schools in outlying districts and demanded a substantial increase in the number of teachers necessary to carry on the work in the schools of the larger centres of population, indicates the return of a period of Provincial growth and expansion. The high cost of labour and material, however, has prevented building operations keeping pace with the required demands. Two assisted schools were opened on Hardwick Island. Both of these owe their present existence to the logging industry; it is quite possible that new settlements will be established at these points when the timber is removed. The assisted school at Sechelt was moved farther north to provide educational facilities for the children living in the vicinity of North-west Bay; another was established in the Wilson Creek locality, which will provide for children east of Sechelt and west of the Elphinstone District. Owing to the number of children of school age now residing in the neighbourhood of Pender Harbour, it was necessary to open another school which will accommodate the children living on the north shore of the harbour.

In the Municipality of Burnaby it was necessary to employ five additional teachers during the year owing to the increased attendance. Class-rooms were crowded in several schools. As it was impossible to provide sufficient accommodation, some classes were operated on the part-time system for a portion of the year. In Vancouver City conditions with regard to accommodation have become acute. When the schools opened in September, 1919, there was a staff of 386 teachers in the public schools. This number had to be increased during the school year of 1919–20 to 409 owing to the large increase in attendance, caused chiefly by the admission of six-year-old pupils in February. When we consider that thirty-four classes, comprising approximately 1,400 pupils, were operating on part-time system, the deplorable loss in time and efficiency becomes very apparent.

The School Boards realize the necessity of adopting an extensive building programme, but owing to the defeat of by-laws have been unable to secure the necessary funds to improve the existing conditions.

As my work of inspecting was abruptly terminated for the year about the middle of February by an acute sickness, my report on the year's work must of necessity be of a very general nature. May I not, however, take this opportunity to express my gratitude to your Department for the kindly consideration shown to me; I also wish to thank my colleagues in the Vancouver office who so generously and without complaint assumed heavier responsibilities, by attending to specials and making arrangements for examinations connected with the schools under my charge.

It is pleasing to note that school games were well organized in both Burnaby and the city schools. Not only did the boys take a keen interest in baseball, lacrosse, football, and basket-ball, but there were also Girls' Leagues abounding in enthusiasm for baseball and basket-ball. While the advantages to the schools of organized play and games are recognized by many, I am afraid few realize the amount of time devoted to the work and the energy expended by the

teachers who look after this phase of school-life. The requirements of the Strathcona Trust have been complied with fairly well. In some schools the time-tables provide for all classes having the physical-drill exercises during the same period. This plan has the great advantage of preventing interruptions that must take place when one class is at drill while classes in adjoining rooms are receiving instruction or engaged in reading exercises. There is also a stimulating effect to the efforts when a whole school is exercising at the same time. The district prizes awarded for excellency in this subject will be found elsewhere in the report of the Secretary to the Strathcona Trust.

The teaching staffs have been strengthened to no small degree by the return to the class-room of so many men who had been away on service overseas. There is also a marked desire among teachers to raise the status of their profession. During the summer vacation many took advantage of short courses for teachers in Washington and in California, as well as in our own Province. The large number of pupils receiving High School Entrance certificates at the July examination may be regarded as an indication of the character of the work done in the Senior Grades. In the Intermediate Grade there are the old difficulties peculiar to this period of school-work, but the number of teachers acquiring skill in dealing with them is increasing. The experiment made by Miss Trembath, the primary supervisor, in introducing the Young and Field Primer may now be regarded as a success. The Primer is beautifully illustrated and its literary value is good. The lessons are such as awaken interest; the children soon read with natural expression, and take delight in the action sentences and dramatization. I hope to see this book used extensively, for it is an excellent Primer.

Early in the year the Vancouver schools sustained a distinct loss in the death of Mr. George P. Hicks, who for fifteen years directed the musical work. He was a man of sterling character and a faithful supervisor who will be kindly remembered by all who came in contact with him.

I have, etc.,

J. T. POLLOCK,

Inspector of Schools.

INSPECTORATE No. 4.

VANCOUVER, B.C., November 12th, 1920.

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 ending June 30th, 1920:—

The following schools comprised this inspectorial district: Public schools in the Rural Municipalities of Coquitlam, Maple Ridge, Mission (with rural and assisted schools adjacent), Pitt Meadows, Richmond, and West Vancouver; the schools in Port Coquitlam; and the Cecil Rhodes, Franklin, Grandview, General Gordon, Laura Secord, Model, Seymour, Simon Fraser, and Lord Tennyson Schools in Vancouver City.

One visit of inspection was made to each of the 211 class-rooms involved, and as far as time permitted a second visit was made to rural schools.

The past school-year has been in some respects the most trying for all truly concerned with the education of the young. I refer to the lack of sufficient and proper accommodation for our school-children in both urban and rural communities. One might see children crowded into ill-ventilated, poorly lighted class-rooms, their health endangered by the germ-laden atmosphere and their lives endangered through inadequate means of escape in the event of fire.

Time was when Canadians considered no effort too arduous, no sacrifice too great in the cause of education. In the pioneer days of the Eastern Provinces the church, the school, and the home were the bulwarks of the nation. These things were considered of first importance and first things were put first. Is that spirit of our fathers dead or does it but sleep? I fondly believe it is slumbering only, and that with a reawakened conscience our people will see to it that Canadian educational standards shall be second to none.

VANCOUVER CITY SCHOOLS.

In direct contrast to the depressing, discouraging features of the work occasioned by the overcrowding, the "double-shift," and lack of accommodation generally, is the splendid attitude of the teachers towards their work and the truly excellent character generally of the work performed by the teachers and principals, in many cases under most trying conditions. In many of the schools visited most encouraging and gratifying results of the work of the Parent-Teacher Associations were evident. All honour and credit is due to these Parent-Teacher Associations, who are endeavouring to stress the "oneness of school and life," and through whose instrumentality so much is being done to vitalize the school-work and to make school-life more pleasant and more congenial for pupils and teachers.

As detailed reports on the work of each school have been forwarded to the Education Office from time to time, I shall confine myself in this brief and general report to a few observations upon the work of the schools as a whole.

Progress and the progressive spirit may be marked in the Vancouver schools by noting the installation of libraries, libraries not only for the pupils, but also for the teachers as well, where a teacher may find access to the latest pedagogical works; the application of standardized tests as far as time will permit; the introduction of folk-dancing; organized and supervised play; perfect system of discipline; and even open-air classes. Worthy of every commendation are those principals who, anxious to keep in touch with progressive movements in modern education, at their own expense in their vacation time attend the Teachers' Summer School Courses given at the Universities of Washington and California.

During the year cards were sent out by the Education Department to the schools throughout the Province for the purpose of ascertaining the number of retarded, normal, and accelerated pupils in each class-room. The returns showed that a very large percentage of the pupils were in the retarded class. To successfully solve this problem of retardation in the schools calls for special and specific work on the part of a principal. It means that a principal of a large school must carry on a perpetual survey of his particular school. Standardized tests and measurements must be applied to determine and to locate the weakness in each subject taught in each class-room, and the results must be carefully scored in order that remedial methods of teaching may be applied wherever required.

There is just one final reference which I may make in regard to city schools, and that is I am convinced that the establishment of kindergarten classes, say for children from five to six years of age, should be no longer delayed in all our urban centres.

RURAL SCHOOLS.

In our rural schools, as in our city schools, we are confronted with the problem of accommodation. The situation in many rural municipalities has been brought about by the refusal of the ratepayers to endorse the various schemes of consolidation of schools devised by their respective Boards of School Trustees.

The problems of the rural schools have been discussed academically, theoretically, practically, and even prayerfully and tearfully in the annual reports of School Inspectors from time immemorial, and, so far as I am able to judge, these problems, like the poor, are always with us.

The lack of any scheme of beautification of school-grounds, unsanitary outbuildings, insufficient equipment, and apathy on the part of the people themselves still characterize conditions in many outlying rural and assisted school districts. To these districts young inexperienced teachers still come as members of a sort of migratory species; their movements not quite synchronizing with those of Nature's creatures, however, for in soft September days they come and in balmy June they flit away. And there is sadness in their passing, for in these lonely glens the soughing of the wind in the pines, the murmuring of the mountain streams seem to unite in the ancient lament, "Cha till shinne tuille"—"we return no more."

Undoubtedly this annual and often semi-annual change in teachers is one of the chief factors in retarding progress in the rural school.

Many of the problems of rural school life might be solved by the formation of Parent-Teacher Associations. There is some real missionary-work here for members of active, progressive associations in our cities. Spread the gospel of co-operation in educational work throughout the land.

In many rural districts no interest is taken in school affairs because the parents have no part in school activities. Give the parents a part to play, a work to do, and they will play their part and perform their work with interest. Apathy and indifference will be supplanted by interest and enthusiasm. Where parents, teachers, and trustees work together in harmony for the improvement of educational conditions we shall find better-equipped school buildings, sanitary and pleasant surroundings, and such improved conditions that the young teacher who under former conditions would here sojourn but for a season will now be induced to remain, realizing now that she has not come to the bitter waters of Mara, but has in truth journeyed to the wells and the palm trees of Elim.

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

INSPECTORATE No. 5.

VANCOUVER, B.C., November 13th, 1920.

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. 5 for the school-year ending June 30th, 1920:—

This inspectorate comprises thirty-five schools on the Coast and along the Pacific Great Eastern Railway, those of Point Grey Rural Municipality, and the following in Vancouver City: Alexandra, Central, Charles Dickens, Fairview, Henry Hudson, Livingstone, Lord Nelson, Lord Roberts, School for the Blind, and School for the Deaf.

In the rural and assisted schools, with few exceptions, the conditions are not satisfactory. Because the builders have no knowledge of school requirements, assisted-school buildings are nearly always very badly planned. Hardly one of these schools has a library, though for years the Provincial Treasury has paid one-third of the money expended in establishing a library or adding thereto; now that practically one-half of the cost is borne by the Treasury, it is to be hoped that the School Boards will avail themselves of this opportunity to obtain something at half-price. In the greater number of these schools the salaries paid are too low to attract capable and experienced teachers. Some of the teachers were unable to make and follow a time-table that would keep the various classes profitably employed while at their seats. In nearly all cases the pupils had been graded too high by the previous teacher. As might be expected, the standing and progress of pupils in the ungraded rural schools was usually far below that of pupils in the other schools of the district.

The work done in the Vancouver schools was well up to the usual high standard, particularly in the primary grades, which were in charge of a special supervisor, and in the Senior Grades, where the principals were often in closer touch with the work than they were in the lower grades. In all the schools reading, spelling, drawing, and physical training were generally very well taught throughout all grades. But in arithmetic the pupils were often slow and inaccurate in the performance of the fundamental operations; in many of the lower classes the pupils were permitted to count long after they should have formed the habit of relying upon instant and accurate knowledge of the addition combinations. Nature-study, geography, and history were sometimes taught rather badly because the teacher did not possess a sufficiently full knowledge of the subject.

In Vancouver City the school attendance continues to increase, yet the ratepayers continue their refusal to provide for additional school accommodation. As the result a number of classes were on half-time, and thereby retarded. Other classes were housed in attics and basements, some of which were ill-ventilated and otherwise unsuited for use as class-rooms.

Praise is due to the Rotary Club, which has provided at its clinic building a well-equipped class-room for children who show symptoms of predisposition to tuberculosis. The Vancouver School Board has provided a teacher for this class. The intention is that the children may take a course of treatment by means of rest, open air, and hot lunches, and yet not find, on returning to their regular school, that the rest has caused them to fall so far behind their class that they must lose a term.

In Vancouver, Point Grey, and Powell River the teachers' salaries were considerably increased during the year, though the increase since 1914 is not commensurate with the increase received in other professions nor with the increase in the cost of living.

The rapid increase in the school attendance in Point Grey Rural Municipality is being met by the ratepayers and School Board; two large modern school-houses and one frame building are ready for occupancy, and another large school-house is under construction.

I have, etc.,

LESLIE J. BRUCE,

Inspector of Schools.

INSPECTORATE No. 6.

VANCOUVER, B.C., November 13th, 1920.

S. J. Willis, Esq.,

Superintendent of Education, Victoria, B.C.

SIR,—I beg to submit an annual report on the public schools throughout Inspectorate No. 6 for the school-year 1919–20.

The inspectorate comprises all the public schools in the Cities of North Vancouver and Port Moody, the Municipalities of Delta, North Vancouver, and South Vancouver, with the rural and assisted schools on Burrard Inlet. The number of divisions embraced in the area were 225.

The growth in school population is evident in every district. Increased accommodation has had to be provided in every section of the inspectorate. A new school is in course of construction at Lynn Valley, in North Vancouver Municipality; the Queen Mary School in North Vancouver has been enlarged; an addition has been built and opened in Port Moody; while in South Vancouver the completion of a new high school will provide for the overflow public-school population in one section of the municipality.

In North and South Vancouver part-time classes have had to be carried on owing to the lack of school facilities. This condition is not at all satisfactory, but lack of room has made it necessary. Every school building is filled to overflowing. A building programme on a large scale faces every city and municipality.

The regulation issued by the Council of Public Instruction, providing for promotion to high schools of candidates in schools of seven divisions or over, affected a number of the schools in North and South Vancouver Municipalities. The parents and teachers in the districts affected have expressed their approval and satisfaction at the change. The results, in as far as they may be judged at present, show that the teachers are to be trusted to make their recommendations carefully and promote only those who are fitted to proceed with high-school work. The schools sending candidates to sit at the High School Entrance Examination have kept up their usual high percentage of promotion, and the marks obtained have, with few exceptions, indicated efficient teaching.

Reports have been sent to your office at regular intervals showing the character of teaching, progress, and conditions prevailing at the schools throughout the district. There is no reason for repeating in this report recommendations presented to you during the year. The majority of the schools are in populous centres and they are in the hands of the most experienced and successful teachers available. The school trustees have met the teachers in a generous and appreciative manner by granting substantial increases in salary. The negotiations for new schedules have been carried on with great fairness and good temper on both sides. The spirit of co-operation augurs well for the future harmonious relations so desirable between the trustees and teachers.

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

First—Miss Gladys A. Nutt, 4th Division, Queen Mary School, North Vancouver.

Second—Miss H. R. Anderson, 2nd Division, Van Horne School, South Vancouver.

Third—Mrs. Hazel M. Jex, 7th Division, Sir A. Mackenzie School, South Vancouver.

I have noted an increased interest and better results in the schools where every scholar in the school takes the physical exercises in the open air. The children perform the exercises with

more vim and splendid spirit is exhibited when they unite in suitable games, races, dances, etc. A closer bond and a better understanding are established between teacher and pupil when they meet together for exercise on the playground.

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

INSPECTORATE No. 7.

NEW WESTMINSTER, B.C., October 30th, 1920.

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

SIR,—I beg to submit my report on Inspectorate No. 7 for the year 1919–20.

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 total number of rooms in operation during the year was 178, 69 of these being in New Westminster and Chilliwack and 101 being in rural schools of three rooms or under. These figures indicate that the bulk of my work has been in the rural areas, and the problem of the municipalities included in this inspectorate is precisely that rural-school problem which presses for solution all over this continent, every phase of which may here be studied at first hand. Curtailed capital expenditure during the war period, resulting in lack of accommodation; an unexampled growth of child population during the subsequent two years; and the opinion that heavy capital expenditure is only warranted if a permanent and up-to-date school system is thereby secured; these are the outstanding features of the problem as here presented. The country schools are rapidly becoming overcrowded; in Surrey, Langley, and Chilliwack this is particularly the case. Temporary expedients involving the use of unsuitable buildings, basements, and "double-shifts" are at present in operation. Money by-laws, providing for consolidation have been rejected in Surrey, Langley, and Chilliwack, partly because the schemes submitted were regarded as too ambitious and costly, partly because of the dissatisfaction already referred to, and partly through distrust of the possibility of auto-transportation until better roads are available. Meanwhile the child population is suffering from lack of educational facilities, and the need becomes daily more acute. All credit is due the trustees of these municipalities, for although busy men they have given much time and anxious thought to the problems confronting them and have endeavoured through the by-laws to give effect to what they considered feasible solutions. There is, however, no reason to doubt but that some form of consolidation, carefully adjusted to local conditions, will solve these problems with equal success as has attended the application of similar methods in the other Provinces of the Dominion and in the United States; in this Province, indeed, we may expect still greater success, for we have the advantage of learning from the experiences of other districts, experiences which have in some cases extended over many years.

In two areas special difficulties of organization have been encountered—viz., at Chilliwack, where an attempt has been made to combine the city and rural municipalities with the object of providing a large modern consolidated school to serve both districts; after protracted negotiations no final decision has yet been reached in the matter. The second is in the rural school district of Abbotsford, where the inclusion of pupils from the adjoining municipalities of Matsqui and Sumas has so taxed the accommodation that a new and larger building has become necessary; here again no decision has yet been reached as to the proposal for incorporation of the town and for consolidation with the neighbouring municipalities.

So far as actual work in the schools is concerned, the year has been comparatively uneventful. As my reports have indicated, the teachers are in nearly all cases giving earnest, faithful service, the success attending their efforts depending upon their experience, their determination to keep abreast of modern educational thought, and the physical conditions under which their work is carried on. Many attended the summer schools in Victoria and Vancouver; those in the Matsqui and Chilliwack areas attended the November Teachers' Institute at Mission; the various local federations have held meetings on matters of professional interest and have been addressed by various educationists. As regards class-teaching in the larger graded schools, these—possessing

almost a monopoly of experienced teachers and supervised by a principal—reach in general a creditable and in many cases a high standard; there should, however, be a more definite aim to train the pupils in resourcefulness, initiative, and independent effort; cut-and-dried methods and material could perhaps be more frequently discarded in favour of setting the children to work on problems and projects suited to their capacity, the teacher abandoning the didactic attitude and becoming an observer, guide, and final court of appeal; thus the spirit of co-operation toward a common end would secure individual effort toward a social objective. Success along this line would remove some of the more commonly criticized defects in the product of our graded schools. In the ungraded schools the commonest weakness appears to lie in organization. It is in these schools that we find the lower salaries paid and the less-experienced teachers employed, whereas the exact opposite should be the case. The usual practice in these ungraded or partially graded schools requires the children to spend a very large proportion of their time in seat-occupations, and the inexperienced teacher often fails to realize that this seat-occupation should possess interest, should be motivated, and should be definitely connected with the subject-matter studied; that mere "busy-work" is valueless or worse. This criticism is by no means of universal application, for in many of these rural schools effective work is being done; indeed, when one considers the difficulties of insanitary and unsuitable buildings, poor equipment, frequent change of staff, and irregular attendance, it is surprising that so many of these schools attain the high standard they do.

In some of the schools attempts are being made to organize games and to supervise the children's play, and the value of such efforts cannot be overestimated; teachers should recognize that, for purposes of character-training as well as of physical development, organized games provide opportunities that cannot be surpassed, and Trustee Boards should supplement their efforts by providing wherever possible suitable grounds and equipment.

In New Westminster and Chilliwack manual training and domestic science are included in the curriculum, and in January the citizens of New Westminster carried a money by-law making provision for a technical school. This school provides an alternative to the usual high-school work, admission being granted to boys and girls qualified for entrance to high school, and also to any retarded public-school pupil who has passed the compulsory school age. In the rural municipalities no provision has yet been made for manual training or domestic science; pending the adoption of some form of consolidated schools, there is no reason why these important branches should not be introduced and the children conveyed to the centres from schools in the outlying districts, a system which has been found quite satisfactory in other parts of the Province. School-gardens are in operation at the majority of the schools, the work in Surrey, Langley, and Chilliwack being in charge of agricultural supervisors. Excellent school exhibits were displayed at New Westminster and other local fairs, class-room work, manual training, domestic science, school-gardening, and agriculture all being represented, as well as individual projects of hog, poultry, and stock-raising by the pupils; there is no doubt but that school-garden work, intelligently utilized in relation to other branches of study, has a high educational value.

Two meetings of the Fraser Valley Trustees' Association were held during the year, and there are local branches of the Teachers' Federation in Surrey, Langley, and Chilliwack; cordial co-operation between these bodies cannot fail to contribute toward efficiency in school-work. Parent-Teacher Associations are active in New Westminster, Abbotsford, Chilliwack, and Rosedale; in the latter place the association has assumed responsibility for providing hot lunches for pupils from a distance.

In conclusion, it may be repeated that the most urgent need in this inspectorate is that of providing school accommodation; the need can be met by establishing consolidated rural schools wherever possible, and in the more sparsely peopled areas by means of well-equipped, modernized, one-teacher schools (perhaps with teacher's residence attached) in charge of experienced "rural-minded" teachers who will make their homes among the community. Heavy expenditure will be entailed, but these communities will furnish the necessary funds when they appreciate the advantage to the children of up-to-date education, and when they realize that they will receive suitable service in return for the money expended.

I have, etc.,

ARTHUR ANSTEY,

Inspector of Schools.

INSPECTORATE No. 8.

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. 8 for the school-year ending June 30th, 1920:—

There were in operation throughout this inspectorate during the year fifteen municipal schools with a staff of forty-one teachers, and ninety-eight rural and assisted schools with a staff of 106 teachers, making a total of 113 schools employing 147 teachers. Two schools were closed which were in operation during the previous year—viz., Chase Creek and Hat Creek, both assisted schools. The following twelve schools were established and in operation for the first time: North Bonaparte, Paxton Valley, Clifton, Westsyde, Raft River, Rexmount, Seton Lake Portage, Lee Creek, Brookmere, Waleach, Vinsulla, Red Lake, and Canoe (Rural Municipality of Salmon Arm). Three additional divisions were opened in Kamloops, one in Merritt, one in Salmon Arm City, and one in Ashcroft. Harrison Hot Springs School, in Kent Municipality, was closed early in the term, and the pupils there conveyed to Agassiz School, where a new division had been made necessary by the increase in school population. This experiment in consolidation in Kent Municipality School District has been such a success that the School Board has felt justified in extending the scheme so as to consolidate McBride and Agassiz Schools at the beginning of the new school-year. There are a number of other districts in this inspectorate where conditions exist similar to those in Kent Municipality, and where it is quite feasible to consolidate the schools in contiguous districts. The main objection to consolidation, I have found, is the fear of increased taxation; but I believe that when the ratepayers begin to realize what consolidation means in the way of better grading of classes, larger equipment, and better teaching, with less frequent change of teachers, they will realize, also, that the small increase in the cost of operation is more than offset by the gain in efficiency through consolidation.

Owing to the increase in school population the School Boards in the towns and cities have had to face the difficulty of providing additional accommodation for new divisions after the opening of the schools in September. In many cases temporary quarters for new classes were obtained, and in Agassiz and Salmon Arm it was necessary to move the high-school classes from the public-school buildings in order to accommodate the increased attendance in the public schools there. One of the old school-buildings in the City of Merritt has been partly rebuilt and several new class-rooms added, which, in addition to providing necessary accommodation for new pupils, will greatly facilitate the work of supervision by the principal of the school. A new public-school building is urgently needed in the east end of Kamloops City; at present three divisions of the public school are being carried on in temporary quarters, which are but poorly adapted for the accommodation of pupils.

Throughout the year I have given much attention to the defining of boundaries for assisted school districts, and to the readjustment of the boundaries of old districts so as to provide territory for the establishment of new schools. In several cases the trustees in the old-established school districts have protested against the exclusion from their district of assessable property, which, naturally, increases the rate of taxation in the district thus curtailed. However, it is only reasonable to expect that, as the settlement of the country increases, some of the older school districts, which originally were very large in extent of country included within their boundaries, will have to be curtailed to permit of the formation of new districts in order to meet the growing needs of our school population. I believe, also, that it is to the advantage of assisted schools to have the boundaries of their districts regularly defined. In many cases the burden of the upkeep of the school in unorganized districts falls on two or three of the ratepayers, frequently resulting in a lack of proper equipment and care; moreover, the question of the selection of a school-site, which is a frequent source of controversy in new districts, is the more difficult of settlement when the boundaries of the district served are not definitely known. I am glad to report that in many cases where schools have been recently established the people interested requested that the boundaries of the new districts be defined and gazetted.

Permit me to draw the attention of trustees to the sections in the "Schools Act" governing the holding of the annual school meeting and the business to be transacted there. Care should

be taken to see that the notices for this meeting are properly posted and that the election of trustees, the levying of assessment, and other necessary matters are attended to, and that the minutes of the meeting are properly kept and a copy forwarded to the Department. In the great majority of cases I have found that the trustees are thoroughly conversant with the Act, but in several districts neglect to comply with one or several of these details has caused a loss of time in preparation for the work of the new school-year, and in a few cases has delayed the opening of the school. As a general rule, throughout this inspectorate, the Boards of School Trustees are keenly interested in all that pertains to the welfare of the schools under their charge, and are doing all in their power to supply the equipment and accommodation necessary for the proper carrying-on of the work in the schools. This progressive spirit in school affairs is manifested in the improvement to school property, increased equipment, and a general desire to facilitate the work of the teacher. It is pleasing to report that in nearly all the newly established school districts creditable school buildings have been erected, and in a number of the older school districts the school property has been greatly improved, old buildings repaired, and the school-rooms made bright and attractive.

Throughout the year there has been a general improvement in the quality of the work performed in both graded and ungraded schools. The teachers are, on the whole, a hard-working, conscientious body of men and women who are anxious to make a success of their work and to raise the standing of the schools under their charge. There is a marked improvement in the teaching of writing, neatness in exercise-work, and in the methods of appeal made to the common-sense of the pupil by a practical application of the principles taught in the various subjects of the curriculum. Many teachers have found difficulty in adapting themselves to the teaching of the new course in nature-study. To such I have pointed out that, in my judgment, the course is mainly suggestive, and consequently much depends on the methods of teaching and the amount of enthusiasm displayed by the teacher in the work. The capable teacher will take care that the pupils make their own observations, and will lead them to make deductions from these. It is my experience that the reading to a class by a teacher of notes, very often of a technical character, from a text-book on nature-study is of very little value from the standpoint of practical teaching. Teach pupils to keep records of their own, to contain all things of interest to children or to the community in the world of nature. "The aim will be to form the habit of observation rather than to collect information, but the facts will have a value and interest of their own." Through time it may be possible that the pupil will be led to do something on his own account in the line of research-work—to blaze his own trail whither his natural inclinations lead him. Moreover, nature-study readily lends itself to correlation with many subjects. Drawing and colour-work may be taught in connection with the illustrations in the record-book; number-work and arithmetic with the enumeration and actual measurements that are required in observation and in school-gardening. Geography, especially elementary geography, is in its simplest conception merely nature-study, and history is largely a product of geographical and climatic conditions. In short, nature-study may be made a sort of common medium for correlating many of the other subjects on the course in such a way as to cause the pupil to see the connection these subjects bear to one another, and how and why they are of interest to him in his every-day life.

High School Entrance Examinations were held at thirteen centres in this inspectorate in June last. I am pleased to report that the rural schools in general had much better results than they had the preceding year. The Governor-General's medal for the inspectorate was won by Garnet Russel Hardy, a pupil in Agassiz Public School, this being the second consecutive year that this school has made the highest mark in this inspectorate in the Entrance Examinations.

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

First—Mr. J. A. Chambers, Division 1, Salmon Arm Public School.
Second—Mr. Albert Cullen, Division 2, Kamloops Public School.
Third—Miss Elsie Edmonds, Nicola Public Schoool.

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

INSPECTORATE No. 9.

KELOWNA, B.C., November 1st, 1920.

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. 9 for the school-year ending June 30th, 1920.

During the year schools were in operation as follows:—

	Schools.	Teachers.
City municipalities (4)	12	49
Rural municipalities (4)	10	29
Rural schools	20	34
Assisted schools	34	34
Totals	76	146

The school at Bear Creek was closed throughout the year. New schools were established at Inglee, Heywood Corners, and Fir Valley; Sunnyside and Westbank were reopened; additional divisions were in operation at Enderby, Armstrong, Vernon, Kelowna, Summerland, Naramata, Penticton, Cawston, and Keremeos. With nine exceptions, all rural schools were visited twice; graded schools received one inspection. East Kelowna School was raised to the status of a regularly organized district, and a superior school was authorized at Princeton.

Increased attendance has necessitated the provision of additional class-room accommodation; one-room additions have been made to the buildings at Cawston and at Keremeos, and a fairly satisfactory two-room structure has been provided by the local district at Copper Mountain. Thoroughly complete buildings are in process of construction at Penticton and in the Armstrong Consolidated District, while a two-room school of the usual Government type will be in readiness at Woods Lake at an early date. A pleasing feature of the past year has been the interest manifested by many Rural School Boards in the appearance of their buildings and grounds; in a considerable number of cases extensive improvements have been made at a very considerable expense.

The work done by the majority of teachers has been good, yet in at least the majority of ungraded schools the results are not satisfactory. As an evidence of this the following statistics will be of interest:—

In fifty-two of the one-room schools there were 928 pupils in attendance—464 boys and 464 girls—or an average of slightly over seventeen per teacher. Of these pupils, 23 per cent. had made normal progress since first entering school; 4 per cent. had gained one or more terms; 30 per cent. had been retarded one year, 19 per cent. two years, 12 per cent. three years, 5 per cent. four years, while the remaining 7 per cent. ranged from five to eleven years. In the ten semi-graded schools of two, three, or four rooms, with twenty-six teachers and an average attendance of twenty-four pupils per room, 28 per cent. were normal in respect of progress; 5 per cent. were accelerated; 29 per cent. were retarded one year, 21 per cent. two years, 11 per cent. three years, 4 per cent. four years, and 2 per cent. five or six years. These figures are based on the actual ages of the pupils and on the classes in which they were grouped by their respective teachers; *no systematic attempt was made to ascertain the reliability of the grading, but had such an* analysis been secured it is probable that the proportion of retarded pupils would have been found to have been much greater. One school so closely approaches the above percentages that it may be considered typical; this school is situated in a prosperous and old-settled district where social and living conditions offer much in the way of attraction; the children are of normal intelligence and in the majority of instances have always attended this school, and have attended it with reasonable regularity. Last term there were thirty-six pupils in attendance; their respective classes and ages were:—

Receiving—5 pupils, aged 5, 6 (two), 7, and 14 years;
Primer Two—6 pupils, aged 6, 7 (two), and 8 (two) years;
Reader One—5 pupils, aged 8 (two), 9 (two), and 10 years;
Reader Two—7 pupils, aged 10, 11 (four), 13 and 14 years;
Reader Three, Junior—9 pupils, aged 11 (two), 12 (three), 13 (three), and 14 years;

Reader Four, Junior—2 pupils, aged 13 and 16 years;
Reader Four, Senior—2 pupils, aged 15 and 17 years.

A number of contributing causes enter into the production of such a condition, but the most serious one is evidenced in the fact that during the year the seventy-eight class-rooms referred to were in charge of 112 teachers, and of these 112 teachers twenty-three have returned to the same school for the present term; in only sixteen of these rooms has there been no change of teacher from September, 1919, until the present date.

The rural-school problem is the most serious question confronting educational administration in this Province. The solution is to make the country school as congenial in respect of remuneration, of living conditions, and of working conditions as the graded urban school. In one of these matters at least distinct progress is being made, and at the present time there are a considerable number of teachers in rural schools who are in receipt of as substantial salaries as are their sisters in the cities. In June, 1919, the average salary paid in the rural schools—as distinct from the assisted class—was $834.21; in June, 1920, it had increased to $1,019.21; for the present term the relatively high figure of $1,248.95 has been reached. Unfortunately, in other respects no such progress can be reported; in one or two localities residences have been provided. In many sections, however, a residence is not and will not be practicable. For the last-mentioned difficulty, that of working conditions, there is not and will not be a solution so long as ungraded schools remain ungraded. In the last analysis the conscientious teacher finds her reward in the realization of a duty well performed; the knowledge that satisfactory results cannot be obtained is a vital factor in the constant changing of teachers from one school to another.

A real attempt to give to the country children the greatest possible educational opportunity is being made at Armstrong, where the graded school of that city is being consolidated with the eight rural schools of the adjoining municipality of Spallumcheen. The legal union has already taken place and the consolidated school will be in actual operation as soon as the new building, now under construction, has been completed. The result will be watched with interest by the many districts in this inspectorate, where a similar plan is entirely feasible.

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

INSPECTORATE No. 10.

REVELSTOKE, B.C., September 30th, 1920.

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. 10 for the school-year ending June 30th, 1920:—

During the year the following assisted schools were opened: Brown Creek, about fourteen miles up the North Kettle River from Grand Forks; Eagle Valley, between Sicamous and Solsqua; Rock Mountain, a few miles from Bridesville; Tonkawatla, about seven miles from Revelstoke, on the west side of the Columbia River; and Twin Butte, about twelve miles east of Revelstoke, on the main line of the Canadian Pacific Railway. The Christian Valley, Gerrard, and Myncaster Schools, all of which had been closed for longer or shorter periods, were reopened, and an additional division was opened in each of the following schools: Glenbank, Nakusp, Revelstoke (Selkirk), Rossland (MacLean), and Trail (Central). The Deadwood and Parson Schools were not operated during the year, nor was the Cook Avenue School, Rossland, all the pupils of the last named having found accommodation at the new MacLean School. Two divisions of the Phoenix School also remained closed throughout the year. In all, there were ninety-two schools in operation in this inspectorate during the school-year, with a total staff of 152 teachers, a net increase over last year of five schools and eight teachers. Of these totals, nine were graded city schools with a staff of sixty teachers, three were graded rural schools with a staff of nine teachers, two were graded assisted schools with a staff of five teachers, and the remaining seventy-eight were ungraded rural or assisted schools.

The standard of excellence noted in previous reports was fairly well maintained, but a recurrence of the influenza epidemic interfered seriously with the work. Due largely to the visits of this dread malady, the percentage of candidates who succeeded in passing the Entrance Examination was lower than for many years. In not a few instances, however, the poor showing of candidates in this respect can be attributed to the fact that teachers are frequently inclined to be unduly optimistic regarding the attainments of pupils prepared by them for this examination.

It is a matter of grave concern that the number of teachers changing positions at the end of the school-year under review is by far the largest on record, and it is to be hoped that more stable conditions in this respect may speedily return. For surely, in these days of unsettling restlessness, nothing is more sorely needed than that the teachers of the rising generation should display those qualities of steadiness and quiet self-control so essential to the restoration of a saner mental outlook.

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

INSPECTORATE No. 11.

NELSON, B.C., October 26th, 1920.

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. 11 for the school-year ending June 30th, 1920:—

During the school-year under review there were eighty-four schools in operation in the inspectorate with a staff of 167 teachers. In the five cities of Cranbrook, Fernie, Kaslo, Nelson, and Slocan sixty teachers were employed. Of the rural schools, fifteen were graded with a staff of forty-four teachers and sixty-three were ungraded. Many of these rural schools are in very remote and isolated districts, serving settlements at small lumbering or mining camps.

New schools were opened at Cooper Creek and Argenta. Both of these are situated in the Lardeau region at the northern end of the Kootenay Lake. New divisions were added at Fruitvale, Canyon City, Wycliffe, Jaffray, Procter, and Hume.

Practically every school was inspected once during the year and a few received a second inspection, but owing to the large number of class-rooms and the vast territory to be covered it was found impossible to give each class a second inspection.

The majority of the schools in the inspectorate remained open during the whole year and the work met with but litle interruption; consequently many teachers were able to overcome in a measure the loss sustained by the various classes during the previous year owing to the influenza epidemic. The great majority of the teachers were exceedingly earnest in their efforts, and the work on the whole throughout the year was highly satisfactory.

It is pleasing to note that during the year salaries in many of the districts were substantially increased. This increase did not pertain to the teachers of the city schools only, but many teachers in the rural schools received an advance. The salaries of teachers in the Kootenay, while in many cases by no means commensurate with services rendered, yet compare very favourably with those paid in other parts of the Province. The amendment to the "Schools Act," whereby ratepayers in an assisted school district are permitted to supplement the teacher's salary, will prove a boon. By this amendment means are provided whereby the trustees in these assisted schools are often able to retain the services of an efficient teacher.

The results of the Entrance Examinations showed considerable improvement over those of previous years. The city schools of the inspectorate maintained their enviable record of previous years. The principals of Cranbrook, Fernie, and Nelson City Schools continued to exercise the same judicious care in making their recommendations for entrance to the high schools. The results in the rural schools showed marked improvement. This was very gratifying. The Governor-General's bronze medal for this inspectorate was awarded to Miss Jean Glendinning, of the Hume School.

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

First—Cranbrook Central, 1st Division, R. S. Shields;

Second—Nelson Central, 6th Division, Miss O. Bealby;

Third—Fernie Central, 5th Division, Miss E. C. Stott.

While the prizes were allotted to the above-mentioned divisions, yet there were other divisions that were deserving of special mention. Among these were Division 2, Cranbrook Central; Division 10, Nelson Central; and Division 2, Hume.

I wish to testify to the earnestness of the teaching staff and the kindly spirit in which criticisms were received, and to express my deep appreciation of the kindly courtesy extended to me on my visits to the various districts. I have always found that members of the Boards generally are anxious to discuss school affairs, that improvements might be effected and the children of the districts given every facility to secure the best education possible. These persons who serve without remuneration and give freely of their time in the best interests of the community are deserving of great praise and commendation.

I have, etc.,

F. G. CALVERT,

Inspector of Schools.

INSPECTORATE No. 12.

PRINCE RUPERT, B.C., November 10th, 1920.

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. 12 for the school-year ending June 30th, 1920:—

This inspectorate, which formerly included the Electoral Districts of Atlin, Prince Rupert, Omineca, Fort George, and Cariboo as far south as Soda Creek, was at the beginning of the year broken up into two, and now includes the Electoral Districts of Atlin, Prince Rupert, and Omineca as far east as Endako.

During the year forty-four schools employing seventy-one teachers were in operation; these consisted of the following:—

	Schools.	Teachers.
City municipalities	1	18
Rural schools	6	15
Assisted schools	37	38
Totals	44	71

All the schools were visited once, except those in the neighbourhood of Atlin, and of those visited all but twelve received a second visit, the total number of visits for the year being 120.

Schools were in operation for the first time at Round Lake, North Bulkley, Francois Lake, Francois Lake South, and Alexander Manson (Ootsa Lake). During the year a school was established and began operation at South Bulkley. Additional divisions were opened at Prince Rupert, Kitsumgallum, and Burns Lake. Schools have been authorized and will be in operation in the near future at Glentanna and Sealey's, near Smithers, and at Decker Lake.

The great influx of settlers into the Terrace, Bulkley, and Francois-Ootsa Districts is creating a great demand for new schools.

Entrance Examinations were held in June last at ten centres, when forty-four candidates presented themselves. Of these, twenty-three were successful. In addition, thirty pupils of Prince Rupert Public School were promoted to the high school without examination on the recommendation of the principal. The Governor-General's bronze medal was won by John McCaul, of Granby Bay Public School.

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

First—Miss Mary Gladwell, LL.A., Division 2, Prince Rupert.

Second—Miss Lena Wolfenden, Division 2, Ocean Falls.

Third—Miss Annie M. McKinnon, Division 4, Prince Rupert.

High-school privileges are being sought after by the people of the Bulkley and Bella Coola Valleys. In these localities numbers of pupils have passed Entrance, but not enough at either

place to warrant the establishment of a superior school. However, with the great increase in population in some centres, this will in a short time be remedied.

In general the work of the teachers was found to be of a very satisfactory character, though in some cases carried on under trying circumstances, due to a lack of proper facilities.

I have, etc.,

J. M. PATERSON,

Inspector of Schools.

INSPECTORATE No. 13.

PRINCE GEORGE, B.C., September 1st, 1920.

S. J. Willis, Esq.,

Superintendent of Education, Victoria, B.C.

SIR,—I beg to submit the following report on the schools of Inspectorate No. 13 for the school-year ending June 30th, 1920:—

Inspectorate No. 13 embraces 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; as well as those in the Peace River District.

Considerable development has taken place within the bounds of this inspectorate during the past year, and in consequence it has been necessary to establish a number of new schools. Schools have been set in operation for the first time at Alexis Creek (Chilcotin), Collishaw, Ellesby, Lake District, Lee, Loos, Mud River, Nithi River, Pouce Coupe, Rose Lake, and Stuart River; schools have been authorized and will probably open at the beginning of the autumn term at Anderson (Peace River), Big Lake, Greer Valley, Longworth, Miocene, Taylor's Flats (Peace River), and Williams Lake. Additional teachers were appointed to the schools at McBride, Prince George, and Vanderhoof; and the school at Engen was reopened. The Braeside and Castle Rock Schools were closed.

Although practically all the schools within my inspectorate were visited twice during the past school-year, a considerable portion of my time was spent in what might be termed organization-work. I travelled approximately 9,000 miles inspecting schools, readjusting difficulties, investigating petitions for new schools, and endeavouring to keep those schools already established in operation. Throughout the year there has been a shortage of duly qualified teachers in these parts, and as a result a large number of unskilled, temporary-certificated teachers found their way into the schools. The chief problem in these northern schools is how to retain the services of efficient teachers. Only 10 per cent. of the teachers within the bounds of this inspectorate returned to their schools after the last summer vacation, and 25 per cent. of the class-rooms experienced a change of teachers during the school-year. Under such conditions anything like really good results cannot be expected. In my judgment two causes contribute largely to the fact that teachers do not remain long in the rural districts. In the first place, the salary is not sufficiently attractive to encourage teachers to leave the more settled parts of the Province and take up work in the outside districts; and, secondly, the accommodations provided for the teacher in many of the districts are anything but satisfactory. Until salaries are higher and some provision is made for comfortably housing the teacher (perhaps by erecting a teacher's residence) conditions in the rural schools of this inspectorate are not likely to improve materially.

My observations throughout the past year, largely in rural and assisted schools, have quite confirmed an opinion expressed in a previous report, to the effect that sufficient reading-matter is not supplied to our Intermediate Grade pupils. In my judgment suitable History and Geography Readers should be in the hands of Intermediate Grade pupils. In the schools to-day under my care the Intermediate Grade pupils are not receiving a sufficient training in either history or geography to enable them to undertake the Senior Grade work in these subjects intelligently.

On the whole, the manual work of the school-children within this inspectorate is inferior, and many of the teachers are not paying sufficient attention to this department of school-work.

In most class-rooms an examination of the exercise-books of the pupils indicates pretty well the nature of the school-work generally.

The policy of the Education Department of granting financial aid to assisted school districts towards the erection and furnishing of the first school-house is proving an excellent one. As a result a better type of school-house is being erected and the buildings are more suitably equipped. The plan of advancing quarterly to rural and assisted districts any assessment voted is also working out very satisfactorily. In a number of the districts trustees have taken advantage of the system and they have found it a great aid in solving their financial difficulties.

I have, etc.,

G. H. GOWER,

Inspector of Schools.

REPORT OF MUNICIPAL INSPECTORS.

VANCOUVER SCHOOLS.

VANCOUVER, B.C., October 30th, 1920.

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

SIR,—I beg to submit the following report on the public schools of Vancouver for the school-year ending June 30th, 1920:—

SCHOOL ACCOMMODATION.

Each year brings to Vancouver the problem of providing adequate school accommodation, and each year that problem is becoming more difficult to solve. In January, 1919, the ratepayers of the city were asked to endorse money by-laws for sums amounting to $604,000, to be used in providing the increased school accommodation and equipment deemed necessary to carry on properly during the school-year 1919–20. They voted only $60,000, or rather sanctioned the transfer of this amount, voted in 1913, but remaining unexpended. The greater part of this small sum was spent at once to provide a number of one-room cottage schools to accommodate the increased school attendance for the term ending June 30th, 1919.

When schools opened in September, 1919, the accommodation in both the public and the high schools was found to be very unsatisfactory. In the former many good rooms were overcrowded and a number of unsuitable rooms had to be used; in the latter six classes had to be conducted on the double-platoon system. In this way three class-rooms were made to do double duty, accommodating three classes from 8 a.m. to 1 p.m., and three others from 1 p.m. to 6 p.m. This system proved very unsatisfactory, especially for the afternoon classes. Consequently steps were taken to erect a new eight-room high school in the Kitsilano District. This school was opened on January 5th, 1920, making conditions in high schools fairly satisfactory for the remainder of the school-year. In the public schools, however, conditions became worse when 6-year-old pupils were received in February. There were 813 of these, making twenty-three additional classes. For six classes only could rooms be secured. The remaining seventeen had to be taken for part time, sharing rooms with seventeen other classes also on part time.

This part-time tuition has been found very unsatisfactory. It costs more than full-time work, but produces poorer results. To obviate the necessity for it in the last term of the year under review, the ratepayers were asked to vote, on September 29th, 1919, $498,000 for increased school accommodation. This they refused to do. They were again asked for $305,000 in June, 1920, and again they refused. In this connection, I wish to point out, as I did in my last annual report, that it is absolutely impossible to administer properly a school system where a comparatively small number of ratepayers can prevent the providing of proper school accommodation for thousands of children. Unless a remedy be found at once for such a state of affairs, school-work in this city will suffer greatly; it will cost more and be less effectively done.

TEACHING STAFF.

During the year the teaching staff was increased from 482 to 519 because of increased school attendance and the expansion of school-work. The increases in the various staffs were as follows:—

Public schools					from 381 to 409
General classes	from	365	to	392	
Special classes	„	10	„	12	
School for the Deaf	„	5	„	4	
School for the Blind	„	1	„	1	
High schools					from 63 to 69
General Course	from	43	to	46	
Commercial Course	„	11	„	11	
Boys' Technical Course	„	7	„	9	
Home Economics Course	„	2	„	3	

Manual training	from	20	to	23
Domestic science	„	12	„	12
Special instructors	„	6	„	6
Total	from	482	to	519

SPECIAL CLASSES.

A second full year's work in special classes for retarded pupils has further demonstrated the necessity for them. The work was but little extended, however. The teaching staff was increased only from ten to twelve, although there must have been in the city over 300 school-children who should have been receiving instruction in such classes. Lack of additional class-rooms stood in the way of necessary expansion in this as in other work.

One important step forward was taken during the year on behalf of retarded pupils in the appointment of a social-service worker to work for them. This official's duty is to act as a kind of guardian for such children while attending school, and more especially after leaving school to go to work. By keeping in close touch with the children and their parents she can give advice that will materially help in placing the young workers advantageously and ensure their persevering in suitable work when it is obtained. By keeping in close touch with the employers of such workers as are trained in our special classes she can instruct them as to how these young people may be most profitably employed, thus helping all concerned. I feel certain that this is valuable work and that it will be well done by the Board's first appointee, Miss Frances Clark.

The School for the Blind continued to do good work; but no extension of it was possible. In fact, the present building in which the school is conducted is inadequate for its one teacher and seven pupils, and better accommodation cannot be secured till trustees find some way of obtaining money for capital expenditure.

Work among the deaf suffered during the year from lack of proper class-room facilities. For the first term its five classes were comfortably housed in a rented dwelling; but, when the owners refused to rent for a second term, the school, reduced to four classes, had to be crowded into two rooms in the Kitsilano High School.

MEDICAL INSPECTION AND DENTAL WORK.

The medical staff was increased by the appointment of an additional nurse during the year. It now includes the Chief Medical Officer, who gives full time to the work, two lady assistants working half time, and eight nurses on full time.

To the dental staff no addition was made. Five men working three hours per day continued to treat free of charge all children coming from homes where the family income did not exceed $4 per member per week. By the close of the first term it was found that nearly all such children had been cared for. It was then decided to offer free treatment to families having an income of not more than $5 per member per week.

PHYSICAL TRAINING AND CADET-WORK.

Substantial progress was made in both physical training and cadet-work. A committee of public-school principals in conjunction with Captain A. C. Bundy drew up a syllabus providing that twenty minutes per school-day be devoted to instruction along these two important lines. This has been very generally followed and with good results.

The marked growth in the cadet movement is indicated in the following table showing the relative strength of the 101st Schools Cadet Regiment in June, 1920, as compared with June, 1919:—

Year.	Corps.	Band.	Battalions.	Instructors.	Staff.	Total Establishment.	Increases.
1919	23	1	5	24	6	1920	...
1920	24	1	6	25	8	2614	694

The close of the war and the return of a number of cadet instructors has made this expansion possible. It has also done much to improve the character of the work done.

THE WORK OF SUPERVISING.

Difficulty was experienced in keeping the manual-training and domestic-science work on as high a plane as could be desired, as the supervisor in each of these departments had to teach the greater part of the time. The entire absence of supervision of sewing in public-school classes is to be regretted, as many teachers come poorly prepared, if prepared at all, for the teaching of this subject.

The supervision of physical training and cadet-work by Captain A. C. Bundy, of primary work by Miss E. J. Trembath, and of special-class work by Miss A. J. Dauphinee was well done.

Early in the year our schools sustained a great loss in the death of Mr. Geo. P. Hicks, Chief Supervisor of Music, a faithful and efficient worker. For fifteen years in the service of the Board he had done much to encourage the study of music in the schools. Considerable difficulty was experienced in securing his successor. Not until January of this year was a man found to carry on in the person of Mr. F. W. Dyke, an experienced and well-trained teacher and a musician of unquestioned ability. Under his direction we may expect the teaching of music in the schools to be well done.

In no department of our school-work was more well-directed, intelligent effort put forth last year than in the teaching of drawing. The supervisor, Mr. Chas. H. Scott, on his return from the Front, after three and a half years of service, found, as was to be expected, that the work in his department had suffered during his absence. He at once set about most energetically to improve conditions, and did so by various means. Finding the work of properly supervising drawing in over 400 class-rooms an impossible task for one man, he devised a scheme whereby we hope to have ultimately in each school a teacher well qualified to supervise the drawing of his own school under Mr. Scott's general supervision.

To make this possible Mr. Scott is giving teachers a drawing course of two hours per week for one year. On the satisfactory completion of this course, which has been approved by you, a teacher will receive a special drawing certificate from your Department. I am pleased to report, in this connection, that twenty-nine teachers began this course last April and twenty-seven are still taking it. By this means I anticipate that more assistance will be available for the teachers of drawing in our schools in future than there has been in the past.

NIGHT-SCHOOLS.

The eleventh session of the night-schools, from October 1st, 1919, to March 31st, 1920, proved a very satisfactory one. Classes were conducted in five centres, fifty-five courses were offered, and thirty-seven teachers were employed. The total enrolment was 1,581, distributed as follows: Continuation classes, 144; Modern Languages, 60; Art, 110; Music, 139; Engineering, 215; Electricity, 249; Domestic Science, 179; Commercial Work, 413; Elocution, 37; Short-story Writing, 35.

TEACHERS AS STUDENTS.

The school-year 1919–20 was marked by much activity among teachers in their efforts to qualify themselves more fully for their work. Our supervisors have been teachers of teachers; our principals arranged for a course of seven lectures during the year on important educational questions by educational experts. These were well attended and were very helpful. The number of teachers taking summer courses was large—some taking work locally, others going to Seattle or even to California.

NEW EXPERIMENTS.

Last year, for the first time in Vancouver, fees were collected from high-school students. This innovation was regarded by certain members of the Board as a matter of necessity rather than a matter of choice. Funds were needed for high schools and it was thought they could not be secured in any other way. After one term's experimenting in the charging of fees it was decided to discontinue the practice. While something may be urged in favour of high-school tuition fees in exceptional cases, I am convinced the practice should ordinarily be avoided.

For a number of years there has been a strong sentiment in certain quarters in favour of lengthening the noon hour, but the majority of parents, teachers, and pupils did not favour it.

After the school-day of uniform length throughout the year (from 9 a.m. to 3.15 p.m.) was decided upon in Vancouver in 1918, it became apparent that the lengthening of the noon hour might more reasonably be expected. Consequently a plebiscite of the parents was taken on the question early in 1919, only to be defeated. The Board then decided to experiment with a noon intermission of one hour and fifteen minutes for May and June, 1919, and take another plebiscite later. The result of this was a vote of 6,140 in favour of the lengthened intermission and only 1,511 against it. After more than a year's trial the new arrangement is meeting with general approval.

SALARIES.

Teachers' salaries, which for years have been the highest paid in British Columbia, were again advanced 14 per cent. in January, 1920, thus keeping Vancouver still in the lead. The present schedule, providing salaries ranging from $1,083 to $3,705, looks well on paper, but is not really as good a schedule as that of eight years ago. In one important particular it is unsatisfactory—it holds out little inducement to capable young men to enter or remain in our schools as assistants. Our schools have suffered on this account.

SCHOOL SPORTS AND ATHLETICS.

Keen interest continued to be taken throughout the year in school sports and athletics, both in the public and high schools. In the latter, however, the number of students taking part was far too small, especially among the girls. This condition will likely continue until a qualified physical-training instructress is secured. It is possible provision will be made next year for the appointment of such an official.

GENERAL SCHOOL ACTIVITIES.

The past school-year has been one of ever-increasing harmony and co-operation between the different agencies concerned in carrying on school-work. Parents and teachers are being drawn closer together as they more fully realize they can be mutually helpful. The knowledge that parents and teachers are working together in their interests is also having a beneficial effect on children. Never have I found a better tone in schools than was to be found in Vancouver last year. This I attribute largely to a better understanding between the home and the school.

I have, etc.,

J. S. GORDON,

Municipal Inspector of Schools.

VICTORIA SCHOOLS.

VICTORIA, B.C., July 1st, 1920.

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

SIR,—I have the honour to make the following report on the condition and progress of the Victoria City schools for the year 1919–20:—

ATTENDANCE.

The school attendance from October to June, inclusive, of the years 1918–19 and 1919–20 is shown in the following table:—

1918.	Attendance.	1919.	Attendance.
October	5,269	October	5,873
November (schools closed)		November	5,749
December	4,571	December	5,479
1919.		1920.	
January	2,868	January	5,919
February	5,420	February	5,680
March	5,524	March	5,655
April	5,576	April	5,668
May	5,463	May	5,550
June	5,292	June	5,321

In my last report I stated that the schools were closed part of the time from the middle of October, 1918, to the end of January, 1919, owing to the prevalence of influenza in the city, which accounts for the small attendance in the months of December, 1918, and January, 1919, as shown in the above table.

The total increase in attendance at the city schools in June, 1920, over June, 1919, is twenty-nine.

ACCOMMODATION.

In August, 1919, the special school, under Miss Winn, was moved from its former quarters on the Central School grounds to a much more commodious building on the corner of Pandora Avenue and Fernwood Road. From every point of view this was a very salutary change. In March, 1920, Miss Winn was relieved of a portion of her too arduous duties by the appointment of a part-time assistant.

In August, 1919, the School Board authorized the building of a four-roomed annex to the Sir James Douglas School, and the contract for its erection was subsequently awarded for the sum of $10,734. A similar annex has also been built at Oaklands for $10,371. Both annexes have been occupied for the year under review and have given much-needed relief to much-congested school districts.

In October, 1919, Quadra Manual Training Centre was opened. This enabled instruction to be given to pupils of Quadra Street District who previously had to go to North Ward and other schools. The Oaklands, Margaret Jenkins, and Sir James Douglas Schools are considerably handicapped at present with respect to both manual-training and domestic-science work, their pupils having to go to other centres for this instruction.

H.R.H. THE PRINCE OF WALES.

In September, 1919, H.R.H. the Prince of Wales visited Victoria, where he was acclaimed with enthusiasm, due partly to his high position, but very much more to his great personal charm, which has gained for him the affection of the citizens of every part of the Empire which he visited. The children of Victoria schools, by invitation, were present at his reception on the grounds of the Parliament Buildings, and doubtless carried away with them pleasing recollections of their future Sovereign.

TECHNICAL EDUCATION.

On November 12th, 1919, a special committee from the City Council waited on the School Board and urged the introduction of technical training in the schools. The Board had already in mind the starting of such classes, but this backing from the City Council was greatly appreciated, more especially as it meant an increase in the estimates. On January 7th, 1920, the Board approved of the first purchase of technical equipment, consisting of one rip-saw, one 12-inch jointer, and one band-saw, at a cost of $1,375. The Technical School was opened in September, 1920, and is doing excellent work under the able direction of Mr. William Binns.

DENTAL CLINIC.

On November 12th, 1919, the School Board took the initial steps towards the formation of a dental clinic, and Dr. Mason was appointed school dentist conditional on the passing of necessary legislation authorizing dental expenditures. Such authority having been granted by an amendment to the "Schools Act" last Session, Dr. Mason commenced his duties in April, 1920.

ASSISTANT NURSE.

Beginning with the new year (1920), Mrs. Jean Osborne assumed the duties of assistant school nurse.

MR. GEORGE JAY.

At the expiration of his term of office as school trustee last January, Mr. Jay declined to offer himself for re-election, to the great regret of the School Board and all others with whom he was officially connected, and the following resolution was carried unanimously at a meeting of the Board held on January 14th, 1920:—

"That this Board hereby expresses its appreciation of the great work done in the interests of the Victoria City schools by Mr. Jay during his continuous service on the Board for upwards

of nineteen years; and, further, that the Chairman of the Board and the Municipal Inspector be requested to frame a letter giving suitable expression to the above sentiments."

I may be permitted to add that, having been in the service of the School Board during the whole of the time of Mr. Jay's tenure of office as trustee, and knowing the keen and intelligent interest he took in every matter relating to the schools, and the progressive policy he always advocated in education matters, I can conceive of no more serious loss than that which our schools sustained when Mr. Jay retired from the School Board.

Mr. C. B. Deaville's retirement at the same time and that of Mr. R. W. Perry were also a distinct loss to the Board and the schools.

VICTORIA COLLEGE.

For some years negotiations were carried on between the Board of School Trustees and the Board of Governors of the University of British Columbia, with the view of recovering the affiliation which Victoria lost owing to the establishment of the University, but the School Board always found themselves confronted by an intelligible reluctance on the part of the Board of Governors to decentralize the work of the University. That view was not held by a majority in the Senate, who last year passed a resolution recommending the granting of affiliation to Victoria under certain conditions.

It seems to me to be unnecessary here to recall to your recollection each step in the negotiations which resulted in Victoria receiving the desired affiliation. The documents relating to them are in file in your office.

The final step consisted in the acceptance by the Board of Trustees of the Senate's conditions, and the consequent affiliation of Victoria College with the University of British Columbia.

Later the School Board appointed Mr. Edward B. Paul, Principal, and Professor E. Howard Russell, Professor Percy Elliott, Miss Jeanette A. Cann, and Mme. Sanderson-Mongin as the staff of the new College.

MALNUTRITION IN THE SCHOOLS.

On the recommendation of Nurse Muriel Grimmer, a room was set aside at the Boys' Central School for the purpose of assisting the Dr. O. M. Jones Chapter, I.O.D.E., to distribute to undernourished children milk which was supplied free of cost by the British Columbia Dairymen's Association and Vancouver Island Milk Producers' Association. The reports from the school physician and school nurse indicate the complete success of this most praiseworthy attempt to improve the physique of children whose parents were unfortunately unable to give them proper diet.

SALARIES.

Several interviews between the School Board and the teachers resulted in a considerable increase in the salary schedule.

RESIGNATIONS.

In December, 1919, the George Jay School suffered a serious loss by the resignation of Miss Etta B. Andrews, a faithful and most successful teacher.

In June, 1920, Mr. A. G. Smith, Principal of the High School for the last four years, resigned to take an important position in the Sprott-Shaw School in this city. I need not remind you of the splendid work of Mr. Smith, both as assistant in and principal of the High School. You, like myself, have worked in the same school with him, and know well his high scholarship and his success as a teacher. During his rule as principal the High School flourished greatly, and no complaint was ever brought to me about the manner in which he performed his duties. His resignation was accepted with much regret by the Board.

At the end of June I resigned my position as Municipal Inspector of Schools, an office I held for the last twelve years. During that time I received much kindness from trustees, teachers, and the public generally, for which I am most grateful.

I have, etc.,

EDWARD B. PAUL,

Municipal Inspector of Schools.

PROVINCIAL NORMAL SCHOOLS.

VANCOUVER PROVINCIAL NORMAL SCHOOL.

VANCOUVER, B.C., July 1st, 1920.

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

SIR,—I beg to forward the accompanying report of the Provincial Normal School, Vancouver, for the school-year ending May, 1920:—

SUMMER SESSION.

During this session there have been 257 students in attendance, of whom 137 received their Preliminary diplomas; 45 were, on request of the Faculty, allowed further time; 42 failed; and 2 withdrew.

The work of this session was very heavy upon the Faculty. Mr. Murphy resumed his position on his return from active service on September 1st, but was unable to attend to his duties until December 1st. During the month of October Mr. MacLean was absent at his old home in Prince Edward Island on account of his father's death. The rest of the staff had therefore additional work on their hands, which, I need not say, was willingly undertaken.

WINTER SESSION.

During this session there have been 222 students in attendance. Of this number, Preliminary diplomas have been granted to 43 and Advanced diplomas to 154, while 25 have failed or withdrawn, several of whom have been obliged to leave from ill-health.

The arrangements for practice-work and instruction are still greatly hindered by the holding of Preliminary and Advanced classes in the same session. We had in the winter session four classes of Advanced students and one of Preliminary. In the majority of cases the Preliminary students could have attended in September had they been so inclined, and better work would have been accomplished at each session had all students been of the same grading.

ENTRANCE QUALIFICATIONS.

At the commencement of this session a number of students were admitted who had to write on supplemental examinations for either matriculation or higher standing. Some of these were successful, but others were not; consequently there are now here eighteen students who have no non-professional standing of any kind. By advice of their high-school teachers these students did not write for their Junior Grade, and having now no matriculation they are disqualified as teachers, but by the consent of the Department were allowed to continue here this session.

I would suggest that a regulation be made that in future no student should be eligible for admission to the Normal School unless that student is the holder of a certificate of Junior Grade standing or of full matriculation. We find that students who have to face again their non-professional examinations are unable to devote their whole attention to the professional side of their work, and consequently are inefficient students.

STRATHCONA TRUST—PHYSICAL DRILL.

All the students of the first session received training in physical drill from Instructor Wallace. At the close of the session an examination was held by Major Belson for any who were leaving in December, 1919, and thirty-six diplomas were granted. The Department having arranged that the instructor should be transferred to the Victoria Normal School from February until the end of the session, another examination was held by Major Belson early in February and 147 diplomas were granted. The present class of Preliminary students is now left without any special instructor in the subject of physical drill, and although this is being taught by our regular staff after hours, yet the taking away of the drill instructor has thrown additional classes upon the staff during school-hours, being equivalent to a reduction of our staff by one member. I trust the Department will be able to replace an instructor next session. By present arrangement of one instructor for two schools, however the arrangement may be made, part

of the students in each school will have no special instruction, or the staff will have to provide it at the expense of other subjects of equal importance.

In addition to the usual drill, it would be of great advantage if our boys were obliged to take cadet drill in order to be proficient to train others in the future. If the Department will make this compulsory there would be no difficulty in carrying out the necessary training while the students are attending the school, but this must be made an essential part of their course in order to obtain the greatest benefit from such an arrangement. Trustees in many schools are requiring their male teachers to train pupils in habits of discipline, and the fact that the teacher is capable of doing this is proved by his possession of the necessary training and knowledge himself. Hence, I beg to ask the special consideration of the Department to this matter, both for the benefit of the students and of the community.

DOMESTIC ECONOMY AND MANUAL TRAINING.

We are still deficient in any means to teach either of these branches. Surely, if they are requisite for Normal School students in Victoria, they are equally so for students in this institution. I sincerely trust that the Government will at an early date be in a position to remedy this defect, and even to carry on a special course for training teachers for these subjects. The people of the Province are gradually awakening to the value of an education along these lines and are offering to support their teaching, but meanwhile we have to import our teachers or to send our students to other Provinces to study the approved methods; this can be done as well in our Normal Schools were the proper facilities provided. It would appear, however, from the experience of other Provinces, that any special training for these subjects should be given only after the student has proved teaching ability in the ordinary course.

FIRST AID.

Four classes in First Aid were held during the winter session, and eighty-four students obtained their diplomas for proficiency in this subject.

In conclusion, I can only again thank, on my own behalf and of that of the whole Faculty, the teachers of our two Model Schools for their combined endeavours to aid us in the best manner possible for the benefit of our student teachers.

I have, etc.,

WILLIAM BURNS,

Principal.

VICTORIA PROVINCIAL NORMAL SCHOOL.

VICTORIA, B.C., October 30th, 1920.

S. J. Willis, Esq.,

Superintendent of Education, Victoria, B.C.

SIR,—I have the honour to submit the following report on the work done in the Provincial Normal School at Victoria during the school-year which ended June 30th, 1920:—

	Sept. to Dec., 1919.	Jan. to May, 1920.
Number enrolled for the Advanced Course	25	105
Number enrolled for the Preliminary Course	114	12
Totals	139	117
Number that discontinued attending during the session	4	3
Number not awarded diplomas	2	8
Number awarded diplomas	133	106
Totals	139	117

It was with no small sense of relief that I welcomed in September, 1919, an addition to the strength of our teaching staff in the person of Mr. B. S. Freeman, B.A. Mr. Freeman, who had

been principal of the Armstrong High School, entered upon his duties with the full enthusiasm and ripe experience of a teacher who had given years of most efficient service in his profession. It is with regret that I have to record that Miss Ida Morris, L.R.A.M., who had charge of the teaching of music for four years, found it necessary to resign her position that she might return to her home in England. Our school lost thereby an instructress whose influence on the students was always ennobling. With these changes the work of the year was apportioned as follows: The Principal—Psychology, history of education, class management and school law, English literature, arithmetic, and a portion of the work in English grammar and language. Mr. V. L. Denton—History, geography, and reading. Mr. Hy. Dunnell—Drawing and colour-work, writing, woodwork, and manual arts. Mr. B. S. Freeman—Language, English grammar, nature-study, and school-gardening. Miss Lexa Denne—Household science, hygiene, and first-aid to the injured. Mr. E. Butterworth (substitute)—Music. Sergeant-Major Instructor Wallace—Physical training.

At the close of the year in July, Miss Denne, upon her return to her home in Ontario, found that the failing health of her father would prevent her from returning and accordingly resigned her position. I cannot speak too highly of the work done by Miss Denne during the four years and a half that she was a member of the staff. Not only this school, but the Province at large, has lost a forceful leader in the important realm of household economics.

In retrospect of the year's work there has been sufficient reason, I believe, to feel that every effort has been faithfully made to send forth carefully trained young teachers possessing a full sense of responsibility of the importance of the work they have undertaken. Various social functions, an active Athletic Association, and a well-organized Literary Society have helped in this work of development. In addition to these, two series of lectures were given that could not fail to broaden the mental vision of these young teachers and to assist them to view their work in its proper relation to other educational institutions of human endeavour. The first was a series of lectures, during the fall session, on the value of reading and the functions of public libraries, given by Miss Helen Stewart, Miss Margaret Clay, and Mr. Herbert Killam. The second series, during the spring session, was given by a number of prominent citizens of Victoria and embraced a variety of excellent topics. Our thanks are gratefully accorded to all who thus assisted. To the staffs of the Model School, the North Ward School, and the Bank Street School we are again indebted for their faithful service in connection with the practical teaching of our students.

There is one point relative to the existing conditions under which we are now working that should receive immediate consideration. Graduates in Arts are now required by the provisions of the "Public Schools Act" to take Normal training. Almost all of these are preparing to enter the profession as teachers in high schools. The training they receive is entirely associated with elementary school-work. While it is true that in this training they should and do receive instruction in principles of teaching applicable to all grades, it is obvious that a better training would be given were that training associated directly with the grade and subject-matter of the schools that they purpose entering. At the present time there is no school in this Province training teachers for high-school work. As an ever-increasing number are being graduated each year from our Provincial University who desire such training, it would seem expedient to establish a school for the training of high-school teachers at once.

In concluding this report, it gives me pleasure to express my sincere appreciation of the progressive plan initiated by the Department of Education, whereby the instructors in our Normal Schools are given financial assistance to enable them to attend summer sessions at leading universities for the purpose of promoting their professional efficiency and deepening their enthusiasm.

I have, etc.,

D. L. MACLAURIN,

Principal.

ELEMENTARY AGRICULTURAL EDUCATION.

REPORT OF THE DIRECTOR.

VICTORIA, B.C., November 30th, 1920.

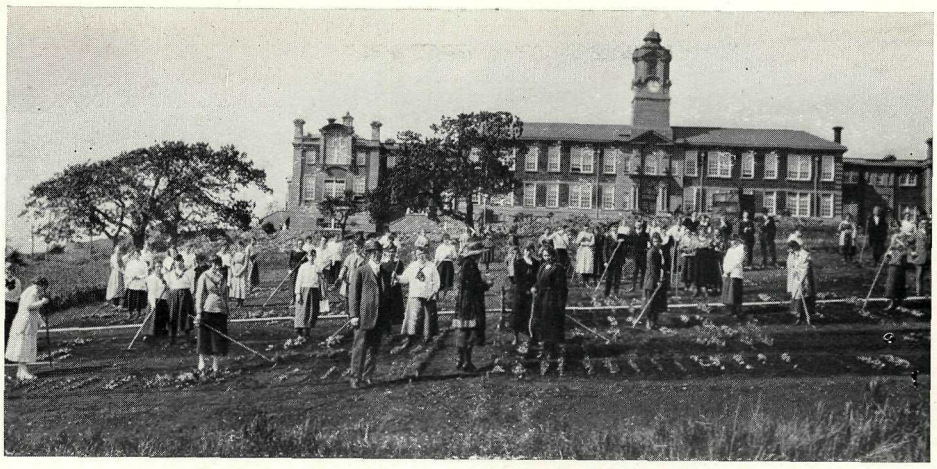
S. J. Willis, Esq.,
Superintendent of Education, Victoria, B.C.

SIR,—I have the honour to submit the following report dealing with elementary agricultural education for the year ending December 31st, 1920:—

ITS PLACE IN THE PUBLIC SCHOOLS.

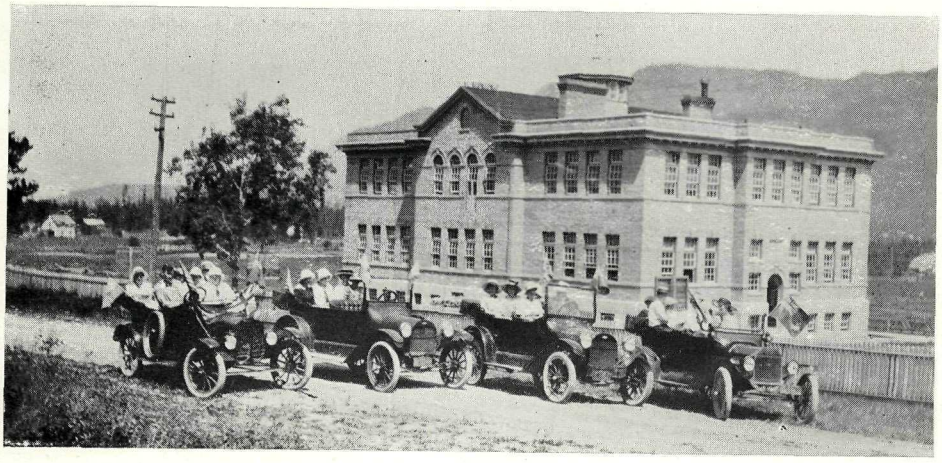
It is generally conceded that the public schools are not directly concerned with vocational education. In other words, they have not been established for the purpose of training boys and girls in special lines of work whereby they might earn a living. That is something which naturally comes later on in connection with technical and trade schools and to some extent in high schools. It is true, however, that in the latter years of the public school boys and girls should have such lines of work as tend to develop useful and healthful interests, and a discovery on their part of possible lines of activity into which they might enter with reasonable chances for success. To this extent public-school work might be said to be prevocational, and it is at this stage that such subjects as manual training and elementary agriculture are of outstanding importance.

No doubt the earliest type of education was that which had to do with the training of boys and girls in the home. It was largely a matter of individual instruction in ways and means of doing things. It was, of course, too narrowly vocational, although it had the rare merit of calling into play most of the faculties of the individual. He at least learned to do by doing and not infrequently became possessed of great personal skill. This rather primitive and utilitarian type of training was followed by what might be regarded as the opposite extreme—reading, memorizing, and reciting lessons learned from books—a type of training which aimed chiefly at the development of the human mind, the intellect. It found no place for the consideration of the more practical affairs of life and livelihood. With the invention of printing it soon became quite easy and quite natural for one generation of scholars to bequeath or assign to the next, in printed form, that which seemed to them good in the way of subjects of instruction. In this way the importance of subjects and the subject-matter of instruction was overestimated and the larger question of suitability of instruction to the individual needs as a social being almost ignored. Surely the school of to-day owes a duty to its boys and girls in helping them to discover what they can best do when school-days are over. That the modern public school can so function without sacrificing any element of strength which it has hitherto possessed is the belief of leading educationists of the day. After having made careful observation for themselves individually, and after having examined, under oath, scores of prominent teachers, in all parts of Canada, the Royal Commission on Technical Education and Industrial Training reported as follows: "There was a general agreement of opinion, as expressed to the Commission, that elementary education in Canada affords satisfactory preparation for entering secondary schools, but that it does not give the kind of training or the kind of knowledge which should be possessed by those who leave school at 14 years of age, or thereabouts, and enter upon industrial, agricultural, or housekeeping occupations. Considerable changes have been introduced during recent years to give such pupils a more specific preparation for their life-work. Manual training has been introduced partly with this object in view and partly for its cultural influences on the general powers of the pupils. Domestic science finds a place in the programme chiefly for its practical value; school-gardens have been taken up and nature-study has been extended, particularly for the purpose of cultivating the powers of observation and increasing the knowledge of the children concerning the things of nature which lie close to them and all about them." The Commission's recommendation in this point is "that the experiences of the school should tend more directly towards the inculcation and conservation of a love of productive, constructive, and conserving labour."

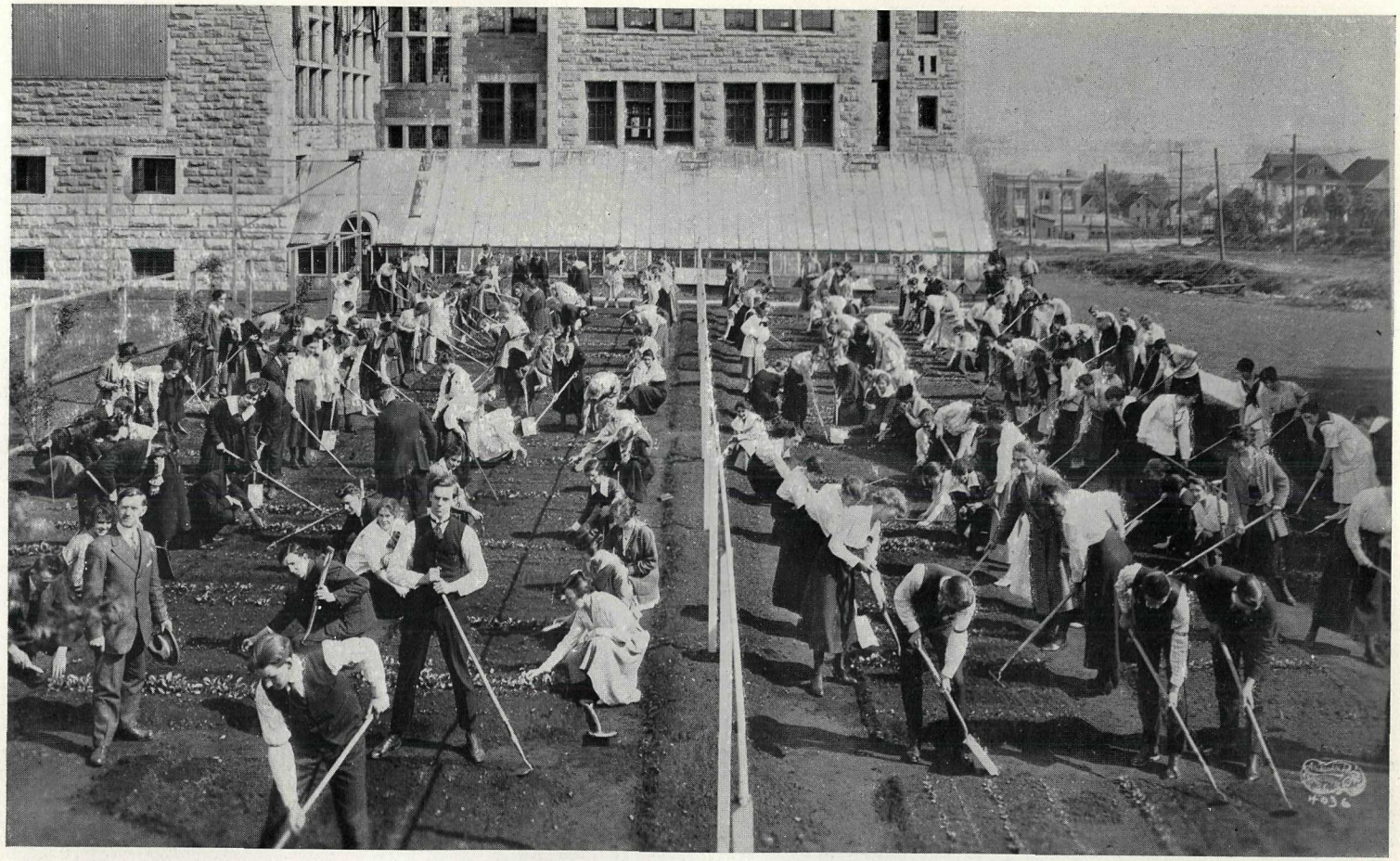


Training-garden, Victoria Normal School, 1920. B. S. Freeman, B.A., Instructor.

Normal School-garden, Victoria, 1920.



High School class in Agriculture, Enderby, B.C. Starting out on a farm excursion.



Learning to do by doing. Teachers in training, Vancouver Normal School. Mr. H. B. McLean, Instructor. (Reprinted from 1918 report.)

Agricultural education, in so far as it pertains to the public school, is neither technical nor vocational in the now accepted meaning of those terms. This does not mean that the information gained by even young boys and girls is not quite correct and scientific, as well as immediately applicable to the great occupation of food production. It deals with subject-matter and materials that are intrinsically interesting to children—soils, plants, insects, birds, sunshine, water, and tools to work with; but it does not presuppose that all of the boys that are trained in and through the use of these things are to make their living by them. Agricultural education in the public schools aims at personal development in the individual pupil. It stands for realism and for symmetry in education. Its informational content is indeed intrinsically valuable, but its developmental and character-forming values are of still greater importance. Whilst it is true that much of the experimental work conducted in school and home gardens is of interest and some of it doubtless of practical value to agriculturists in the vicinity of the school, it is not intended to "show the people how to farm," nor does it lay any special claims to "last-minute" methods in horticultural practice. School- and home-gardening aims to be educational first of all; after that it may be profitable from an economic standpoint. A visit to a school fair will convince even the most persistent critic that economic values are not wanting in the pursuit of school- and home-garden work. Many an up-to-date farmer has been brought to acknowledge the relative superiority of his son's exhibit as shown at the fair in comparison with his own, and has rejoiced in the fact that the school had done something to develop in the boy a true manliness as well as an abiding interest in worthwhile affairs at home.

It will readily be seen, therefore, that agricultural education as defined in terms of educational purposes and method is not for rural districts only. It is equally applicable to urban districts. It is true that the principle of "teaching in terms of environment and of home interests" may require that certain topics such as those dealing with farm animals will be modified or omitted in the larger city schools, and will give place to other topics which are more closely associated with city life, but in the main it is possible, and it certainly is desirable, that city boys and girls be given every possible opportunity to become acquainted at first-hand with the cultivation of the soil and with growing plants and animals. Some City School Boards have appreciated the great importance of this branch of education for growing boys and girls in city schools. The Ottawa City School Board, for example, a few years ago thought it worth while to purchase an acre of land within easy walking distance of two large public schools at a cost of $13,000. The reason for this comparatively large expenditure is well set forth by Dr. J. H. Putman, Senior Inspector of Schools for Ottawa, who in his annual report on this particular point says: "My recommendation to make this purchase was not based upon a sudden impulse, nor was it born of a war-time enthusiasm for gardening by city folk. It was based on a conviction that many things which all city children ought to know can be taught only through an actual experience. It was based upon a belief in the same principle which has given us manual-training rooms and domestic-science rooms for the education of children through their motor activities. It was based upon the same principle that moves us to provide laboratory practice for students in physics or chemistry, or biology. . . . At the present time we cannot build even one school-room or manual-training room or domestic-science room for $13,000. Surely an acre of school-garden is worth as much for educational purposes as a single class-room." It is to be hoped that every city school in British Columbia will soon be equipped in similar manner for carrying on studies out-of-doors, the importance of which has long since been established.

THE COURSE OF STUDY.

The new Nature Study Course has now been in use for a year. It has met with some criticism from the standpoint of the amount of work prescribed, but it has also called forth much favourable comment, especially from teachers who have had a good deal to do with nature-study in public-school work, and who have had special training in the subject. A great many teachers have stated that their second impressions of the course were better than their first. As previously mentioned, a revision of the course will shortly be arranged, when an attempt will be made towards a better classification of the subject-matter, together with a greater elaboration of that part which deals with methods in teaching the Nature Study Course. It is now evident that some steps should be taken to further assist the teachers of the Province by supplying suitable helps for the teaching of nature-study. Source-books for obtaining informa-

tion on special nature topics are needed by all teachers. A bibliography of such books has been published and some School Boards have made a good beginning in supplying certain of these. But it is equally important that certain appliances for illustration and demonstration should also be furnished. Good pictures and illustrative charts are in great demand in supplementing observational study of natural objects, and especially of living creatures, such as birds, insects, and animals generally. Then, also, in preliminary and advanced grade work a certain amount of experimental work is essential and calls for some inexpensive apparatus which, however, is not usually in the average school. I would therefore strongly recommend that School Boards furnish their teachers with adequate appliances for making this important subject vital and successful in every way.

SCHOOL- AND HOME-GARDENS.

Gardening under difficulties was the experience of people, generally, throughout the Province this year. A late cold spring followed by a very dry summer spelled ruin in a good many cases, and especially so in cases where special care was not given at the right time. In spite of these adverse conditions the majority of school-gardens turned out well, and were a credit to the young gardeners and their teachers. As always happens, a certain number of gardens suffered through sheer neglect—neither teachers nor trustees displaying much interest in them, and no adequate provision having been made for taking care of them during the midsummer vacation. After making due allowance for abnormally bad weather conditions there still remains the fact that there were some preventable failures this year. It is evident that the change of teachers has a bad influence in this as in other branches of school-work, also the midsummer promotion of pupils may have had something to do in lessening the interest on the part of the pupils themselves. If, however, 75 per cent. or more of the school-gardens were well up to the standard of the average home-garden, and many of them quite superior to the average home-garden, it would seem reasonable to suppose that almost all could be carried through successfully.

As an example of successful intensive cultivation on soil of scarcely average fertility, the Oaklands school-garden of Victoria is deserving of special mention. The area in vegetables this year was a little less than one-quarter acre. During the dry spell an ordinary garden-sprinkler was used, but cultivation was carefully attended to. Principal R. H. McInnis, who for several years past has made a real success of school-gardening, reports on the production end of the work as follows:—

"During the past season owing to intensive cultivation a very heavy yield was produced, including over 3,000 lb. of carrots, 800 lb. of beets, 700 lb. of beans, 700 lb. of onions, 100 lb. of parsnips, and over 2,000 lb. of tomatoes, of which 600 lb. were sold as ripe tomatoes. Marrow, squash, pumpkins, cucumbers, melons, corn, cabbages, cauliflower, and potatoes were also grown. The cabbage and cauliflower were plants secured from Australia known as the Swedish Giant. Some of the cauliflower-plants at maturity weighed 15 lb. An exhibit was placed in the fall fair and was successful in taking first prize."

The experience of the last few years in this work has shown that occasionally school-gardens have been started under conditions that foredoomed them to failure. This was nothing more or less than an instance of enthusiasm in the interests of a splendid movement overlooking or overcoming good judgment. With more experience on the part of teachers cases of this kind will largely disappear.

More attention is being given in some districts to the school-supervised home-garden as a basis for the study of nature and for demonstrations of agricultural processes. This school-home project method in elementary agriculture is gaining ground rapidly in many districts, and especially in American schools. It is now in operation in all of the Provinces of Canada, and although, for obvious reasons, it is not equal to the school-garden as a teaching device, it can nevertheless be made use of in many cases where school-gardens are not practicable. Our policy in this Province has always been to institute school-gardens only under such conditions as readily permit of successful operation and to encourage home-project work in gardening and agriculture, more especially for pupils of Intermediate and Senior Grade, not so much as an alternative, but as a very desirable application at home of principles and practices learned in connection with the school-garden in the earlier years at school.

School-gardening was conducted by 243 teachers with 7,258 pupils, and home-gardening by 45 teachers with 692 pupils.

Following is a list of the school and home gardens for the year 1920:—

Home-gardens.

School.	Div. No.	No. of Pupils.	Teacher.
Cities.			
Chilliwack:			
Central	Div. I.	3	P. H. Sheffield.
„	„ X.	1	Ruth Agar.
Duncan (Consolidated):			
Central	„ II.	2	Catherine Ritchie.
„	„ IV.	38	Irma Creeden.
Merritt:			
Central	„ V.	45	A. E. North.
Port Coquitlam:			
James Park	„ I.	37	Emma M. Cox.
„	„ II.	36	E. W. Maxwell.
Vancouver:			
Tennyson	„ V.	41	Sarah Davis.
Municipalities.			
Chilliwack:			
Rosedale	Div. I.	13	John Eason.
Strathcona	„ I.	36	Chas. C. Watson.
Langley:			
East Langley	„ I.	6	M. E. Fletcher.
Lochiel	„ I.	5	A. Olson.
Patricia	„ I.	9	Beth Laffere.
West Langley	„ I.	5	Jessie A. Crawford.
Matsqui:			
Ridgedale	„ II.	22	Lucy Owen.
Mission:			
Mission City	„ I.	3	Albert H. Webb.
„	„ II.	6	H. A. Eckardt.
„	„ V.	15	Zella K. Topper.
Point Grey:			
Kerrisdale	„ III.	37	Mary V. Climie.
Richmond:			
Bridgeport	„ I.	19	Kathleen McNeely.
Saanich:			
North Dairy	„ I.	22	M. K. Offerhaus.
Saanichton	„ I.	19	Agnes Sjolander.
West Saanich	„ I.	20	M. C. Bissett.
Surrey:			
Anniedale	„ I.	5	F. Ardiel.
Clayton	„ I.	2	Margaret Mann.
Hall's Prairie	„ II.	3	M. E. Philp.
Johnston Road	„ I.	4	Ivy Davis.
Mud Bay	„ I.	3	B. L. Keller.
Newton	„ I.	4	Jennie Bryson.
Springdale	„ I.	7	Marguerite M. Steele.
„	„ II.	7	Winnifred C. Henderson.
Strawberry Hill	„ I.	7	Eileen Gregory.
Tynehead	„ I.	2	M. I. Lyness.
South Vancouver:			
Mackenzie	„ III.	29	Frances R. Milne.
Rural and Assisted.			
Columbia Gardens	Div. I.	11	W. Barchard.
Comox	„ I.	21	Lilian Hood.
„	„ II.	16	M. E. Graham.
Denman Island	„ I.	22	Ancilla Stewart.
„	„ II.	14	D. Campbell.
Galiano Island	„ I.	6	F. W. Hicks.
Lazo	„ I.	25	V. W. Hildredge.
Nakusp	„ II.	20	W. P. Calhoun.
Needles	„ I.	13	J. F. Nicoll.
Pouce Coupe:			
Central	„ I.	10	M. C. Simmons.
Sidney	„ I.	21	David Hoyle.

School-gardens.

School.	Div. No.	No. of Pupils.	Teacher.
Cities.			
Alberni	Div. I.	54	John Howitt.
Armstrong (Consolidated):			
Central	„ I.	16	T. Aldworth.
Hullcar	„ I.	32	M. M. S. Taylor.
Knob Hill	„ I.	38	J. H. Leonard Coates.
Larkin	„ I.	30	E. Corson.
Pleasant Valley	„ I.	24	Grace W. Killip.
Chilliwack:			
Central	„ I.	32	P. H. Sheffield.
„	„ II.	33	M. Williams.
„	„ III.	52	M. E. Jackson.
„	„ IV.	34	A. M. Rogers.
„	„ V.	33	Mary Johnston.
„	„ VI.	34	Ethel M. Cawley.
„	„ VII.	34	Ruth R. Barr.
„	„ IX.	36	Maude E. Carmichael.
„	„ X.	34	Ruth Agar.
Cranbrook:			
Central	„ I.	31	Roy S. Shields.
„	„ II.	35	Amy Woodland.
„	„ III.	29	Ida M. Howard.
„	„ IV.	40	Sybil D. White.
„	„ V.	41	Mabel Cartwright.
Duncan (Consolidated):			
Central	„ I.	31	Wm. Stacey.
„	„ II.	35	Catherine Ritchie.
„	„ III.	31	Catherine F. Mackenzie.
„	„ IV.	38	Irma Creeden.
„	„ V.	46	Myra Bradshaw.
Crofton	„ I.	29	J. Mabel Knocker.
Merritt:			
Central	„ I.	13	L. E. Morrissey.
„	„ II.	30	Constance M. Batten.
„	„ III.	47	Bertha T. Ball.
„	„ IV.	38	Helen Currie.
„	„ V.	45	A. E. North.
„	„ VI.	52	M. H. Walsh.
New Westminster:			
F. W. Howay	„ I.	25	L. Lambert.
„	„ II.	22	F. Eickhoff.
„	„ III.	46	B. M. Bournes.
„	„ IV.	56	L. M. Lane.
„	„ V.	42	G. E. Banford.
„	„ VI.	30	H. Frances Gilley.
„	„ VII.	36	Evelyn B. Newby.
Lord Lister	„ II.	34	R. S. Gilley.
„	„ III.	36	C. M. Rennie.
„	„ IV.	40	A. Mildred Mercer.
„	„ V.	41	H. I. Turnbull.
Richard McBride	„ I.	28	G. S. Summers.
„	„ II.	34	Edna E. Knight.
„	„ III.	32	Margaret B. McLean.
Queensboro	„ I.	34	Phyllis Dockerill.
„	„ II.	32	G. L. Flynn.
Herbert Spencer	„ I.	33	W. T. Fennell.
„	„ II.	45	Wm. Plaxton.
„	„ III.	35	Helen P. Davidson.
„	„ IV.	36	Ruth M. Gregg.
„	„ V.	36	Frances R. Murphy.
John Robson	„ III.	30	Margaret Wilson.
„	„ IV.	37	Myrtle E. Mack.
„	„ V.	33	Alice M. Mercer.

School-gardens—Continued.

School.	Div. No.	No. of Pupils.	Teacher.
Cities—Continued.			
Port Coquitlam:			
James Park	Div. I.	37	Emma M. Cox.
„	„ II.	36	E. W. Maxwell.
Vancouver:			
Dawson	„ I.	30	Lili J. U. Laursen.
Fairview	„ VI.	36	Jessie J. Anderson.
Grandview	„ XII.	33	Louise Bampton.
Mount Pleasant	„ III.	29	E. A. Murphy.
Tennyson	„ IV.	36	Louise J. Brunton.
„	„ V.	38	Sarah Davis.
Vernon:			
Central	„ III.	16	Wm. C. Wilson.
„	„ IV.	32	Bessie P. Seaton.
„	„ V.	32	W. L. Seaton.
Victoria:			
Burnside	„ I.	32	Wm. H. Wilson.
„	„ II.	31	Jean Polson.
„	„ III.	33	Margaret Stewart.
George Jay	„ V.	36	C. Lena Harris.
Kingston Street	„ V.	25	Ellen G. Lawson.
Oaklands	„ I.	34	R. H. MacInnes.
„	„ II.	29	D. J. Thomas.
„	„ III.	28	Gertrude Dixon.
„	„ IV.	32	Anna Hendry.
„	„ V.	31	Bina Brynjolfson.
Municipalities.			
Burnaby:			
Armstrong Avenue	Div. I.	29	Gladys L. Cale.
Barnet	„ I.	14	A. J. McKenna.
Gilmore Avenue	„ I.	42	Stanley J. Griffiths.
„	„ II.	37	D. M. Moore.
Kingsway East	„ I.	39	Jessie M. McKenzie.
Nelson Avenue	„ I.	33	D. H. H. Lowther.
Riverway East	„ I.	20	Edward I. Cantell.
Sperling Avenue	„ I.	32	Mary L. Black.
Chilliwack:			
Camp Slough	„ II.	30	Annie Fetterly.
Cheam	„ I.	34	Lena H. Nowlan.
„	„ II.	16	Alice H. Taylor.
East Chilliwack	„ I.	28	L. L. Mitchell.
„	„ II.	12	Orpah McKenzie Hanson.
Fairfield Island	„ I.	19	V. I. Monkhouse.
Lotbinière	„ I.	44	J. Stanley Henderson.
„	„ II.	16	Marion V. Sleightolm.
Parson's Hill	„ I.	14	S. E. Houston.
Rosedale	„ I.	25	John Eason.
„	„ II.	37	Georgina M. McManus.
Sardis	„ I.	28	Wm. Robertson.
„	„ II.	40	Mary A. Macdonald.
„	„ III.	38	Edith H. Hutchison.
Strathcona	„ I.	36	Chas. C. Watson.
Sumas	„ II.	15	M. E. Whitworth.
Vedder Creek	„ I.	11	Mary C. Hardy.
Yarrow	„ I.	14	H. B. Manuel.
Coquitlam:			
Millside	„ I.	16	Gladys Parker.
Langley:			
Aldergrove	„ II.	33	Marjorie McInnes.
East Langley	„ I.	26	M. E. Fletcher.
Langley Prairie	„ I.	65	Erwin E. Barnes.

School-gardens—Continued.

School.	Div. No.	No. of Pupils.	Teacher.
Municipalities—Continued.			
Langley—*Continued.*			
Langley Fort	Div. I.	24	Miss J. D. Forrester.
„	„ II.	31	„ F. A. McLeod.
„	„ III.	29	„ M. L. Traves.
Lochiel	„ I.	19	Annie Olson.
Milner	„ I.	42	Constance Wright.
„	„ II.	41	A. O. Mufford.
Murrayville	„ I.	28	F. L. Whitworth.
„	„ III.	40	Margaret Hamilton.
Patricia	„ I.	36	Beth Laffere.
Springbrook	„ I.	28	M. A. McLellan.
West Langley	„ I.	25	Jessie A. Crawford.
Maple Ridge:			
Webster's Corners	„ I.	31	Annie L. Thompson.
Matsqui:			
Clayburn	„ I.	29	George E. Apps.
„	„ II.	35	M. Pauline Jones.
Matsqui	„ I.	30	Grace E. Busby.
„	„ II.	35	Effie MacLean.
Ridgedale	„ I.	15	M. Olive Carter.
„	„ II.	22	Lucy E. Owen.
Mission:			
Hatzic	„ I.	27	Wm. A. Stafford.
„	„ II.	19	Helen Bates.
Mission City	„ I.	37	Albert H. Webb.
„	„ II.	19	Harold A. Eckardt.
„	„ III.	33	Eunice Sewell.
„	„ IV.	29	Caroline Murray.
„	„ V.	29	Zella K. Topper.
Oak Bay:			
Monterey Avenue	„ I.	31	F. G. Dexter.
„	„ II.	36	Isabel Cathcart.
„	„ III.	48	Lydia White.
Pitt Meadows:			
Pitt Meadows	„ I.	30	Ida M. Hoey.
Point Grey:			
Kerrisdale	„ I.	34	Ethel B. Park.
„	„ II.	43	H. E. Patterson.
„	„ III.	37	Mary V. Climie.
„	„ IV.	47	Hazel M. Smith.
„	„ V.	11	C. H. Anderson.
Richmond:			
Bridgeport	„ II.	35	Helena Estabrooks.
„	„ III.	36	Pearl L. McKay.
„	„ IV.	33	Rachel Laing.
„	„ V.	43	Margaret Hodge.
English	„ I.	23	— Grant.
Lulu	„ I.	17	Henry Bayley.
Mitchell	„ I.	37	Marjorie E. Elder.
Steveston	„ I.	29	G. T. Evans.
Saanich:			
Cedar Hill	„ I.	35	Nellie Jones.
„	„ II.	36	Elsie Creeden.
„	„ III.	7	Jessie V. Brusky.
Craigflower	„ I.	20	Marguerite Ozard.
„	„ II.	41	Jean Sangster.
„	„ III.	19	Mildred Beattie.
Gordon Head	„ I.	23	Christina E. Williams.
„	„ II.	17	Elizabeth M. Shampenny.
Keating	„ I.	39	E. M. Armstrong.
„	„ II.	15	Mildred MacKenzie.
Mackenzie Avenue	„ I.	23	J. O. Welch.
„	„ II.	46	R. Drennan.
„	„ III.	45	Mary MacKinnon.

School-gardens—Continued.

School.	Div. No.	No. of Pupils.	Teacher.
Municipalities—Continued.			
Saanich—*Continued.*			
North Dairy	Div. I.	24	M. K. Offerhaus.
„	„ II.	7	J. E. Dunnett.
Prospect Lake	„ I.	30	H. Cumberbirch.
Royal Oak	„ I.	26	M. P. Kinnaird.
„	„ II.	13	Maggie Anderson.
Saanichton	„ I.	19	Agnes Sjolander.
„	„ II.	21	Victoria E. Lemmax.
Strawberry Vale	„ I.	28	Wm. McMichael.
„	„ II.	16	Edith Birkett.
„	„ III.	26	Margaret Beckwith.
Tolmie	„ II.	41	Nadine Berton.
„	„ III.	37	E. M. Beane.
„	„ IV.	41	Annie C. Main.
„	„ V.	38	Violet A. Harmon.
„	„ VI.	38	Marion G. Service.
„	„ VII.	25	Eleanor C. Haddow.
West Saanich	„ I.	32	M. C. Bissett.
„	„ II.	39	J. E. Anderson.
Sumas:			
Kilgard	„ I.	24	F. E. Lawrence.
Straiton	„ I.	13	Ina M. Fraser.
Surrey:			
Anniedale	„ I.	17	Florence W. Ardiel.
Clayton	„ I.	21	Margaret Mann.
Crescent	„ I.	26	Grace Hardacre.
Hall's Prairie	„ I.	35	Harry L. Webb.
„	„ II.	35	Marion E. Philp.
Johnston Road	„ I.	30	Ivy Davis.
Kensington Prairie	„ I.	24	C. E. Somerville.
„	„ II.	27	Gwendolyn Robson.
Mud Bay	„ I.	30	B. L. Keller.
Newton	„ I.	29	Jennie S. Bryson.
Springdale	„ I.	16	M. M. Steele.
„	„ II.	28	Winnifred C. Henderson.
Strawberry Hill	„ I.	39	Eileen Gregory.
Surrey Centre	„ I.	30	Florence E. Clarke.
Tynehead	„ I.	37	M. I. Lyness.
Westminster, South	„ I.	19	S. E. Parton.
White Rock	„ I.	61	Edgar F. Clarke.
„	„ II.	32	Jean M. McLeod.
South Vancouver:			
Carleton	„ I.	36	Alex. Martin.
„	„ II.	45	Robt. R. Smith.
„	„ III.	35	Lucy E. Hindle.
Mackenzie	„ I.	36	S. J. Clarke.
„	„ II.	34	J. O. McLean.
„	„ III.	35	Frances R. Milne.
McBride	„ II.	48	Mabel E. Smith.
„	„ III.	41	L. A. Corral.
Norquay	„ I.	36	J. A. Hamilton.
„	„ II.	47	Florence O. Hamilton.
„	„ VIII.	38	Grace W. Miller.
Rural and Assisted.			
Ashton Creek	Div. I.	9	Caroline Paradis.
Barnston Island	„ I.	16	Miriam Peck.
Bella Coola	„ I.	15	W. A. M. Sykes.
Big Bar	„ I.	10	Eliza P. Simms.
Big Bar Mountain	„ I.	12	Kathleen O'Sullivan.
Box Lake	„ I.	26	Ida Wyrill.
Brisco	„ I.	19	M. Rickey Tuttle.
Comox	„ I.	30	Lilian Hood.
„	„ II.	16	M. E. Graham.

School-gardens—Continued.

School.	Div. No.	No. of Pupils.	Teacher.
Rural and Assisted—Continued.			
Cowichan	Div. I.	19	Geo. Bowyer.
Enderby, North	„ I.	26	Emily R. Cary.
Erie	„ I.	12	Guy Algernon Johnson.
Fauquier	„ I.	8	Edward W. Tanner.
French Creek	„ I.	17	Catherine B. Hallowes.
Hilliers	„ I.	13	Catherine B. Hallowes.
Hume (Nelson)	„ I.	18	G. E. Sparkes.
„	„ II.	39	A. J. Clotworthy.
Ioco	„ II.	22	M. E. Kneeshaw.
Kitsumgallum	„ I.	71	W. W. C. O'Neill.
Masset	„ I.	11	M. I. Weatherhead.
Nakusp	„ I.	7	Thos. J. Barron.
„	„ II.	29	W. P. Calhoun.
„	„ III.	12	Ethel B. Livingstone.
Needles	„ I.	13	J. F. Nicoll.
Nob Hill	„ I.	15	Catherine C. Battison.
Otter Point	„ I.	19	Stella Keenan.
Parksville	„ I.	18	Eileen Cass.
Pouce Coupe North	„ I.	16	Clare Braden.
Powell River	„ I.	20	W. T. Arthurs.
„	„ II.	42	Wm. de Macedo.
Valdes Island	„ I.	11	Elizabeth Mowat.
Vesuvius, North	„ I.	17	Helen Kier.

SCHOOL FAIRS.

School competitions are steadily growing in popularity as they improve in quality. They constitute an objective towards which both teachers and pupils work, and they afford an excellent opportunity for the general public to learn something of the character and excellence of the work done in the schools along certain lines. In some cases the school fair is held strictly and exclusively as a school function, but so far we have found it most satisfactory when held in conjunction with and as a department of the regular annual agricultural fair. The different Agricultural Society executives have given every consideration to the Schools' Fair Department and have made generous provision for displaying exhibits. One of the most notable examples of this fine spirit of co-operation is that of Chilliwack. For several years the school fair has been made a real feature in that fine exhibition. The fair authorities were finding it increasingly difficult to arrange for adequate accommodation for school exhibits. After carefully sizing up the situation in consultation with the teachers of the district it was decided to erect a special building to accommodate all school exhibits. This at once became a real community project. Funds were raised to meet the cost of materials and a good deal of the labour was donated in erecting the building, the boys of the Manual Training classes with their instructor giving valuable assistance. A very timely and a very pleasing contribution towards the cost of the building was that made by the teachers and pupils of the city and municipality. Feeling as they did that the Agricultural Society was undertaking the erection of this school-fair building chiefly in the interests of the schools, they unanimously voted to return all prize-moneys won at the 1920 School Fair to the society, the same to be applied towards defraying the cost of the building. What often appears like insurmountable difficulty invariably melts away when all the forces of a community unite in a common purpose as in the case just mentioned at Chilliwack. There is every likelihood that other districts will undertake similar achievements before another year. Throughout the Province the Women's Institutes are zealous of good works in all matters pertaining to the betterment of school conditions and have done a good deal to encourage agricultural education and kindred subjects. This year, for example, the Women's Institute at Salmon Arm became responsible as an organization for carrying through the school fair. The school-fair event of the Province, however, promises to be that held in conjunction with the Provincial Exhibition at New Westminster. At this exhibition the district school exhibits have already made a splendid showing, and will eventually represent all districts in the Province.

North Dairy School-garden, Saanich, 1920.

The North Dairy School-garden exhibit, 1920.

School-garden at Cowichan Station, V.I. Mr. Bowyer, teacher.

School-grounds improvement. A good start at Lonsdale School, North Vancouver.

Last year the schools of the Chilliwack District won first place, and this year the premier honours went to the schools of New Westminster City. A handsome silver shield has been awarded by the Provincial Exhibition authorities for the best district school-garden exhibit. The Entomological Society of British Columbia has also very generously provided a beautiful cup to be awarded to the school exhibiting the best collection of insects, properly named and mounted. This cup will become the property of the first school winning it three years in succession. It has been won for the first time by the John Norquay School, South Vancouver. The Entomological Society is also lending valuable assistance to this Department in furnishing subjects for making lantern-slides to be loaned to schools as an aid in the study of insects. Some very excellent school fairs were held in different parts of the Province this year. Those reported to date are: Chilliwack, Cowichan Station, Langley, Mission, New Westminster, Point Grey, Richmond, Salmon Arm, Surrey, Gifford, and Victoria.

SCHOOL-GROUNDS IMPROVEMENT.

During the year several School Boards have taken up the question of improving their school-grounds, and it is becoming more and more evident that there is a large and growing field of work of this kind awaiting development. The old-fashioned idea that the education of children has to do solely with class-rooms and text-books is steadily and surely giving place to the more modern idea of education as the development of the whole individual, or, as Professor John Dewey puts it, "helping the growing of a helpless young animal into a happy, moral, and efficient human being." Men everywhere are coming to realize that amongst the most important agencies that make for true development and educational "growth" are play-grounds, gardens, manual-training rooms, and gymnasia. There are comparatively few really good school-grounds in British Columbia, due mainly to the fact that in the past no standard of requirements as to area and general suitability were set. Some very expensive buildings have been set on grounds altogether too small and most unsuitable for outdoor games or instruction. Such mistakes will doubtless be continued unless definite steps are taken by the Department to establish a standard as to size and suitability of grounds which must be met by School Boards before funds are granted for the building or enlarging of schools. In some cases this will certainly mean paying a high price for lack of judgment and foresight on the part of School Boards in the past. It will also mean spending much money that otherwise might have been saved for other purposes in making the best of a bad job. Be that as it may, one thing seems evident, and that is, with the rapid multiplication of Parent-Teacher Associations the best interests of the boys and girls are going to be looked after on the playground as well as in the school-room.

During the year development-work has been done on the following school-grounds: West Burnaby, Courtenay, Esquimalt, General Currie, Naramata, Oyama, Peachland, Rossland, and Salmon Arm. Plans are now under way for grounds improvement at Armstrong Consolidated School, Robson, Point Grey, Saanich (Cloverdale and Craigflower), South Wellington, Steveston, and Summerland. Everything points to the fact that many School Boards are ready to undertake the improvement of school-grounds and will gladly accept the assistance given by the Department in connection with this work. In many cases Parent-Teacher Associations are rendering valuable assistance to School Boards along this and other lines.

AGRICULTURE IN HIGH SCHOOLS.

When it was decided a year or so ago to place agriculture as an optional subject in the second and third years of the High School Course instead of in the first and second years as formerly, some doubt as to whether the change was advisable was expressed. It was feared that a smaller number of students would take the subject. The results so far, however, seem to justify the change, especially where the students who take general science in the first year of high-school work take agriculture in the second and third, and this is usually the case. The only regret is that the Course in Agriculture cannot be established in every high school in the Province. Its value as a course of instruction lies not so much in the value of the information gained, although, of course, that is important, as in the habit of mind or point of view which this study develops in young students. The direct method of teaching is followed as far as facilities for this kind of teaching permit. Practical problems bearing directly on the science of agriculture, problems entering into the daily experi-

ences of the pupils, many of which are vital to the progress of the country and of the nation, are subjected to direct investigation in the laboratory and experimental plot. Boys and girls of high-school age become greatly interested in first-hand investigational study and soon become devoted to it. To be able to understand and to apply nature's laws and forces brings a new realization of personal power and also of personal responsibility to young people. The securing of positive and tangible results in experimental work as a result of the careful execution of an intelligent and purposeful plan of action develops added ability to attack and solve new problems and to form proper conclusions. This is one of the reasons why the proper study of agricultural science increases the ability of young students to accomplish good results in the pursuit of other studies. From this standpoint the study of agriculture has much in its favour as a truly cultural study, quite apart from any economic significance which it may have. It is to be regretted that so many people, even some very good teachers, miss so much of the real significance of agriculture as a school subject. Surely a subject which is capable of such wide application in education, as well as in the all-important industry in Canada, needs no apology for its appearing in the curriculum of studies for public or high schools. As a high-school subject occupying a place, sometimes rather grudgingly given, as an optional subject, it has made good in every way, and the boys and girls who have chosen it have no regrets to offer. A glance at the records in all subjects of those who have completed the Two-year Course in Agriculture goes to show that that subject has not been to them a "retardation" subject, but rather that it appears to have worked to the general advantage of the students taking it. This is not merely a coincidence. It is due partly to the intrinsic value of the information gained which sheds a new light upon many daily experiences hitherto meaningless, but most of all to the attitude of mind towards the problems of the school which the scientific method develops in those who follow it. The educational results so far are most gratifying, and would be even more in evidence if ways and means could be found to give to this subject more periods or longer periods in the time-table. Also ways and means should be found in the near future for starting this subject in many additional high schools. During the year just past high-school students in different parts of the Province where agriculture has not yet been introduced have expressed a desire to take the subject. The solution of the difficulty is not easy. It is chiefly a matter of securing and paying a sufficient number of competent instructors. We hold to the view that only graduates in agriculture should be employed to give instruction in that subject in high schools. Some of the other Provinces hold a different view. I am firmly convinced that a careful investigation covering the various Provinces of Canada will result in complete vindication of our policy in this matter.

DISTRICT SUPERVISORS OF AGRICULTURAL INSTRUCTION.

It is with feelings of deepest regret that I am called upon to report the loss of one of our most highly esteemed district supervisors, W. J. Austin, B.S.A. His death, which occurred on the last day of February, came to his many friends as a great shock, as he had been ill but a few days. His work was always of a high order, and in his death we have lost one who in his devotion to duty and his quiet but efficient methods contributed much to the success of our work in the Okanagan. Mr. A. M. McDermott, B.S.A., then in the service of the Department of Education, Saskatchewan, was engaged to complete the year's work at Vernon and Kelowna which Mr. Austin had been carrying on up to the time of his death.

The Kelowna-Vernon field has since been divided. In August last Mr. J. E. Britton, B.S.A., for some years district supervisor at Armstrong and Enderby, was sent to Kelowna, where he is now working in conjunction with the Department of Agriculture, by arrangement devoting part of his time to the work amongst the farmers and fruit-growers as agricultural representative, and part to the usual lines of instruction in the schools of the immediate district.

Mr. V. B. Robinson, B.S.A., was appointed to Vernon and district at the same time and under a similar arrangement with the Department of Agriculture. By this arrangement the district supervisor is able to come into more intimate contact with the various local problems of his district. Incidentally the educational part of his work will be benefited, in that it will become more closely associated with these problems as the supervisor becomes more intimately acquainted with the people.

Mr. J. B. Munro, B.S.A., was appointed to the Enderby-Armstrong position left vacant by the transfer of Mr. Britton to Kelowna.

Mr. A. M. McDermott, B.S.A., was appointed at New Westminster and is conducting his High School Agricultural classes in the new Technical School, where excellent accommodation has been provided. Plans are now under consideration whereby Mr. McDermott will also give instruction in elementary agriculture to boys in the new Industrial School to be opened shortly at Essondale. The importance of the work which has so recently been established, and which is so earnestly carried on by our district supervisors, has not yet been fully appreciated. New movements in education are always viewed with a certain amount of distrust or suspicion. It is probably better so, although it does make the task of those upon whom the responsibility of initiating the new work is placed more difficult and trying. Our several district supervisors have each had many difficulties to meet, and I cannot pay too high a tribute to them at this time for the splendid spirit in which they have met opposition and sometimes discouragements, not to speak of grossly unfair criticism on certain occasions. They are men who first of all possess unbounded faith in the great cause of rural education along agricultural as well as other lines. In their untiring zeal for the general improvement of rural conditions and especially of educational conditions in their respective districts, they have frequently had to "bear and forbear" in the interests of the cause for which they unalteringly stand, laying aside their own personal feelings and seeking only the advancement of the work assigned them.

EXTRACTS FROM THE REPORTS OF THE DISTRICT SUPERVISORS OF AGRICULTURAL INSTRUCTION.

From Mr. J. C. Readey, B.S.A., Chilliwack City and Municipality:—

"The work of the past year has included the supervision of the teaching of nature-study, elementary agriculture, and school-gardening in the public schools and instruction in agriculture in the High School. Besides these regular duties, I have acted as Chairman of the Building Committee for the new School Fair Building, managed the School Fair at Chilliwack, prepared and supervised the school-garden exhibit at the Provincial Exhibition, New Westminster, and acted as Secretary for the joint meetings of the School Boards of Chilliwack City and Chilliwack Municipality during the campaign for the consolidation of these two school districts and the erection of a modern consolidated school. I have also taught the Elementary and Advanced Soil Study classes at the summer school held at Victoria in July and August.

"*The Public-school Work.*—I am pleased to report improvement in this department of the work. I believe the improvement is due to a growing familiarity with the new Course of Study and a better understanding of it on the part of the teachers, to the loyal support given the work by the Chilliwack Teachers' Association, to the stimulus of the School Fair, and to the fact that there were fewer changes of teachers than usual. It is gratifying to report, too, that a number of the teachers are coming to us who took the Course in Agriculture when it was first offered in the high schools.

"The work in the gardens has been better done than in any preceding year. This does not mean that production was improved; the late spring and unusually dry summer prevented that; but the work has been done with greater interest and with less need for supervision than before. It is true that the gardens are not yet used as fully as they might be, either in connection with nature-study or as an aid to other subjects, but this will be overcome as time goes on and the pupils of to-day with their wider experience in this work become the teachers of to-morrow. My supervision includes fifty-six classes in twenty-nine rooms.

"*The High-school Work.*—Eight students wrote the Matriculation Examinations in June and were successful. There was a total enrolment of fifteen in the new class in September, eleven boys and four girls.

"Owing to the very prolonged wet season following school opening the incoming class has been unable to do the usual amount of garden-study done in previous years. In some cases, as in the selection of mangels and onions, it has been possible to bring the material indoors. Besides the growing of the common field crops for class-room work, the garden programme included the cultivation of such crops as broom-corn, sorghum, lupine, rust-resistant wheats, hull-less oats, and seedling potatoes. The fruit section of the garden has now come into bearing. Twenty jars of raspberries, currants, gooseberries, cherries, and plums from the garden were put up by the students of the Domestic Science class. Apples and pears are also bearing.

"The practice of conducting excursions with the Matriculation class to local farms for the study of the various departments of the work was extended this year. A special appropriation

was made by the School Board for the hiring of conveyances. A large seven-passenger car and my own were sufficient. These excursions and the use of the lantern I have found to be very effective methods of teaching.

"This year school-home projects are being added to the High School Course in Agriculture.

"*The School Fair.*—This year the Chilliwack Agricultural Association erected a building on the fair-grounds, 40 by 80 feet, at a cost of $1,600, for the exclusive use of the School Fair. The children participated in this achievement by refunding the amount of their prize-money, amounting to about $500, to the Fair Directorate and helped with some of the lighter work of construction. The hauling of the lumber, grading of the site, and erecting of the frame for the building was done by way of the old-fashioned 'bee,' a splendid example of goodwill and co-operation. Next season the association will erect a stable for the calf, pig, chicken, and other live-stock exhibits from the schoools.

"The School Fair is a feature of the work that deserves encouragement. If the rivalry engendered is kept wholesome and a few fundamental rules enforced, the School Fair may be made a very strong and stimulating factor in our schoools.

"Our thanks are due to the poultrymen and live-stock men of the district for their very cordial welcome to their farms for the first-hand study of agriculture. Their hospitality has been a very pleasant experience for the class and myself. Our thanks are due, too, to the two School Boards for their generous and loyal support of the work."

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

"Last June five students secured their standing in the science of agriculture at the Matriculation Examinations. This term there are ten taking first-year work.

"Whenever possible, class-room instruction is supplemented by practical demonstrations or excursions. During the year insects were studied and classified, while infected plants were treated. Various classes of seeds were secured from feed-stores in order that the students might learn the kinds of weed-seeds that are being introduced into the Province by this means. Poultry plants and dairy-barns were visited in order to study their construction and observe the system of care and feeding. Pupils tested milk from their home herds, using the Babcock test. A system of drainage was worked out for the school-grounds.

"The University of British Columbia conducted an agricultural short course for the farmers of the district early in the year. Classes were arranged so that the students of the High School Agricultural class could attend both afternoon and evening sessions. Since this course came near the close of the second year of study it proved very instructive and was thoroughly enjoyed by the class.

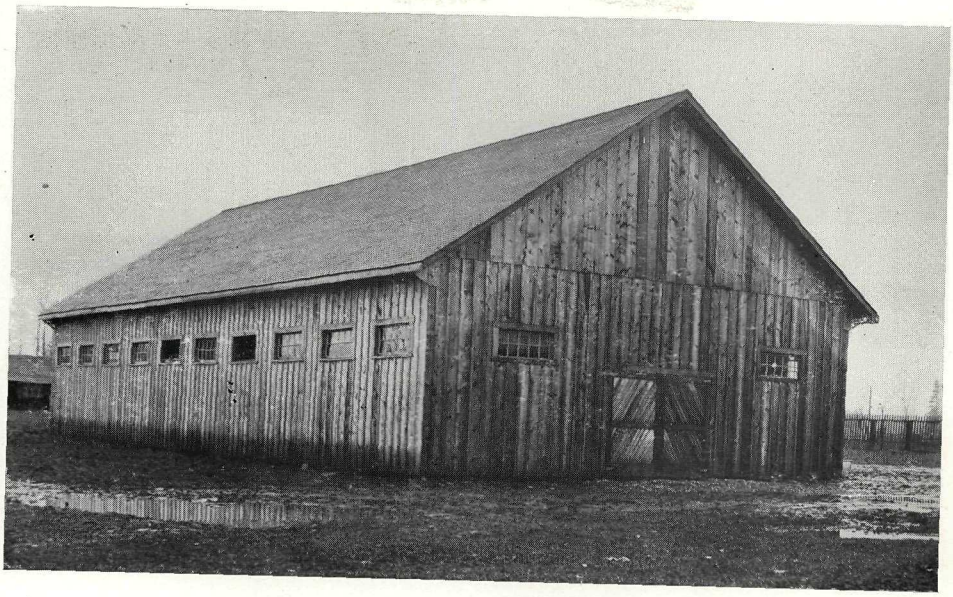
"It is very unfortunate that the present school-site does not afford an opportunity for experimental gardening; however, home projects of various kinds were included in the course. The following are the main projects undertaken: Care and planting of the home vegetable-garden; growing named varieties of bulbs and sweet peas; root-seed production; caring for a pig or calf and the hatching and rearing of chickens.

"In the High School I have charge of the First-year General Science as well as the Agriculture.

"I consider the General Science Course excellent for first-year students. The subject-matter bears such a close relation to the lives of the pupils and opens up such a large number of important branches of science in such an interesting manner that every member of the class shows an eagerness to learn more of subjects included in the course.

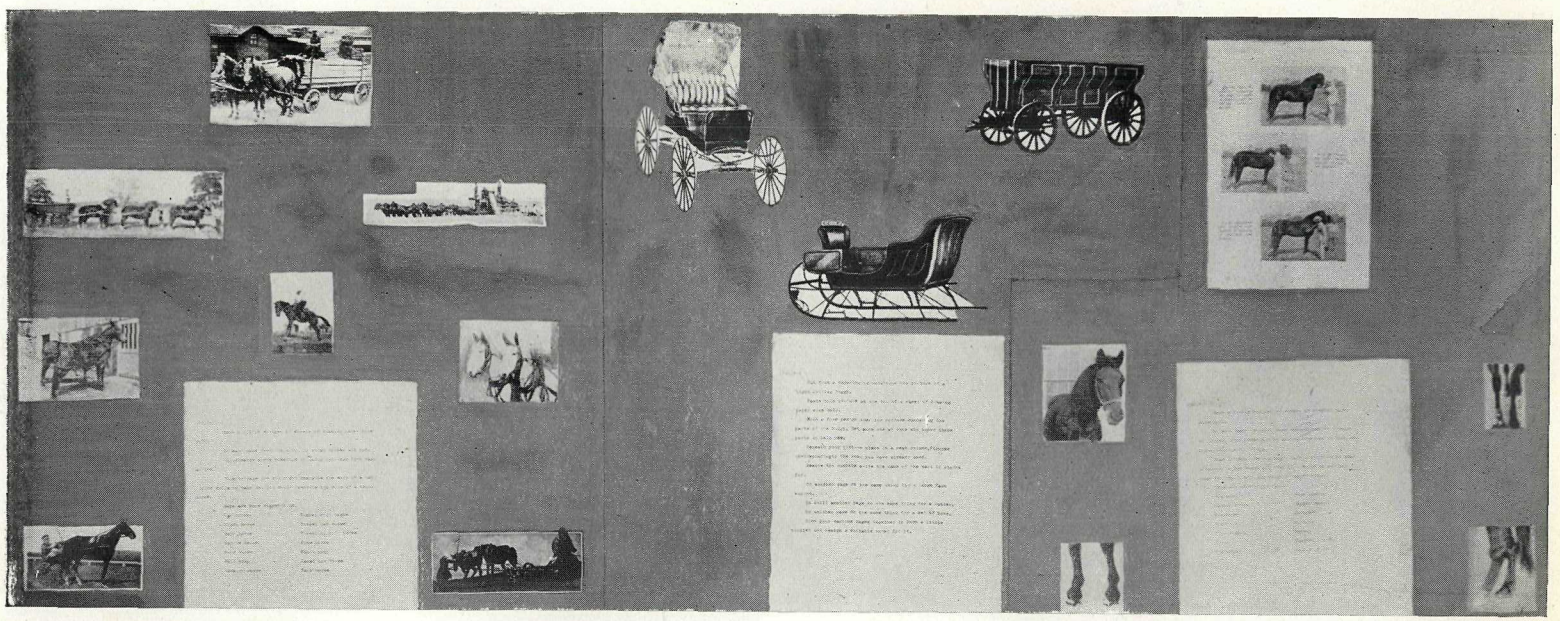
"*Public Schools.*—A schedule by which each of the twenty public schools could be visited every two weeks was used throughout the winter months. Assistance in teaching the prescribed Course in Nature Study was given, by the teaching of type lessons, by supplying useful bulletins and nature-books for reference. Lantern-slides also proved to be a great help in visualizing nature-work. A portable lantern was used and the windows were covered with black oilcloth. If a series of slides were secured and circuits were arranged among the supervisors, it would not be at all difficult to give the rural schools the advantages of lantern illustrations for purposes of visual instruction.

"As more helps are placed in the school library and nature materials are supplied, more and better teaching of nature-study will follow.



School Fair Building, Chilliwack, B.C. *Erected 1920.*

Boys and girls making use of the bulletins *sent out by* Mr. Robinson.



Charts and illustrations used in connection with the study of the horse.

"*School and Home Gardens.*—Nine of the twelve school-gardens were very successful from the production standpoint. Professor Boving, of the University of British Columbia, judged and scored the standing crops in June, and this score was considered in the School Fair awards.

"A number of permanent perennial flower borders were started this year and flowers were given greater prominence than during the war period, when food production was the main issue.

"Proper fertilization and cultivation of the soil, early planting and proper summer care figured largely in producing satisfactory school-gardens this year. All teachers have been encouraged to use the gardens as the basis of class-room instruction in nature-study and other subjects.

"Home gardens and projects were organized in all the schools. Seeds and eggs were distributed and lessons were taught to aid the classes in carrying out the work. In every case excellent prizes were offered for the finished product at the School Fair.

"*School Fair.*—The School Fair grows in favour from year to year. It is held in connection with the Agricultural Association's exhibition and has been a large factor in developing that institution. Over half the main building has been given over to school exhibits, and the association supplies the greater amount of the prize-money. Classes are furnished for all departments of school-work; this year over 300 entries were made. Three silver cups and a shield have been donated for special contests by persons interested in the work."

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

"The agricultural work in the Kelowna School District since September of this year has been conducted under a new system, whereby the instructor in Agriculture devotes half-time to the school-work and half-time with the office of the Department of Agriculture as District Agriculturist. This arrangement appears to be a satisfactory one, as it brings the school instructor in Agriculture in close contact with the farms and farmers of the district.

"Four mornings of the week are given to teaching in the High School. Second-year Botany is taught to a class of thirty-two pupils, General Science to a class of twenty-three, and Agriculture to a class of eighteen. Agriculture receives four hours per week. The class consists of six girls and twelve boys, all members of the second year in High School.

"A large area of ground has been brought under cultivation for agricultural work, but last spring it was considered advisable to seed part of this to grass and convert it into a playground. Owing to the exceptionally dry weather there was a very poor stand of grass, but later a good stand of weeds. Practically no crop was grown. The entire area has now been cleared off, manured, and ploughed ready for the spring. The front half will be made into lawn, surrounded with shrubs and herbaceous perennials, for a girls' playground. The balance of the ground will be devoted to agricultural work, including the growing of different types of fruits, grains, grasses, and vegetables.

"Quite a large supply of herbaceous perennials, shrubs, trees, and vines were given to the school in 1918 by the Department of Education. These have all made splendid growth and have required some thinning-out. Another border has been started to use the surplus and cover an unsightly fence. More shrubs have been planted close to the school building and considerable pruning and fall cultivation made.

"The Course of Study for the term has included the following subjects: Soils; animal life; insects and birds; orcharding; fruiting habits and pruning; dairying. Flowering bulbs were planted in pots for winter bloom, which included a study of bulbs.

"Unfortunately the laboratory equipment is quite meagre and not at all satisfactory for good laboratory-work. It has been impossible to obtain additional apparatus and equipment for this year, but it is expected that all that is necessary will finally be secured and that in the near future a very strong department in science will be built up."

From Mr. H. E. Hallwright, B.S.A., Victoria and Saanich:—

"In connection with the public-school work the policy of correlating agricultural instruction with other subjects in the curriculum has been continued. This can best be accomplished when public-school agriculture is treated as nature-study. The 'natural' method of teaching this subject is attended with a good deal of difficulty in the case of some teachers, but it is usually found that the successful handling of this subject is coincident with successful teaching in every other subject. The success of the school-garden as a means of instruction is dependent not only

upon the degree of efficiency reached in the school, but also upon the *esprit de corps* found in the community. Teachers sometimes grow depressed in this branch of the work on account of occasional adverse criticism, chiefly by persons who have jumped to wrong conclusions as a result of insufficient and superficial observation. On the whole, the teachers have made substantial progress, and given reasonable support by the parents they are sure to succeed.

"We have been fortunate in developing a school-garden plan on the rotation system, which seems to meet our local climatic conditions. This plan includes the essentials of farm-management and provides for both winter and summer production. It includes seed-growing as an important branch, and also makes a strong feature of soil-improvement by the use of green manures intelligently supplemented by commercial fertilizers. This was found to be absolutely necessary in order to overcome the difficulty of obtaining barnyard manure. The plan is working well. Not only is the fertility of the soil being maintained equal with that of 'new land,' but the general productiveness is increasing from year to year. The importance of keeping the ground occupied all the time is emphasized, as certain weeds will bloom and ripen seed during the winter in this locality. There is yet much work to be done in discovering the best cover-crops and green manures, especially for use during the winter months, but already some good results have been obtained, thanks to the enterprise and industry of the management of the Dominion Experimental Farm at Sidney, V.I. Every aspect of support and encouragement has been afforded me from them, both in the matter of advice as to local problems and stock for use in the school-gardens.

"Whilst all the schools in Saanich have done very good work this year, one school, North Dairy, is deserving of special mention. This school has a comparatively large garden owing to the fact that it was previously a three-roomed school and has now been reduced to two rooms by the withdrawal of some of the pupils who are now attending the new Cloverdale School. Despite the reduction in numbers, the school-garden work has gone ahead in a truly remarkable way. All of the work, with the exception of installing a tile drain and a little of the heavier digging, was done by the pupils assisted only by their teachers. The bigger boys also did the work of installing the drain, which work I personally superintended. The soil was a particularly inflexible clay with a tendency to become quite sour until the drain was laid. The improvement thus effected has been in itself a valuable object-lesson in the district.

"The enthusiasm of the principal, Miss Offerhaus, and of her loyal assistant, Miss Dunnett, together with the energy and application of their high-spirited army of boys and girls, has resulted in the adoption of a comprehensive, all-the-year-round scheme of gardening and garden-study. The efficient working-out of the school time-table has in no sense been impaired, but has rather been strengthened by the garden-studies, better work being accomplished in the same time.

"With the organization of an energetic Parent-Teacher Association a real community spirit is manifesting itself, with the school as its logical centre and its best interests the main objective. An expansion and enrichment of school-life is becoming evident as a result of this sympathetic and intelligent co-operation of parents, teachers, and pupils.

"Other schools of the district have maintained a high standard of work in school-gardening. Keating, perhaps, holds the banner for uniformity, having won all honours in 1918 and coming second ever since. The Butchart cup, awarded for the best school-garden and the best exhibit made from that garden, was won in 1919 by Saanichton. The Rotary cup, awarded to the school making the best exhibit of farm and garden seeds, was won this year by North Dairy. A gold medal given by myself for home production of seeds was won this year by Harold Holyoake, of the same school.

"Altogether the progress of this branch of education in Saanich is satisfactory and gives promise of better results for the future as its function becomes better known and understood by the people generally, and when all of the teachers receive the support and co-operation already given in some cases.

"The work carried on in the Victoria High School is showing improvement under the change in the course from first- and second-year students to second- and third-year students taking agriculture. On accocunt of this change there is only one class now in attendance, consisting of six girls and eight boys. Instruction is made as direct and practical as possible and special attention is given to the keeping of accurate records of all work done. The course is gaining in popularity as its place in the curriculum is more fully understood. The preliminary prepara-

tion during the first year afforded by the Course in General Science has raised the standard of the work considerably, and the Course in Agriculture as outlined is now more easily followed.

"As has been customary in the past, a four-months evening Course in Agriculture for young men and women who have left school has been started. The classes are being held in the agricultural laboratory class-room, and to some extent the same methods are employed as in the case of the regular day pupils. The students taking these night classes have displayed most commendable loyalty and earnestness in their attendance and in their work."

From Mr. S. H. Hopkins, B.S.A., Courtenay and Merville Districts:—

"My duties in my former field of work, Duncan and North Cowichan, ended in January last, when my successor, Mr. W. M. Fleming, B.S.A., arrived. I have spent most of the time since then helping, in various ways, the soldier settlers and their families in the new settlement at Merville. Early in the year I put on a series of lectures and demonstrations in the new school-house at Merville. The meetings were held twice a week for a period of six weeks. The subjects dealt with included soils and soil-treatment; systems of farming best suited to local conditions; field crops; gardening and horticulture; pests and diseases; live stock, care and feeding; cattle-judging; poultry-raising and poultry-judging. The attendance throughout was exceedingly good, the members ranging from eighty to a hundred adults at each meeting.

"Visits were paid to settlers on their different allotments, and all assistance possible rendered Captain Bishop, Chief Surveyor, who was most anxious to block out the 14,000 acres comprised in the area to the best advantage for agricultural purposes.

"On the opening-up of spring I supervised the putting-in of the crop on the 150 acres of levelled land and later on the harvesting of the same.

"Visits were made as time permitted to other farmers outside the Merville area, and lectures delivered by request at several outside points. Judging was done at Parksville, Alberni, and Duncan Fairs.

"Last spring we succeeded in getting local farmers to bring in co-operatively a scow-load (45,000) cement drain-tiles; and this fall we have arranged for a shipment of at least five car-loads of lime for the local farms.

"Very little school-work has been attempted so far, as no regular visits could be paid to rural schools owing to other work. Accommodation for teaching agriculture in the Courtenay High School will not be available until the new year. Next year it is planned to organize home projects chiefly, such as home-gardens, poultry, calf, and pig raising, with stock-judging competitions for older pupils.

"On first coming to this district arrangements were made with the editor of the Comox *Argus* to insert each week an agricultural column entitled 'Farm Topics' in this the local paper. Suitable topics have been prepared week by week and have no doubt been of some value even as news articles."

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

"Satisfactory progress has been made in all branches of the work during the past year, and special efforts to bring the importance of rural science and elementary agriculture before the attention of the public seem to be bearing fruit. In this district it would appear that the people are coming to have a better understanding of what our work stands for and of the results their co-operation would make possible. This is very encouraging, and it is hoped that as the work proceeds results of a far-reaching value may be obtained.

"*High Schools.*—In the High School we have this year a class of eleven pupils, eight girls and three boys, taking first-year work. Fair progress is being made, and all teaching is given as practical a trend as possible. Some very good results were obtained in the experimental work undertaken on the High School plots, but results were not generally satisfactory. A thorough system of underdrainage along with liming will be applied to this ground in an effort to make it more productive for the coming season.

"*Rural Schools.*—The fourteen rural schools were visited by schedule once in two weeks, and supervision given the teaching of nature-study and rural science. Good results are evident where teachers have been in the same school for any considerable time. I believe that the constant changing in the personnel of the teaching staffs in rural schools is by far the most serious obstacle in the way of substantial progress in our work, as well as in general studies.

Several good reference books have been added to the libraries of all schools this year. Special note-books, various bulletins and pamphlets, and other materials have also been distributed.

"*School-gardens.*—The nine school-gardens of the district have given fair results in spite of the very late spring. Where it is evident that satisfactory results cannot be obtained on present sites, new locations will be sought for the coming year. The preliminary work of ploughing, grading, and fencing has been done at County Line School preparatory to opening a new garden in the spring. The school-gardens appear to be popular with the people and teachers, and certainly are so with the children.

"*Home Projects.*—This is a very important branch of the work in Langley, and serves better than any other to establish a healthy relationship between the school-work and the people. This year a poultry-raising competition was conducted, and over ninety sittings of eggs from a high laying strain of pure-bred White Leghorns were distributed among the children of the various schools. The results were generally very satisfactory, and many excellent exhibits of these birds were shown at the fair. The contest also served to distribute the very best kind of breeding stock throughout the district.

"The mangel, potato, and corn competitions were received again this year with undiminished enthusiasm. Twenty-eight children grew mangels and seed, seventy-eight grew potatoes, and fifty-six turned their efforts to corn-growing.

"*School Fair.*—As usual, the School Fair was held in conjunction with the Langley Agricultural Exhibition. The number and quality of the exhibits once more demonstrated the value and the popularity of the School Fair as an institution. A downpour of rain in the afternoon prevented the parade and sports which had been planned, but the other features were carried out without interruption.

"A stock-judging competition was a new departure this year and proved a very popular feature. Previous instruction in the subject had been given in the schools, and this was applied in the judging of an easy class of dairy cows. About twenty boys and girls took part, and some very creditable work was done.

"A district school-garden exhibit was taken to the Provincial Exhibition in New Westminster, where it won second place. This prize of $75 will be used toward the purchase of a projection lantern, which will be of great assistance in teaching agriculture and nature-study in the schools of the municipality."

From Mr. W. M. Fleming, B.S.A., Duncan and Cowichan Districts:—

"At the midsummer examinations six students wrote on matriculation agriculture and were successful. In addition to the regular First-year class in Agriculture, which consists of eight boys and three girls, I have three boys taking Second-year Agriculture. They hope to get matriculation standing next midsummer. I have also a class of nine first-year students taking general science and a class of nineteen second-year students taking botany.

"The Course in Agriculture seems to be attractive to the students. The class-room has been remodelled to some extent; tables have been substituted for the double desks and experimental work is now possible in the laboratory. A fair amount of equipment is on hand. More will be purchased next year. Although an improvement in class-room conditions has been effected, all classes in high-school work suffer from lack of an up-to-date laboratory for all science-work.

"*Rural Schools.*—After consolidation was effected the previous year the public-school work was concentrated in Duncan and Chemainus. General supervision of the teaching of agriculture and nature-study in these schools was maintained. Assistance was given to the teachers in planning their lessons. A common-school garden was planned and prepared in which each of the five senior rooms of the consolidated school had a share. No work in school-gardens was done at Chemainus this summer, but a general plan of school-grounds improvement is being worked out for 1921. This will include a school-garden for each room and the planting of trees, shrubs, etc., to improve the appearance of the front of the grounds.

"*The School Fair.*—At the Cowichan Agricultural Society's Fall Fair, on account of the many changes in the personnel of the staff of high school, consolidated school, and outlying rural schools of the district, I took over much of the work of getting out the exhibits for this fair. Under the able supervision of Mrs. Morten, of the Duncan Public School staff, the entire prize-

list was revised and enlarged. As a consequence a splendid educational exhibit was put on at the fair. The entries numbered 741 and the work has been placed on a more permanent footing.

"The best gardens in the district were at Cowichan Station. Mr. Bowyer has been carrying on this work there for several years and steady progress has been made. Unfortunately, Mr. Bowyer resigned at midsummer and left the district, but the fruits of his work remain and the work should still go on. Both school-gardens and home-gardens were planted in this district. I inspected these gardens twice during the summer and assisted in judging garden products at the Cowichan Station School Fair. The winners at this fair competed at Duncan later with marked success.

"Arrangements are now being made for the holding of night classes in Agriculture, which will start immediately following the Christmas vacation."

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

"My work as district supervisor began April 17th, when I reported for duty as supervisor in the Kelowna-Vernon District. This field was already well organized under the capable direction of the late Mr. W. J. Austin, B.S.A. Many instances were soon to show how much his helpful influence meant in the lives of students and fellow-workers. Arriving in the field as I did when the spring was well advanced, I gave almost entire time to the work of classes in the respective high schools at Vernon and Kelowna and to the practical work at these two centres.

"At Vernon there were two classes—one in Botany, the regular work leading to matriculation; the other, Second Year in Agriculture.

"The work at this point was somewhat handicapped through the distance of the Agricultural class-room from the High School and lack of sufficient equipment. All the students were successful in Departmental Examinations in Agriculture.

"The area given to practical work for classes in High School was carefully planned and planted as seemed best in keeping with good principles of soil-fertility, rotation of crops, etc., in that district.

"A large school-garden had in former years been conducted in connection with the class-work of the Central School under Mr. Austin's supervision. This year, however, Mr. Fulton, principal of the school, planned extensive work, particularly in growing cucumbers as a school project. Entire charge of the scheme was given over to Mr. Fulton, with every freedom for best work in the interests of school agriculture.

"At Kelowna classes in Elementary Science and Agriculture came under my direction. I found many evidences of the value of practical work in this department, all of which would be enhanced by the closest co-operation of teachers with the supervisor.

"I assisted in the summer school at Victoria during July and early August.

"On completion of summer school I began work as Supervisor of Agricultural Instruction in the New Westminster District. Considerable time was spent in gaining familiarity with the territory in order to organize my work in its best interests. Class-room and office accommodation is provided in the Technical High School, not yet completed. Our work here consists of three phases:—

"(1.) The regular High School Course in Agriculture taken by twenty-six students.

"(2.) A Special Course in Agriculture for boys in attendance at the Technical School. Twelve boys are taking this course and have manifested a very keen interest in it, which is evidenced by the fact that they attend the classes outside of regular class-hours.

"(3.) Short courses in agriculture and related subjects for those beyond the public-school age who are not attending school.

"I wish, in conclusion, to express sincerest appreciation of the helpful sympathy received at the hands of my co-workers in my efforts to become familiar with conditions in this Province in organizing such lines of work as may serve the community's best interests."

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

"All of the first- and second-year pupils in the high schools of Armstrong and Enderby are enrolled in the General Science and Agriculture classes. There are fifteen General Science and seventeen Agriculture students at Armstrong, and fifteen General Science and twelve Agriculture students at Enderby. In addition to the regular work covered, we have at each of these schools formed Junior Agriculture Clubs having definite practical aims for social and

educational betterment. Besides the regular members of the executives of these clubs, each has an official whose duty it is to keep the local papers informed of all high-school items of interest to the reading public. In this way we are linking up the high schools with their respective communities, besides giving the pupils training in journalism and stimulating their interest in the local press.

"Throughout the term I have taken weekly classes with the Senior Grades of the public schools of Armstrong and Enderby. In these schools we are conducting school-gardens and a part of our work has been the preparation for spring planting. The six rural schools of the municipality I visit twice a month when the roads are navigable. In these schools the lessons have been taken with the higher grades directly, but also in a general way for the bigger pupils of the lower grades. School-gardens were attempted in several of these sections during last term, but owing to very dry weather and lack of attention during the summer vacation they have not been a success. In each of these schools we have arranged to conduct home-gardens. This change is made for two reasons: After next June all the rural sections will be sending their children to the new consolidated school at Armstrong, hence the school-gardens would be useless; also we plan to have the public grow such crops, under supervision, as will be eligible for entry at the School Fall Fair in 1921.

"The school-garden in Armstrong was not a success this year for the reasons already mentioned, but at Enderby a really good garden was conducted. Our biggest difficulty with the gardens this fall has been the extremely wet weather, which made harvesting difficult and the curing of the crops almost impossible. However, some very good results were obtained in the experiments at Enderby, and the findings were published in the local papers for the guidance of the public. We are looking forward to a good year's work."

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

"As my duties are divided between the Department of Education and the Department of Agriculture, I have endeavoured to so apportion my time as to give equal attention to the work assigned under the two departments. In connection with the school-work three main lines of activity have been carried on: (1) Teaching agriculture in the high schools; (2) aiding the teachers of town and rural schools with their nature-study and elementary agricultural teaching; (3) Boys' and Girls' Club work.

"At present twelve students are enrolled in the High School class in Agriculture. Although the work has been somewhat hampered owing to the lack of equipment, the students seem to be making satisfactory progress, and we expect in the near future to have such additional equipment as is necessary and which will greatly facilitate the work. In carrying out the work assigned in the course I have endeavoured to make the laboratory-work as practical as possible. We have been able to make occasional trips to the neighbouring ranches for practical demonstrations. A demonstration in cream-testing was conducted at the Vernon Creamery.

"I have been able to render some assistance to the teachers of the district by way of supplying them with helps in the teaching of nature-study and elementary agriculture. During my visits to the schools I have endeavoured to present to the teachers methods of handling nature-study, keeping in mind that each problem presented should be of such a nature as to require independent thinking and constructive work on the part of the child, and that it be interesting, simple, and yet progressive. I have used with success the nature-booklet idea, and am recommending it to the teachers, and enlarging its scope so as to take in agricultural work as well as nature-study. To interest the teachers and pupils and to show in concrete form some of the things that can be done with nature-study subjects, I have prepared three series of ten projects each on apples, poultry, and horses. Large charts are used illustrating various aspects of the subject.

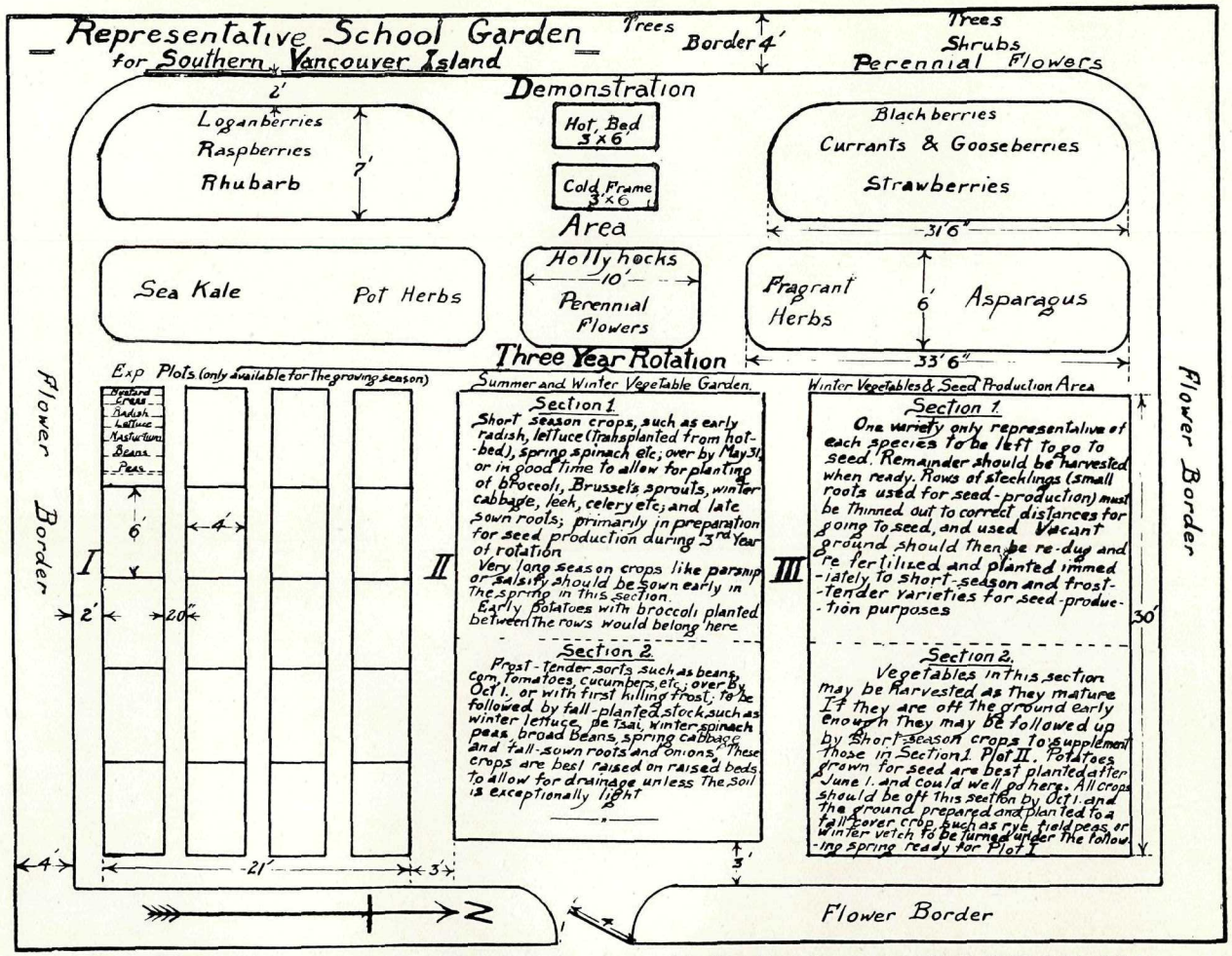
"I have also arranged on behalf of the Vernon teachers a series of lectures on nature-study topics, which were given as follows:—

"Tuesday, October 12th—'The Value of Entomology and its Importance in Relation to Farm, Field, and Forest Life.' By R. C. Treherne, B.S.A.

"Tuesday, October 26th—'Collecting, Preserving, and Methods of Studying Insects.' By R. C. Treherne, B.S.A.

"Tuesday, November 2nd—'Live Stock as a Basis for Nature-study Lessons.' By J. B. Munro, B.S.A.

The first High School class in Agriculture in British Columbia. Chilliwack, June, 1915. (Reprinted from the 1915 report.)



Plan of school-garden showing a three-year rotation, as adopted in Saanich. Prepared by H. E. Hallwright, B.S.A.

"Tuesday, November 16th—'The Place of Horticulture in Nature-study.' By J. E. Britton, B.S.A.

"Tuesday, November 30th—'Collecting and Systematizing Nature-study Literature.' By V. B. Robinson, B.S.A.

"Tuesday, December 14th—(Postponed until after the New Year.) 'Materials and Methods in Nature-study.' By J. W. Gibson, M.A.

"As it is more difficult to bring the rural-school teachers together for such a series, I have arranged to distribute bulletins such as may be of direct assistance to them in their work. From forty to sixty bulletins are packed into a folder and loaned to a school for a period of two weeks. The bulletins selected are of interest to the children, the teachers, and the parents. I hope by spring to be able to include all of the local schools in the lending circuit. In some cases parents send away for copies of bulletins which they find of special value to them. The teachers are also very appreciative of this form of assistance.

"Believing that a sound education should include instruction that will fit the child for its civic and social duties, I have started a Boys' and Girls' Club at Vernon. The membership is open to all boys and girls who are interested in agricultural education, the meetings being held twice a month. Already we have had some very interesting sessions, one of which took the form of a party in honour of the Agricultural class of the Armstrong High School, another a debate, and the rest special lectures. As adjoining districts are also organizing, we are looking forward to this as a valuable means towards the furthering of the cause of agricultural education."

I have, etc.,

J. W. GIBSON,

Director of Elementary Agricultural Education.

SUMMER SCHOOL FOR TEACHERS.

VICTORIA, B.C., November 30th, 1920.

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 5th to August 6th, 1920.

As in former years, the Victoria School Board lent their very valuable aid in placing at our disposal the High School and also the Boys' Central and Fernwood Schools. Without such ample accommodation as that afforded in the Victoria High School it would be difficult indeed to conduct summer-school work successfully.

The principle of offering special opportunity for teachers to increase their efficiency along certain chosen lines of educational work has been widely adopted, and can be said to have passed the experimental stage. In every Province in Canada and in practically all of the States of the American Union summer sessions for teachers are now regularly held. In the great majority of cases these summer sessions are held in connection with or under the direction of Provincial or State Universities. Usually the Provincial Departments of Education and their respective Provincial Universities work in close co-operation in planning and maintaining summer schools for teachers. In all such cases the classes offered are partly professional and partly academic.

This year for the first time the University of British Columbia, assisted by the Provincial Department of Education, offered summer courses of instruction. As stated in the announcement of the University summer school, three main purposes were in view: (1) To assist high-school teachers who are giving instruction in science and in French; (2) to assist teachers who wish to qualify themselves to hold a first-class certificate in covering part of the work prescribed for Senior Grade; and (3) to provide courses in education for all persons who may be qualified to take them. Altogether 128 students were enrolled—a much larger number than was expected, showing conclusively that the University's decision to hold the school was amply justified. The University authorities should feel encouraged with the splendid response given by the teachers of the Province to their first summer school offer, and doubtless they will not only continue the summer courses, but will also extend them in an ever-widening appeal to the young men and women of the Province who may be privileged to attend.

As in the case of the Victoria summer school, the Department of Education paid the transportation expenses of students attending the courses offered at the University.

In view of the fact that at least one course previously offered at the Victoria summer school was this year given at the University summer school, and also assuming that a number of teachers attended other courses given at the latter school who otherwise would have attended the Victoria school, we did not expect that our attendance at the Victoria summer school would quite equal that of previous years. This, however, did not prove to be the case, as our attendance at the 1920 summer school was slightly ahead of 1919. Following is the enrolment by classes:—

SUMMER SCHOOL ENROLMENT, 1920.

Rural Science—Preliminary	33
Rural Science—Advanced	8
Primary Grade Work and Manual Arts	49
Art, Preliminary	23
Art, Advanced	8
Manual Training, Preliminary	6
Manual Training, Advanced	12
House Science, Preliminary	12
Household Science, Advanced	21
Vocal Music and Elocution	12
Total enrolment	184

The Primary Grade and Manual Arts Course attracted an unusually large number of teachers this year. On the other hand, two courses were withdrawn on account of the small

Students and instructors, Victoria Summer School, 1920.

Rural Science class engaged in tree-study, Victoria Summer School, 1920.

A day of fun and frolic—the class picnic—Victoria Summer School, 1920.

registration in them. These courses were Advanced Music and Hygiene and Public Health. Both of these courses were offered for the first time, and it is a matter of some regret that such valuable courses had to be abandoned for lack of students.

Two part-time or auxiliary courses were added this year, viz.: (1) Physical Training and (2) Penmanship. These courses proved so popular that it became necessary to form two large classes in each. One hour per day was given up to these subjects. The students who took these courses were also each enrolled in some one of the other courses. The Course in Physical Training included class-room and gymnasium calisthenics, together with school games and playground-work. Altogether forty-eight students took the course. The instructor, Mr. W. A. Alldritt, Physical Director of the Y.M.C.A., entered most heartily into the work and succeeded in making it recreative and interesting as well as valuable to the teachers from practical and educational standpoints. Mr. R. W. Mackenzie, instructor in penmanship at the Sprott-Shaw Business College, himself an experienced teacher in public-school work, conducted the course in penmanship in a most satisfactory manner. That such a course was well advised is amply shown by the fact that such a large number of students, sixty-one in all, were enrolled in it.

During the last week of the School two series of special lectures were given—one by Arthur Anstey, B.A., Inspector of Schools, dealing with "The Problem of the Ungraded School," and the other by O. J. Kern, Professor of Agricultural Education, University of California, on "Rural Agricultural Education." These two series of five lectures each were attended by the entire student body and were thoroughly enjoyed and appreciated.

Special evening addresses were delivered by Dr. Pakenham, Dean of the Faculty of Education, Toronto University, and Dr. Vrooman, Director of the Tuberculosis Clinic, Vancouver. One evening was devoted to a very interesting demonstration in the use of the non-inflammable educational moving-picture film, by Mr. A. N. Anderson, local representative of the Pathescope Company of Canada. A good deal of interest was manifested on the part of students and instructors present in this new and important addition to modern teaching methods.

The social and recreational side of summer-school life received a good deal of attention, owing to the fact that very little opportunity is afforded during the regular routine of summer-school work for the students to become acquainted with each other. Class excursions, picnics, at-homes, and informal dances were arranged weekly, and these functions proved of very considerable value in promoting a spirit of sociability at once pleasurable and profitable to students and instructors alike. On the last Saturday the class outing took the form of an excursion to the Experimental Farm grounds at Bazan Bay, where a basket picnic was held, followed by some enthusiastically contested games and sports. Later in the afternoon the excursionists returned to Tod Inlet and enjoyed a couple of hours in the beautiful Butchart Gardens. This proved a very delightful experience for all. At about 6 o'clock the company proceeded by train to the Dominion Observatory grounds, where supper was arranged, after which Dr. Plaskett welcomed the students and explained to them the use and operation of the giant telescope. At 10 o'clock, after a very strenuous but thoroughly enjoyable day, the party returned by special train to Victoria.

On Thursday evening, August 5th, the formal closing of the summer school was held in the Assembly Hall, where a mixed programme of addresses and musical numbers was given. The Department of Education was represented by Mr. S. J. Willis, Superintendent, who acted as chairman, and who also spoke to the students assembled on the great value of special preparation on the part of teachers. The University of British Columbia was represented by President Klinck and Dr. G. G. Sedgewick, Director of the University summer school, each of whom gave brief addresses. During the evening an exhibition of summer-school work was held in various class-rooms in the High School, which was open to the public. Music and dancing was carried on in the gymnasium during the latter part of the evening.

The work of the summer school throughout was characterized by earnestness on the part of both students and instructors and by a heartiness and good-fellowship which helped to make the school so successful. Class-hours were not overlong—the 25-hour week being adhered to with few exceptions—and this made possible a fair amount of needful recreation outside of class-hours. Such a regulation tends to overcome the temptation to overwork at summer school, and, indeed, it is the opinion of those directly engaged in summer courses that even teachers who feel their energy somewhat depleted as the result of a hard year's work may take a summer course and be benefited physically as well as mentally and socially thereby. This is true

especially when the teachers attending take full advantage of the opportunities offered for outdoor recreation and physical training. If more teachers in our Province realized this the attendance at summer school would be considerably increased.

OUTLINE OF COURSES GIVEN.

1. RURAL SCIENCE.

(*a.*) PRELIMINARY OR FIRST-YEAR COURSE.

Methods in Rural Science.

(Instructor: J. W. Gibson, M.A., Director of Elementary Agricultural Education, Victoria.)

The place and value of nature-study in the school; its relationship to science and to agriculture; nature-study in relation to school-gardening; special method in nature-study; the school excursion, its use and management; correlation of nature-study with other school subjects; teachers' aids and school equipment for nature-study; time-table, class-management, etc.

School and Home Gardening.

(Instructor: H. B. MacLean, Provincial Normal School, Vancouver.)

The planning of school and home gardens; preparation and planting of gardens; suitable varieties, according to climatic conditions and to grades; garden equipment suitable for schools; garden records; examples of correlation; practical instruction in the making and care of gardens.

Soil-study and Field Husbandry.

(Instructor: J. C. Readey, B.S.A., District Supervisor of Agricultural Instruction, Chilliwack.)

First-hand laboratory and field studies dealing with the origin, formation, and classification of soils; elementary soil physics; the management of soils—tillage and rotation, maintenance of fertility, etc.; the most important field crops and their cultural requirements, such as cereals, fodder grasses, and root crops; crop improvement.

Horticulture and Floriculture.

(Instructor: J. E. Britton, B.S.A., District Supervisor of Agricultural Instruction, Armstrong.)

Principles and methods of plant propagation as illustrated by garden varieties; the planning, care, and management of the home-garden; best varieties for domestic use in vegetables and flowers, with special cultural requirements; leading varieties of tree and bush fruits to be recommended for planting in main districts of British Columbia; cultural practices and requirements, with special reference to soft fruits and bush fruits.

Poultry-keeping.

(Instructor: A. M. McDermott, B.S.A., District Supervisor of Agricultural Instruction, Kelowna.)

Common breeds of poultry—characteristics and classification; care and management of poultry for egg production and for meat production; incubation and brooding; housing and general equipment; poultry pests and remedial measures.

Plant-study.

(Instructor: George B. Rigg, A.M., Ph.D., Professor of Botany, University of Washington, Seattle.)

Collecting and mounting of specimens obtained locally; classification of plants found locally, using a botanical key; the use of wild plants, including trees and shrubs, as material for nature-study; plant structures in relation to life processes.

Insect-study.

(Instructor: R. C. Treherne, B.S.A., Entomologist for the Dominion Government.)

The biological relationship of insects; elementary anatomy of insects and function of parts; methods for the collecting and preservation of insects; field studies with insects, with special attention to those orders assigned for study in the new nature-study course; simple classification and identification; principles of control for injurious insects.

Bird-study.

(Instructor: W. M. Fleming, B.S.A., District Supervisor of Agricultural Instruction, Duncan.)

Methods in bird-study suitable for schools; important life-habits of birds, nesting, feeding, migration, etc.; adaptation of form to life-habits and environment; identification and classification; economic relationships of birds.

(*b.*) ADVANCED OR SECOND-YEAR COURSE.

Group A.

Methods in Rural Science.

(Instructor: J. W. Gibson, M.A.)

The consideration of problems connected with rural-science work in rural and urban schools; special method in nature-study; topics to be suggested in part by students taking the course.

Special School-gardening, School-supervised Home-gardening, and Related Home Projects.

(Instructors: H. B. MacLean; A. M. McDermott.)

Special garden and elementary science projects; detailed studies of agricultural home projects; rural school improvement organizations and club-work.

Soil-study; Agricultural Physics and Chemistry.

(Instructors: J. C. Readey, B.S.A.; J. M. Shales, B.S.A., District Supervisor of Agricultural Instruction, Murrayville.)

Conservation of soil-fertility; fertilizers; drainage and irrigation; principles of dry-farming; selected topics from the work prescribed in elementary science and agriculture for Intermediate and Senior Grade (new nature-study syllabus).

Group B.

Animal Husbandry.

(Instructor: S. H. Hopkins, B.S.A., District Supervisor of Agricultural Instruction, Courtenay.)

Types and most important breeds of horses, cattle, sheep, and swine; housing, care, feeding, and management of live stock; animal health; the live-stock industry and its importance in general agriculture.

Dairying.

(Instructor: S. H. Hopkins, B.S.A.)

Feeding and care of the dairy herd; milk-secretion; the testing and separating of milk; principles of butter-making; milk utensils and the handling of milk; dairy buildings.

Group C.

Horticulture and Landscape Gardening.

(Instructor: J. E. Britton, B.S.A.)

Review of first-year work; the principles underlying such horticultural practices as pruning, budding, and grafting, with demonstrations; the planting, cultivation, and fertilizing of orchards; the spraying of fruit-trees for the control of insects and of plant-diseases; selection and arrangement of the best varieties of trees and ornamentals for school and home grounds.

Bee-keeping.

(Instructor: W. M. Fleming, B.S.A.)

Life-history of the honey-bee; relationship of bees to seed and fruit production; the bee-keeper's equipment; management of bees—swarming, hiving, and feeding; winter care; common bee-diseases and remedial measures.

Group D.

Botany.

(Instructors: Dr. Rigg; Mr. Shales.)

Identification and classification of local species continued; the study of plants in relation to environment; growth and work of root, stem, and leaf; the life-history of various types of flowerless plants (Nature-study Syllabus, pages 38 and 39); the nature and work of bacteria; some common plant-diseases, with methods of control.

Entomology.

(Instructor: R. C. Treherne, B.S.A.)

Representative insects of common families, life histories and habits; identification of insects continued; control of insects by natural and by artificial methods; value of parasitism and predaceous insects; important insecticides and how made; field studies with insects continued.

2. PRIMARY GRADE COURSE.

(Instructors: William H. Binns, Supervisor of Technical Education, Victoria; Miss Eunice Copeland, Principal, Franklin Primary School, Seattle, Wash.; Mrs. Amy Ward, North Vancouver; Miss E. M. Coney, Music Mistress, Vancouver Normal School.)

Lectures.

The Curriculum for Primary Grades. Play materials and their use; equipment for Primary Grade work; general methods underlying primary education, including such topics as principles of class-management, the laws of learning—interest, effort, activity; discipline and moral training, the hygiene of childhood, etc.

Story-telling and Dramatization.

The rhymes and stories contained in Book I., Young and Field Literary Readers.

Songs and Stories.

Suitable for various months of the year.

Manual Work.

Paper folding and cutting; clay or plasticene modelling; thin cardboard-work; brush-work; blackboard drawing; the use of the sandboard.

Nature-study.

Plants and animals.

For purposes of demonstration in methods of teaching certain lines of Primary Grade work a volunteer class of boys and girls belonging to Primary Grade was organized at the Fernwood School. The children attended during the forenoon only.

3. ART COURSE.

(Staff of Instructors: John Kyle, A.R.C.A., Art Master; Charles H. Scott, Dip. G.S.A., Art Master; W. P. Weston, Art Master; James P. Sinclair, Art Master.)

(*a.*) PRELIMINARY COURSE. (*b.*) ADVANCED COURSE.

(*a.*) PRELIMINARY—FOR WORK IN THE PRIMARY, INTERMEDIATE, AND SENIOR GRADES.

Object Drawing.

With pencil, crayon, pen, brush; principles of construction; relation of construction to memory drawing; methods of teaching; tests; light and shade; tone studies; blackboard drawing.

Nature Drawing.

With pencil, pen, brush; construction of plant forms; leaves, flowers, and natural-history specimens; blackboard drawing.

Design.

Geometrical construction in patterns; decorative motifs; principles of design; naturalistic and conventional styles; colour; colour harmonies; the appreciation of good form; development of taste; blackboard drawing.

Geometry and Lettering.

Work from problems contained in Blair's Drawing Book IVA, Third Edition.

(*b.*) ADVANCED—HIGH SCHOOL COURSE.

This course is open to those students who obtained a first-class in the Preliminary Course of 1914, 1915, 1917, 1919, or who can satisfy the authorities that they possess the necessary ability to profit by the instruction. High-school teachers are specially invited to join this class.

Drawing and Painting from Objects.

Flowering plants; natural-history specimens; study of light and shade, tone, colour, and composition; blackboard drawing.

Rural Science classes in practical school-gardening. Mr. H. B. MacLean, Instructor, Victoria Summer School, 1920.

Practical class-room methods in manual training with real boys under the direction of Mr. Alexander S. Hamilton, Victoria Summer School, 1920.

Design.

Decorative motifs; principles of design; naturalistic and conventional styles; suitability of design to purpose; colour harmonies from nature; historic styles of ornament.

Applied Design.

Designing objects to be made of wood and metal; decoration of same by stains, gesso, metal, repoussé, embroidery, and applique work; leather-work.

Geometry and Lettering.

Work from problems contained in Blair's Drawing Book No. VA, Third Edition.

4. MANUAL TRAINING.

(Staff of Instructors: William H. Binns; Alexander S. Hamilton; Harry A. Jones.)

(*a.*) MANUAL ARTS, PRIMARY AND INTERMEDIATE. (*b.*) FOR MANUAL INSTRUCTORS WHO HAVE NOT PERMANENT CERTIFICATES. (*c.*) FOR CERTIFIED MANUAL TRAINING INSTRUCTORS.

(*a.*) MANUAL ARTS, PRIMARY AND INTERMEDIATE GRADE HAND-WORK.

Pedagogics.

The child and the work; organization and equipment; lesson plans and methods of presentation; Manual of School Law on Primary and Intermediate Grade work.

Applied Work—Paper Folding and Cutting.

PROCESS—To illustrate arithmetical and geometrical truths.
DESIGN—Colour harmonies and contrasts.
PROJECTS—Square, oblong, triangle, etc.

Thin Cardboard-work.

PROCESS—Use of ruler, drawing pattern, cutting out, decorative design, folding, pasting.
PROJECTS—Trays, boxes, booklets for school-work, mounts, book-marks, desk-blotters.

Heavier Cardboard-work.

PROCESS—More accurate drawing, development of patterns, use of ruler, compasses, set-squares, calculations.
PROJECTS—Book-covers, simple portfolios, envelopes and files, booklets, desk-pads, boxes, section booklets and their sewing.

Mat-weaving.

Various designs and colour combinations.

Clay or Plasticene Modelling.

PROCESS—Acquaintance with material, study of type forms and models.
PROJECTS—Common objects and their relation to type forms and models; flowers, fruit and vegetables.

Drawing.

Sketching the various views of objects made in paper, cardboard, and plasticene. The decoration of the project; discussion on taste and beauty; brush-work decoration; blackboard practice.

Story-telling and Dramatization.

See Course I.

The Use of the Sandboard.

Scenes for each month and for special occasions.

(*b.*) FOR MANUAL INSTRUCTORS WHO HAVE NOT PERMANENT CERTIFICATES.

First and Second Year.

This course was designed to give manual instructors who have temporary certificates an opportunity to become fully qualified.

Pedagogics.

Education; the teacher; the child—(*a*) mentally, (*b*) physically; education methods; manual training; reasons for and against manual training; forms of manual training; the models to be used; preparing a lesson; the Herbartian steps; methods for tool lessons; class-management; organization and discipline.

Drawing.

Lettering; projection of points, lines, and objects; sections and sectional views; conventions; isometric and oblique projection; construction of scales; making working drawings; faults in finished drawings.

Design.

The purpose of design; modification of rectangular outline; practical consideration—fitness, limitations of material and tools; æsthetic considerations—symmetry, proportion, harmony; the straight line and curved; decoration—stamping, recessing, inlaying; designing a one-piece model; criticism of good and bad forms; designing a two-piece model; complex models.

Blackboard Practice.

Written work and figuring; geometrical figures and solids; sketching tools; diagrams illustrating lessons.

Tree Botany.

Summary of main division of vegetable kingdom; position of Gymnosperms and Angiosperms and distinguishing characteristics of these subdivisions.

Increased attention was paid to the principles and methods of class-teaching.

A class of boys attended the manual-training centre for lessons. Practical demonstrations were given in teaching such subjects as the following: Measurements; geometry; draughting; mechanics of the tools; commercial value of various woods.

Teaching devices were made and practice given in design, construction, and decoration.

(*c.*) FOR CERTIFICATED MANUAL-TRAINING INSTRUCTORS.

This course was designed to give certificated manual-training teachers an opportunity to gain a British Columbia diploma and become qualified to teach in high schools and vocational classes.

First Year—Preliminary Metalwork Course for B.C. Manual-training Teacher's Diploma.

Sheet-metal Work.

Sheet-bending; sheet-cutting; wiring; soft soldering; false wiring; lap-joint; hatchet soldering; clinched joint; grooved joint.

Stretch-outs.

Cylinder; tray; box; truncated pyramid.

Bench-work.

Setting-out; cutting out with cold-chisel; filing; draw-filing; drilling; convex and concave filing; countersinking; annealing; cold bending; riveting by means of a rivet; tinning; matting; polishing.

Forge-work.

Cutting stock with hardy; calculation of stock; drawing out; hot bending; shaping; hardening and tempering.

Drawing and Design.

Designing and decorating metalwork projects.

Wood-turning.

Second Year.

Sheet-metal Work.

Wiring curved edge, etc.

Stretch-outs.

Truncated cone; cylinder sections; intersections of cone.

Bench-work.

Clinching; riveting by reducing.

Forge-work.

Cutting with hot set; bending with pegs; twisting; hot punching; upsetting.

Machine-work.

Hand-turning; machine-turning—rough and finished turning, knurling, taper-turning; shaper—shaping hammering-block.

Drawing and Design.

Designing and decorating metalwork projects.

Wood-turning.

5. HOME ECONOMICS.

(Staff of Instructors: Miss Alberta Macfarlane; Mrs. Carter; Mr. E. W. Hamilton-Smith, M.A., Science Master, Victoria High School.)

(*a.*) TO EQUIP RURAL-SCHOOL TEACHERS WITH THE NECESSARY KNOWLEDGE TO TEACH HOME ECONOMICS IN RURAL SCHOOLS. (*b.*) TO TRAIN SCHOOL-TEACHERS WHO WISH TO GRADUATE AS TEACHERS OF HOME ECONOMICS. (*c.*) A SCIENCE COURSE IN CHEMISTRY OF FOODS AND IN ADVANCED NEEDLEWORK AND DRESSMAKING FOR CERTIFICATED TEACHERS OF HOME ECONOMICS WHO WISH TO QUALIFY FOR TEACHING IN HIGH SCHOOLS OR VOCATIONAL CLASSES. (*d.*) COURSE IN NEEDLEWORK AND COOKERY FOR THE GRADE TEACHER.

(*a.*) PRACTICAL LESSONS ON HOME ECONOMICS SPECIALLY ARRANGED FOR RURAL SCHOOLS.

(In close correlation with the school text-books on Nature Study and Health.)

Cookery.

Food and its effect on man; food principles; food accessories.

THEORY—A study of carbohydrates; digestion and absorption. A study of fats; the fuel value of foods. A study of proteins; mineral matter and acids; the preservation of foods. Balanced meals.

PRACTICE—Kitchen equipment; measurement of ingredients; the preparation, cooking, and serving of meals; the school lunch; invalid cookery; the kitchen-garden.

Needlework.

THEORY—Sewing equipment; household textiles; materials for under and outer garments; ready-made and home-made garments; sewing, darning, patching, knitting.

PRACTICE—Hand and work drills; various stitches; seams; button-holes; tapes; patching; darning; draughting patterns and garments. "Boy Scout" course in sewing.

Home-nursing and Hygiene.

The invalid's room; treatment of common ailments; emergencies; personal hygiene.

Sanitary Science.

Heating, lighting, and ventilation; water-supply; disposal of waste; methods of living; infection and disinfection.

(*b.*) A COURSE OF LESSONS IN THE THEORY AND PRACTICE OF COOKERY AND NEEDLEWORK FOR SCHOOL-TEACHERS WHO WISH TO GRADUATE AS TEACHERS OF HOME ECONOMICS.

Preference given to those teachers who passed the course in 1919.

First Year—Work covered in 1919 (not repeated).

Home Management.

Comprising: Washing of dishes and saucepans; care of white wood; care and cleaning of metals in daily use; care, cleaning, and disinfecting of sink; dust and its removal; laying the table; construction, management, and cleaning of kitchen range, with simple study of combustion and use of coal and wood respectively.

Practical Cookery—Methods of Cooking.

(1.) BOILING AND STEAMING—Applied to cereals, vegetables, fresh and salt meat, fish, plain sauces, puddings (in which suet is used), stock, soup, and beef tea.

(2.) ROASTING AND BAKING—Milk puddings, plain pastry, beef, mutton, small plain biscuits and cakes, yeast bread and large plain cakes (with lining of tins).

(3.) FRYING—Shallow fat.

(4.) STEWING—Meat (beef and mutton) and fruit (fresh and dried).

(5.) REHEATING COOKED FOOD.

Theoretical Cookery. (Based on practical work.)

Reasons for cooking food; effects of applying heat to food; different methods of cooking food (e.g., boiling, steaming, etc.), and the effects of these on food.

FOOD PRINCIPLES—Use of food to the body; dietetic value of meat, fish, milk, butter, cheese, eggs, cereals, sugar, fats (e.g., suet, lard, crisco, margarine), and beverages; different foods in combination.

Needlework.

Work covered in the grades; followed by hemstitching, button-holes, household sewing, pillow-slips, towels, etc., making and repairing kitchen linen; patching and darning.

Second Year—Course of Work for 1920.

Home Management.

Household brooms and brushes—choice, cost, and care; cleaning painted, varnished, and polished wood; various cleansing agents—use, economy, cost; ventilation—value of fresh air, chimneys, doors, windows; choice, cost, and care of linoleum and oilcloth; water—source of supply, pipes, cisterns, storage, etc.; drainage—where pipes go, simple tests for faulty drains; table setting and service.

Practical Cookery.

Recapitulation of the methods taught during the first year, with additions; boiling, steaming, simmering, roasting, baking, broiling, stewing, sauteing, deep and shallow frying, braising, pot-roasting; simple meals.

Theoretical Cookery.

Foods and their use to the body; the perfect food; proteids, carbohydrates, fats, mineral matter; importance of mixed diets, well balanced and varied; need for forethought in planning meals; planning, purchasing, cooking, and serving a luncheon for a family of four; economy of the larder; care of the meat-safe, cost, fixture, inexpensive substitutes.

Laundry-work.

Arrangement of household washing—washing, boiling, and plain ironing of household linens and underwear; removal of stains and bleaching; consideration of water, soap, soap-powders, soda, borax, starch, and laundry blue.

Needlework.

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

Teaching Methods.

Presentation of the lesson; making a time-table and course of work; correlation of the subject with the class-work taught by the grade teacher; practice lessons.

(*c.*) HOME ECONOMICS: A SCIENCE COURSE IN HOUSEHOLD PHYSICS AND CHEMISTRY AND IN ADVANCED NEEDLEWORK AND DRESSMAKING FOR CERTIFICATED TEACHERS OF HOME ECONOMICS WHO WISH TO QUALIFY FOR TEACHING IN HIGH SCHOOLS OR VOCATIONAL CLASSES.

First Year.

Household Physics and Chemistry.

Work covered based upon course assigned in Household Science for First-year High School.

Laboratory-work.

Needlework.

Sewing for elementary and high schools; free cutting; use of commercial patterns; draughting from measurements; dressmaking.

Second Year.

Household Physics and Chemistry.

Work covered based upon the course assigned in Physics and Chemistry of the Household Science Course for Second-year High School.

Practical work in laboratory.

Hygiene.

Draughting and Dressmaking.

Millinery.

Art in the Home.

(*d.*) COURSE IN NEEDLEWORK AND COOKERY FOR THE GRADE TEACHER.

Needlework.

Elementary and Advanced, as specified in the courses of study for British Columbia; work to be correlated to Drawing and Design.

Cookery.

As it affects the course of study in Health and Hygiene; work following the lessons in "The Essentials of Health."

6. VOCAL MUSIC AND ELOCUTION.

(Staff of Instructors: Miss E. M. Coney, Music Mistress, Provincial Normal School, Vancouver; F. T. C. Wickett, Instructor in Music, New Westminster.)

FIRST-YEAR COURSE.

Voice-culture for Children.

The voice—its use and preservation; the importance of deep breathing; how to cultivate head voice; vowels and consonants—their treatment; intelligent singing—correct phrasing, expression, interpretation; rythmic training dealing with simple musical forms; singing out of tune—its cause and cure; breaking of the voice—signs and treatment; two-part singing, with balance of voices; compass of voices, choice of songs, giving of pitch, conducting.

Musical Knowledge.

Knowledge and use of modulator and stave; the various time signatures, with simple and compound time and the monosyllabic time names; formation of the scale; staff modulator drill in all keys to syllables and alternatives to sol-faing with key signatures; transition; chordal practice—major and minor chords; ear—training in time and tune.

Suggested Work for the Various Grades.

(*a.*) PRIMARY—Rote songs, including song games; tone matching and song sentences; rhythm taught by hand swinging, clapping, etc.; hand signs.

(*b.*) JUNIOR, INTERMEDIATE, AND SENIOR—Voice-culture—children trained to sing sweetly and without strain, with practice in deep breathing; tune—modulator drill, followed by staff notation exercises; time—children to be trained to appreciate common variations of simple rhythm; time names to be taught; time and tune taken in the form of "study" songs; ear-training—from imitation of simple patterned phrases to the writing down of phrases in time and tune; songs—unison and two-part; chordal training.

Vocal Eurythmics.

Nature of the study; sounds of the English language; thought in diction; vowels with the neutral vowel sound "Uh"; nasal resonance; the subordinate vowel sounds; the effect of the "r" sound upon the vowels; the diphthongs or combined sounds; the semi-vowels; consonants; practice in declamatory work.

SPECIAL COURSES.

(1.) PHYSICAL TRAINING.

(Instructor: W. A. Alldritt, Physical Director, Y.M.C.A., Victoria.)

Class-room and gymnasium calisthenics; folk dances; school games and playground-work; rules and referee-work with reference to such games as football, baseball, basketball, tennis, etc.

(2.) WRITING AND PENMANSHIP.

(Instructor: R. W. Mackenzie, Instructor in Penmanship, Sprott-Shaw Business College, Victoria.)

A special class in writing and penmanship will be held daily from 11.30 to 12 a.m. and from 3 to 3.30 p.m. The muscular-movement method will be used and instruction given in the teaching of writing as prescribed in the course of study for public schools. All students attending the summer school will have the opportunity of enrolling in one of these classes.

(3.) THE PROBLEM OF THE UNGRADED SCHOOL.

A series of five lectures by Arthur Anstey, B.A., Inspector of Schools.

Organization of time-table; correlation and presentation of the subjects of the curriculum.

(4.) RURAL AND AGRICULTURAL EDUCATION.

A series of six lectures (illustrated) dealing with the most important phases of the rural problem in its educational and social aspects, by O. J. Kern, Professor of Agricultural Education, University of California, Berkeley.

NAMES OF SUMMER-SCHOOL STUDENTS BY COURSES.

Following are the names of the teachers who attended the Victoria summer school of 1920:—

RURAL SCIENCE, PRELIMINARY.

Apps, Kathleen N. G.	Glenmore School, Matsqui.
Barker, Mildred U.	North Kettle River.
Beattie, Mabel V.	Enderby, Div. 1.
Brewis, Ernest	Sirdar.
Campbell, Beatrice	Alberni.
Chandler, Miriam	Cloverdale School, Saanich.
Chute, Nellie V.	Alexander Robinson School, Maple Ridge.
Davis, Sarah	Tennyson School, Vancouver.
Devereaux, Augustus	Tecumseh School, South Vancouver.

RURAL SCIENCE, PRELIMINARY—*Continued.*

Driver, Edith	Dragon Lake.
Fraser, Drina	Hall's Landing.
MacDonald, Sherley A.	Summerland, Div. 1.
McLean, Florence	McLean School, Rossland.
McManus, Georgina M.	Rosedale School, Chilliwack.
Mercer, Alice M.	John Robson School, New Westminster.
Mercer, A. Mildred	Lord Lister School, New Westminster.
Milley, Elfreda	Pender Harbour.
Muir, John N.	Inverness.
O'Brien, Bertha	Grand Forks.
O'Neill, W. Walter C.	Kitsumgallum School, Terrace.
Piggott, Kathleen E.	Heywood's Corner.
Robson, John Calvert	McLean School, Rossland.
Rogers, Ethel K.	Quennell School, Nanaimo.
Soule, Mary E.	Coldstream.
Staples, Mary E.	McGuire.
Steele, Marguerite M.	Port Kells School, Surrey.
Stubbs, George W.	Courtenay, Div. 1.
Tame, Margaret N.	Lucerne.
Tapping, Mary E.	Twin Butte.
Tibballs, Rhoda C.	Blaeberry.
Verchere, Alberta	Mission.
Whistler, Henrietta K.	Sardis School, Chilliwack.
Young, James W.	McBride.

RURAL SCIENCE, ADVANCED.

Cunningham, Mary B.	Essondale.
Howitt, John	Alberni.
Jones, Wm.	Usk.
Kier, Catherine M.	Port Simpson.
Piggott, Elnora	Armstrong.
Sykes, Wm. A. M.	Bella Coola School, Hazenborg.
Thomas, David John	Oaklands School, Victoria.
Wyrill, Ida	Box Lake School, Nakusp.

PRIMARY GRADE AND MANUAL ARTS.

Aird, Olive M.	Burnside School, Victoria.
Ballantyne, Hazel	McKenzie Avenue School, Saanich.
Bassett, Mildred F.	Sidney.
Bates, Helen E.	Hatzic.
Beattie, Mildred	Craigflower School, Saanich.
Binney, Katharine	Boundary Falls.
Bossi, Olga L.	Alexandria.
Briand, Annie	Wanklyn School, Cranbrook.
Burnes, Irene M.	Ganges Harbour.
Chrow, Mildred	Rocky Point.
Cook, Dora L.	Ladner School, Delta.
Cook, Freida L.	Brechin School, Nanaimo.
Coursier, Olga E. M.	Selkirk School, Revelstoke.
Crompton, Amy	Wellbore Channel.
Curtis, Marguerite L.	Kamloops.
Fraser, Gladys	Armstrong.
Gilpin, Bertha Mae	Trail.
Hall, Carrie	Grand Forks.
Hamilton, Margaret H.	Murrayville School, Langley.
Jardine, Jean C.	Vernon.

PRIMARY GRADE AND MANUAL ARTS—*Continued.*

Jennings, Phyllis E.	Cloverdale School, Saanich.
Johnson, Marion F.	Strathcona School, Vancouver.
Jones, Mary Pauline	Clayburn School, Matsqui.
Lettice, Edith	Cartier.
Mackechnie, Flora	Children's Home, Vancouver.
Mackenzie, Eileen S.	Castlegar.
Marquart, W. Marie	Rossland.
Marshall, Christine	Alexander Robinson School, Maple Ridge.
McLennan, Annie	Cranbrook.
Miller, Elizabeth J.	Cawston.
Moffat, Dorothy M.	White Rock School, Surrey.
Moore, Isabel	Hollyburn School, West Vancouver.
Morten, Elizabeth M.	Duncan.
Newman, Elizabeth M.	Trail.
Oswald, Jean	Richard McBride, New Westminster.
Parfitt, Violet	Cloverdale School, Saanich.
Parton, Sara E.	South Westminster School, Surrey.
Philip, Mary Brown	General Gordon School, Vancouver.
Porter, Jessie	Marpole School, Point Grey.
Ramsay, Margaret A.	Vernon.
Robertson, Bernice	Kinnaird.
Robertson, Mary	Castle Rock, Cariboo.
Scobie, Isable B.	Grantham School, Comox.
Shampenny, Elizabeth	Gordon Head School, Saanich.
Simister, Margaret V.	North Saanich.
Smith, Elsie K.	Victoria.
Vars, May G.	Ferguson School, Kaslo District.
Watson, Muriel F.	Lonsdale School, North Vancouver.
Wood, Mabel V.	Kelowna.

ART COURSE, PRELIMINARY.

Allan, Agnes M.	Boswell.
Beck, Florence M.	Rosebery.
Bell, Jean C.	Vernon.
Bekker, Petra C. H.	Glade.
Bertrand, Clemence	Blue River.
Creelman, Laura M.	Revelstoke.
Forster, George	(Returned soldier).
Foy, Alma E.	Arrowhead.
Gilchrist, Dorothy E.	Whonnock School, Maple Ridge.
Lantz, Theresa S.	Armstrong.
Marshall, Millicent	No. 8 Mine.
Martin, May	Ladner School, Delta.
Mills, Sarah A.	Prince Rupert, Div. 1.
Murchison, Alice A.	Duhamel School, Willow Point.
New, Winifred M.	Falkland.
Parkes, Jessie F. B.	Franklin School, Vancouver.
Reid, Clifford D.	(Returned soldier).
Richter, Jaunita L.	Rock Mountain.
Schofield, Dorothy L.	Trail.
Sprinkling, Ivy G.	Margaret Jenkins School, Victoria.
Stanton, Victoria A.	Trail.
Tervo, Esther F.	Port Hardy.
Wilson, Allie L.	Edmonton (visitor).

ART COURSE, ADVANCED.

Barron, Thomas J.	Nakusp.
Beattie, Hester E.	Mount Pleasant School, Vancouver.
Bentley, Eleanor M.	Agassiz School, Kent.
Macfie, Mabel T.	Hollyburn School, West Vancouver.
Matheson, Vinnie J.	Selkirk School, South Vancouver.
Mercer, Ellen A.	Oaklands School, Victoria.
Shearman, Arthur Evans	Henry Hudson School, Vancouver.
Wolfenden, Lena	Ocean Falls.

MANUAL TRAINING, PRELIMINARY.

Carn, Archibald	(Returned soldier), Victoria.
Charles, Alfred H.	„ „
Cornish, Alfred J.	„ „
Finlayson, Alexander	Laura Secord School, Vancouver.
McCahill, James A.	(Returned soldier), Victoria.
Robson, Alexander M.	„ South Vancouver.

MANUAL TRAINING, ADVANCED.

Crabb, Chas.	General Gordon School, Vancouver.
Hale, Montague	Walter Moberly School, South Vancouver.
Hill, Henry	Ladner School, Delta.
Lawrence, Frank	Queen Mary School, Point Grey.
Lowe, Frederick	(Returned soldier), Vancouver.
Parker, J. Whitfield	Shaughnessy School, Point Grey.
Plenderleith, Wm. A.	Boy's Central School, Victoria.
Somerville, John G.	Duncan Consolidated School, Duncan.
Taylor, George L.	(Returned soldier), Vancouver.
Watson, John H.	Model School, Vancouver.
Van Groesbeck, J. R.	Selkirk School, South Vancouver.
Williams, Wm. J.	Trail.

HOUSEHOLD SCIENCE, PRELIMINARY.

Bruce, Hannah B.	South Vancouver.
Climie, Mary V.	Kerrisdale School, Point Grey.
Keast, Ada	Girls' Central School, Victoria.
Martyn, Anna Letitia	Lund.
Matheson, Agnes Helen	Vancouver.
Newman, Rachel D.	Trail.
Procunier, Irene	Revelstoke.
Richards, Jennie	Collishaw.
Sleightholm, Marion V.	Lotbiniere School, Chilliwack.
Spence, Annie J.	Outlook School, Grand Forks.
Sutherland, Agnes	Tonkawatla School, Revelstoke.
Tomlinson, Hila	Eagle Valley.

HOUSEHOLD SCIENCE, ADVANCED.

Allan, Ada	Chesterfield School, North Vancouver.
Anderson, Christina S.	Central Pouce Coupe School, Pouce Coupe.
Austin, Jane	Horizon, Saskatchewan.
Blankenbach, Marian E.	Girls' Central School, Victoria.
Bromley, Mercy G.	Anyox.
Clark, Helen B.	Vancouver.
Darlington, Ella	Gill School, Alberni.
Davidson, Janet P.	Lord Kelvin School, New Westminster.
Hadden, Edith C.	Whonnock School, Maple Ridge.

HOUSEHOLD SCIENCE, ADVANCED—*Continued.*

Jackson, Margaret	McKay.
Leavens, Retta I.	Nelson Avenue School, Burnaby.
Lee, Phyllis Joyce	Vancouver.
Mackinnon, Alice Cumming	Lampson Street School, Esquimalt.
MacLean, Mary Isabel	Mission.
Marshall, Vera Frances	Vancouver.
Muchall, Evelyn T.	Lethbridge, Alta.
Noble, Islay Barbara	Hatzic.
Pierce, Margaret E.	Lord Nelson School, Vancouver.
Reilly, Belle H.	Walter Moberly School, South Vancouver.
Robinson, Ada Lillie	Norquay School, South Vancouver.
Sherrin, Alice M.	Rossland.

VOCAL MUSIC AND ELOCUTION.

Allan, Mabel R.	North Bulkley.
Bell, Elizabeth M.	Fernie.
Huddleston, Hilda	Craigflower School, Saanich.
Keenan, Stella K.	Otter Point.
Neate, Winifred	Prince George.
Noble, Alice L.	Kitsilano School, Vancouver.
Ozard, Marguerite J.	Craigflower School, Saanich.
Painter, Emily	Fairview School, Vancouver.
Stone, Sylvia L.	Prince Rupert.
Sewell, Eunice A.	Mission.
Sjolander, Agnes	Saanichton School, Saanich.

I have, etc.,

J. W. GIBSON,

Director of Summer School

TECHNICAL EDUCATION.

REPORT OF THE ORGANIZER.

VICTORIA, B.C., July 1st, 1920.

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 generally for the year 1919–20:—

MANUAL TRAINING AND DOMESTIC SCIENCE.

The two subjects above mentioned have for some years been closely scrutinized by school authorities and the public generally, in order to find whether the expense of equipping centres and time spent by the pupils therein were justified by the results obtained.

Strenuous opponents of the subjects referred to have appeared on one or two School Boards, who seemed determined to put a stop to an expenditure which seemed to them to be wasteful and excessive. It is gratifying to know that the result of having the limelight thus thrown directly on the subjects has been to establish them more securely than ever in the school curriculum.

A close relationship between the class-room studies and the problems of the workshop characterizes the work of the Province as a whole. The school principals have been enjoined to visit the manual-training centres regularly and interest themselves in the activities of the pupils. It is from the problems of the workshop that many excellent vital tests in arithmetic, mensuration, and English can and should be originated. Many school principals testify to the sound instruction in drawing and arithmetic which come directly from industrious application in the manual-training centres.

Although it is regrettable that more time cannot be spent on the supervision and examination of pupils' work, yet it is satisfactory to know that manual-training instructors, as a whole, are attacking their problems in a progressive spirit and with a specific purpose in view. Each one possesses a scheme of work wherein the projects are carefully arranged in order of difficulty and with a due regard to creative interest. Moreover, there is nothing stereotyped about their schemes, each one having reasoned out the subject for himself and produced a succession of problems which naturally reflects his individuality.

Improved record sheets and monthly report forms, which will be better arranged than those at present issued, will be ready for use next term. It is fitting that work which is being carried out so admirably throughout the Province should have its records kept in an absolutely fair and reliable manner. All pupils, however, should own their portfolios which contain their drawings and record sheets, so that in transferring them from one school to another their work may be carried in safety. It will thus be possible for instructors to continue the work begun by the pupils at other centres with some degree of satisfaction.

The decision of the Council of Public Instruction to issue special technical teachers' certificates has met with the approval of those manual instructors who have been engaged in advanced work of a practical nature. In a similar way a certificate will be issued to those instructors who have been taking steps to equip themselves for the work which has to be done in high-school manual-training centres.

The time has now come when all manual-training certificates should be graded and forms should be issued at once for the training record of each man in order that a decision may be arrived at as to the qualifications required for giving manual instruction in elementary schools, manual instruction in high schools, and teaching practical work in technical schools.

DOMESTIC SCIENCE.

The subject of domestic science, or, as most of the instructors prefer to term it, home economics, is one which is taught in a satisfactory manner in most centres. The Course of Study as laid down by the Department of Education wisely permits an arrangement of lessons which

will suit local conditions, and many of these schemes are admirably prepared with due regard to both practice and theory.

In some instances the entire sewing lessons for the year are taken during the first three months of the course, in which time the required outfit for the cookery lessons is finished. In others the outfit is completed at the end of the Junior Third year, in which case cookery lessons begin with the Senior Third session. It is well when the latter method can be carried out, but no fault can be found with the pupils who are being taught by the former.

Instructors of domestic-science subjects are trained in different institutions in different Provinces and countries; consequently the qualifications upon which they obtain their certificates vary greatly. It is, therefore advisable to grade the certificates. The teacher who has taken a four-year college course should be given a higher class of certificate than the one who has only spent half that time in training. As in the case of manual-training instructors, the grading might well be divided into three: i.e., those who are qualified to teach home economics in elementary schools, those who are fitted to teach in high schools, and those who are qualified to give instruction in technical schools. The last group requires teachers who have a thorough knowledge of bacteriology and the chemistry of foods, and who have the necessary training to enable them to teach the mechanics of household equipment and other closely allied subjects which go to make up a Home Economics Course.

Fully qualified instructors have been finding their way to the West during the past year; therefore it was not thought advisable to proceed with the training of teachers for domestic-science subjects at the summer school. A class for those grade teachers who had begun training the previous year was organized, and their studies were continued to embrace the cookery scheme usually taught in the elementary school during the second year of the course. When this training course is completed at next summer school it may not be necessary to commence another class, at least not until a scarcity of instructors is once again felt in the Province, when a change of policy may be advisable.

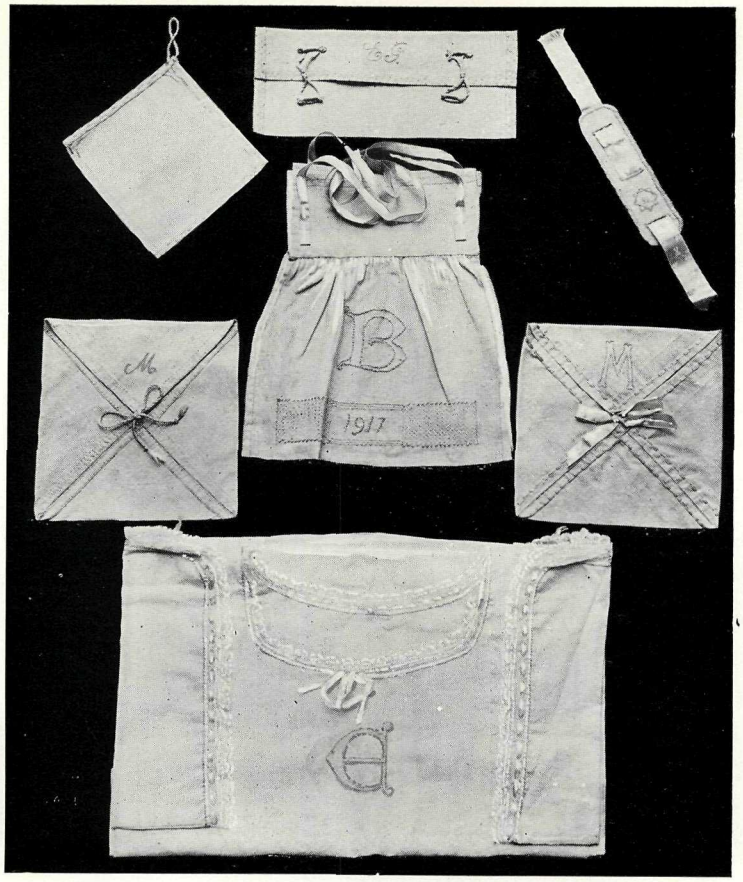
The training which rural-school teachers obtained in domestic science, and which bore directly on the problem of supplying hot lunches to children who could not go home during the lunch hour, has as far as we know been fruitless. No evidence of rural-school activity in this direction has been heard of. Such work necessitates extra labour, and teachers are evidently not anxious to shoulder the burden without extra remuneration, similar to that which is being paid to those who undertake the work of school-gardening. Should a Provincial supervisor of domestic science be appointed she would be able to give special attention to this phase of the work, together with that of supervising centres which are at present inspected all too seldom. City supervisors have been dispensed with in Vancouver and Victoria, the trustees in these cities evidently throwing the inspection of their centres directly on the shoulders of the Provincial Government. It would seem to be the right thing to do to engage the services of a thoroughly trained progressive teacher of home economics who would be competent to inspect the classes already in existence, as well as organize new classes in cities and municipalities where they do not at present exist.

HIGH SCHOOL TECHNICAL COURSE.

Four years ago the above course was commenced at King Edward High School, Vancouver, and at that time it was fully expected that a technical school would be built before the third year of the course could be completed. The accommodation and equipment which have up to the present been provided are not adequate for the training of fourth-year pupils. Its absence makes that type of training impossible which would be of real assistance to the industrial workers, and besides, it limits the scope of the work which should be undertaken at night-school.

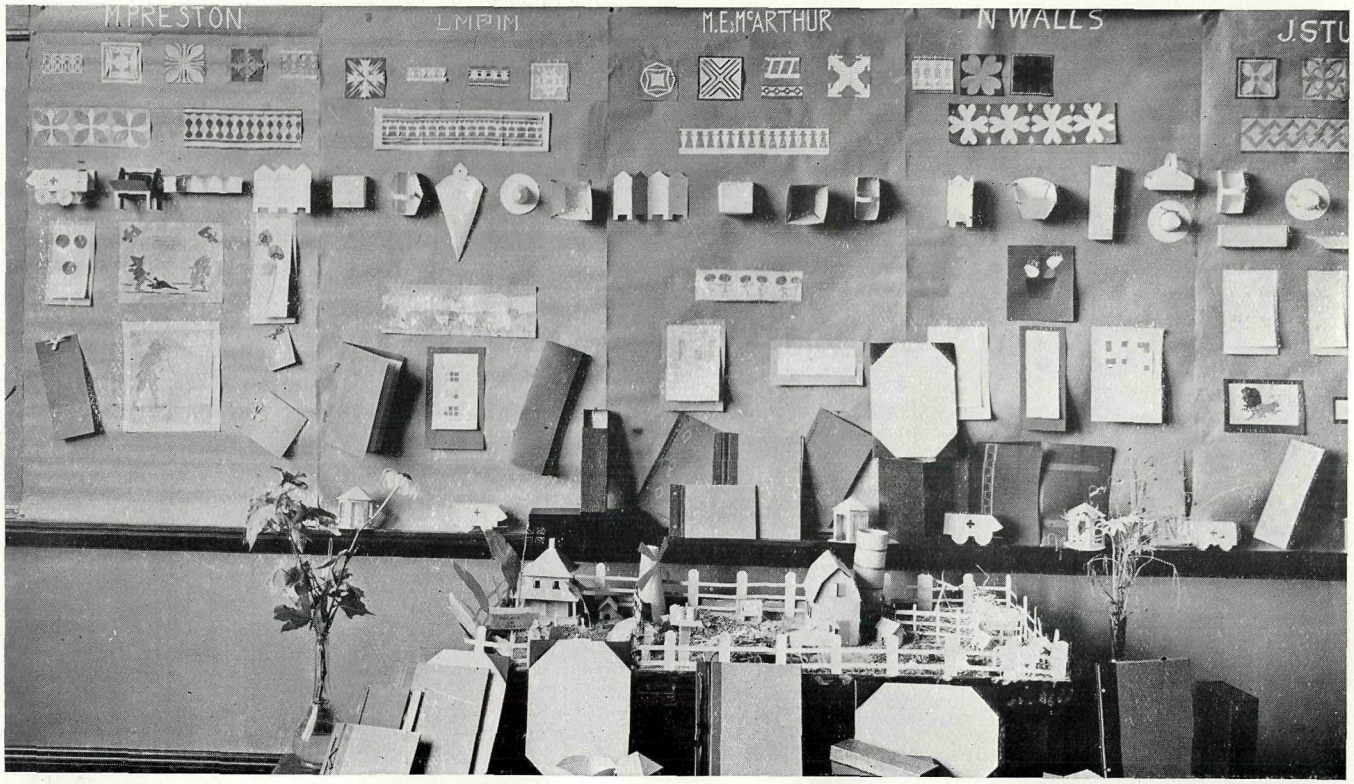
The enthusiasm of the staff and pupils is encouraging, and they look forward hopefully to the time when a technical school will be provided which will be in keeping with the size and industrial importance of the city.

Owing to the lack of machinery the number of hours spent in practical work are fewer than they ought to be, for in order to earn Dominion grants for technical education 75 per cent. of the pupil's time must be occupied in practical work and related subjects. The equipment referred to makes such a condition impossible. There should also be more time given to a study of design. While excellent work in mechanical drawing is being accomplished, yet recognition must be made of the fact that an appreciation of beauty and a reliable taste are essential qualities to industrial success. No time should be lost in remedying this defect in the course.



Scheme of work in Sewing as carried out in the Elementary Schools of Point Grey Municipality.

Simple domestic-science equipment in use.



Scheme of work in Manual Arts for Elementary School Course.

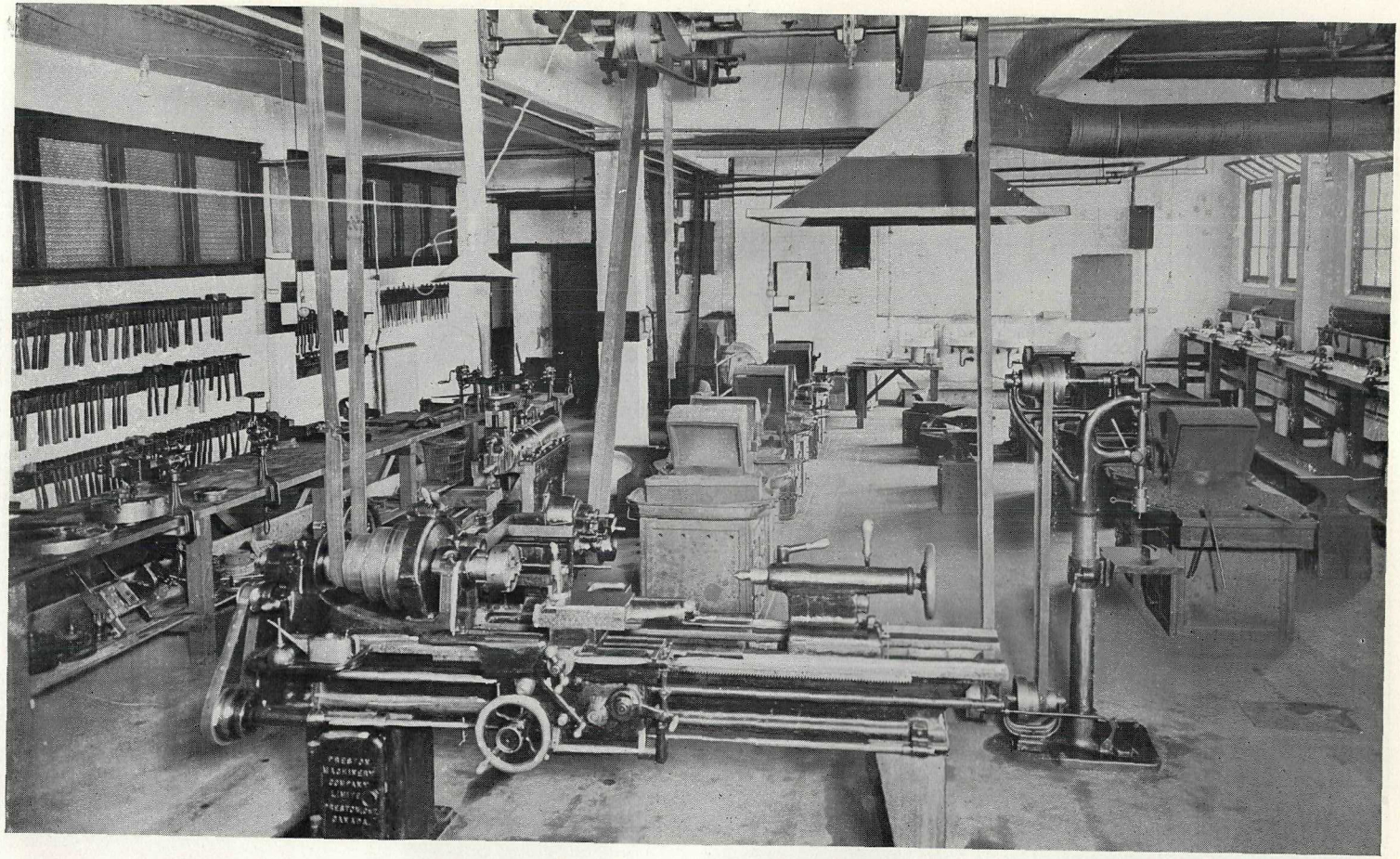
Scheme of work in Manual Training for Elementary School Course.

Girls of the Home Economics Course, King Edward High School, Vancouver.

Girls of the Home Economics Course, King Edward High School, Vancouver.

King Edward High School. Technical class in wood-working shop.

King Edward High School. Technical class in metal-working shop.



Metal-work equipment, King Edward High School, Vancouver.

The students who desire to write for matriculation to the University are registered in a separate class and time is given to the study of French. These students, however, have a special paper set at the matriculation examination in practical mathematics and trigonometry, as well as in chemistry, physics, and mechanics. Moreover, technical draughting and work in wood and metal count in their favour. During the year 140 boys were engaged in first-year work, 95 in the second year, and 31 in the third year, making a total of 226 students.

The condition which has led to overcrowding in class-rooms and workshops is greatly to be deplored, for while in the technical schools of the world to which people look for guidance one finds classes having an average of twenty pupils, yet in King Edward High School the classes are twice that number. It is to be trusted that steps will be taken before long to reduce the numbers in each class and give the instructors an opportunity to do their work under the best possible conditions. Until such time as ample accommodation is provided it will be impossible to admit retarded pupils from the elementary schools. There is great work to be done with such pupils, and it seems most probable that the equipment of the technical school must be used for that purpose. Prevocational or junior technical training is to be found in almost every Province in the Dominion, and in Ontario and Quebec extraordinary progress has been made in recent years in this direction.

The school trustees of Victoria are planning out workshops for a High School Technical Course to commence in September, and the School Board in New Westminster is taking steps to remodel the Provincial Gaol, which is standing unused, as they intend to equip the building as a technical school. Both cities have already purchased considerable equipment of a thoroughly practical kind and everything points to a year of sound progress. "Festina Lente" must, however, be the motto for technical education in British Columbia, because it is difficult to obtain the services of efficient instructors who have knowledge of theory, skill of hand, and training for teaching. There are real financial difficulties also in the way, but the public are gradually awakening to the fact that the well-being of the people depend upon their training; that industrial growth and progress depend upon the appropriate education and training which the workers receive. There is still, however, a lack of co-operation between Boards of Trade, Manufacturers' Associations, and school trustees. On the subject of technical education these public bodies should be working as one man.

HOME-MAKERS' COURSE.

The course which bears the above noble title is the one which parallels the technical course for boys in King Edward High School, Vancouver. It has now been organized three years, but its growth has been considerably curtailed owing to the lack of accommodation and needful funds. The attendance is as follows: Twenty-four girls in the first-year work, fourteen in the second, and eight in the third.

At present only students who have no intention of entering university enrol to study the economics of the home, for no special matriculation examination has so far been arranged with the University authorities. Nor is there much hope for any electives until such time as a Home Economics Department can be organized in the University of British Columbia. The studies in the Home-makers' Course are of such a nature that they will be found to be an excellent preparation for the prospective school-teacher. The leaving certificate from the Home-makers' Course is therefore accepted as the entrance certificate to Normal School. The subjects are as follows: English, French or Latin, arithmetic and algebra, cookery, physiology and laws of health, bacteriology and chemistry of foods, physics and mechanics of household utensils, dress-making and millinery, drawing and design.

An improvement on this course of study would be to increase the number of periods in arithmetic and decrease those in algebra. Strenuous endeavours should be made to obtain access to a laboratory in which individual experimental work in the chemistry of foods could be undertaken. This, with the addition of music and physical culture, two subjects which were included in the original course of study, would complete one which would not only be *par excellence* in the preparation of a home-maker, but would also be unequalled for the prospective teacher or potential industrial worker.

When a Home Economics Department becomes an accomplished fact in the University of British Columbia, the Home-makers' Course will also be that most suitable for the girl who desires to engage in the profession of nursing or of medicine.

NIGHT-SCHOOLS.

Night-schools during the past year show a slight improvement on the previous years, but even at best the enrolment falls far short of what might be expected. The cities where the attendance is highest only enrolled a proportion of fifteen students to every thousand inhabitants, while in the Province of Ontario some cities rise to twice that proportion.

School trustees are, as a rule, apathetic and slow to grasp the possibilities of the work. They fail to realize that their duties do not end with the day-schools, but that they must continue to provide the necessary opportunities for study to those who are over school age and engaged in occupations during the day. Indeed, the twentieth-century idea is the compulsory continuation day-school built and staffed for the training of boys and girls of adolescent years who are engaged in industrial pursuits.

The voluntary system has failed to bring forth an average attendance at night-schools in keeping with the necessities of the times, for never in the history of the world has knowledge and intelligence been so imperative in the industrial world as it is to-day.

Voluntary attendance at night-schools failed in Great Britain, France, Switzerland, and in Germany, and in consequence thereof each of these countries has been compelled to pass a compulsory-attendance law under which young men and women between the years of 14 and 18 must leave work during the day for eight hours per week to attend continuation schools.

The Province of Ontario has followed suit in this respect and has taken a census of boys and girls under 18 who have left school. By the year 1922 the Ontario Department of Education expects to have these young people under their control at continuation schools, and preparations for that purpose are now being undertaken.

It will thus be seen that we are only on the threshold of a great educational movement which is industrial in character and is taking the place once held by the apprenticeship system. The success of voluntary night-schools will be found to be in direct ratio to the amount of business acumen possessed by school trustees and directors. It is very desirable that the same tactics be adopted as are used by business colleges and schools run by private enterprise; in other words, school trustees require to advertise their wares.

The statistics for night-schools held during the year 1919–20 are as follows:—

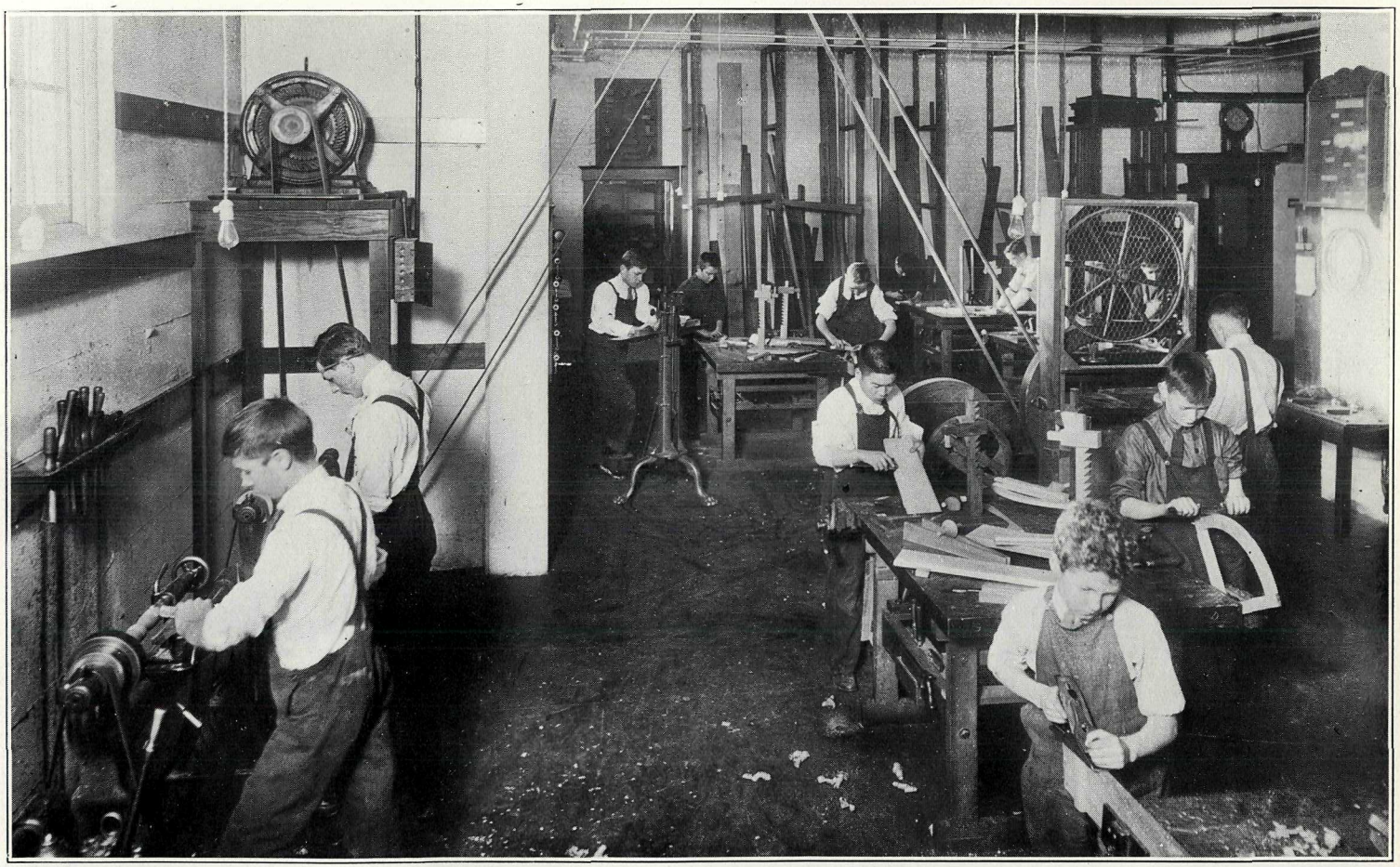
Cities.	Students.	Courses.
Cumberland	11	1
Chilliwack	96	7
Coal Creek	28	2
Fernie	32	2
Merritt	45	2
Nanaimo	77	5
North Vancouver	152	7
Ocean Falls	15	2
South Vancouver	213	7
Union Bay	10	1
Victoria	514	22
Vancouver	1,275	22

The courses of study embrace the following subjects: English, French, Spanish, journalism, book-keeping, typewriting, stenography, accounting, economics, salesmanship, drafting 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 order that night-school courses of study may be of the utmost practical value it is customary in European countries for school trustees to call in the assistance of advisory committees. These are composed of men and women engaged directly in the work for which students are being trained, and experience proves that increased teaching efficiency and greater trade interest and support are the direct result of such co-operation.

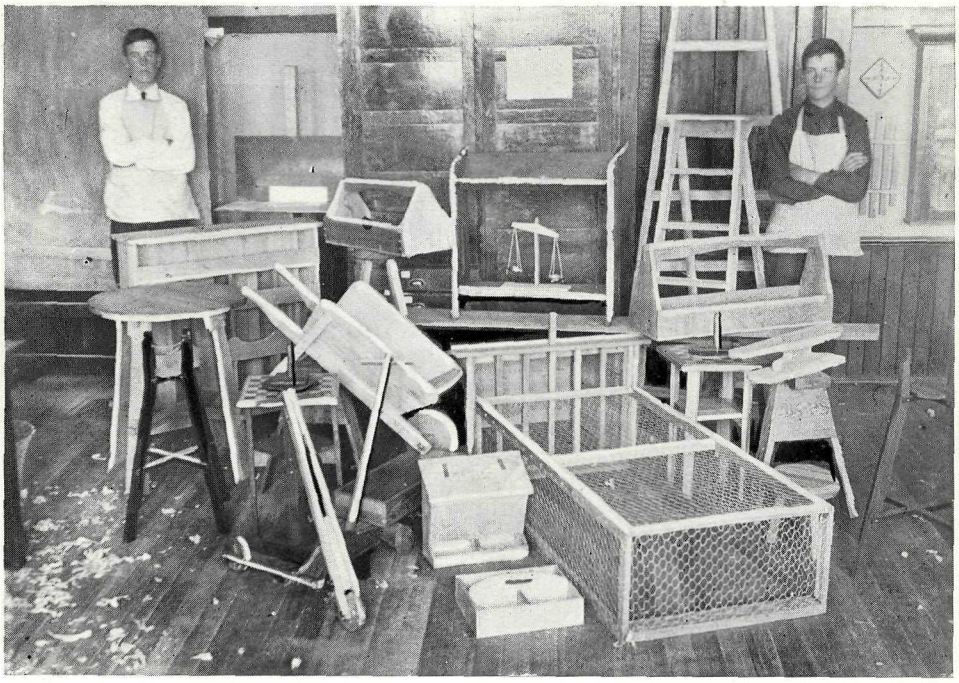
So far little has been accomplished in this direction in British Columbia. The committees appointed before the war seem to have ceased to exist, but it is to be sincerely hoped that in the larger centres of population some revival will be made without delay.

Exhibition of manual-training projects, Central School, Victoria.



King Edward High School. Technical class in wood-working room.

Rural school equipment for lessons on foods and with which a hot lunch may be prepared.



A group of agricultural projects in manual training, Ladner.

Sewing exhibit, Penticton.

CORRESPONDENCE COURSES IN COAL-MINING AND MINE SURVEYING.

Continued success seems to attend the correspondence classes for the students of coal-mining who intend to sit for the examinations arranged and conducted by the Department of Mines. This success is considerably increased when the students also join a night-school and obtain the assistance of a thoroughly qualified instructor as a tutor. Such a tutorial method is the only way in which mining subjects can be satisfactorily taught at night-school, for regular attendance by men who are subject to the three-shift system is an impossibility.

The preliminary courses for boys and young men between the age of 15 and 23 are of great importance, for it is at the latter age that they are permitted to sit for their first examination. A little reflection and study of the courses referred to will at once show what a boon these lessons may be to the thoughtful and ambitious young coal-worker, and with what ease it is possible to continue studies after leaving school and gradually and surely make way towards a mine manager's certificate. These classes commenced in April, 1919, and at present there are 110 students enrolled. To show the confidence which the coal companies have in the tuition received, the Canadian Collieries (Dunsmuir), Limited, enrolled and paid for twenty-eight boys, while the Canadian Western Fuel Company, Limited, paid fees for sixteen boys. No classes are more deserving of support nor are more highly appreciated by those who take advantage of them.

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

The organization of the Correspondence Courses in Coal-mining gave the Department of Education the means of assisting families of settlers whose attendance at school was found to be impossible. The lighthouse-keepers had also been seriously concerned for a long time about the want of educational advantages for their children; consequently when the offer to give instruction by correspondence was made a ready response came forth. The pupils now number 182. Free text-books are supplied and evidence comes from the most unexpected quarters of the inspiration which the lessons bring to the homes of those who are doing the pioneer work of the Province.

I have, etc.,

JOHN KYLE,

Organizer of Technical Education.

FREE TEXT-BOOK BRANCH.

EDUCATION DEPARTMENT, FREE TEXT-BOOK BRANCH,
VICTORIA, B.C., November 30th, 1920.

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, 1920:—

SUPPLIES ISSUED.

The total number of free text-books, etc., issued during 1919–20 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: 10,795 B.C. Beginner's Reader; 57 Teacher's Handbook to Beginner's Reader; 7,097 B.C. Phonic Primer; 8,556 B.C. First Reader; 9,193 B.C. Second Reader; 10,625 B.C. Third Reader; 7,025 B.C. Fourth Reader; 844 N.C. First Primer; 753 N.C. Second Primer; 302 N.C. Second Reader; 72 N.C. Fourth Reader; 3,194 N.C. Fifth Reader; 8,850 First Arithmetic; 7,704 Second Arithmetic; 5,100 Third Arithmetic; 14,908 New Method Writing Pad, Part I.; 9,168 New Method Writing Pad, Part II.; 69,994 Writing Book; 53,939 Drawing Book; 1,360 Supplementary Reader (Heart of Oak, Book I.; Art Literature Primer; Art Literature, Book I.; Art Literature, Book II.; Progressive Road to Reading, Book 3A); 2,334 Universal Spelling Book; 9,409 Public School Speller (Western Canada Series); 152 Essentials of Health; 6,267 How to be Healthy; 448 Elementary Agriculture and Nature Study; 1,968 Latin Exercises; 7,842 First Steps in English; 196 Canadian Civics; 211 Syllabus of Physical Exercises; 433 World Relations and the Continents; 6,493 History of Canada; 194 Teaching Writing, Books 1–4; 449,935 Sheets Drawing Paper, 9 by 6 inches; 32,147 Sheets Drawing Paper, 9 by 12 inches; 6,968 Public School Grammar; 170 Union Jacks (3-yard Jack); 203 Flora of Southern British Columbia; 57 "Scrap of Paper"; 59 "Fathers of Confederation"; 17,922 copies Children's Story of the War; 57 Globes; 60 Maps of British Isles; 67 Maps of Dominion of Canada; 58 Maps of World; 56 Maps of British Columbia; 67 Maps of North America.

At prevailing retail prices the books and other supplies issued would have cost $86,171.09.

Requisitions to the number of 2,184 for the above supplies issued were required to be filled. This called for a shipment to all parts of the Province of 925 cases and 1,754 parcels, the total weight of which was 180,920 lb. No shipment was lost in transit.

In addition to 2,184 requisitions filled in in 1919–20 to meet the needs of the public schools and pupils taking Correspondence Courses, the Free Text-book Branch honoured 470 requisitions for departmental purposes and for those who required to purchase school supplies. These orders added 9 cases and 484 parcels (weighing in all 3,051 lb.) to the list of shipments for the year. The sum of $1,386.68 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.	$44,267 16
Freight and drayage	3,814 36
Distribution (freight, boxes, etc.)	2,356 61
Salaries of staff	5,702 85
Temporary assistance	663 28
Total	$56,804 26

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 $86,171.09. To

purchase and distribute these among the various schools of the Province through the Free Text-book Branch required an expenditure of $62,392.33, made up as follows:—

Text-books (laid-down cost)	$53,669 59
Distribution (freight, boxes, etc.)	2,356 61
Salaries of staff	5,702 85
Temporary assistance	663 28
Total	$62,392 33

The saving on the year's transactions is, therefore, $23,778.76. 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 $48,081.52 ($44,267.16 + $3,814.36), the amount expended to purchase and lay down supplies for 1919–20, and $53,669.59, 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, four 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 1919–20.

With nine exceptions, all annual reports of free text-books for 1919–20 are now on file. All schools, but one, failing to make the necessary returns have been closed owing to the attendance falling below the required number. While the majority of the annual returns show that considerable care had been taken to keep an accurate record of all supplies furnished, some are, however, far from being satisfactory in this regard. These unsatisfactory returns come for the most part from schools where there has been a change of teachers during the year. Inaccurate returns are largely due to failure on the part of the teacher to enter in the Teacher's Record all shipments received; to keep an accurate record of all text-books issued to pupils; to verify by actual count supplies reported to be in the reserve stock at the close of the term. If these three simple matters received careful attention, this Branch would be saved endless trouble endeavouring to adjust unsatisfactory returns.

The returns for some schools show that there has been a good deal of laxity in the matter of caring for Supplementary Readers and library books supplied for the teacher's reference. Each year instructions have been issued that on no account must these books be removed from the school-house, but, judging from the number of these books reported "missing," it would appear that in many instances these instructions have not been complied with. In some cases the loss of such books is no doubt due to the fact that a suitable book-case which can be locked has not yet been provided for the safe-keeping of supplies furnished by the Free Text-book Branch.

In a few instances it was found necessary to withhold supplies until the annual report was received. To avoid delay in receiving supplies for the following term, School Boards would be well advised to see that this return has been forwarded before the teacher leaves the district for the summer vacation.

RECEIPTS.

With two exceptions, all receipts for the past year are now on file. Considerable difficulty was experienced, as in previous years, in securing the prompt return of receipts for shipments. In quite a number of cases as many as three requests were necessary before the desired receipt was returned. As usual, many copies were required to be furnished to replace receipts claimed to have been "mislaid," "lost in the mails, etc." It is very hard to understand the lack of business promptitude in this matter on the part of some school officials.

It may be added that a neighbouring Province has completely solved the problem of securing the prompt return of receipts by compelling the School Board to pay for the shipment unless receipt for same has been returned within thirty days.

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 1919–20. All important errors revealed by the various replies received attention and any information asked for supplied.

NEW PRICE-LIST.

A new price-list, revised August, 1920, has been forwarded to every school. At prices given therein teachers are 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 time of sale.

THE CHILDREN'S STORY OF THE WAR.

In the reports of 1917–18 and 1918–19 it was very strongly urged that steps be at once taken to have the fifty-six numbers of "The Children's Story of the War" bound so as to form a permanent addition to the school library. As yet, this has been done only in a very few schools, as is shown by the great number of negative replies in answer to question 14 (*b*) (printed inquiry) recently received. In the face of what would appear to be vain repetition, it is once more urged that the various numbers of this work be bound for the sake of their better preservation. Any information in connection with this matter will be furnished on application to this Branch.

In conclusion, it is desired to express an appreciation of the very valuable assistance rendered by principals in large centres in helping to meet a very trying situation which occurred in January, 1920, when owing to the wholly unexpected demands made for supplies at that time, the Free Text-book Branch was unable to furnish some of the items asked for on all requisitions presented.

I have, etc.,
J. L. WATSON,
Officer in Charge.

THE STRATHCONA TRUST.

Report of the Secretary, Local Committee, Strathcona Trust, for the Province of British Columbia, for the School-year 1919-20.

VICTORIA, B.C., November, 1920.

SIR,—I have the honour to report as follows on the work of the Local Committee for the school-year 1919–20:—

INSTRUCTION OF TEACHERS IN PHYSICAL TRAINING, 1919–20.

During the past year, 278 physical-training certificates, Grade B (Strathcona Trust Syllabus), were granted to prospective teachers in attendance at the Provincial Normal Schools (Vancouver and Victoria). About 3,292 teachers and prospective teachers of this Province have now qualified as physical-training instructors.

PHYSICAL TRAINING, 1919–20.

The list of Strathcona Trust prizes for excellence in physical training for the school-year 1919–20 is as follows:—

High and Superior Schools.

(A. Sullivan, B.A., and J. B. DeLong, B.A., Inspectors.)

1st Prize—Gordon Downes, B.A., 4th Division, Oak Bay High School.
2nd Prize—Miss M. A. Brockwell, B.A., 2nd Division, Armstrong High School.
3rd Prize—J. G. Darling, B.Sc., 1st Division, Bridgeport High School.

1st prize, $18; 2nd prize, $15; 3rd prize, $12; amount expended under this head for 1919–20, $45.

Common and Graded Schools.

Inspectorate No. 1 (W. H. M. May, Inspector)—
1st Prize—Miss J. H. Louden, 4th Division, Port Alberni School.
2nd Prize—Miss J. V. Bruskey, 3rd Division, Cedar Hill School, Saanich.
3rd Prize—Miss A. C. Main, 4th Division, Tolmie School, Saanich.

Inspectorate No. 2 (Lieut.-Col. W. N. Winsby, Inspector)—
1st Prize—Miss S. E. Hardy, 13th Division, Quennell School, Nanaimo.
2nd Prize—Miss K. S. Parrott, 11th Division, Quennell School, Nanaimo.
3rd Prize—Miss E. Bauld, 7th Division, Ladysmith School.

Inspectorate No. 3 (J. T. Pollock, Inspector)—
1st Prize—Miss Jessie Abel, 13th Division, Dawson School, Vancouver.
2nd Prize—Mrs. M. A. Williams, 14th Division, Dawson School, Vancouver.
3rd Prize—Miss O. Wells, 6th Division, Kingsway West, Burnaby.

Inspectorate No. 4 (H. H. MacKenzie, B.A., Inspector)—
1st Prize—H. B. King, 1st Division, General Gordon School, Vancouver.
2nd Prize—R. Straight, 1st Division, Lord Tennyson School, Vancouver.
3rd Prize—Miss K. L. Chappell, 3rd Division, Central School, Port Coquitlam.

Inspectorate No. 5 (L. J. Bruce, Inspector)—
1st Prize—Miss E. A. Middlemiss, 6th Division, Henry Hudson School, Vancouver.
2nd Prize—Miss J. C. Dunse, 3rd Division, Powell River School.
3rd Prize—Miss Hilda Crombie, 12th Division, Lord Nelson School, Vancouver.

Inspectorate No. 6 (John Martin, Inspector)—
1st Prize—Miss G. A. Nutt, 4th Division, Queen Mary School, North Vancouver.
2nd Prize—Miss H. R. Anderson, 2nd Division, Sir Wm. Van Horne School, South Vancouver.
3rd Prize—Mrs. H. M. Jex, 7th Division, Sir Alexander MacKenzie School, South Vancouver.

Inspectorate No. 7 (Arthur Anstey, B.A., Inspector)—
1st Prize—W. F. Fennell, 1st Division, Herbert Spencer School, New Westminster.
2nd Prize—Miss H. Davidson, 3rd Division, Herbert Spencer School, New Westminster.
3rd Prize—Miss M. Williams, 2nd Division, Central School, Chilliwack.
Inspectorate No. 8 (A. F. Matthews, M.A., Inspector)—
1st Prize—J. A. Chambers, 1st Division, Salmon Arm School.
2nd Prize—A. W. Cullen, 2nd Division, Kamloops Central School.
3rd Prize—Miss E. Edmonds, Nicola School.
Inspectorate No. 9 (A. R. Lord, B.A., Inspector)—
1st Prize—T. Aldworth, 1st Division, Central School, Armstrong.
2nd Prize—Miss M. F. Macdonald, 2nd Division, Keremeos School.
3rd Prize—Miss R. P. McCaul, 7th Division, Central School, Vernon.
Inspectorate No. 10 (A. E. Miller, Inspector)—
1st Prize—W. P. Calhoun, 2nd Division, Nakusp School.
2nd Prize—Miss R. Johnston, Cascade School.
3rd Prize—Miss D. F. L. Debney, Ingram Mountain School.
Inspectorate No. 11 (F. G. Calvert, Inspector)—
1st Prize—R. S. Shields, 1st Division, Central School, Cranbrook.
2nd Prize—Miss O. Bealby, 5th Division, Central School, Nelson.
3rd Prize—Miss E. C. Stott, 5th Division, Central School, Fernie.
Inspectorate No. 12 (J. M. Paterson, B.A., Inspector)—
1st Prize—Miss M. Gladwell, L.L.A., 2nd Division, Central School, Prince Rupert.
2nd Prize—Miss L. Wolfenden, 2nd Division, Ocean Falls School.
3rd Prize—Miss A. M. McKinnon, 4th Division, Central School, Prince Rupert.
Inspectorate No. 13 (G. H. Gower, M.A., Inspector)—
1st Prize—Miss E. H. Brannick, 2nd Division, Prince George School.
2nd Prize—Miss E. Milligan, 4th Division, Prince George School.
3rd Prize—Miss A. Macphail, Williams Lake School.

1st prize, $12; 2nd prize, $10; 3rd prize, $9; amount expended under this head for 1919–20, $403.

PHYSICAL TRAINING, 1920–21.

The terms of the competition for physical-training prizes have already been announced to all public-school teachers in the Province. They are similar to the terms for 1919–20. For competition among the high and superior schools the sum of $60 has been granted. This sum has been provided as for two inspectorates; that is, $30 each, to be divided into three prizes—viz., 1st, $12; 2nd, $10; 3rd, $8. The sum of $420 ($30 to each of the fourteen inspectorates) has been made available for common or graded schools, the prizes to be the same as those in high and superior schools. As before, the teacher to whom the award has been made shall be entitled to two-thirds of the prize; the other 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 holders of physical-training certificates granted under the Strathcona Trust are eligible to compete.

MILITARY DRILL, 1919–20.

In June, thirty-seven of the thirty-nine active public-school cadet corps in M.D. No. 11 paraded for the annual inspection for 1919–20. The number of cadets then present was 3,855 out of a total strength of 4,186, all absentees being accounted for. This is a marked gain over 1918–19, when only 2,590 cadets paraded for inspection out of a total enrolment of 3,085. In the competition for the Governor-General's Challenge Shield, awarded to the Province with the greatest number of cadets in proportion to the school population, British Columbia held second place for 1918–19. No announcement has yet been made for 1919–20.

The comparative rank awarded by the Inspecting Officer at annual inspection for 1919–20 is as follows:—

Corps.	Marks.
No. 388. Victoria Cadet Battalion—	
Boys' Central School	97
No. 112. Victoria High School	96

Corps.	Marks.
No. 101. Vancouver Cadet Regiment—	
King Edward High School	95
No. 530. Connaught High School (New Westminster)	95
No. 101. Vancouver Cadet Regiment—	
General Gordon School	95
Cecil Rhodes School	94
Franklin School	93
No. 388. Victoria Cadet Battalion—	
Sir James Douglas School	93
No. 101. Vancouver Cadet Regiment—	
Lord Tennyson School	92
Britannia High School	90
Lord Nelson	90
No. 388. Victoria Cadet Battalion—	
North Ward School	87
George Jay School	87
Margaret Jenkins School	87
Quadra School	87
No. 101. Vancouver Cadet Regiment—	
King George High School	85
Fairview School	85
Henry Hudson	84
Aberdeen	84
No. 788. Penticton	82
No. 580. Revelstoke	80
No. 101. Vancouver Cadet Regiment—	
Grandview School	75
Laura Secord	74
Macdonald	72
No. 388. Victoria Cadet Battalion—	
South Park School	70
Victoria West School	70
No. 101. Vancouver Cadet Regiment—	
Alexandra School	65
No. 372. Nanaimo	60
No. 388. Victoria Cadet Battalion—	
Oaklands	55
No. 101. Vancouver Cadet Regiment—	
Lord Roberts School	55
Dawson School (A)	50
Hastings School	50
Lord Strathcona School	50
Charles Dickens School	48
Model School	45
Kitsilano School	45
Dawson School (B)	45

Twenty-five prizes were provided in accordance with the schedule adopted at the last meeting of the Local Committee held on October 15th, 1920, 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 prize reverts to the general fund of the Local Committee. The expenditure under this head for 1919–20 amounted to $288, 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:—

"Some 1,540 partly worn uniforms have been issued for the use of cadets by the Militia Department, and there are now 'on charge' to the various corps in M.D. No. 11, 3,450 Ross rifles (D.P.) and 185 Ross miniature rifles.

"The general standard of training showed an improvement over that for 1918–19. The keenness displayed by the various instructors has placed the cadet movement on more solid ground. While there has been a marked increase in the number of cadets trained during 1919–20, this has been gained chiefly in Penticton, Vancouver, and Victoria. The rural corps have fallen off owing to the difficulty of securing instructors who are also school-teachers.

"Three authorized cadet camps each of six days' duration were held in the Province during July, 1920. No less than 450 cadets attended the Vancouver camp, while 250 were accommodated in Victoria and 70 in Penticton. Unfortunately the camps were not authorized until after the school holidays had begun, otherwise a very much larger attendance would have been secured. The re-establishment of cadet camps will, it is confidently expected, have a favourable effect upon recruiting. The 101st Vancouver Cadet Regiment is very well organized. Physical drill is practised for twenty minutes daily in all the Vancouver schools. On three days of the week, however, the boys substitute military for physical drill.

"The condition of the 388th Victoria Cadet Battalion is also very satisfactory. The steady improvement is no doubt due to the enthusiasm and well-directed energy of Captain Ian St. Clair, the Supervisor.

"The Militia Department has now increased the instructional allowance to $1 per cadet inspected, and also makes a grant of $1 for every serviceable uniform. School Boards generally are displaying much interest in cadet work and are fostering the movement to the best of their ability. The feeling towards this class of training seems to have improved wonderfully throughout the Province."

RIFLE SHOOTING.

From the grant for rifle shooting, 1919–20, prizes were provided for thirty-six 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, 1919–20: Penticton School, No. 788; Vancouver 101st Cadet Regiment (Britannia High School A and B, King Edward High School A and B, King George High School, Aberdeen, Alexandra, Cecil Rhodes, Charles Dickens, Dawson A and B, Fairview, Franklin, Simon Fraser, General Gordon, Grandview, Hastings, Henry Hudson, Kitsilano, Laura Secord, Model, Macdonald, Lord Nelson, Lord Roberts, Strathcona, Lord Tennyson); Victoria Cadet Battalion, No. 388 (Boys' Central A, B, C, D, Burnside, Oaklands, Victoria West, Victoria High School No. 112, A and B). The amount expended under this head was $135.

FINANCIAL STATEMENT FOR 1919–20.

The funds at the disposal of the Local Committee for 1919–20 amounted to $1,360.46 and the expenditure for the year to $871, leaving a balance of $489.46. Of the latter sum, $480 has already been voted for physical-training prizes, 1920–21.

Receipts.

1919–20.	Balance on hand from 1918–19	$ 497 71
	Interest to November 30th, 1919	13 93
	Allowance to Secretary (added to fund)	10 00
	Interest to May 31st, 1920	7 66
	Uncashed cheque (Phoenix returned and paid into the fund)	5 00
	Grant for 1920–21	826 16
		$1,360 46

Disbursements.

1919–20.	Prizes for physical training, 1919–20	$ 448 00
	Prizes for military drill, 1919–20	288 00
	Prizes for rifle shooting, 1919–20	135 00
		$ 871 00
	Balance on hand	$ 489 46

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 1919), 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.