FIFTY-FOURTH ANNUAL REPORT

OF

THE PUBLIC SCHOOLS

OF THE PROVINCE OF

BRITISH COLUMBIA

1924-25

BY THE SUPERINTENDENT OF EDUCATION

WITH APPENDICES

PRINTED BY
AUTHORITY OF THE LEGISLATIVE ASSEMBLY.

VICTORIA, B.C.:
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1925.

To His Honour WALTER CAMERON NICHOL,

Lieutenant-Governor of the Province of British Columbia.

MAY IT PLEASE YOUR HONOUR:

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

J. D. MACLEAN,

Minister of Education.

November, 1925.

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PART I.

GENERAL REPORT.

Report of the Superintendent of Education, 1924-1925.

EDUCATION OFFICE,
VICTORIA, B.C., November, 1925.

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

SIR,—I beg to submit herewith the Fifty-fourth Annual Report of the Public Schools of British Columbia for the school-year ended June 30th, 1925.

The enrolment in the schools of the Province increased during the year from 96,204 (48,712 boys and 47,492 girls) to 97,954 (49,621 boys and 48,333 girls), and the average daily attendance from 79,262 to 82,721. The percentage of regular attendance was 84.45, the highest reached in any year.

The number of pupils enrolled and the number of teachers employed in the different classes of schools are shown hereunder:—

	Number of Pupils Enrolled.		Increase in Enrolment.	Number of Teachers Employed.		Average Number of Pupils per Grade Teacher.
	1924–25.	1923–24.		Grade Teachers.	Special Instructors.	
High schools (cities)	7,373	7,084	289	234	28	31
High schools (rural municipalities)	2,855	2,478	377	97	.....	29
High schools (rural districts)	369	327	42	19	.....	19
Elementary schools (cities)	41,290	41,215	75	1,069	104	39
Elementary schools (rural municipalities)	27,178	26,230	948	797	45	34
Elementary schools (rural districts)	18,889	18,870	19	899	2	21
Totals	97,954	96,204	1,750	3,115	179	.....

In addition to the enrolment shown above, there were in attendance at the—

Normal School, Vancouver	379	students.
Normal School, Victoria	252	„
Victoria College	170	„
University of British Columbia	1,451	„

NEW SCHOOLS.

Superior schools were established at Dewdney, Procter, North Saanich, and Union Bay.
Schools were opened for the first time in the following localities:—

Locality.	Electoral District.
Alexandria, North	Cariboo.
Echo Lake	Cranbrook.
Gibson Creek	Creston.
Charlie Lake; Fort St. John, East; Loos, West; Pouce Coupe, East	Fort George.
Lone Butte	Lillooet.
Loughboro, Namu, Southview	Mackenzie.
Springbend	North Okanagan.
Jervis Inlet, Kleindale	North Vancouver.
Tintagel	Omineca.
Meadow Creek	Salmon Arm.
Four Mile	Skeena.

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SURVEY OF SCHOOL SYSTEM.

The survey of the school system of the Province, which was begun last year by Dr. J. H. Putman, Senior Inspector of Schools, Ottawa, and Dr. G. M. Weir, Professor of Education, The University of British Columbia, was completed on May 30th. The Commissioners have submitted an exhaustive report covering almost every aspect of our educational problems and have made recommendations which, if carried into effect, will result in material improvement to the school curriculum, the training of teachers, and the inspection and supervision of schools, will make more equitable the incidence of school taxation and will provide for the superannuation of teachers. They emphasize the importance and value of domestic science and manual training as regular school subjects and recommend that a policy of paying bonuses to rural school districts be adopted with a view to securing and retaining the services of good teachers in rural schools. In the matter of the curriculum the Commission recommends the establishment of middle schools, or junior high schools, for pupils between twelve and fifteen years of age, embracing Grades VII. and VIII. of the elementary school and Grade IX. of the high school, and suggests that a more elastic programme of studies be provided for those grades as well as for senior high-school classes. The survey which has just been completed has been the most thorough examination of a school system ever made in Canada, and the educational worker will find the report a chart of progress for the next decade.

NEW TEXT-BOOKS.

During the year new Music Readers were prepared for Grades III. to VIII. by Miss E. M. Coney, Music Mistress of the Vancouver Normal School staff, assisted by Mr. F. T. C. Wickett, A.R.C.O., Victoria. For many years American text-books, adapted for Canadian schools, were prescribed for use in the schools of this Province, but the books were expensive and not largely used. The various parts of the new Canadian Music Course are within the means of every child. The price of Book 1 is twenty cents and Books 2, 3, and 4 twenty-five cents each. There is no good reason now why music should not form a part of the regular programme in all the elementary schools of the Province.

The "Public School Speller" was replaced in September of this year by a new text entitled "Spelling for the Grades." This book was prepared by this Department in conjunction with the Department of Education of Alberta and is now being used in the elementary schools of both Provinces. The supply for British Columbia was printed by the King's Printer at a cost of sixteen cents per copy. The price of the old book was fifty-five cents. "Spelling for the Grades" contains a list of 4,000 words carefully graded to suit the attainments of the pupils.

Cornish's Chemistry, which has been used in Grades X. and XI., will gradually be replaced by Black and Conant's Practical Chemistry, which has been adapted for use in our high schools by Professor R. H. Clark, of The University of British Columbia. The new book was selected after a careful examination of all available text-books in chemistry.

The High School Fifth Reader, which had been used in the Province for over twenty years, has been replaced by "Narrative English Poems," compiled by Drs. MacDonald and Walker, of The University of British Columbia, with the advice and assistance of representative high-school teachers.

MUSIC FOR HIGH-SCHOOL STUDENTS.

High-school students, other than those taking the course of study which leads to Junior Matriculation, may now select music as an optional subject in lieu of geometry, botany, agriculture, physics, or chemistry. Music lessons are not provided by the high school and are not given by music-teachers during school-hours. Students intending to select the music option are required to pass a preliminary test in June, at which they must give proof of natural aptitude for the subject and enough native talent to make success probable. At the preliminary test the examiners determine what section of our Music Syllabus the different candidates will be required to study during the following school-year.

AGRICULTURAL INSTRUCTION.

For a period of eleven years the Dominion Government met a considerable part of the funds required to provide instruction in elementary agriculture. This source of support has now been discontinued and as a result it became necessary to bring about a change in the District Supervisor system. Each of the Supervisors is now a member of the high-school staff

of his district and he devotes his time almost entirely to teaching agriculture and other science subjects. Langley, Surrey, Salmon Arm, and New Westminster are the only municipalities which now maintain a service for the elementary schools. During the year a Course in Agriculture was taken in eleven high schools by 591 students. This shows a gain of seventy-five over the number receiving instruction in the subject the previous year.

Manual Training and Domestic Science.

There were eighty-one manual-training and fifty-five domestic-science centres in the Province, with seventy-one manual and fifty-four domestic-science instructors. The pupils attending the manual-training centres numbered 14,223 and those attending domestic science 11,193.

Technical Education, Night-schools, and Correspondence Classes.

Technical schools were in operation in the Cities of New Westminster, Trail, Vancouver, and Victoria, with a total enrolment of 1,676 students. In addition, ten other cities conducted commercial courses with an attendance of 434. Teacher-training for technical work proceeded satisfactorily in the Technical School, Vancouver; and teacher-training for commercial subjects was undertaken by correspondence and at Summer School, Vancouver.

Night-schools were conducted in thirty-five cities and rural municipalities in the Province, with an enrolment of 7,386 students. These numbers, according to the latest report of the Dominion Organizer of Technical Education, rank the Province third in the Dominion.

Instruction by correspondence was given to 250 pupils who live in localities in which schools have not yet been opened, and also to 202 coal-mine workers who wish to qualify as shotlighters, overmen, mine-surveyors, and mine-managers.

In 1924–25 the total amount spent by the Department for night-schools, correspondence-work, teacher-training, and technical education generally (not including manual training and domestic science) reached $108,219.25, and of that sum the Dominion Government paid $54,124.62. Excerpts from the latest report of the Dominion Organizer of Technical Education show that the Province of British Columbia takes fourth place for the total amount of expenditure on technical education, fourth place for the number taking correspondence classes, and second for the number of students being trained as technical teachers.

Summer Schools.

The sixth summer session of The University of British Columbia was held in Vancouver in July and August under the direction of Dr. H. T. J. Coleman, Dean of the Faculty of Arts, University of British Columbia. About 300 teachers and other students were in attendance. Instruction was given in educational theory and method, in commercial work, and also in the regular University courses.

A Summer School for teachers was held in Victoria at the same time. There were in attendance 350 teachers, the majority of whom were from rural districts. A demonstration school of five divisions with an enrolment of 150 pupils was organized for the service of the Summer School students. In these classes the most approved educational methods were practised.

Teachers' Bureau.

The Teachers' Bureau, organized in connection with the Department of Education in 1920, continued to give free service to Boards of School Trustees and to teachers. For the first time in several years the supply of fully qualified teachers was found to be equal to the demand for them. The knowledge of this fact no doubt prevented many teachers from relinquishing their posts at the end of the school-year 1923–24. Consequently a much smaller number of vacancies were reported to the Bureau, and fewer requests were received from School Boards for assistance in securing suitable teachers.

Teachers' Certificates.

Four classes of certificates are issued by the Department of Education—namely, Academic, First-class, Second-class, and Special. Special certificates are issued to teachers of manual training, domestic science, and commercial subjects.

Sixty-eight Academic, 178 First-class, 365 Second-class, 36 Special, and 16 Temporary Certificates, a total of 663, were issued during the year, as compared with 70 Academic, 197 First-class, 562 Second-class, 43 Special, and 24 Temporary Certificates, a total of 896, in 1923–24.

The following statement shows the number of teachers of each sex employed during 1924–25 and 1923–24, and also the number of certificates of each class held by the teachers:—

	Number of Certificates of each Class.						No. of Teachers of each Sex.		Total.
	Academic.	First.	Second.	Third.	Temp.	Special.	Male.	Female.	
High schools	335	.....	.....	.....	5	38	237	141	378
City elementary	124	358	537	60	4	90	243	930	1,173
Rural municipal elementary	32	215	483	64	2	46	162	680	842
Rural and assisted elementary	44	207	577	63	8	2	205	696	901
Totals, 1924–25	535	780	1,597	187	19	176	847	2,447	3,294
Totals, 1923–24	526	717	1,516	235	40	177	779	2,432	3,211

HIGH SCHOOLS—CITIES.

The enrolment in the city high schools during the year 1924–25 was 7,373. Of this number, 3,315 were boys and 4,058 were girls.

The number of divisions and the enrolment for 1924–25 and 1923–24 in each city are shown in the following table:—

City.	Number of Schools.	Number of Divisions.	Total Enrolment, 1924–25.	Total Enrolment, 1923–24.
Armstrong	1	3	86	84
Chilliwack	1	6	227	200
Courtenay	1	2	58	55
Cranbrook	1	4	132	113
Cumberland	1	2	55	46
Duncan	1	2	48	60
Enderby	1	1	32	23
Fernie	1	5	122	120
Grand Forks	1	3	90	87
Kamloops	1	6	182	143
Kaslo	1	2	38	43
Kelowna	1	3	94	112
Ladysmith	1	3	74	60
Merritt	1	1	44	34
Nanaimo	1	6	190	153
Nelson	1	8	244	257
New Westminster	2	21	649	621
Port Alberni	1	2	42	28
Port Coquitlam	1	1	41	30
Prince George	1	3	69	54
Prince Rupert	1	6	145	116
Revelstoke	1	5	113	106
Rossland	1	4	83	92
Salmon Arm	1	3	75	71
Slocan	1	1	12	22
Trail	1	4	118	98
Vancouver	6	79	2,837	2,786
Vancouver, North	1	11	315	319
Vernon	1	5	138	134
Victoria	1	32	1,020	1,017
Totals	36	234	7,373	7,084

High Schools—Rural Municipalities.

The enrolment in the rural municipal high schools during the year was 2,855. Of this number, 1,219 were boys and 1,636 were girls.

The number of schools and of divisions and the enrolment for the years 1924–25 and 1923–24 are shown in the following table:—

Municipality.	Number of Schools.	Number of Divisions.	Total Enrolment, 1924–25.	Total Enrolment, 1923–24.
Burnaby	2	10	322	286
Delta (Ladner)	1	2	63	48
Esquimalt	1	3	53	64
Kent (Agassiz)	1	2	29	30
Langley	1	2	61	47
Maple Ridge	1	2	52	43
Matsqui	2	2	51	43
Mission	1	4	78	77
Oak Bay	1	7	195	183
Peachland	1	1	12	20
Penticton	1	6	176	147
Point Grey	3	24	684	570
Richmond	1	3	91	77
Summerland	1	3	65	67
Surrey	1	4	107	82
Vancouver, South	1	18	744	655
Vancouver, West	1	4	72	39
Totals	21	97	2,855	2,478

High Schools—Rural Districts.

The enrolment in the rural high schools during the year was 369. Of this number, 177 were boys and 192 were girls.

The number of schools and of divisions and the enrolment for the years 1924–25 and 1923–24 are given in the table below:—

Locality.	Number of Schools.	Number of Divisions.	Total Enrolment, 1924–25.	Total Enrolment, 1923–24.
Abbotsford	1	2	55	45
Creston	1	2	50	47
Golden	1	1	18	15
Granby Bay	1	2	24	24
Howe Sound	1	1	19	17
Keremeos	1	1	11	8
Nakusp	1	1	24	20
New Denver	1	1	31	26
Ocean Falls	1	2	26	25
Oyama	1	1	26	20
Powell River	1	2	36	23
Princeton	1	1	18	18
Robson	1	1	13	20
Smithers	1	1	18	19
Totals	14	19	369	327

ELEMENTARY SCHOOLS—CITIES.

The enrolment in the city elementary schools was 41,290. The number of boys was 21,131; of girls, 20,159.

The number of schools, the number of divisions, the total enrolment for the school-year 1924–25, and the total enrolment for the school-year 1923–24 in each city are shown in the table below:—

City.	Number of Schools.	Number of Divisions.	Total Enrolment, 1924–25.	Total Enrolment, 1923–24.
Alberni	1	4	117	129
Armstrong	1	14	488	538
Chilliwack	1	10	352	380
Courtenay	1	7	273	260
Cranbrook	3	19	724	716
Cumberland	1	13	491	488
Duncan	1	11	403	407
Enderby	1	4	115	139
Fernie	1	21	831	874
Grand Forks	1	10	382	398
Greenwood	1	3	100	74
Kamloops	1	21	818	815
Kaslo	1	4	108	111
Kelowna	1	13	522	539
Ladysmith	1	11	377	429
Merritt	1	10	366	390
Nanaimo	4	28	1,180	1,184
Nelson	2	26	939	992
New Westminster	5	68	2,563	2,556
Port Alberni	1	7	233	232
Port Coquitlam	2	7	253	243
Port Moody	1	7	223	220
Prince George	1	9	363	332
Prince Rupert	3	21	786	719
Revelstoke	1	16	621	616
Rossland	1	11	465	441
Salmon Arm	1	5	183	166
Slocan	1	2	47	50
Trail (including Tadanac)	3	23	852	759
Vancouver	30	471	18,838	18,586
Vancouver, North	3	39	1,481	1,411
Vernon	1	21	793	814
Victoria	16	133	5,003	5,207
Totals, 1924–25	94	1,069	41,290	41,215
Totals, 1923–24	93	1,041	41,215	.....

Elementary Schools—Rural Municipalities.

The enrolment in the rural municipal elementary schools was 27,178. The number of boys enrolled was 14,082; of girls, 13,096.

The following table gives the names of the several municipalities, the number of schools in each, the number of divisions, the enrolment for the school-year 1924–25, and the enrolment for the school-year 1923–24:—

Municipality.	Number of Schools.	Number of Divisions.	Total Enrolment, 1924–25.	Total Enrolment, 1923–24.
Burnaby	16	83	3,187	2,935
Chilliwack	14	32	856	897
Coldstream	2	3	82	82
Coquitlam	6	9	246	236
Cowichan, North	4	7	199	152
Delta	12	19	535	523
Esquimalt	1	15	482	523
Glenmore	1	1	32	28
Kent	2	5	165	157
Langley	17	31	869	929
Maple Ridge	9	21	701	643
Matsqui	11	19	558	524
Mission	9	17	570	533
Oak Bay	2	16	578	606
Peachland	2	3	72	91
Penticton	1	18	667	712
Pitt Meadows	2	3	91	82
Point Grey	9	95	3,661	3,206
School for Deaf and Blind	1	9	80	72
Richmond	8	25	975	924
Saanich	15	60	1,846	1,887
Salmon Arm	7	8	256	232
Sumas	4	7	193	183
Summerland	1	9	281	310
Surrey	20	41	1,180	1,170
Vancouver, North	5	22	710	747
Vancouver, South	16	202	7,528	7,313
Vancouver, West	4	17	578	533
Totals, 1924–25	201	797	27,178	26,230
Totals, 1923–24	199	766	26,230	.....

Special Tests.

Written examinations for admission to high school have been confined, for several years, to the subjects of arithmetic, grammar and composition, geography, drawing, penmanship, dictation and spelling. From time to time reports were received by officials of this Department to the effect that the other subjects of the prescribed course were, in some of the schools, not receiving adequate attention. It was therefore decided to give an objective test to Entrance pupils in the subjects of Canadian history, British history, hygiene, and nature-study. This test, which was conductd by the Inspectors, was taken in May and June last by more than 5,000 pupils. There were fifty-five questions in the hygiene paper and sixty each in the other three subjects, 235 questions in all. The table which follows shows the average number of correct answers that were received from pupils of various schools throughout the Province. Schools in which the average number of correct answers per pupil reached 50 per cent. of the whole—that is, where it exceeds 117 in the four subjects—may be said to be doing at least fair work.

CITIES.

School.	No. of Pupils.	Average Number of Correct Answers (per Pupil) in				
		Canadian History.	British History.	Hygiene.	Nature-study.	The Four Subjects.
Chilliwack	47	29	34	40	25	128
Courtenay	27	23	30	42	30	123
Cranbrook	56	28	30	42	25	126
Cumberland	34	24	21	42	26	114
Duncan	67	26	29	42	26	123
Enderby	18	31	33	47	30	142
Fernie	78	34	36	45	31	146
Grand Forks	49	30	30	46	29	135
Greenwood	13	28	28	42	23	121
Kamloops	90	30	30	42	26	127
Kaslo	12	24	25	41	28	119
Kelowna	37	24	26	43	28	122
Ladysmith	52	29	32	43	26	131
Merritt	35	28	35	43	27	134
Nanaimo	94	37	37	45	29	147
Nelson:						
Central	60	31	31	43	24	129
Hume	19	24	22	40	25	110
New Westminster:						
Central	87	35	35	43	27	139
Lister-Kelvin	75	23	29	40	27	120
McBride	28	26	32	40	29	126
Herbert Spencer	35	24	29	44	28	125
Port Coquitlam:						
Central	9	23	25	40	27	115
James Park	11	21	20	39	22	101
Prince George	30	29	29	43	24	126
Prince Rupert:						
Booth	28	30	29	42	28	128
Borden	28	29	30	43	27	128
Revelstoke	58	28	26	40	24	119
Rossland	61	22	23	40	24	109
Salmon Arm	16	33	30	46	31	141
Slocan	5	28	29	39	21	117
Trail	72	21	22	40	21	104
Vancouver:						
Alexandra	71	34	32	44	30	140
Central	50	26	27	43	25	121
Dawson	44	33	37	46	31	145
Fairview	44	28	32	45	29	135
Franklin	38	28	30	42	33	133
General Gordon	75	30	31	50	30	140
Grandview	63	31	35	43	26	133
Hastings	78	27	31	42	29	129
Hudson	76	26	29	43	26	124
Kitsilano	69	28	34	43	27	132
Model	64	29	30	41	24	123
Mount Pleasant	69	33	34	43	29	139
McDonald	30	30	32	43	23	128
Nightingale	73	32	38	45	28	143
Rhodes	75	28	30	43	26	128
Roberts	122	26	29	44	28	126
Secord	65	29	29	41	26	124
Seymour	66	28	31	43	24	125
Strathcona	69	27	30	41	23	121
Tennyson	104	32	29	43	29	132
North Vancouver:						
Lonsdale	25	34	38	42	27	141
Queen Mary	29	32	30	44	26	133
Ridgeway	44	36	37	42	32	148

Cities—*Continued.*

School.	No. of Pupils.	Average Number of Correct Answers (per Pupil) in				
		Canadian History.	British History.	Hygiene.	Nature-study.	The Four Subjects.
Victoria:						
Boys' Central	29	26	29	42	22	119
Sir James Douglas	58	33	34	42	30	140
Girls' Central	67	22	24	42	25	112
George Jay	102	23	23	36	22	103
Margaret Jenkins	31	31	31	42	27	131
North Ward	72	28	24	40	24	115
Oaklands	62	28	28	41	27	123
South Park	71	29	26	41	24	120
West	37	25	23	41	24	112

Rural Municipality Schools.

Chilliwack:						
Atchelitz	8	27	27	40	29	123
Cheam	11	20	26	40	26	112
Lotbiniere	12	25	31	41	31	127
Robertson	15	26	29	40	27	122
Rosedale	20	20	22	37	23	102
Sardis	21	24	26	40	32	121
Coquitlam—Central	6	36	36	43	33	148
Cowichan, North—Chemainus	6	23	22	42	28	115
Delta—Ladner	37	29	28	38	24	119
Esquimalt—Esquimalt	41	34	34	43	31	142
Kent—Agassiz	22	26	25	41	27	119
Langley:						
Aldergrove	11	24	28	45	37	134
County Line	6	21	22	43	29	116
Langley Fort	13	33	34	46	36	149
Langley Prairie	13	29	28	42	31	131
Milner	14	22	29	43	35	128
Murrayville	15	34	30	44	31	139
Maple Ridge:						
Hammond	5	23	23	39	18	104
Haney	19	34	31	39	30	134
Maple Ridge	11	32	35	31	31	129
Webster's Corners	4	24	30	40	28	121
Matsqui:						
Aberdeen	5	18	17	34	21	90
Matsqui	19	20	23	38	26	109
Mount Lehman	5	32	33	39	33	137
Mission—Mission City	33	28	34	42	34	139
Oak Bay:						
Monterey Avenue	42	39	34	39	25	136
Willows	37	30	30	41	25	125
Pitt Meadows—Pitt Meadows	7	28	30	40	26	124
Richmond:						
Bridgeport	37	32	28	43	30	133
Lord Byng	5	30	28	47	35	140
Mitchell	4	20	16	37	20	94
Saanich:						
Cedar Hill	16	26	27	40	25	118
Cloverdale	24	26	27	42	22	117
Craigflower	5	28	30	36	28	122
Keating	7	29	28	39	31	126
MacKenzie Avenue	17	33	36	42	26	137
Saanich, West	7	34	34	44	37	150

RURAL MUNICIPALITY SCHOOLS—*Continued.*

School.	No. of Pupils.	Average Number of Correct Answers (per Pupil) in				
		Canadian History.	British History.	Hygiene.	Nature-study.	The Four Subjects.
Saanich—*Continued.*						
Strawberry Vale	14	26	29	40	25	120
Tillicum	24	31	29	43	26	130
Tolmie	24	26	27	42	26	121
Salmon Arm—Salmon Arm, West	13	26	27	43	33	128
Surrey:						
Cloverdale	22	32	28	45	30	135
Hall's Prairie	10	26	29	43	28	126
Newton	7	29	32	43	28	131
Tynehead	6	19	25	39	25	108
White Rock	17	26	34	44	34	139
Vancouver, South:						
Brock	34	33	36	44	26	139
Carleton	106	26	28	41	26	121
Gordon	31	34	34	45	33	146
Moberly	46	32	35	41	29	137
McBride	63	28	32	40	23	124
MacKenzie	61	33	38	41	27	139
Norquay	25	35	30	44	32	142
Secord	24	25	27	42	24	119
Selkirk	84	29	33	44	27	133
Sexsmith	21	28	29	41	32	130
Tecumseh	54	26	30	38	25	118
Van Horne	38	23	24	41	25	112
Wolfe	52	31	35	45	31	142
Vancouver, West—Pauline Johnson	28	27	28	42	25	122

RURAL AND ASSISTED SCHOOLS.

Abbotsford	35	26	27	41	26	121
Anarchist Mountain	3	14	23	36	20	94
Appledale	2	24	22	37	21	104
Balfour	3	28	35	45	38	146
Box Lake	3	27	22	42	26	117
Castlegar	5	19	19	36	26	100
Chase	13	27	28	43	26	124
Coal Creek	10	28	29	40	24	121
Creston	16	26	27	40	26	119
Divide	3	20	24	41	28	114
Enderby, North	4	19	20	46	28	114
Fort George	8	33	37	44	28	143
Fort George, South	5	30	35	40	27	132
Ganges Harbour	7	29	30	44	29	132
Giscome	5	14	16	40	23	93
Glenbank	10	26	24	44	30	124
Golden	20	22	22	38	25	106
Kettle Valley	4	34	30	42	34	141
Kimberley	7	28	27	41	23	119
Marysville	2	20	17	46	29	113
Michel	17	22	22	40	22	105
Michel, New	12	19	20	39	22	101
Myncaster	4	28	26	46	24	124
Nakusp	3	19	29	40	25	113
New Denver	14	29	32	45	28	134
North Bend	6	21	21	41	27	111
Parksville	9	27	26	41	28	122
Perry Siding	3	18	20	42	30	111

Rural and Assisted Schools—*Continued.*

School.	No. of Pupils.	Average Number of Correct Answers (per Pupil) in				
		Canadian History.	British History.	Hygiene.	Nature-study.	The Four Subjects.
Procter	6	24	24	38	27	113
Quesnel	6	31	34	45	26	137
Robson	2	20	14	38	27	98
Rock Creek	3	24	27	44	33	127
Rutland	5	27	25	40	35	127
Salmo	3	21	22	44	21	108
Silverton	5	29	31	45	28	133
Skidegate	3	26	25	49	30	130
Slocan Junction	4	35	35	45	30	146
Thrums	4	30	27	34	32	122
Vanderhoof	12	21	22	38	23	104
Willow Point	4	19	18	44	36	117
Yahk	8	18	18	43	24	104
Ymir	5	21	19	41	27	107

Salaries.

The following tables show the sums paid in salaries, together with the highest and the lowest salaries paid to teachers during the school-year 1924–25:—

Schools.	Amount paid in Teachers' Salaries.	Average Salary.	Highest Salary.	Lowest Salary.
High Schools.				
City	$ 623,225 00	$2,393 17	$4,000 00	$1,480 00
Rural municipal	225,069 00	2,273 42	4,074 00	1,300 00
Rural	37,710 00	1,984 74	3,500 00	1,450 00
Totals	$ 886,004 00	$2,343 93	$4,074 00	$1,300 00
Elementary Schools.				
Cities.				
Alberni	$ 4,400 00	$1,100 00	$1,300 00	$1,000 00
Armstrong	17,920 00	1,280 00	2,400 00	1,080 00
Chilliwack	12,450 00	1,245 00	2,100 00	1,000 00
Courtenay	8,380 00	1,197 15	1,800 00	960 00
Cranbrook	23,920 00	1,258 95	2,500 00	1,100 00
Cumberland	17,350 00	1,239 28	2,100 00	950 00
Duncan	12,510 00	1,137 27	2,000 00	850 00
Enderby	4,900 00	1,225 00	1,700 00	1,000 00
Fernie	33,275 00	1,512 50	3,000 00	1,160 00
Grand Forks	12,250 00	1,225 00	2,000 00	1,100 00
Greenwood	3,410 00	1,136 66	1,400 00	960 00
Kamloops	27,322 50	1,301 07	1,900 00	1,175 00
Kaslo	5,600 00	1,400 00	1,900 00	1,150 00
Kelowna	17,750 00	1,365 38	2,700 00	1,080 00
Ladysmith	13,925 00	1,265 91	2,100 00	900 00
Merritt	14,100 00	1,281 73	2,600 00	1,000 00
Nanaimo	39,020 00	1,345 52	2,500 00	1,000 00
Nelson	39,250 00	1,453 70	2,800 00	1,100 00
New Westminster	93,775 00	1,379 04	2,700 00	920 00
Port Alberni	8,290 00	1,184 28	1,550 00	1,080 00
Port Coquitlam	7,400 00	1,057 14	1,400 00	900 00
Port Moody	7,550 00	1,078 57	1,800 00	850 00
Prince George	13,400 00	1,488 88	2,250 00	1,100 00
Prince Rupert	34,650 00	1,650 00	2,360 00	1,250 00
Revelstoke	20,760 00	1,297 50	2,500 00	1,050 00
Rossland	14,300 00	1,300 00	2,100 00	900 00

SALARIES—*Continued.*

Schools.	Amount paid in Teachers' Salaries.	Average Salary.	Highest Salary.	Lowest Salary.
ELEMENTARY SCHOOLS—*Continued.*				
Cities—Continued.				
Salmon Arm	$ 6,160 00	$1,232 00	$2,100 00	$ 960 00
Slocan	2,300 00	1,150 00	1,300 00	1,000 00
Trail	29,940 00	1,301 74	2,400 00	1,080 00
Vancouver	751,330 00	1,575 12	3,510 00	1,020 00
Vancouver, North	59,655 00	1,529 62	2,880 00	1,080 00
Vernon	29,460 00	1,402 86	2,400 00	1,260 00
Victoria	208,795 00	1,569 90	2,775 00	950 00
Totals	$1,595,677 50	$1,477 48	$3,510 00	$ 850 00
Rural Municipalities.				
Burnaby	$ 109,120 00	$1,299 05	$2,750 00	$ 760 00
Chilliwack	30,000 00	1,000 00	1,350 00	850 00
Coldstream	3,560 00	1,186 66	1,260 00	1,100 00
Coquitlam	9,350 00	1,038 89	1,300 00	900 00
Cowichan, North	7,310 00	1,044 29	1,500 00	840 00
Delta	21,200 00	1,115 79	2,000 00	900 00
Esquimalt	21,843 00	1,365 19	2,800 00	1,100 00
Glenmore	1,200 00	1,200 00	1,200 00	1,200 00
Kent	5,000 00	1,000 00	1,250 00	900 00
Langley	30,000 00	967 74	1,250 00	800 00
Maple Ridge	20,950 00	1,047 50	1,600 00	800 00
Matsqui	18,600 00	978 95	1,250 00	800 00
Mission	18,550 00	1,091 18	2,140 00	840 00
Oak Bay	25,570 00	1,598 13	3,125 00	900 00
Peachland	3,050 00	1,016 66	1,250 00	900 00
Penticton	26,920 00	1,416 84	2,750 00	1,200 00
Pitt Meadows	3,500 00	1,166 67	1,350 00	1,000 00
Point Grey	151,537 00	1,595 13	3,360 00	1,080 00
Richmond	28,340 00	1,133 60	2,700 00	850 00
Saanich	63,676 00	1,157 75	2,085 00	697 00
Salmon Arm	8,800 00	1,100 00	1,350 00	1,000 00
Sumas	7,280 00	1,040 00	1,200 00	960 00
Summerland	11,960 00	1,328 89	2,000 00	1,150 00
Surrey	41,750 00	1,018 29	1,400 00	800 00
Vancouver, North	30,740 00	1,392 73	2,500 00	1,020 00
Vancouver, South	307,270 00	1,506 22	3,360 00	1,020 00
Vancouver, West	22,170 00	1,304 12	2,300 00	960 00
Totals	$1,029,246 00	$1,309 47	$3,360 00	$ 697 00
RURAL, ASSISTED, AND E. & N. BELT.				
Rural	$ 317,320 00	$1,117 74	$2,550 00	$ 780 00
Assisted	524,276 35	994 83	1,600 00	900 00
E. & N. Belt	114,469 65	1,069 81	1,560 00	900 00
Totals	$ 956,066 00	$1,063 48	$2,550 00	$ 780 00
MANUAL TRAINING AND DOMESTIC SCIENCE.				
Manual training	$ 130,258 00	$2,003 97	$3,010 00	$1,000 00
Domestic science	69,660 00	1,548 00	2,500 00	1,050 00

Expenditure for Education, 1924–25.

Education Office:		
Salaries		$ 19,653 03
Office supplies		9,665 38
Travelling expenses		116 97
Free Text-book Branch:		
Salaries		5,598 17
Office supplies		3,987 24
Text-books, maps, etc.		54,531 29
Agricultural Education:		
Salaries	$15,882 14	
Less contribution by districts	6,731 25	
		9,150 89
Office supplies		645 44
Travelling expenses		923 00
Grants in aid		18,683 56
Industrial Education:		
Salaries		7,667 85
Office supplies		1,662 91
Travelling expenses		1,369 47
Grants in aid		49,384 43
Night-schools		23,633 84
Inspection of Schools:		
Salaries		52,993 15
Office supplies		4,827 89
Travelling expenses		19,305 29
Normal School, Vancouver:		
Salaries		26,417 50
Office supplies		3,361 13
Travelling expenses		201 55
Fuel, water, and light		2,274 28
Maintenance and repairs		3,083 54
Students' mileage		980 15
Allowance to teachers assisting Normal students		3,890 00
Normal School, Victoria:		
Salaries		26,952 69
Office supplies		2,670 25
Travelling expenses		155 50
Fuel, water, and light		2,630 22
Maintenance and repairs		2,344 47
Students' mileage		7,453 45
Allowance to teachers assisting Normal students		1,815 00
Incidentals		43 50
School for Deaf and Blind:		
Salaries		21,897 42
Office supplies		163 97
Travelling expenses		47 90
Fuel, water, and light		2,191 23
Maintenance and repairs		3,240 88
Furniture, fixtures, etc.		2,046 38
Provisions		1,393 40
Incidentals		223 42
Per capita grant to cities		717,890 91
Per capita grant to municipalities		538,748 80
Per capita grant to rural school districts		169,921 35
Carried forward		$1,825,838 69

Brought forward		$1,825,838 69
Salaries to teachers in assisted schools		524,276 35
Salaries to teachers in Esquimalt & Nanaimo Railway Belt		114,469 65
School buildings, erection and maintenance		179,606 36
Libraries		2,709 22
Examination of teachers and High School Entrance classes		23,275 50
Conveying children to central schools		32,405 37
Summer schools		21,195 03
Incidentals	$ 2,972 62	
Incidentals, Survey of Education	30,922 03	
		33,894 65
University of British Columbia		466,000 00
		$3,223,670 82
Amount expended by:		
Cities	$2,959,648 88	
District municipalities	1,694,552 25	
Rural and assisted school districts	451,216 50	
		5,105,417 63
Grand total cost of education		$8,329,088 45

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.
1915–16	$22 50	$28 56
1916–17	22 47	27 83
1917–18	22 64	27 93
1918–19	24 88	31 59
1919–20	27 20	36 05
1920–21	29 01	36 38
1921–22	29 33	35 70
1922–23	27 92	34 07
1923–24	27 36	33 21
1924–25	27 17	32 17

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.
1877–78	45	2,198	1,395.50	63.49	$ 43,334 01
1882–83	59	2,693	1,383.00	51.36	50,850 63
1887–88	104	6,372	3,093.46	48.54	99,902 04
1892–93	169	11,496	7,111.40	61.85	190,558 33
1897–98	213	17,648	11,055.65	62.64	247,756 37
1902–03	268	24,499	16,357.43	66.76	397,003 46
1907–08	189	33,314	23,195.27	69.62	464,473 78
1912–13	359	57,608	43,274.12	75.12	1,032,038 60
1917–18	575	67,516	54,746.76	81.09	1,529,058 93
1918–19	582	72,006	56,692.38	78.73	1,791,153 47
1919–20	636	79,243	59,791.39	75.45	2,155,934 61
1920–21	665	85,950	68,497.57	79.69	2,931,572 25*
1921–22	716	91,919	75,528.38	82.16	3,141,737 95*
1922–23	744	94,888	77,752.98	81.94	3,176,686 28*
1923–24	760	96,204	79,262.23	82.39	3,173,395 26*
1924–25	759	97,954	82,726.14	84.45	3,223,670 82*

* This amount includes annual grant to Provincial University.

Additional information regarding the work of the schools is given in the reports of the Inspectors and other officials.

I have the honour to be,
Sir,
Your obedient servant,
S. J. WILLIS,
Superintendent of Education.

INSPECTORS' REPORTS.

HIGH SCHOOLS—INSPECTORATE No. 1.

VICTORIA, B.C., August 3rd, 1925.

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

SIR,—I beg leave to submit herewith the following report on the high and superior schools of Inspectorate No. 1 for the year ended June 30th, 1925:—

There has been a marked increase in the number of teachers in this inspectorate during the past year. Additional teachers were appointed at Chilliwack, Kamloops, Nanaimo, Oak Bay, King George V. (Point Grey), Port Alberni, Prince George, Prince Rupert, Revelstoke, Salmon Arm, Surrey, West Vancouver, and Victoria. Superior schools were established at North Saanich, at Kitsumgallum (Terrace) in the northern part of the Province, and at Union Bay on Vancouver Island. At the beginning of the fall term the newly organized Lord Byng High School was opened with a staff of five teachers in the old Lord Kitchener Public School in West Point Grey. The corner-stone of the new building was laid in September by His Excellency the Governor-General of Canada, after whom the school is named, and it was formally opened in January by the Honourable the Premier of British Columbia. A new high-school building was also opened in Langley Municipality at the beginning of the calendar year. This school is situated on a well-paved portion of the Yale Road between Langley Prairie and Murrayville. The erection of these new schools brings the total number of buildings in this inspectorate to forty-six. Thirty-five of these are high schools, ten are superior schools, and there is one junior high school. The year's increase in the number of teachers was twenty-five, bringing the total number in Inspectorate No. 1 to 213 teachers.

Under ordinary conditions the duty of inspecting and reporting upon so large a number of teachers would be a very heavy one, but when one takes into consideration the facts that these teachers have had academic and professional training, that the majority change their positions very seldom, that the children come from English-speaking homes, and that the principals, almost without exception, have their schools well organized, it can be readily understood that under such favourable conditions my duties as Inspector were considerably lightened.

Although my regular work was impeded by the time spent in giving the Educational Survey Tests in twenty-one schools of this inspectorate, yet I found time to inspect all schools but two, and even there I conferred with the principal or the teachers regarding class-room procedure, the limits covered, and any difficulties encountered in school management. I cannot speak too highly regarding the spirit of co-operation manifested by the teachers in every school where the Survey Tests were given and in the extra work which they undertook in checking and tabulating the results. The detailed tabulation was in some schools so heavy that it chilled for a time all desire on the part of the teachers for giving further tests. In the majority of schools, however, a real interest was aroused in their study and use. Some principals now give at least one test a term to each grade, and they compare and check the Intelligence and Achievement Quotients with the teachers' estimates of their pupils' ability and with the results of the ordinary examinations.

In connection with the Language Tests furnished by the Survey Commission, some teachers were disappointed in the very few Henmon Latin and French Tests that were given their pupils, the number being insufficient for the purpose of forming a fair estimate of their knowledge of these two subjects. In the few schools in which these tests were given the results were not as satisfactory as the language instruction, which the students received in these subjects, would warrant. A few teachers in our high schools contended that in order to make the tests absolutely fair their students should have studied the same texts as those which were used by the pupils in the United States who took the same tests. According to the *Directions for Scoring* prepared by Dr. Henmon, of the University of Wisconsin, these Latin Tests were based upon "A tabulation of all the different words occurring in thirteen recent or widely used beginners' books, Caesar, Cicero, and Vergil. The 239 words common to all the books were given a thorough

try-out and a scale value or weight was determined for each word." The pupils in the high schools of this Province had studied only portions of Caesar, Books IV. and V., and lines 1–505 of Vergil's Aeneid, Book II. They had not studied any part of Cicero. The quality of the instruction given in Latin and French in the high schools of this Province and the knowledge acquired by our students in their three years' course may be judged in part from the papers set at the end of that time and from the results obtained. Last June 934 pupils wrote on the Grade XI. papers in Latin authors and Latin grammar and their average mark was over 62 per cent., while 1,565 wrote on the Grade XI. papers in French and their average mark was above 60 per cent. The average of these two subjects was higher than that in any other subject except mathematics. To those who are interested in language surveys I would recommend a perusal of the New Hampshire Survey of "Latin in Secondary Schools," completed in 1919 by Mr. H. A. Brown, head of the Bureau of Educational Research in the New Hampshire Department of Public Instruction. A copy of this report may be obtained from the Provincial Librarian, Parliament Buildings, Victoria.

The publication in the press report of the average mark made by all the high-school pupils of the Province in each subject of the Grade XI. examination was appreciated generally by high-school principals and Boards of School Trustees. It gave school authorities a basis of comparison upon which they could estimate the standing of the pupils of their school, their teachers individually, and the school as a whole. These averages give value to the examination in much the same way as the average or norms for mental tests make it possible for teachers to compare the standing of their schools with that of the Provincial or State average.

All students who were granted supplementals in the Matriculation examinations received with their statements of marks information to the effect that these examinations would be conducted this year not only in Vancouver and Victoria as formerly, but also in the high schools at Kamloops, Kelowna, Nanaimo, Nelson, Prince George, Prince Rupert, and Revelstoke.

In the course of the year new libraries were established in several high schools, in others the number of books was increased, and in still others a better use was made of the books already in the library. Many teachers are encouraging their pupils to do more general reading, knowing that in training them in the use of good books they are introducing their pupils to a perennial source of information and enjoyment.

As I review in restrospect the schools which I have visited during the year with their 5,000 or more students, I cannot imagine a healthier, more intelligent, and happier group of high-school boys and girls anywhere within the bounds of those countries where the English language is spoken.

I have, etc.,
A. SULLIVAN,
Inspector of High Schools.

HIGH SCHOOLS—INSPECTORATE No. 2.

VANCOUVER, B.C., October 5th, 1925.

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

SIR,—I beg to submit the following report on the high and superior schools of my district for the school-year ended June 30th, 1925:—

Owing to the work done in connection with the Educational Survey I was unable to visit all my schools. Two high schools and one superior school were not inspected last year.

New superior schools were established at Dewdney, Procter, and Kimberley, while Vananda was reduced from superior to public-school status.

The new high-school building at Grand Forks was opened early in the school-year. The citizens and pupils of this city are justly proud of their new building, which fills a long-felt want.

Practically all my time during the fall term was spent in conducting tests in connection with the work of the Educational Survey. Tests were given to 2,015 pupils (965 boys, 1,054 girls), distributed among the grades as follows: Technical, 195; Household Science, 88; Commercial, 72; Grade IX., 711; Grade X., 498; Grade XI., 430; Grade XII., 21.

While it was impossible to include all pupils of all the schools of my district, yet tests were distributed in as fair a proportion as possible. One rural school, six rural-municipality, three Vancouver schools, and four city schools outside Vancouver were included in my testing programme. Four Hotz Algebra Tests, one Henmon French, and two Henmon Latin Tests were made use of; while special tests in Geography, History, General Science, and Intelligence were prepared for the Survey. Last year I obtained copies of the same Hotz Algebra and Henmon French and Latin Tests and used them in some of my schools during my visits of inspection, but I found them unsatisfactory in my work of inspection because of the fact that they were prepared for schools in the United States and hence were not altogether suitable for schools such as ours, which use different texts and have a different system of organization.

I found the testing-work most interesting and appreciate very highly the opportunity accorded me for giving intelligence and achievement tests on such an extensive scale. It was very interesting to note that the schools which took leading places in the departmental tests of this summer almost without exception occupied places at or near the top of the list in the majority of the tests given. I wish to take this opportunity to thank the teachers who willingly gave so much of their time and did such careful, efficient work in marking papers and tabulating results.

My report of last year contained a table giving the average marks made in the different Grade XI. papers, as well as the percentage of failures on each. As a large proportion of the teachers seemed interested in these figures, I am giving a similar table this year.

Subject.	Candidates.	Average.	No. of Failures.	Percentage of Failures.
Composition	1,703	55.70	82	4.81
Literature	1,701	57.40	127	7.46
General History	1,652	60.33	80	4.84
Algebra	1,660	74.31	111	6.68
Geometry	1,648	61.02	220	13.34
Chemistry	1,287	60.19	105	8.15
Physics	718	59.79	81	11.28
Botany	158	55.27	10	6.32
Agriculture	194	65.28	.....	.....
Latin Authors	935	54.05	162	17.32
Latin Grammar	933	70.07	30	3.21
Greek	20	71.35	.....	.....
French Translation	1,570	58.70	157	10.00
French Grammar	1,560	62.94	77	4.93
German Authors	24	59.67	.....	.....
German Grammar	24	57.00	7	29.16
Geography	514	50.28	54	10.50

I have often felt that an analysis of the answers to the different questions of the several subjects of examination would be of material assistance to the teachers. It is obviously impossible for me in the space at my disposal to analyse the answer papers in all subjects and grades. No doubt teachers of French will be interested in the following detailed analysis of the Grade XI. French papers.

Out of 271 papers in French translation selected at random, four candidates failed on Question 1, twenty-nine on Question 2, twenty-five on Question 3, and fifty-five on Question 4.

A similar study of 387 papers in French grammar showed that three candidates failed on Question 1, thirteen on Question 2, twenty-six on Question 3, eighty-seven on Question 4, eighty-seven on Question 5, seven on Question 6, and nineteen on Question 7.

This summer two important changes were made in connection with supplemental examinations. In the past, September supplementals in Grades XI. and XII. were written only in Vancouver and Victoria; this September centres were established at Kamloops, Kelowna, Nanaimo, Nelson, Prince George, Prince Rupert, and Revelstoke, as well as at Vancouver and Victoria. Students of Grades IX. and X. for the first time were granted supplementals in the June examinations. The Superintendent of Education has informed such students that they must satisfy their principal by oral or written examinations given at the opening of school in September that they have gained a fair standard of proficiency in the subjects in which they

failed in June, and then may be promoted to the next grade without further Departmental Examination.

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

ELEMENTARY SCHOOLS—INSPECTORATE No. 1.

Victoria, B.C., October 7th, 1925.

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

Sir,—I beg to submit the following report on the public elementary schools in Inspectorate No. 1 for the school-year ended June 30th, 1925:—

The definition of the district remained the same as for the previous year.

The school-grounds at Ganges Harbour have been cleared and an additional class-room was in course of erection at the end of the school-year for use at the beginning of the autumn term; the teachers at Beaver Point, Ganges Harbour, and Vesuvius continued school-gardening on a small scale. Apart from these few improvements, nothing was done towards the beautification of school premises by the rural and assisted districts; in fact, some of the school-yards are still uncleared, while others have yet to be fenced. The majority of school premises in the City of Victoria are rendered attractive to the eye through the labours of the school gardener, assisted in some instances by the teachers and janitors; the teachers and pupils of the Burnside, George Jay, Kingston Street, and Oaklands Schools had another year of success with school-gardening.

The school-work of the teachers was much the same as in former years; if any criticism is to be offered, it is that the teacher is still inclined to do too much for the pupil and to do too little in the way of directing his studies. Many of the teachers have yet to realize the importance of silent reading on the part of the pupil, and those who have realized the importance of it are sadly handicapped through an insufficient supply of reading material. A pupil retarded one year is an extra cost to the community of at least $60, a sum of money that would have purchased a considerable amount of good reading-matter. When School Boards recognize the fact that poor reading ability on the part of pupils is the cause of much of the retardation in our schools, they will then, perhaps, realize that it is a wiser and better policy to provide a goodly supply of supplementary readers and other reading-matter than to provide the funds required for repeaters.

Full-time teaching was exacted of all but one of the principals; the one, with part time free from class responsibility, secured much better results at the Entrance Examination than in previous years. This increased pass-list alone, I have no doubt, paid the salary of the additional teacher required.

The following were recommended for excellence in the teaching of physical exercises under the provisions of the Strathcona Trust:—

Mr. Ivor Parfitt, 1st Division, Ganges Harbour School.
Miss Doris B. Graves, 6th Division, North Ward School.
Miss Kathrine McKay, 14th Division, Oaklands School.

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

ELEMENTARY SCHOOLS—INSPECTORATE No. 2.

Victoria, B.C., August 31st, 1925.

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

Sir,—I have the honour to submit the following report on the public elementary schools of Inspectorate No. 2 for the year ended June 30th, 1925:—

For the year just closed there has been no change in the extent of territory covered, while the number of teachers engaged has remained practically the same as last year.

The period under review may justly be characterized as one of general and substantial progress all round. Trustees and teachers generally worked in harmony and in the best interests of education. The attendance of the children was comparatively regular and in only a few cases was it materially interfered with by epidemics of any kind. The health of the teachers was such that in only one case am I able to recall where a substitute was in charge owing to the illness of the regular teacher.

If there is one factor more than another that has contributed to the general progress and advancement of the cause of education during the past year, it is the universal law of supply and demand. The operation of this inexorable law is largely responsible for the fact, especially during the last few years, that there were fewer changes in the personnel of the teachers in control of the rural and assisted schools in this territory. Even this degree of permanency of tenure was plainly evident in the results of this year's work.

Examinations of pupils for entrance to high schools were held at seventeen centres throughout the inspectorate for the convenience of parents and children. At these centres 475 candidates wrote, of whom 352 were successful. For the first time the candidates from rural and assisted schools scored as high a percentage of "passes" as those from the cities and municipalities. To me personally, I am free to confess, this is always a gratifying result.

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

ELEMENTARY SCHOOLS—INSPECTORATE No. 3.

NANAIMO, B.C., October 5th, 1925.

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. 3 for the school-year which ended on June 30th, 1925:—

This inspectorate, whose boundaries remain unchanged, includes seventy-four schools with 177 divisions and 179 teachers. New divisions were opened in Alert Bay, Courtenay, Nanaimo, and Union Bay during the year; a new school was opened at Clayoquot, while Suquash remained closed.

It was found impossible to visit all the schools during the year, as the first term was entirely devoted to the Provincial Educational Survey. However, that term's work was most valuable from all points of view. Teachers, even those of schools which were not tested, had an interest aroused which will lead to incalculable benefits, and the demand of the public for light upon the subject shows an awakening and an entirely new and sympathetic attitude. Many teachers from this inspectorate spent their vacations in search of further light.

At the Entrance Examinations 310 pupils presented themselves from the public schools. Of these, 211, or 68 per cent., were successful, while eighty-seven were promoted on recommendation. Thus out of 397 pupils in Grade VIII., 298, or 75 per cent., were passed into high school. Twelve more were passed from private schools, and it is worthy of note that, of these, four were Indians—three from Alert Bay and one from Ahousat. The higher percentage of passes this year is largely accounted for by the fact that the large number of teachers available has kept teachers from changing schools and so increased efficiency. Florence Ferguson, of Nanaimo, won the Governor-General's medal with a total of 450 marks.

Local conventions were held in Courtenay and Ladysmith. The one held at the latter centre was attended by the teachers from the southerly portion of Inspectorate No. 3 and the northerly part of Inspectorate No. 2. These conventions are found to be most instructive and inspirational.

I have, etc.,
J. M. PATERSON,
Inspector of Schools.

ELEMENTARY SCHOOLS—INSPECTORATE No. 4.

VANCOUVER, B.C., September 30th, 1925.

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. 4 for the school-year 1924–25:—

This inspectorate comprises nine assisted schools along the Coast and five along the Pacific Great Eastern Railway; the graded schools at Howe Sound and Squamish; the Rural Municipalities of North Vancouver and West Vancouver; the City of North Vancouver; and the following schools in Vancouver City: Aberdeen, Bayview, Beaconsfield, Block 70, Dawson, Charles Dickens, Simon Fraser, Franklin, Grenfell, Hastings, Kitsilano, Livingstone, Mount Pleasant, Macdonald, and Strathcona.

During the year an assisted school was opened at Kleindale, near Pender Harbour, and another at Jervis Inlet, near Egmont.

It is pleasing to report that in the rural and city municipalities the respective Trustee Boards were able to carry out extensive building programmes. At both the Charles Dickens and Hastings Schools in Vancouver City twelve additional class-rooms will be provided; at Lonsdale, North Vancouver City, four additional class-rooms were also provided.

The regular work of inspection and supervision was much delayed, as practically all of the fall term was occupied in conducting Intelligence Tests, Standardized Tests, and other tests in connection with the recent School Survey. These tests were fairly distributed over all the schools of this inspectorate. All the class-rooms in the assisted and rural schools, in the Rural Municipalities of North Vancouver and West Vancouver, and in North Vancouver City were visited and reports issued according to regulations.

Supervision of the schools in Vancouver City was confined to new teachers, those holding interim certificates, and to the general organization and conducting of High School Entrance Examinations.

The results of the High School Entrance Examination held in June, on the whole, show improvement over those of last year. Of the candidates who wrote from rural and assisted schools over 75 per cent. were successful. The following table for schools in the Cities of Vancouver and North Vancouver presents interesting and significant information when conditions are considered. Owing to the consolidation of Entrance pupils at some centres no figures are given for the two rural municipalities.

School.	Enrolment in June.	Passed on Recommendation.	Passed on Examination.	Total.	Per Cent. of June Enrolment.	Wrote for Medal.
Vancouver.						
Aberdeen	448	17	1	18	4.0	....
Bayview	441	18	14	32	7.3	....
Beaconsfield	428	15	8	23	5.4	....
Charles Dickens	491	22	16	38	7.7	1
Dawson	959	51	22	73	7.6	....
Franklin	336	14	14	28	8.4	....
Simon Fraser	579	26	4	30	5.2	....
Grenfell	96	....	....	....	....	....
Hastings	829	39	9	48	5.8	....
Kitsilano	461	35	10	45	9.7	....
Livingstone	437	18	11	29	6.6	....
Macdonald	595	19	6	25	4.2	1
Mount Pleasant	703	28	19	47	6.7	....
Strathcona	1,203	36	21	57	4.7	....
North Vancouver.						
Lonsdale	404	....	24	24	5.9	....
Queen Mary	500	31	16	47	9.4	....
Ridgeway	486	22	11	33	6.8	....

In concluding this report, I desire to acknowledge the many kindnesses and courtesies extended to me during the past year by School Boards and their officials and also by teachers.

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

ELEMENTARY SCHOOLS—INSPECTORATE No. 5.

VANCOUVER, B.C., October 5th, 1925.

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. 5 for the school-year ended June 30th, 1925:—

During the year under review Inspectorate No. 5 comprised a group of eighteen rural and assisted schools on the Northern Coast; Port Moody, Ioco, Lake Buntzen, and Sunnyside No. 2, on Burrard Inlet; the Rural Municipalities of Maple Ridge, Matsqui, Mission (with rural and assisted schools adjacent), Sumas; Abbotsford Rural School District; and in Vancouver City the General Gordon, Grandview, Model, Florence Nightingale, Cecil Rhodes, Laura Secord, Seymour, and Lord Tennyson Schools. The inspectorate included 245 divisions in a territory stretching from districts in the Fraser Valley, 70 miles east of Vancouver, to the head of Loughborough Inlet, over 200 miles north of Vancouver, and including types of schools varying from the large graded city school of over twenty divisions to the little logging-camp school-house with an enrolment of pupils barely sufficient to maintain an average of six.

As the fall term from October until the close of the term in December was given over to the work of the testing programme of the Educational Survey, no inspectorial or supervisory work was possible during that period. On the reopening of the schools in January the regular work of inspection was resumed.

A visit of inspection was made to all rural and assisted schools and to the divisions in Vancouver City schools to which new teachers had been appointed.

As a great many special visits to rural districts were necessary in connection with matters of departmental administration the regular visits of inspection were of necessity brief.

There was no time to make a thorough visit of supervision to all of the schools during the past year. In the visits of inspection made to the schools an attempt was made to measure objectively the achievements of the pupils, particularly in the "tool subjects."

In arithmetic the Woody-McCall Mixed Fundamentals and Otis Reasoning Tests were used. Columns from the Ayres' Spelling Scale (Buckingham Revision) were employed to test achievement in spelling. To measure comprehension in silent reading, the Ayres-Burgess Scale, the Pressey Attainment Scale, and Thorndike-McCall Reading Tests were employed.

The results of this objective measuring were typed on the regular official report forms forwarded to the Department periodically. In every case the median score for each class was given as well as the range and the norm for the grade tested. It would be noted in the returns forwarded that a very wide range existed in a given grade among the varied types of schools found in this inspectorate.

It is possible, however, to make a few generalizations that will bear scientific investigation. In our graded urban schools and in many of our rural schools, where there is some degree of permanency of the teaching staff, median class scores are above the standard norms for the grades in arithmetic and spelling. Writing, too, is much above the grade standards. The results generally in comprehension in silent reading, however, are disappointing. While in the primary grades very good work is being done as the results clearly indicate, above the second grade, however, particularly in Grades III., IV., and V., the class medians fall below standard norms. This is especially true of our rural and assisted schools. In many of the larger city schools where teachers have become students of the new education and where a silent-reading technique has been mastered, class medians are well above the grade norms.

Intelligence tests and certain standardized achievement tests are of very great value in diagnosing the wretched grading and classification found in many rural schools.

Speaking of tests recalls a reference at the beginning of this very brief summary of the work of Inspectorate No. 5 to the testing programme of the Educational Survey.

Being somewhat constrained to write at some length on observations made during the work of inspection and supervision, I am reminded that for the space of nearly one year an Educational Survey has been testing, observing, and weighing in the balance teacher and taught, inspector and inspected, supervisor and supervised, and that it were well, rather than attempt to elaborate upon all of the good and all of the evil, the advantages and shortcomings of our educational system, to adopt the fatalist attitude of the conquering Saracens in reference to the library of Alexandria and the Koran. It will be recalled that the Mohammedans defended their action of burning that priceless repository of Greek and Egyptian wisdom and culture by claiming that if the books in the Alexandrian Library were at variance with the Koran, then truly they must be burned; and if, on the other hand, they were in agreement with the teachings of the Koran, then truly they were superfluous and should be destroyed.

So, in like manner, if what I might write in a lengthy annual report concerning our elementary schools should be at variance with the findings of the Educational Survey, then truly such writings should be destroyed; and, contrariwise, if such writings should happen to be in entire accord with the report of the Survey, then truly they would be superfluous.

I have, etc.,

H. H. MacKenzie,

Inspector of Schools.

ELEMENTARY SCHOOLS—INSPECTORATE No. 6.

Vancouver, B.C., October 5th, 1925.

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. 6 for the school-year ended June 30th, 1925:—

This inspectorate comprises the following schools in Vancouver City: Alexandra, Central, Fairview, Henry Hudson, Lord Nelson, and Lord Roberts; also those in Burnaby and Point Grey Rural Municipalities, ten schools in and near Powell River, ten schools near Lund, four schools on Howe Sound, and the Provincial School for the Deaf and the Blind. During the year schools were established at Kelly Creek and Southview, and the number of teachers increased thirteen in Point Grey and two in Burnaby. There were in all fifty-seven schools, with 342 teachers.

Much of the first term was spent applying the Educational Survey Commission's tests, and some of the second term in testing Eighth-grade classes in subjects not covered by the Entrance Examination. One hundred and ninety-five visits of inspection were made. All the rural schools and all the schools of Burnaby were inspected. All but two of the schools of Point Grey were inspected, and in these two schools visits were made to the teachers who had been appointed since the previous inspection.

The teaching as a whole continues to improve, particularly that of the teachers just out of Normal School. Taken by subjects, the greatest improvement is in the teaching of arithmetic.

An evil in the ungraded schools is the tendency to promote pupils before they are ready, while many graded schools go to the opposite extreme and require all their pupils, however brilliant, to spend two full terms in each of the eight grades.

I have, etc.,

Leslie J. Bruce,

Inspector of Schools.

ELEMENTARY SCHOOLS—INSPECTORATE No. 7.

VANCOUVER, B.C., October 2nd, 1925.

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

SIR,—I beg to submit the following report on the elementary schools of Inspectorate No. 7 for the school-year 1924–25:—

For the year just closed there has been no change in the boundaries of this inspectorate. The number of schools remained practically the same, but there was a slight increase in the number of teachers employed. The assisted school at Hope Station was closed down during the year and a new school was opened at East Richmond.

Two hundred and thirty-nine visits of inspection were made to the various schools during the year. A few schools received no inspection. The Commission appointed to conduct an educational survey of this Province was engaged in its work during the year. The services of the Inspectors were required in carrying out a programme of "Standard Tests." Over 1,600 pupils of all grades were given these tests in this inspectorate. The results were very interesting. They will, no doubt, be embodied in the report of the Commission. Little time was therefore available for inspection and supervision until the second term.

In June 445 candidates wrote on the High School Entrance Examination, and of these 333 were successful. In addition to this number, 306 were given High School Entrance standing on the recommendation of their principals. These results show a decided improvement over those of the previous year.

The following were allotted the three prizes assigned to this inspectorate by the Strathcona Trust for excellence in physical training:—

Miss G. W. Killip, 5th Division, Gordon School, South Vancouver.
Miss M. Martin, 2nd Division, Secord School, South Vancouver.
Miss M. A. Ford, English School, Richmond.

The tests prepared by the Department in Canadian History, British History, Nature Study, and Hygiene were given during the last week in May and the first week in June. Seven hundred and forty-four pupils in Grade VIII. were examined. The results obtained in these tests revealed the fact that in a large percentage of the schools in this inspectorate these subjects were taught with the same earnestness and care as those prescribed for the written examination for High School Entrance. The average scores in the different subjects were as follows:—

Municipality.	Canadian History (Maximum 60).	British History (Maximum 60).	Hygiene (Maximum 55).	Nature Study (Maximum 60).
Delta	29.75	26.8	39.0	24.6
Kent	25.50	24.8	41.0	27.3
Richmond	30.60	26.7	43.1	29.8
South Vancouver	29.10	31.9	41.9	27.1
Averages for the whole inspectorate	29.10	31.2	41.7	27.1

During the year considerable use was made of standardized tests in my inspection-work. These proved of valuable assistance in gaining a better knowledge of the standing of the classes in the various grades. They proved especially helpful in the rural ungraded schools. The principal or teacher who wishes to increase the efficiency of his school will do well to use them, but he must guard against any illusion that they will prove to be the panacea for all educational ills. Good organization, good methods in presentation, good technique, are still essential to success, but the results of these can be judged only by efficient methods in testing.

In the Programme of Studies splendid bibliographies have been prepared. Many principals and teachers, I find, are making careful study of the latest methods prescribed in these references. A few teachers, it is quite evident, are still content to pursue antiquated methods and exhibit little interest in the changes that are taking place. Needless to say, such teachers should be

eliminated from the profession. In these bibliographies, lists of supplementary books for pupils are also given. Some Boards of Trustees are making an earnest effort to provide their schools with these essential supplies for class-room work, but in a number of schools little in the way of supplementary readers and other equipment so necessary has as yet been provided.

I have, etc.,

F. G. Calvert,

Inspector of Schools.

ELEMENTARY SCHOOLS—INSPECTORATE No. 8.

New Westminster, B.C., September 8th, 1925.

S. J. Willis, Esq.,

Superintendent of Education, Victoria, B.C.

Sir,—I beg to submit the following report on the public elementary schools of Inspectorate No. 8 for the school-year ended June 30th, 1925:—

Throughout the year seventy-five schools were in operation with a staff of 206 teachers.

Owing to the fact that for three entire school-months I was engaged in work connected with the Educational Survey, it was impossible to visit every class in this inspectorate. All classes in rural and assisted districts and in rural municipalities were inspected once; while all city classes, excepting a number in each of three New Westminster schools, were given at least one visit.

The special tests in British History, Canadian History, Hygiene, and Nature Study were given to 567 Entrance pupils, and results showed that, while some teachers were giving definite and valuable lessons in these subjects, in other cases they were receiving too little attention.

The High School Entrance Examination was held in June at nineteen points. A total of 645 candidates were examined, 586 of whom were recommended for promotion by principals and teachers. Of these, 478 were successful, making a pass-list of 74 per cent. of all who wrote, or 81 per cent. of the recommended pupils. Twenty-three schools passed 100 per cent. of their recommended pupils.

The Governor-General's medal for this district was won by Gordon Sheldon Rothwell, whose aggregate was third highest in the Province. As in the case of last year's medallist, he was a pupil of Miss B. M. Bournes, Central School, New Westminster.

On pages 27 and 28 of the last Annual Report it may be noted that in four municipalities, out of sixty in this Province, the average annual salary in the elementary schools was below $1,000 per year. Of these four municipalities, three are included in this inspectorate with 103 teachers on the staffs. Speaking generally, the result is that any teacher whose work is particularly efficient has little difficulty in securing a position in nearby municipalities where average salaries are as much as $600 per year higher.

To keep pace with demands for accommodation and modernization, various building projects have been carried out by the School Boards. In New Westminster a four-room wing has been added to the Richard McBride School, completing the sixteen-room plan. The Langley Board has replaced the old schools at Lochiel and Glen Valley with larger, more modern, and more comfortable buildings. In Surrey Municipality the Board has had constructed a new school at Woodward's Hill, while the White Rock School has been enlarged by the addition of another class-room.

At Lindell, south of Cultus Lake, a new building, after some six months of use, was burned as a result of a forest fire, but such was the enthusiasm of the people, and such the generosity of the management of the Campbell River Mills, Limited, that another equally modern and well-equipped school was erected within a few months.

The fact that there has been a considerable surplus of teachers has changed the attitude of many Boards toward their employees. A demand for greater efficiency and a tendency to dismiss the less efficient have been particularly noticeable. On the other hand, it should be stated that teachers as a body have never realized more fully their responsibilities. Many are

making a definite effort to keep abreast of the times, thereby setting an excellent example to their less ambitious fellow-workers.

Without exception, the Boards with whom I have had the pleasure to co-operate have shown increasing zeal and good judgment and are making a contribution to the public welfare that is difficult to valuate.

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

ELEMENTARY SCHOOLS—INSPECTORATE No. 9.

KAMLOOPS, B.C., September 29th, 1925.

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

SIR,—I beg to submit the following report on the schools in Inspectorate No. 9 for the school-year ended June 30th, 1925:—

The number of schools in operation in this inspectorate throughout the year just closed varied very little from that of the preceding year. No new schools were established, but the schools at Big Bar Creek, Big Bar Upper, and Bridge Lake were reopened. The school at Criss Creek was closed at the beginning of the first term.

One hundred and forty visits of inspection were made to schools in this inspectorate during the year just closed. All schools in the inspectorate were visited once at least, with the exception of three schools in isolated localities. In addition to these visits of inspection, over 400 Intelligence and Achievement Tests were given to various schools in order to supply information to the Educational Survey Commission.

The number of experienced teachers in charge of rural schools was higher than it has been for some years, and the number of new teachers engaged in these schools has been lower. This is attributable in a large measure to the increase in the number of teachers available for positions in this Province, making, as such a condition does, for a keener competition for teaching positions throughout the Province.

Owing to the shifting of school population it has been found necessary to make new adjustments in the boundaries of a number of school districts in this inspectorate during the past two years. Such a proceeding is generally the source of some controversy on the part of the residents in the districts affected. A good deal of this controversy is due to the disparity that often exists in the mill-rate which is imposed for school purposes in contiguous districts. However, in every case where district boundaries have been changed, every endeavour has been made to adjust these boundaries in accordance with the interests of the children who are attending the public schools and to place assessable property within that school district to which it is naturally tributary.

Entrance to High School Examinations were held in eleven centres in the Kamloops Inspectorate in the month of June. A total of 238 candidates wrote at the various centres, and of these over 69 per cent. were successful. This is a creditable record for the schools sending up candidates for the examination when it is considered that the percentage of successful candidates for the whole Province was 64. The Governor-General's medal for this district was won by Leslie A. Cameron, a pupil in the Lady Byng School, Ashcroft.

Prizes for excellence in physical training were awarded as follows:—

Schools of five or more divisions—Miss Kathleen Lawrence, 14th Division, Kamloops Public School.
Schools of two to four divisions—Miss Grace Meredith, 3rd Division, Fruitlands School.
Schools of one division—Miss Vera Palmer, North Thompson, West, School.

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

ELEMENTARY SCHOOLS—INSPECTORATE No. 10.

Kelowna, B.C., September 1st, 1925.

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. 10 for the year ended June 30th, 1925:—

The number of schools in operation within this inspectorate during the past year was sixty-one; the number of teachers employed was 156, of which number eighty-four were employed in city and rural municipality schools and seventy-two in rural and assisted schools. The assisted schools at Allen Grove, Despard, Heywood's Corner, and Copper Mountain were closed during the year, while the Armstrong, Summerland, and Mission Creek Schools were each reduced one division. The schools at Reiswig and Nickel Plate Mine were reopened, and an additional division was in operation at Blakeburn. The increased number of high-school pupils at Oyama led to the raising of the status of the superior school at that place to that of a high school. During the year the Department of Education provided a new standard building in the Falkland Rural District; new buildings were also erected by the Fir Valley, Jura, and South Kelowna Assisted Districts.

As practically two months were given to duties in connection with the educational survey of the Province, the regular work of inspection was considerably curtailed; in all, 153 visits of inspection were made.

School property and equipment were for the most part well maintained and most School Boards continue to manifest the commendable interest in educational matters noted in previous reports. A few Boards furnish marked exceptions, and it seems difficult to overcome the indifference which causes ratepayers to acquiesce in such a situation. Many Boards, both rural and urban, deserve credit for their generosity in the matter of supplying books of reference and supplementary reading material.

The majority of teachers continue to make an honest effort to render good service; in most cases presentation of lessons indicated careful thought and planning, and in an increasingly large number of class-rooms there was reflected an effort to keep in touch with modern developments in education through reading and study of current professional literature. There are still, however, too many cases where systematic preparation of work and definite effort to improve standing by the means referred to are lacking; certainly no teacher questions the obvious importance of taking such measures as will give to her pupils the best in educational practice, and failure to make reasonable effort to this end can be attributed only to indifference.

Prizes for excellence in physical training were awarded as follows:—

Large graded schools—Mr. T. Aldworth, 1st Division, Armstrong and Spallumcheen Consolidated School.

Small graded schools—Miss Kathleen Corry, 2nd Division, Hedley Superior School.

Ungraded schools—Miss Thelma Hobbs, Kaleden Public School.

Instruction in this important branch of school-work shows a slight improvement over previous years, but in many cases still leaves much to be desired. In the larger centres generally, and in a few of the smaller centres, there has been a gradually developing interest in school athletics; interest in this direction has been greatly stimulated by the annual Okanagan inter-school athletic meet, the promoters of which deserve credit for the good work done.

The most recent consolidation of schools in this inspectorate, that of Vernon and Okanagan Landing, has proved an undoubted success; the arrangements for transportation are excellent and have had much to do with the successful inauguration of the scheme. I am pleased to be able to report a further development in the way of centralization; arrangements have been concluded whereby some thirty pupils who have been attending the Glenmore School will, with the opening of the fall term, be conveyed to the Kelowna School. This makes the ninth move toward centralization in this inspectorate, and I think there can be no question of the benefits accruing in each case.

I have, etc.,
T. R. Hall,
Inspector of Schools.

ELEMENTARY SCHOOLS—INSPECTORATE No. 11.

REVELSTOKE, B.C., August 29th, 1925.

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. 11 for the school-year 1924–25:—

During the year an assisted school was opened at Meadow Creek, a little to the north of Shuswap Lake, near Celista, and another at Springbend, on the Enderby–Salmon Arm Road, south of Grindrod. The Moberly School, which had not been in operation for some time, was reopened, while the school at Twin Butte remained closed throughout the year. In all, there were ninety schools in operation in this district, with a total staff of 122 teachers, a net gain over 1923–24 of two schools and two teachers. Of these totals, three were graded city schools with a staff of twenty-five teachers; seven were rural municipality schools (one graded) with a staff of eight teachers; four were graded rural schools with a staff of eleven teachers; nine were ungraded rural schools; one was a graded assisted school with three teachers; and the remaining sixty-six were ungraded assisted schools.

The standard of efficiency noted in previous reports has been well maintained. The percentage of candidates passing the Entrance Examination in June was higher than for some years past, and it is gratifying to note that many of the rural and assisted schools contributed to the improved standing thus obtained.

The tendency on the part of teachers to change positions all too frequently seems to be on the wane somewhat, and it is to be hoped that a desire for reasonable permanence of tenure may soon prove to be the rule rather than the exception.

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

ELEMENTARY SCHOOLS—INSPECTORATE No. 12.

NELSON, B.C., September 30th, 1925.

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

SIR,—I beg to submit the following report on the schools of Inspectorate No. 12 for the school-year 1924–25:—

This inspectorate includes the City of Nelson; the area along the Great Northern Railway southward to the International Boundary; the valley of Slocan Lake and River; the Kootenay Valley to the west of Nelson; and the Electoral Districts of Rossland-Trail and Grand Forks-Greenwood.

During the year there were in operation sixty schools, employing in all 136 teachers. Of these, nine were city municipality schools with a total staff of seventy-six, eleven were regularly organized rural schools employing eighteen teachers, and forty were assisted schools employing forty-two teachers.

At the beginning of the school-year the school at Anaconda was closed, an arrangement having been made whereby the children of that district were to attend at Greenwood. The school at Gilpin did not reopen, due to the lack of a sufficient number to maintain the required attendance. One division at Grand Forks was closed, while three more divisions were added to the Trail schools. A new district was created at Gibson Creek and a very creditable building erected by the residents there.

Due to the very nature of the Kootenay country, many schools are opened that cannot be permanent. The mining or lumber camp is usually the nucleus around which the settlement grows. Employees in these industries bring in their families and a school is established. In some cases when the timber has all been cut, or when the mine has failed to fulfil its original

promise, the population moves on, leaving the school as one of the monuments to past activity. In others, the mine becomes a steady producer, and in districts favourable to agriculture farms are located where the forests once stood, and the little school continues to fill its mission or to grow as the settlement grows. This inspectorate contains at least a dozen closed schools. In one or two areas good permanent buildings were erected, but in most instances the pioneer settlers, with commendable discretion, erected temporary structures at no great expense. The equipment of such closed schools is moved on to do pioneer duty in another area. In my opinion a pioneer school of this sort, established in a cheaply constructed building, justifies its existence even if it remains open only for a few years.

Since the months of October and November were devoted to the testing programme for the School Survey Commission, it was impossible to make the usual number of official inspections. All the schools were visited at least once during the year, many of them receiving two or more visits. The distance travelled in connection with official duties was 10,767 miles.

High School Entrance Examinations were held at nine centres. Of the 303 candidates who wrote on the examination, 187 were successful in passing, a percentage of 61.7. Sixty-nine others were granted certificates on recommendation of their principals. From the rural schools there were 111 candidates, of whom fifty-three were successful, the percentage being 47.7. It would be interesting to know how many of the fifty-three are making use of their certificates to attend a high school. I have noted with some concern how few of the boys who graduate from the rural school are able to proceed to high school. In this regard girls have a decided advantage in opportunity over boys. Girls in the interior towns can usually defray at least part of the expenses of board and lodging while they attend high school by performing light housekeeping duties after school-hours. The teachers in some rural areas, with commendable zeal, are taking time after school to give instruction in the secondary school subjects.

Early in November the teachers of the Kootenay held at Nelson a two-days' convention, at which most of the teachers of the district were in attendance. The general discussions and the several model lessons, most of which took the form of socialized recitations, were interesting and of great practical value. In view of the benefits which accrue to those teachers who attend these conventions and to their class-room work after the convention, it is really worth while for School Boards to insist that the teachers in their employ should attend such gatherings.

It is fitting in this report to refer to the distinguished service of Miss Elizabeth Thom, Principal of the Trail public schools, who in June retired from the profession. After several years of teaching in Eastern Provinces and eight years on the staff at Nelson, Miss Thom in 1908 assumed the principalship of Trail, then a school of three divisions, and for seventeen years continued to guide its destiny. On June 26th the citizens of Trail in a public function expressed their appreciation of her long and able service as principal and presented her with a purse of most substantial amount.

The prizes for excellence in physical drill according to the conditions of the Strathcona Trust were awarded as follows:—

Large graded schools—Miss M. Constance Martin, 11th Division, Nelson Central.
Small graded schools—Miss I. H. Strathearn, 3rd Division, New Denver.
Ungraded schools—Mr. Earl Marriott, Myncaster.

In some few cases teachers are giving too little attention to health education and physical drill, while in other areas the importance of this subject is recognized. In the City of Trail this year a specialist in physical training was added to the school staff, and every child in the school whose physical condition permits is required to spend two periods a week at drill or at games under supervision in the gymnasium of the splendid Memorial Building.

Generally the teachers of this inspectorate have made during the past year a sincere and determined effort to teach the various subjects of the curriculum to the best of their ability. School Boards, too, are showing a growing and commendable desire to seek the advice of the Inspectors and of the departmental officials in the selection of their teachers, which, with the present surplus of teachers and the large number of applications made for every vacancy, has become all the more necessary.

I have, etc.,
P. H. Sheffield,
Inspector of Schools.

ELEMENTARY SCHOOLS—INSPECTORATE No. 13.

CRANBROOK, B.C., September 1st, 1925.

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. 13 for the year ended June 30th, 1925:—

The boundaries of this district remained unchanged, the inspectorate including all the schools of Fernie and Cranbrook Electoral Districts and part of the schools in the Electoral Districts of Creston and Kaslo-Slocan. In all, there were sixty-five schools in operation during the year, employing 136 teachers.

A new school was opened during the year at Echo Lake, a logging camp 35 miles north of Cranbrook. An additional teacher was added to the Cranbrook staff and three new teachers to the Kimberley staff. At the latter school all the accommodation in the new wing was in use, and the Board has had to prepare plans for another addition to take care of an ever-increasing attendance in this fast-growing mining centre. In Fernie it was found possible to reduce the staff from twenty-four to twenty-two teachers without impairing the efficiency. The Cooper Creek School did not open in September owing to an insufficient number of pupils.

Superior schools were established during the year at Procter and Kimberley, which with the Waldo Superior School provided high-school instruction for Grades IX. and X. pupils in areas where no high schools existed. Grade IX. pupils were taught also in the Camp Lister, Fort Steele, Three Forks, and Riondel Schools, and from the successes obtained in the Departmental Examinations in June it would appear that this policy might well be extended to other public schools where, on account of distance or lack of means, pupils would be unable to attend a high school.

The dangerous and unsanitary school buildings in the Michel School District continued to be used throughout the year. However, at the present, plans for a new twelve-roomed fire-proof building are so far advanced that it is hoped first-class accommodation will be available at that point by the opening of school in the autumn of 1926.

Much of my time in the early part of the year was spent in giving the intelligence and other tests prepared for the Educational Survey Commission. The wealth of testing material made available at that time convinced me that it would be well at all times for Inspectors to have a convenient source of supply from which they might requisition the tests required.

High School Entrance Examinations were held at eleven centres. Of the 226 pupils who wrote the examination, 160, or 71 per cent., passed, which compares favourably with the average for the Province of 64 per cent. The showing made by the Fernie Public School was particularly creditable, all the candidates qualifying either by recommendation or examination. Thomas Miard, of this school, won the Governor-General's medal for the district, making 442 marks out of a possible 500.

The following teachers were awarded the prizes for physical training under the provisions of the Strathcona Trust:—

Large graded schools—Miss N. P. Douglas, 12th Division, Fernie School.
Small graded schools—Mr. H. F. Reynolds, 1st Division, Procter Superior School.
Ungraded schools—Miss C. A. Douglass, Harrop School.

I have, etc.,
V. Z. MANNING,
Inspector of Schools.

ELEMENTARY SCHOOLS—INSPECTORATE No. 14.

PRINCE RUPERT, B.C., September 15th, 1925.

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

SIR,—I beg to submit the following report on the schools of Inspectorate No. 14 for the year ended June 30th, 1925:—

The boundaries of this inspectorate remained unchanged during the year. They include the Electoral Districts of Atlin, Prince Rupert, Skeena, Omineca as far east as Endako, and

Mackenzie as far south as Namu. Within this district seventy-eight schools were in operation, employing 120 teachers. These schools were classified as follows:—

High schools	4
Superior schools	2
Schools of more than seven divisions	2
Schools of from four to seven divisions	4
Schools of two divisions	4
Schools of one division only	62

Since two months were taken up in work for the Survey Commission, not all these schools were twice inspected. But all except three received one visit and wherever possible a second inspection was made.

Schools were opened for the first time at Namu, 40 miles from Ocean Falls; at Tintagel, east of Burns Lake; and at Four Mile Settlement, in the Kispiox Valley, 16 miles from Hazelton. On account of diminished attendance the Pratt School and the Hanall School were closed. The Glentanna School also remained closed during the year.

A new three-room school building was built at Burns Lake at a cost of $15,000. The school at Ocean Falls was remodelled and enlarged to accommodate the increased attendance.

Kitsumgallum was raised to the status of superior school at the beginning of the year and made a fair showing at the examinations in June. Stewart Superior, as usual, did well. In addition to the twelve who passed at Stewart and Terrace, four pupils from the following elementary schools successfully completed the work of Grade IX., three that of Grade X., and one that of Grade XI. in the June examinations: Francois Lake, 1; Southbank, 2; New Hazelton, 2; Pacific, 1; Driftwood Creek, 1; South Bulkley, 1.

For the fourth year I have had the additional pleasure of inspecting the high schools in this district. The number of pupils is steadily increasing. This year another division was opened in Prince Rupert. Ocean Falls and Granby Bay will likely each employ a third teacher during the coming year. A higher average of marks in the Matriculation Examination should be aimed at in the northern high schools.

Examinations for Entrance to High School were held at sixteen centres. Of the 167 candidates, 124, or 74 per cent., were successful, a decrease of eleven candidates compared with last year, but a 3-per-cent. increase in the proportion of successful candidates. The Governor-General's medal was this year won by the neighbouring inspectorate of Prince George, but some very creditable marks were made in this district, Essington, Ocean Falls, and the Alex. Manson School of Ootsa Lake making 419, 417, and 416 respectively.

Prizes for excellence in physical training were awarded as follows:—

Large graded schools—Mr. D. H. Hartness, 1st Division, Booth School, Prince Rupert.
Small graded schools—Mr. H. D. Southam, 2nd Division, Granby Bay.
Schools of one division—Mr. J. S. Wilson, Houston.

Through the initiative of Mr. Donald Cochrane, of South Bulkley, a teachers' convention was held in March at Smithers, with an attendance of twenty-eight teachers, when plans were laid for a school fair at Burns Lake in September. Mr. V. Crockett, principal of the schools at Smithers, contributed largely to the success of this venture.

Each year sees fewer changes among the teachers in this inspectorate. This means in general better results. School Boards recognize the value of the Teachers' Bureau and are more and more depending upon this branch of the Department to secure for them competent men and women for outlying districts. As a result fewer disappointments have marked the past year and more effective teaching has been done. In most schools there is a fine spirit of co-operation between trustees and teachers and a fair attempt on their part to put into effect the recommendations of the Inspector.

I have, etc.,

H. C. Fraser,
Inspector of Schools.

ELEMENTARY SCHOOLS—INSPECTORATE No. 15.

PRINCE GEORGE, B.C., August 28th, 1925.

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

SIR,—I beg to submit the following report on the schools of Inspectorate No. 15 for the school-year ended June 30th, 1925:—

The boundaries of this inspectorate remain unchanged from last year. It comprises the schools in the Canadian National Railway Belt east of Endako; those in the Cariboo District as far south as the 100-Mile House; and those in the Peace River District.

During the year the following assisted schools were opened: Alexandria, North; Lone Butte; Loos, West; Charlie Lake; Swan Lake, North; Fort St. John, East; Pouce Coupe, East. The four last-named schools are in the Peace River District. Schools were authorized and should soon be in operation at Reid Lake and at Tabor Creek. An additional teacher was appointed to the Prince George staff and a second teacher to the Giscome School. The Pineview District was abolished. Ninety-nine schools, employing 119 teachers, were in operation during all or some portion of the year. All but nine of the schools are assisted.

A large portion of my time during the first term of the past school-year was occupied with work in connection with the recent School Survey. However, during the year all schools which were in continuous operation received at least one visit of inspection. In addition, a large number of specials were dealt with.

Although there is still much to be desired, the general standing of the schools in this northern inspectorate is steadily improving and school conditions generally are gradually becoming more satisfactory. With few exceptions, results as measured by Departmental Examinations held at the close of the year were commendable. The Governor-General's medal, awarded to the pupil making the highest mark in the Entrance Examination in the Prince George and Prince Rupert Inspectorates, was won by Miss Roberta Bogle, a pupil of the Dome Creek Assisted School.

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

REPORTS OF MUNICIPAL INSPECTORS.

NEW WESTMINSTER CITY SCHOOLS.

New Westminster, B.C., October 8th, 1925.

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

Sir,—I beg to submit the following report on the schools of New Westminster for the school-year ended June 30th, 1925:—

The school attendance for the past year showed an increase of 181.

Month.	Public Schools.	High Schools.	Total.
February, 1925	2,484	581	3,065
February, 1924	2,316	568	2,884
Increase	168	13	181

To accommodate part of this increase it was necessary to have a part-time class at the Richard McBride School, which condition was eliminated by a four-room addition, erected at a cost of $11,000, one room of which was opened in September.

We feel that in every department of school-life splendid progress has been made; each teacher has felt his or her responsibility to the citizen of to-morrow and has thrown whole-hearted energy and thoughtfulness into each day's tasks; the results of which are manifest throughout our whole school system.

The results of the June examinations were pleasing; 94.6 per cent. of Entrance students were successful in passing their examinations, Sheldon Rothwell, of Central School, winning the Governor-General's medal for this district; Stewart Reid, of Duke of Connaught High School, was successful in winning the Governor-General's medal on the Matriculation Examinations.

In obtaining such splendid results on examinations the physical and literary side was not neglected. Perhaps never in the history of our school system has as much emphasis been placed on the all-round development of our boys and girls, the work of the teachers in this respect being most commendable; especially those teachers who unstintingly gave of their time after school-hours and on Saturdays in order that the various activities of the students might have proper direction.

Organized recreation has been a feature of the year's work; basket-ball, football, baseball, lacrosse, field sports, and gymnastics have all received due attention.

During the year Miss Mabel McIntosh, B.A., of the Trapp Technical High School, taught in London, England, while Miss Emily Horwood, of London, was filling a position on our public-school staff most acceptably.

Agriculture has been carried on successfully by the public schools of the city and the showing made in competition at the Provincial Exhibition was commendable. Through the courtesy of the Royal Agricultural and Industrial Society, Grades VII. and VIII. of the schools of the city were permitted to spend the mornings of Exhibition week on the Exhibition grounds studying poultry, live stock, agriculture, and horticulture under the supervision of their teachers. The judges of the various departments gave every assistance in making these excursions profitable and interesting.

Music has received careful attention in the schools of the city and the results were all that could be desired.

Evening classes were carried on at the Trapp Technical School in day-school continuation-work, woodwork, workshop mathematics, machine construction and design, steam for engineers, gasolene-engines, commercial subjects, dressmaking, millinery, sheet-metal, drawing and design, electricity, mineralogy and assaying, physics, advanced mathematics, china-painting, basketry, literature, lumbering, and first aid.

Three hundred students took advantage of the courses offered and much enthusiasm was manifest.

To Dr. D. A. Clark and Miss A. S. Stark, R.N., special credit is due for the satisfactory health condition of our school-children.

We have in the city five Parent-Teacher Associations. These associations have worked hard in the interests of the schools and have given of their best to every worthy object which would make the school-life of the children better and brighter. Other organizations have also interested themselves in our schools and to them our thanks are due; each year, through co-operation, our schools are becoming a greater factor in community life.

For the success of our school-year we must also thank each and every member of the Board of School Trustees of this city, busy men who have given freely of their time and their ability for the betterment of the schools.

I have, etc.,
R. S. SHIELDS,
Municipal Inspector of Schools.

VANCOUVER CITY SCHOOLS.

VANCOUVER, B.C., August 21st, 1925.

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 ended June 30th, 1925:—

The increase in the school attendance for the year just closed has been greater than usual, the maximum enrolment for the year being 787 in excess of that for the previous year. This increase was for the most part in the elementary schools, as the following table indicates:—

Month.	Public Schools.	High Schools.	Junior High School.	Total.
February, 1925	17,884	2,636	144	20,664
February, 1924	17,222	2,551	104	19,877
Increase	662	85	40	787

The teaching staff for the year, as compared with that of the preceding year, was as follows:—

	1924.	1925.	1924.	1925.
Public-school teachers			457	472
Ordinary classes	435	450		
Special classes	22	22		
Junior high-school teachers			6	7
High-school teachers			91	92
General Course	58	59		
Commercial Course	13	13		
Boys' Technical Course	17	17		
Home Economics Course	3	3		
Manual-training teachers			20	21
Domestic-science teachers			16	16
Special instructors			13	12
Total			603	620
Increase of staff				17

School Accommodation.

With an increasing school population to care for and the defeat of all school money by-laws in May, 1924, the School Board faced, at the beginning of the past school-year, what appeared to be an impossible task—the providing of adequate school accommodation. Weary of erecting cheap, one-room school buildings, and fearing the public might become satisfied with that as a permanent policy, the Board resolved to build no more. The only alternatives were to rearrange school boundaries, to fill every available class-room—some too full—and to crowd a few more classes into basements. By these questionable methods, accommodation, by no means adequate, was provided; while an attempt was made to fully inform the public as to how serious the lack of proper school accommodation had become. The results of this policy were most gratifying, for it led to the emphatic endorsement of all school money by-laws submitted by the Board in December. The splendid majorities polled for each of the three by-laws, coupled with the consideration that no moneys had been voted since 1913 for the erection of permanent school buildings, seem to presage a better day for Vancouver schools. If the present Board give the public the school accommodation promised for the amounts voted, as I believe they will, one is justified in anticipating this as a beginning of a sane school-building programme. The details regarding the by-laws are set forth in the following table:—

By-law.	Amount.	Votes for.	Votes against.
Twelve-room addition and auditorium to the following schools:—			
(1.) Hastings	$105,000	4,438	1,843
(2.) Charles Dickens	105,000	4,245	1,925
(3.) General Gordon	105,000	4,209	1,921

Contracts have already been let for these buildings and they will be completed in the near future. When they are, the present congestion will be relieved in the eastern, southern, and western portions of the city, where these schools are situated.

During the year over $100,000 was expended on the repairing and renewing of school buildings which had been neglected for several years. Among the schools to benefit were Alexandra, Britannia High, Fairview, Grandview, Henry Hudson, King George High, Kitsilano, Kitsilano High, Macdonald, Model, Mount Pleasant, Nelson, Roberts, and Tennyson. The School Board Office Building also received much-needed attention, and a splendid wood- and metal-work shop was erected at Kitsilano High School. With this shop completed a year ago, it was possible to give all high-school students in the city the same opportunities throughout the year in manual training.

School-sites.

Another forward step was taken by the Vancouver School Board last year in the purchasing of school-sites. Six very good sites were secured in the now comparatively unoccupied eastern and south-eastern portions of the city at a total cost of only $8,750.26—a price less than half of that paid for a single east-end school-site purchased twelve years ago. While these sites may not be needed for some years, the good judgment of the School Board in purchasing them, with the concurrence of the City Council, cannot be questioned.

Vancouver's First Platoon School.

A platoon school was opened in Vancouver in September last—the first school of the kind in Western Canada. This was made possible by making certain structural changes, at a cost of approximately $3,380, in the Tennyson School—a sixteen-room building, with a small gymnasium and a large auditorium. By organizing this school on platoon lines it was found possible to accommodate twenty-one classes of forty pupils each instead of sixteen classes as formerly. This consideration alone might have been sufficient to warrant the change; but there was another consideration (and a more important one), the hope that better work could be done. After observing this school's operations for a year, I am only the more confirmed in opinions I formed after studying the platoon schools in Eastern Canada and the United States two years ago. These opinions may be briefly summarized as follows:—

Given a principal with a genius for organization and a clear understanding of platoon-school methods, a staff of teachers with enthusiasm for the teaching of their special subject or subjects and strong in discipline, and a school plant specially planned for platoon work, and the platoon school will render splendid service; but just to the extent these or any of these are lacking, to that extent will weaknesses develop that in time will make good work less possible than in the ordinary type of school. I may conclude these references to platoon-school work by pointing out that the three schools we are now enlarging are planned for work on platoon lines. This is good evidence that, despite the special difficulties we believe the platoon school has to encounter, we feel assured these difficulties are surmountable. Tennyson has done a good year's work and is expected to do better in future.

SCHOOL ATTENDANCE.

The school attendance throughout the year was exceptionally good, notwithstanding the fact that we had the services of an attendance officer for only three months, and infectious diseases, notably smallpox, chicken-pox, scarlet fever, diphtheria, and whooping-cough, were prevalent. For the good attendance much credit is due the teachers and nurses for keeping so closely in touch with the homes—a comparatively simple and pleasant task in this day of telephones. After teachers and nurses have done their best, however, to secure regular attendance, I am convinced, after observing our school system without even one attendance officer for a whole year, that at least one such official is required to deal with difficult cases of non-attendance.

MEDICAL INSPECTION.

The connection between school attendance and medical inspection of schools is so close that the latter is entitled to careful consideration. The more efficiently medical inspection is carried on the better the school attendance, and only with good school attendance, in turn, is teaching of the highest order possible. School administrators are consequently very sympathetic with any schemes of medical inspectors calculated to reduce non-attendance to a minimum.

The most fruitful single cause of absence from school last year was the prevalence of smallpox in the city. To reduce, as far as possible, its interfering with school attendance, our medical staff did all they could to have school-children vaccinated. The number of parents, however, who failed, for various reasons, to have their children vaccinated was very large, particularly during the first term of the year. This resulted very detrimentally to the schools. To illustrate by a concrete example: In the month of October the loss of school-time by reason of smallpox and contact with cases amounted to 1,310 school-days, an average of sixty pupils per day. When it is understood that the absences due to smallpox were confined entirely to unvaccinated children, one can understand why those desirous of having better attendance in school are advocates of vaccination. In October there were twenty-one cases of smallpox among school-children—all unvaccinated; for the entire year there were 149 cases, with a proportionately large number of contacts and broken attendance at school.

Under such conditions, we welcomed the Order in Council, dated March 19th, 1925, that made vaccination of all who were not "conscientious objectors" obligatory. That order was honoured in our schools with most gratifying results. Exclusions on account of smallpox or contact with the disease was reduced to a minimum before the close of the school-year. It is gratifying to be able to report, on the authority of our school medical staff, that no serious case of "bad arm" occurred among the 5,056 children vaccinated in the school clinic.

SCHOOL DENTAL CLINIC.

Four dentists, working for ten months of the year, from 9 a.m. to 12 m., and two working the same hours in the month of July, have enabled 1,371 school-children to live more happily, attend school more regularly, and do better work in school than would have been possible without dental treatment. This department of school activity is contributing very materially to child-welfare in Vancouver at comparatively small cost.

VIOLIN CLASSES AND SCHOOL MUSIC.

The violin classes referred to in my last report have been conducted throughout the year with gratifying results. There are great possibilities for this work.

Music in our schools has made a better showing than in any previous year. At the annual musical festival held in the city last spring several school choirs and individual pupils did credit

to their teachers and schools as well as to themselves. To Mr. F. W. Dyke and his recently appointed assistant, Miss E. Lloyd Roberts, much credit is due for the good work in music so many of our teachers are doing.

May I add, in speaking of school music, that the Department's making it possible for certain high-school students to take music as a high-school subject was a commendable step; and may I express the hope that this step will soon be followed by others. Music instruction, for all music-loving students at least, it seems to me, should be provided from the kindergarten course to university graduation.

Physical Training and Cadet-work.

The usual care has been taken during the year with all work calculated to develop children into robust men and women. Formal drill in class-rooms has been regularly taken; organized play has been encouraged and is becoming more general; our cadet organization has grown till it now has a total of 3,863, as compared with seventy twelve years ago. When it is pointed out that a thousand of our cadets to-day cost the ratepayers less than a score did in 1912, we should hear no charge against cadet-work as "another expensive frill."

The remedial work carried on by Miss L. Cotsworth has been encouraging. Of the 1,285 cases needing expert treatment to safeguard against serious results later, 386 were discharged after satisfactory treatment, ninety left the city, and 809 are still receiving treatment. It is impossible to overestimate the value of this work. The placing of a single child on the road leading from deformity to vigorous, happy life is a great act—who can state its value in dollars?

Night-schools.

No branch of our school-work manifested more vitality last year than our night-schools. In them the final enrolment was 1,842, as compared with 1,100 the previous year. The enrolment per class was also good and the attendance fairly regular. The subjects taught included accounting, book-keeping, shorthand, typewriting, cabinetmaking, plumbing, cookery, millinery, dressmaking, china-painting, English, arithmetic, music (vocal and instrumental), drawing, show-card work, design, engineering, machine-shop practice, ignition, electricity, printing, carpentry, drafting, mathematics, sheet-metal work, machine-construction, wireless telegraphy, French, elocution, geology, and mining. To teach these, thirty-six instructors were engaged.

Class-room Work.

I saw more class-room work during the past school-year than usual, having visited each of the 472 elementary classes at least once and a number of the ninety-nine high-school classes once. After the completion of the inspection of each school a brief written statement was made, both to the principal and to the School Board, of the impressions formed. This left me but little time for office duties, which include, among other things, the perusal of reports on class-room conditions made by Inspectors, supervisors, and principals. Such reports, however, I found time to read, and their contents, taken in conjunction with my own personal observations, gave a very good idea of the work being done in the different schools. For the most part, I am pleased to report favourably on class-room instruction. There was a splendid tone in nearly all the schools —a spirit of earnestness, making for real progress.

Intelligence Tests.

The tide of interest in Intelligence Tests has been rising somewhat during the past year. One might even venture to suggest that faith in their value, even for promotion purposes, may be finding a place with teachers now who formerly regarded them with suspicion. At any rate, it may be reported that, on the request of the public-school principals of the city, they were all supplied with certain Intelligence Tests to be given their Entrance pupils to see what light these would throw on the difficult problem of arranging pupils in order of merit as is now required by departmental regulation.

The principals were asked to make returns showing how their students ranked on the Intelligence Tests, how they ranked when tested by ordinary examinations on the promotion subjects, and how they were ranked, finally, in the light of both methods of measuring their fitness for High School Entrance.

These returns have come to hand and have been found intensely interesting study. One would require a considerable time to study them all minutely. Having had but a few days to

spare on them thus far, I have examined only a limited number—ones done with extreme care. My observations, as far as I have gone, incline me to the conviction that a passport into high school should be issued not to those of intelligence (ability to do work) merely, but to the intelligent who have actually achieved something creditable on their public-school work.

GENERAL OBSERVATIONS.

In conclusion, I am pleased to report that the attitude of the Vancouver citizens to their schools has been that of intelligent interest during the past year. This interest they showed in many ways other than by their endorsement of the by-laws. Whereas in other years the trusteeship of the schools went almost abegging, last year ten candidates offered themselves for election. There was a spirited campaign and a good vote was polled, resulting in the return of the three trustees who stood for re-election.

Utmost harmony between the City Council and the School Board, between the City Health Department and the School Medical Department, and between the School Board and its officials and teachers did much during the school-year 1924–25 to make the administration of school business—both financial and educational—an agreeable duty.

I have, etc.,

J. S. GORDON,

Municipal Inspector of Schools.

VANCOUVER, SOUTH, SCHOOLS.

SOUTH VANCOUVER, B.C., October 3rd, 1925.

S. J. Willis, Esq.,

Superintendent of Education, Victoria, B.C.

SIR,—I have the honour to submit the following report on the schools of the Municipal District of South Vancouver for the year ended June 30th, 1925:—

ENROLMENT.

	1923–24.	1924–25.
Elementary schools—Pupils enrolled	7,343	7,433
High School—Pupils enrolled	655	744
Totals	7,998	8,177

During the year several schools have been overcrowded. Chief of these are High, Carleton, Selkirk, Gordon, Moberly, Mackenzie, and Van Horne. Half-time classes were established in Selkirk, Van Horne, Moberly, and Mackenzie Schools, while a basement room had to be occupied in Gordon School. Relief from overcrowding at Carleton and Selkirk will be obtained by the building of a six-room addition to Norquay School, now under construction. A proposed two-room annex at Mackenzie School and one at the High School will give temporary relief at each of these. Relief at Gordon, Moberly, and Van Horne will have to be considered for the coming year.

The staff consists of the following:—

	Male.	Female.	Total.
High-school teachers	11	7	18
Elementary-school teachers	35	168	203
Manual-training teachers	9	.....	9
Domestic-science teachers	....	7	7
Supervisor, primary grades	....	1	1
Doctors	1	.....	1
Nurses	....	2	2
Inspectors	1	.....	1
Attendance officers	2	.....	2
Totals	59	185	244

The work in general has been satisfactory throughout the year. Teachers are giving their best to the work and are constantly seeking to improve.

Singing.

This subject has received due attention. A class for teachers was organized and was well attended. The result of this training has been very effective teaching by those who took the course.

Domestic Science and Manual Training.

Increased accommodation is necessary for the better carrying-on of work in these subjects, as we are unable to train all Grade VI. pupils in the present centres. Effort will be made in the coming year to provide more centres.

Sports.

School sports are carefully organized and efficiently supervised by the teaching staff. Inter-school competition gives zest to the work of the playground.

Physical Training.

Satisfactory work in this subject has been done throughout the year. School principals are giving this subject the attention it merits and results are very convincing.

Night-schools.

Attendance at night-school classes increased from 318 in 1923–24 to 582 in 1924–25. The demand for technical training in night-schools is increasing perceptibly and better provision for handling this work is essential.

Health.

During the year an epidemic of smallpox of a mild type swept through the schools and increased the work in this department to such an extent that extra nurses were engaged to assist in coping with the situation. An additional nurse would make for closer checking-up of contagious and infectious diseases. At present each nurse has to inspect approximately 4,000 pupils. Much more efficient work could be done if another nurse could be provided.

I have, etc.,

Alex. Graham,

Municipal Inspector of Schools.

VICTORIA CITY SCHOOLS.

Victoria, B.C., October 20th, 1925.

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

Sir,—I beg to submit the following report on the schools of Victoria for the school-year which ended June 30th, 1925:—

The total enrolment in the graded schools and the High School was slightly below that of the previous year, but there was a marked increase in the number of students who attended Victoria College.

The School Board continued its policy of strict economy, but supported every effort to promote efficiency in the schools and the general welfare of the pupils. Further improvements were made to the High School grounds, which now provide ample facilities for rugby, soccer, tennis, hockey, and other athletic activities. Additional improvements were also made to the grounds of the Oaklands, Quadra, and Girls' Central Schools respectively. Certainly, the School Board and the City Council are deserving of commendation in their efforts to provide adequate playground facilities and thus encourage organized games and field activities.

While the general character of the work throughout the year was satisfactory, certain conditions obtained which will require careful attention during the forthcoming school-year. In some of the grades there were too many over-age pupils and it is becoming more apparent that the bright pupil is suffering from the "lock-step" method of classification and promotion. As the correction of this defect depends mainly upon careful organization and efficient supervision, the principals of our larger graded schools should have more time for supervisory duties.

The percentage of High School Entrance passes was satisfactory, but the High School Matriculation results were disappointing. Victoria College continued to grow in numbers and maintain its standard of efficiency. The subject of biology was added to the curriculum for the year 1925–26. This addition not only gives a greater number of options, but provides for students who intend to graduate in the department of applied science or nursing.

With but few exceptions, the Victoria teachers performed their duties efficiently and were unsparing of time and effort in assisting community activities. Undoubtedly the most attractive feature of the July 1st parade was the school-children's display.

The question of providing the opportunity of a high-school education to pupils who live in a district which does not maintain a high school is one deserving of serious consideration. At the present time there is in attendance at Victoria High School a number of students whose parents reside in such districts. The expense of supporting their children away from home is a great burden on the parents concerned without paying a *per capita* high-school maintenance fee. To encourage residence in the country districts, children in these districts should have, as far as possible, the same educational opportunities as the children in municipal districts. Possibly the problem might be solved by additional grants from the Department to Boards admitting these students.

I have, etc.,

GEORGE H. DEANE,

Municipal Inspector of Schools.

PROVINCIAL NORMAL SCHOOLS.

VANCOUVER PROVINCIAL NORMAL SCHOOL.

Vancouver, B.C., July 28th, 1925.

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

Sir,—I beg to submit the report of the Provincial Normal School, Vancouver, for the year ended June, 1925.

The following will show the enrolment for the preliminary term, September to December:—

	Enrolled.	University Graduates.	Regular Students.	Teachers taking Short Course.
Females	305	30	274	1
Males	74	14	59	1
Totals	379	44	333	2

During the preliminary term two young ladies of the regular students withdrew. The lady taking the short course also withdrew. At the close of the term four students who had received Normal School training in Eastern Canada were granted diplomas. One teacher from England was recommended for the usual interim certificate. The class of University graduates who had received training in elementary-school work left to finish their training at the University. Twenty-nine students whose work during the term was not up to standard were asked to withdraw at the close of the term in December.

At the opening of the advanced term in January 297 of those attending during the fall term returned. These were joined by sixteen students with previous Normal School training and in March an Alberta teacher enrolled for an eight-weeks' course to supplement her Alberta training. Thus the total enrolment for the advanced term was 314—259 young ladies and fifty-five young men. During this term five students withdrew because of unsatisfactory work. Two discontinued the course. I regret to report the death of two students during the session—in November a young lady of the University class and in March a young man from among the regular students.

The advanced term closed with an enrolment of 306. At the close of the session 213 students were granted regular diplomas, sixty were recommended for interim certificates, and thirty-three failed.

The following summary will show clearly the enrolment and results of the entire session, September to May:—

	Females.	Males.	Total.
University graduates	30	14	44
Regular students	288	61	349
Teachers taking short course	2	1	3
Total enrolment	320	76	396
Withdrew, work unsatisfactory	28	6	34
Discontinued course	5	....	5
Died	1	1	2
Failed	27	6	33
Interims recommended	51	10	61
Diplomas granted	178	39	217

The instruction in physical training was conducted during the session by Sergeant-Major Wallace and Sergeant Knox. Very satisfactory work was done in this department. Of the 336 students examined, 310 qualified for Grade B certificates.

The enrolment was again very heavy. We have been hoping for some years for an enrolment which the Normal School can comfortably accommodate, but each year sees our hopes deferred. The introduction of the very wise regulation of excluding all students who have not fully completed their non-professional standing will serve to reduce considerably the enrolment during coming years.

Mr. A. R. Lord joined the staff during the year.

Our thanks are extended to the teachers in the Model, Cecil Rhodes, and Lord Tennyson Schools for their very hearty co-operation in the training of our students. Our thanks are due also to the principals and staffs of the Lord Roberts, Dawson, Central, Strathcona, Mount Pleasant, and Simon Fraser Schools for their courtesy and kindly assistance during periods of observation.

In closing my report, I wish to thank Miss Weld for her services as Secretary during the year. Her work has been most acceptable to members of the staff and to the student body. I regret that she is leaving the service.

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

VICTORIA PROVINCIAL NORMAL SCHOOL.

VICTORIA, B.C., September 25th, 1925.

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

SIR,—I beg to submit the following report on the Provincial Normal School at Victoria for the school-year which ended June 30th, 1925:—

The total enrolment for the year was 252. The details of this enrolment and the final results are set forth in the following table:—

	Women.	Men.	Total.
The number awarded diplomas	143	31	174
The number granted interim standing	56	8	64
The number who discontinued attending during year	8	....	8
The number who failed	5	1	6
Totals	212	40	252

Of the eight who discontinued attending during the year, one, an Arts graduate, transferred in January, 1925, to the High School Teachers' Training Class in the University of British Columbia; one, whose parents moved to Vancouver, transferred to the Normal School there; six left school.

At the opening of the session in September, 1924, one addition was made to the staff in the person of Mr. C. B. Wood, formerly Principal of Cumberland High School. The work of instruction was apportioned as follows: The Principal—Arithmetic, class management, school law, and psychology. Mr. V. L. Denton—History and geography. Mr. Hy. Dunnell—Art and writing. Mr. B. S. Freeman—Literature and nature. Mr. C. B. Wood—English grammar, language, and reading. Miss G. G. Riddell—Music and primary work. Miss L. B. Isbister—Household science and hygiene.

The physical training was conducted by Sergeant-Major Bain and Sergeant Frost. Two hundred and fourteen students were awarded certificates in this course.

Under the able direction of Colonel Lorne Drum, instruction in first aid to the injured was given to the men. Twenty-five of these men did the work successfully and were awarded St. John Ambulance Certificates.

The plan followed for the practical teaching of the students during this year was a new one. Instead of confining the work to a few schools, all of the elementary schools in the City of Victoria were used. The students began their practical work in Grade II. Several lessons were taught by each student in each grade before proceeding to a higher grade. Teaching in

Grade I. was reserved until some experience had been gained. This plan had the advantage of not requiring students to teach in the higher grades until experience in lower grade work had been gained. It had the disadvantage of distributing the work among a large number of critic-teachers. It seems probable that a plan can be adopted that will retain the advantage mentioned and lessen the disadvantage of too wide distribution.

It gives me pleasure, however, to state that the most hearty co-operation was given to us in our work by Mr. George H. Deane, Municipal Inspector of Schools for Victoria, by the principals of the Victoria schools and their staffs, and by Miss Scanlan and Miss Barron, of our own Model School.

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

SCHOOL FOR THE DEAF AND THE BLIND.

REPORT OF THE PRINCIPAL.

POINT GREY, B.C., September, 1925.

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

SIR,—I beg to submit the following report on the School for the Deaf and the Blind for the year ended June 30th, 1925:—

The total enrolment of pupils for the year was eighty, of whom sixty-two were in the department for the deaf and eighteen in that for the blind.

These constituted nine divisions or classes, and eight teachers besides myself were employed, two for the blind and six besides myself for the deaf. As in previous years, I found it necessary to take full charge of a class.

Only one change occurred in the teaching staff. Miss Sims, who had the primary class, retired at the close of the previous year on account of ill-health, and her place was filled by Miss Miller, who proved herself a valuable assistant.

Throughout the entire year I had a band of loyal and painstaking helpers, who spared not themselves in their efforts to fit their pupils to enter upon the enjoyment of all the rights and privileges belonging to them and to make them God-fearing and law-abiding citizens.

The course of study followed was practically that of the public and high schools of the Province. The only exception being drawing—with the blind.

With the deaf we are compelled to make haste slowly. The language of the text-books being too difficult for them, much of the subject-matter had to be simplified, especially with those in the lower grades. It therefore took a longer time to cover work that the blind readily finished.

Some criticism has been advanced, both through the press of Vancouver and by other means, respecting keeping both these classes in one common school. This might have some force in a school where the numbers of both were large. But in a small school, such as ours, my experience has shown me several distinct advantages, apart from the saving financially.

During the year the general health of pupils was good. Apart from occasional colds, there were only two cases which called for medical treatment. One was that of a boy who contracted chicken-pox at home and it developed after he came back. Fortunately by prompt attention it was not communicated to any other pupils. The other case was that of a girl who returned after Christmas with skin eruptions of eczema. This latter defied treatment for a long time, but was ultimately arrested and before the term ended in June it had entirely disappeared.

This excellent health record is, in my opinion, due to the ideal location of the school, which has a bountiful supply of fresh air and ample room for exercise, in addition to the splendid sanitary conditions, well-balanced meals, and regular habits of living.

Mrs. Lawrence, the matron, and her assistants are unceasing in their efforts to do everything possible to make the children comfortable and happy and create an environment of home atmosphere.

The addition of our new gymnasium, which was completed early in 1925, has proved a valuable asset. It is not yet fully equipped, but new apparatus is being continually added.

I am hoping this report may meet the eye of some who may be moved by our need to help us along this line as the Gyro Club, the Elks, and other organizations have done in the past. I can assure them that any gift will be thankfully received and faithfully applied. There is reference made in Holy Writ about faith being shown by works, and this is a case where it can be exemplified.

Since my last report a room for manual training as well as one for sewing, dressmaking, and millinery have been fitted up and equipped. These will enable the school to turn out pupils better equipped to engage in the battle of life than with merely a literary education.

Before closing I wish to make mention of the enlargement of the living-room in the principal's quarters. It affords undreamed-of comfort and enables us to receive delegations

which come from time to time to inspect the school and discuss ways and means of helping on the work.

I also want to express deep appreciation of the help at all times generously given by the Honourable the Minister of Education, and to thank you, sir, for your patient and kindly treatment of my shortcomings.

I have, etc.,
S. H. Lawrence,
Principal.

TECHNICAL EDUCATION.

REPORT OF THE ORGANIZER.

VICTORIA, B.C., September, 1925.

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

SIR,—I beg to submit the following report on the work of manual training; domestic science; technical high school courses, including technical course for boys, household science course for girls, and commercial course; Junior High School; teacher-training; night-schools; correspondence classes; and technical education generally for the year 1924–25:—

MANUAL TRAINING.

Classes in the above subject are conducted in the following cities: Armstrong, Chilliwack, Cranbrook, Kelowna, Nanaimo, New Westminster, Nelson, North Vancouver, Prince Rupert, Port Moody, Rossland, Trail, Vancouver, Vernon, and Victoria. Similar classes are also held in the following municipalities: Burnaby, Chilliwack, Esquimalt, Maple Ridge, Penticton, Point Grey, Pitt Meadows, Richmond, Summerland, South Vancouver, Surrey, South Wellington, West Vancouver, and in the Rural Districts of Rutland and Harewood.

A summary of manual-training statistics from these places is as follows:—

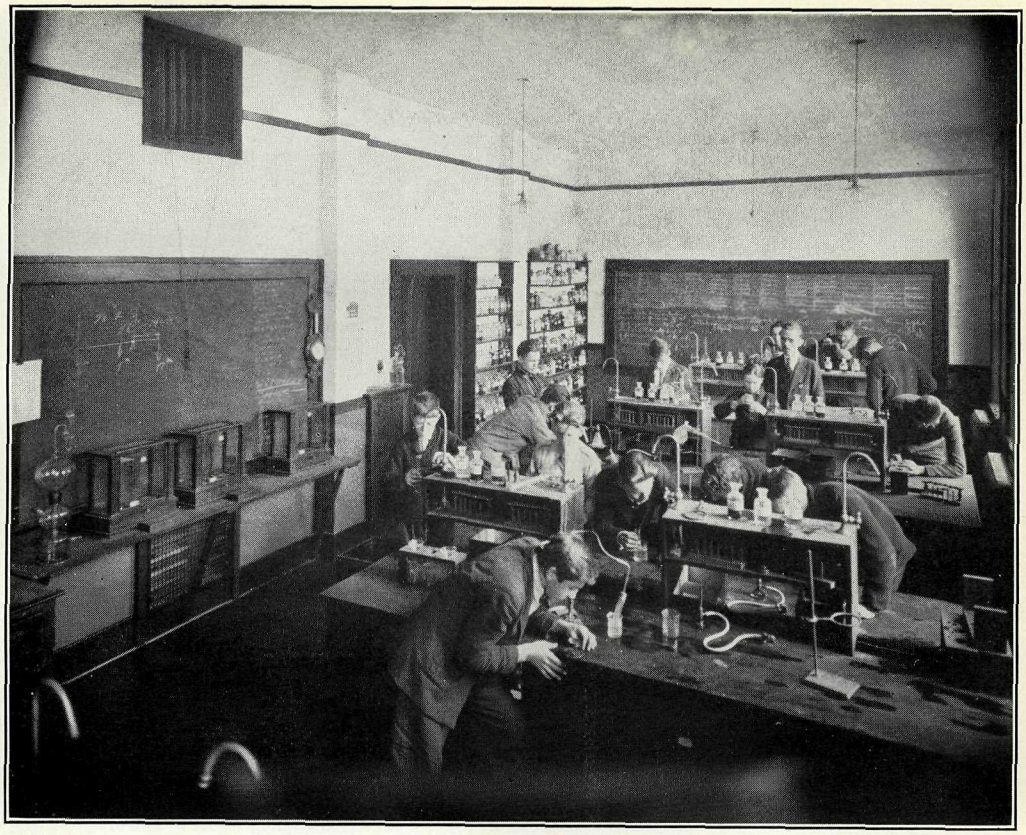
Manual-training centres	81
Manual instructors	71
Elementary-school pupils attending	12,231
High-school pupils attending	1,992

In the varied centres mentioned above we do not insist upon the adoption of one specific course of models. Instructors are encouraged to send original courses of work to the Department of Education for approval; these should conform to the character of the community in which the centre is placed and to the equipment which has been installed there. After a certain number of tool exercises have been taught everything possible is done to respect the wishes of the pupil to make objects into which he can bring his heart and soul and mind, but in construction-work, as might well be supposed, much judgment is required to guide him from projects which would undoubtedly turn out to be fiascos. An honest attempt is being made in most centres to run a middle course between the hard-and-fast mechanical list of models and the absolute freedom of making whatever the pupil desires. Manual instructors often encourage unselfishness and an interest in the school community by permitting groups of workers to make necessities for the school-rooms and the schools.

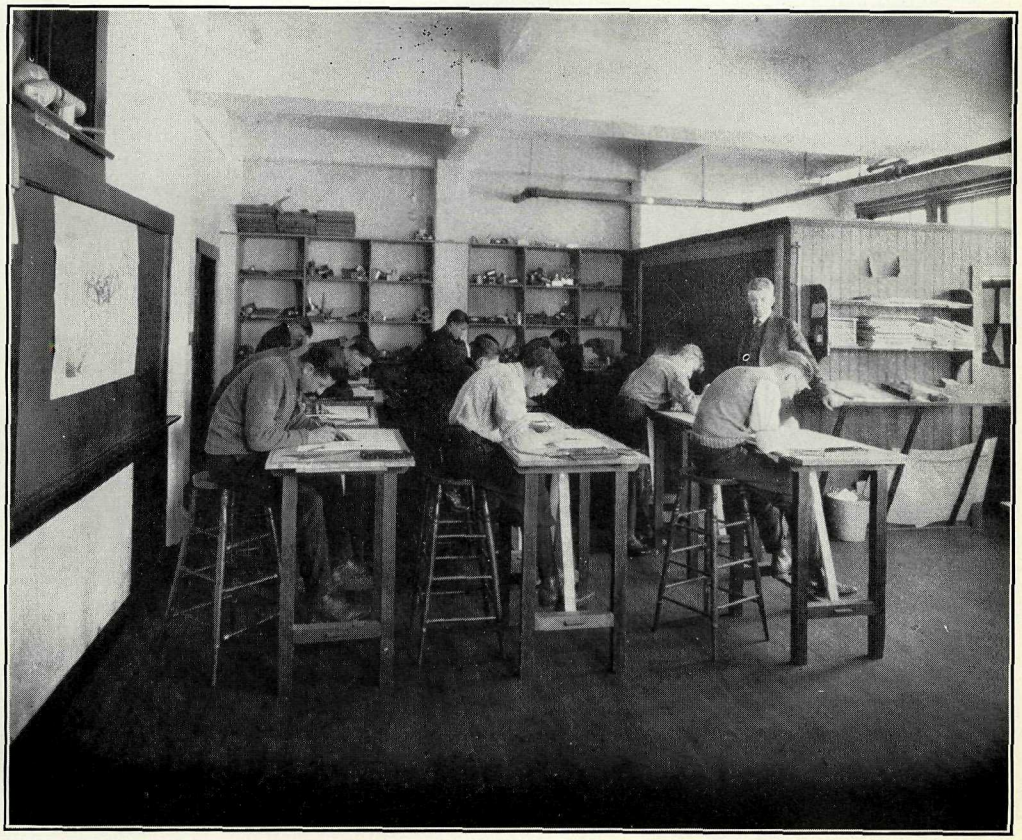
Classes for training manual instructors are held every Saturday afternoon in the Technical School, Vancouver. These are open to both craftsmen and public-school teachers, and the total number of training-hours amount to 775. While 275 hours at the bench are required from the schoolmen, very little is required in practical teaching. The disposition of hours is reversed, however, with the craftsmen, 200 hours being given to general education and seventy-five at the bench. The training classes have provided us with teachers who have a good conception of the educational value of creative work and who invariably return course after course to increase and broaden their knowledge.

The course of work for teachers in training is as follows: Entrance examination in English and arithmetic, mechanical drawing and solid geometry, drawing and design, blackboard drawing, light forms of hand-work, bench-work in wood, theory of woodwork, theory of education, three years' course of projects, one year's successful teaching.

When men have graduated as manual instructors for elementary schools they have the opportunity and privilege of proceeding onward and upward for the high-school certificate. The programme of studies is as follows: (1) Furniture-making; (2) wood-turning; (3) sheet-metal work; (4) art-metal work; (5) machine-shop bench-work, design, educational methods, course of work; 1, 2, 3, 4, and 5, thesis on manual training, use and care of woodworking machinery, science relating to wood and metal work.



Chemistry laboratory, Trail Technical High School.



Draughting-room, Trail Technical High School.

It is owing to the sterling qualities of the manual instructors that the work has been so stable during the past economic period and to them entirely should be given the credit of our position in the Dominion; for British Columbia still holds second place for the number of teachers engaged in the work and the number of centres in operation.

Diplomas have been awarded to school pupils who obtained 400 of the 600 marks possible in the woodwork and drawing of the course and who completed at least the first four groups of models, particulars of which may be found in the programme of studies for elementary schools.

In the Ontario course for qualifying manual-training instructors established at Hamilton Technical School it is observed that they also admit two classes of students: (*a*) Normal graduates—holders of second-class professional certificates; and (*b*) skilled mechanics. This course extends from October 5th to June 18th.

Domestic Science.

Classes in the above subject were conducted in the following cities: Armstrong, Chilliwack, Kelowna, Nanaimo, New Westminster, North Vancouver, Port Moody, Prince Rupert, Vancouver, Vernon, and Victoria. Similar classes are also held in the following municipalities: Burnaby, Esquimalt, Penticton, Point Grey, South Vancouver, and in the Rural District of Rutland. A summary of domestic-science statistics from these places is as follows:—

Domestic-science centres	55
Domestic-science instructors	54
Elementary-school pupils attending	9,231
High-school pupils attending	1,962

The work of domestic science is conducted in the Province under various conditions—(*a*) the simplest form being sewing and needlecraft only, taught by the grade teachers in the class-rooms (such classes are not included in above statistics); (*b*) cookery taught with a simple equipment of oil-stoves, the girls working in groups; (*c*) classes taught in fully equipped rooms with individual equipment. There is still another economical way which has been adopted with success; i.e., the demonstration method where the teacher with one or two girls do the actual cooking while the class take notes. They, in turn, cook at home and bring their result tabulated on a credit card.

Considerable headway and many changes have been made in the teaching of domestic science during recent years and the work of the centres visited show a greater appreciation of the value of home quantities and of linking up the lessons of the school with the actual work of the home. Health lessons form an important part of domestic-science work, but great care must be taken not to let the domestic-science lessons evolve into talks. "Learn by Doing" should be the motto. Correct and common-sense methods of cooking and clothing embrace a knowledge of textiles and wearing-apparel, of foods and their functions, all of which can be taught more effectively during active participation in cooking and sewing than by lecturing to the children and having them make copious notes on the subject-matter.

Teachers should also be careful to adopt proper methods for ventilating their kitchens while cookery is in operation. Windows should be open at the top. Fly-screens should be fixed outside the windows. There is no reason I can see why the manual-training boys should not assist in making necessary things for the domestic-science work. There are excellent purposeful home projects right in the domestic-science centre worthy of careful consideration, and, moreover, they are thoroughly educational in character. Good habits in sewing are also a necessity; perpetual vigilance is required on the part of the teacher against the child tendency to work without a thimble, to hold the work the wrong way, and to dream over it.

One cannot conceive of subjects more desirable for girls than those embraced in home economics or domestic science. One cannot imagine any educational subject more important than the management of a home. The breadth and scope of the work ranks it as worthy of inclusion in the University of British Columbia just as it has found a place in many a similar institution. We still find, however, those who state that this subject can be taught by the average mother in the home.

Last year a series of lessons to domestic-science teachers on costume design were taught in the art-room of the School Board office, Vancouver. The class was well attended and a splendid introduction was made to a subject which is vast in extent and has many educational ramifica-

tions important to teachers of home economics. It would be highly desirable to continue this course, as its importance to this branch of the teaching profession cannot be overestimated. Arrangements were made to conduct other classes in domestic science and it was thought the following programme, which would give teachers in elementary schools an opportunity to qualify for high-school work, would meet with approbation, but unfortunately most of the classes did not materialize. The list of subjects was as follows: Sewing, stitchery, design and home decoration, dressmaking, millinery, mechanics of the household, physics of the household, chemistry, bacteriology, physiology, psychology.

Through such classes we had hoped to graduate teachers who would be prepared to teach in a girls' technical or vocational school. While we have an ample supply of well-equipped men ready to staff a real technical school for young men, it would be hard to find the right kind of technical teachers for young women.

Perhaps I may be permitted to again call attention to the great work awaiting a Provincial supervisor of home economics, one who would champion the ideals of the movement among women and correct many popular misconceptions and misunderstandings.

TECHNICAL HIGH SCHOOL OR DAY VOCATIONAL SCHOOL COURSES.

Technical courses in high schools are organized in the Cities of New Westminster, Vancouver, Victoria, and Trail. In the T. J. Trapp Technical School, New Westminster, may be found the four divisions—academic, home economics, technical, and commercial—which go to form what is known in Ontario as a composite high school. The three-year technical courses of study in these schools embrace the following subjects:—

Technical Course for Boys.—English, citizenship and economics, history, French or Latin, mathematics, applied mechanics, physics, chemistry, drawing and design, electricity, physical culture, shop-work in wood and metal.

Household Science Course for Girls.—English, citizenship and economics, history, French or Latin, mathematics, chemistry, physics, physiology, dietetics and cookery, needlework (dressmaking and millinery), drawing and design, household art, vocal music, physical culture.

Commercial Course—(*a*) Secretarial; (*b*) accounting—English business correspondence and filing, arithmetic, book-keeping and accounting, commercial geography, shorthand, typewriting, commercial law.

At the conclusion of these courses examinations are held for the Technical Leaving Certificate, Junior Matriculation Certificate, and Commercial Certificate, all of which are issued by the Department of Education.

The following table gives the number of students attending the technical, household science, and commercial courses:—

	Technical.	Household Science.	Commercial.
New Westminster	104	42	55
Trail	35	.....	.....
Vancouver	554	99	482
Victoria	97	.....	208
Burnaby	.....	.....	52
Kamloops	.....	.....	27
North Vancouver	.....	.....	82
Point Grey	.....	.....	75
Prince George	.....	.....	17
Prince Rupert	.....	.....	18
Revelstoke	.....	.....	22
South Vancouver	.....	.....	102
Surrey	.....	.....	20
West Vancouver	.....	.....	19
Totals	790	141	1,179

Total, 2,110 students.

Representations have been made to make the Technical Leaving Certificate stand in lieu of the Junior Matriculation. This seems to be a reasonable request in order to admit students

to the applied science course at the University. The subjects of English, mathematics, and chemistry of the Technical Leaving Examination are already accepted for Junior Matriculation. Trigonometry, drawing and design, practical woodwork, metalwork, and machine-shop bench-work of the technical course are not required for matriculation, but the boy who aspires to University must add history and a foreign language.

If a special technical examination in industrial history and economics could be provided instead of the history taught in the academic course, this would meet the needs of the technical boys. To equalize the expense of this step, let the present three technical papers—electricity, mechanics, and physics—be supplanted by the ordinary matriculation physics paper which now includes mechanics. In regard to the foreign language it could be commenced in the first-year university and treated as a supplemental.

While there is no doubt in my mind that this link with the University should be forged, yet the main objective of a technical course should be a technical school and specific vocational studies, or direct entrance to industrial work. The great field for technical education is among the 80 per cent. who do not enter high school and the additional number who leave the high school during the first year, and should direct the thoughts of those to industrial training.

Technical Courses.

The high school technical courses are still gaining steady favour in the cities where such are in operation.

When the School Boards of Burnaby, Point Grey, and North Vancouver make up their minds to enrich their courses of study by embracing technical work, a regular and fully equipped technical school can be successfully established in Vancouver. Such a school is highly desirable, for, as Dr. A. N. MacCallum, chairman of the Research Committee of Canada, states, "What we need is a highly skilled population having every scientific means of adding value to the raw material." It is at technical schools where skill in creative work is fostered. It is there that the people are trained to establish high standards of taste and skill in production. The technical school is the basis of industrial prosperity and the time is ripe for its erection. Already the question of apprenticeship is taking form with various trade organizations; already schemes have been formulated whereby boys will be trained systematically in the building trades; and included in the indenture drawn up by business-men and employers of labour is a proposal that "The apprentice be paid full time throughout apprenticeship and allowed off duty at least one day per week during the winter months to attend a technical or vocational school." Thus we see the arrival of the method already adopted in Ontario, in the United States of America, in Great Britain, and in Germany. Here educational authorities may obtain a glimpse of how they can best serve the people who are entering industrial life and who are going to be the producers of wealth. No better paying investment could be made to-day in Vancouver than equipping a school where all the necessary knowledge could be obtained and skill developed in order that productive trades might be successfully conducted. When the large technical school was built in Toronto a few years ago, croakers said it would be a "white elephant." Since its erection, however, it has become necessary to build two more technical schools, so great has been the call from the inhabitants of the city.

Aid in planning a technical school should be sought from an advisory committee. A well-selected body of business-men would be in a position to lend valuable assistance and guidance to the school trustees in making expenditures on mechanical equipment. The Advisory Board of New Westminster have been assiduous in their endeavours to assist the school trustees in their manifold duties. In Vancouver the selection of men has not been so happy and with two or three notable exceptions their attendance at meetings has been disappointing.

Extension of facilities in the Vancouver Technical School for studying motor mechanics is urgently needed. The gasolene-engine plays such an important part in modern life that an opportunity for a thorough understanding of its mechanism forms a tremendously valuable part of a man's stock of knowledge.

The introduction of a three-year technical course in South Vancouver High School failed to materialize owing, in a great measure, to the fact that South Vancouver and Vancouver were likely to join forces. It is hard to understand what difference such an amalgamation would make in the situation, for, even if the populations combined, the best thing that could be done for South Vancouver would be to organize a high school with four departments—academic,

technical, commercial, and home economics. This kind of school is certainly the most suitable type for a democratic community and one which would lend itself admirably to the introduction of the Junior High School system.

The City of Victoria might also with great advantage seriously consider such a change in her high school. In Vancouver City a school of applied arts and design has been formed with a view to raising the standard of taste among producers and of training designers for industries. Industrial countries are fully alive to the importance of such training, for a school of design always accompanies a technical school. The combination of satisfactory design with good technique produces a work or art; i.e., "The well-doing of what needs doing"; in other words, art is thoughtful workmanship, and the success of the Vancouver School is assured.

A students' follow-up system should be started without delay. Something must be done not only to guide the boy into his proper vocation, but to keep track of him and mark the practical value of his training on his progress. By means of a follow-up system we could check up the school-work and keep adjusting it to meet the real needs of the people. Record-cards have already been printed for a systematic check-up and we shall soon be endeavouring to glean information which must prove exceedingly interesting and helpful and will do much to prevent undue attention being paid to secondary issues.

HIGH SCHOOL COURSE IN HOME ECONOMICS.

Only two high schools in the Province provide a three-years' course in the above subject. These two schools are the T. J. Trapp Technical School, New Westminster, with forty-two students attending, and the King Edward High School, Vancouver, with ninety-nine students on the roll. Members of these classes may graduate to the Normal School, but their standing is not yet recognized by the University of British Columbia, as the subjects of their final examinations are not accepted as equivalent to the Junior Matriculation Examination. It would seem, however, that by a very slight adjustment a reasonable educational basis could be arrived at by which the students of the Home Economics Course would not be handicapped for matriculation to university and yet preserve the present standard of their practical work.

Dressmaking and millinery in the Home Economics Course should be taught with a view to vocational efficiency. In the usual high school domestic science course the sewing, dressmaking, and millinery should be taught from quite another angle. The teachers in the Home Economics Course should boldly attack their work with workshop methods and practice always in mind. Draughting patterns for clothing, designing costumes, studying colour schemes and harmonies, etc., are all included in the three-years' course. These practical problems, together with a scientific study of chemistry, physiology, and physics, make this high school course of great importance.

COMMERCIAL COURSES.

The above courses are attended by 1,179 students and this number will continue to grow because the merchandising and trading firms are still on the upward grade. The rearrangement of the three-years' course is proving a great success and there is no more thorough office training to be obtained anywhere. It has been suggested that school trustees should put on a short intensive course such as people demand and receive at commercial schools conducted by private enterprise. Intensive work is commendable, not only in commercial subjects but in all subjects. The most evident thing in school-life is the fact of pupils being permitted thirty minutes to do a fifteen minutes' job. In all technical training, be it in commercial, home economics, or industrial lines, the time element should be seriously reckoned with.

The commercial courses are straight vocational. Unlike those who attend the technical and home economics classes, the students do not clamour for an examination to admit them to university. The commercial students find a direct avenue to office-work and in their real working environment they seem to acquit themselves creditably. At open tests in typewriting and stenography held in the Province the students from the high schools can hold their own with other competitors and each year they carry a good share of trophies to their schools.

JUNIOR HIGH SCHOOL, KING EDWARD HIGH SCHOOL, VANCOUVER.

While the name of this school is a misnomer, yet the school is one in which excellent work is being accomplished. The greater proportion of the students pass out into industrial life,

Sheet-metal working shop, Trail Technical High School.

Wood-working shop, Trail Technical High School.

while a few pass into various high schools. Pupils undoubtedly find themselves and discover their capabilities in this school. They obtain an insight into active life outside the school by visits to factories and workshops, and by listening to regular talks from successful business men and women. By being occupied during 50 per cent. of their time with hand-work of the most up-to-date character they are prepared for industrial life.

There is no more commendable educational work being done in the Province to-day than that in the Junior High School and the staff is well chosen. The work done by the girls in home economics has a true ring to it, and in child-welfare studies the children in the orphanage are visited and all the necessary work of the day undertaken from cooking the meals to washing and bedding the children. Such practical exercises as are found in the Junior High School reach a high level in education for girls. "We need to invigorate and reinvigorate education," says H. G. Wells. "We need to create a sustained counter-effort to the perpetual tendency of all educational organizations towards classicalism, secondary issues, and the evasion of life."

Teacher-training.

Teacher-training for technical-school work is proceeding satisfactorily and the members of the class, twenty-five in number, are composed entirely of practical craftsmen, who either are engaged at present as manual instructors or have passed through the manual-training instructor's class and thus have caught the educational view-point.

The success of technical education will depend upon the attitude, training, skill, and educational background which the instructors possess. So far the teachers in the Province are far above the average and the opportunity to attend such classes as have been organized will tend to keep up the standard. The teachers find a way of advancement through these classes; they return year after year to continue their studies. They have a vision of ever-increasing technical work being undertaken by Provincial educational bodies and they are determined to be prepared for the work of instruction. In having men of this attitude we are singularly fortunate, for it gives one confidence in dealing with School Boards who wish to participate in the advance which is being made along the lines of technical education.

Technical teachers' certificates are of two kinds—interim and permanent. After two years' successful teaching experience the interim certificate may be made permanent. The course of study is not so general but more specific than that for the manual-training teachers' high-school certificate. Part I. consists of a study of trade analysis and a study of teaching methods and principles, during which they chart out a course of work. Part II. consists of practice teaching.

Notice has come from the Hamilton Technical School that the Ontario Training College for Technical Teachers has been opened and the syllabus shows that an excellent system of training is now being undertaken. It is improbable, however, that successful craftsmen teachers will be attracted to the East, as the salaries are not sufficiently high to warrant a man in stopping his wage-earning occupation to run into great expense in order to attend college.

The training of first-class certificated teachers as commercial teachers is also undertaken by class-work and by correspondence. Twenty-two students are enrolled in shorthand, typewriting, book-keeping, and teaching methods. The work is conducted at Summer School classes, and by correspondence lessons as a means of continuing the studies and linking up the Summer School. The growth of commercial work in high schools and the difficulty of obtaining efficient practical teachers lead to the idea of training instructors. The step has been pronounced an unqualified success and the men in charge deserve great praise for the faithful way they have held to their purpose. This opportunity for training should be continued, as the success of high school commercial courses depend entirely upon it.

Commercial certificates are of two kinds—interim and permanent. After two years' successful teaching experience the interim certificate may be made permanent.

The sum spent on teacher-training, both technical and commercial, for the year October 1st, 1924, to September 30th, 1925, amounted to $8,906.62.

Night-schools or Evening Vocational Schools.

Night-schools were conducted in thirty-five cities and municipalities in the Province, with an attendance of 7,386 pupils.

The following subjects are included in the night-school courses: English, English for foreigners, subjects for Civil Service examinations, subjects for pharmaceutical examinations,

subjects for junior matriculation, citizenship and economics, mathematics, mechanics, physics, machine construction and drawing, pattern-making, forging, machinists' work, steam engineering, automotive ignition system, magnetism and electricity, electrical engineering, chemistry, metallurgy, coal-mining, building construction, carpentry and joinery, architectural design, estimating, navigation, forestry, paper-making, printing, commercial English, typewriting, stenography, accounting (elementary and advanced), commercial languages—i.e., Spanish, Russian, Japanese, Chinese, French; salesmanship, drawing and design, modelling, metal repoussé, wood-carving, embroidery, pottery, china-painting, show-card writing, dressmaking, millinery, costume-designing, laundering, bread-baking, canning, cookery, music (instrumental and choral), elocution and public speaking.

The first essential in a night-school is an instructor who is master of his work and consequently has public confidence. The next important feature is for such a man to chart out his lessons for the whole course. This rule is invariably adopted in classes characterized by a high average attendance. After the season's course is planned each individual lesson should be carefully prepared and such a procedure is soon reflected on the class.

School Boards might well study the business methods of private firms who run night-schools. They must remember that the public need to be informed, and therefore advertising is imperative to a successful enrolment. Each boy and girl in the day-schools is a medium for such publicity; each goes to a home and might well carry at least a handbill or programme of studies. Each school-teacher is a point of contact with the general public. The newspapers and churches rarely object to a public appeal. No activity in the community deserves more support, for habitual attendance at night-schools has a tremendous effect on character.

Women's Institutes are more than usually interested in night-schools, but they cannot receive grants direct. Ten institutes under the auspices of the School Boards held classes and 330 students were enrolled. In rural districts it is often necessary to hold the classes during the afternoon and in such cases the meeting is counted as a night class. Unsolicited testimonials to the beneficial effect on efficiency and the spread of knowledge have come from many quarters. The people who have gone to live in outlying rural districts deserve every encouragement to gather together for mutual help and improvement, and it is to the credit of the Department of Education that it stepped into the breach when the Department of Agriculture abandoned its educational work amongst women.

CORRESPONDENCE CLASSES.

Not only is educational work carried on among adults, but in the most inaccessible parts of the Province, where as yet no school exists, the helping hand goes out to the children. The home of the pioneer is invaded with school-work and 250 children conduct their lessons by mail. We have examples of pupils who, though they have never been to school, have passed the entrance to high school examinations successfully.

From the same office are sent out the lessons to those engaged in coal-mining operations. The way is prepared clear and straight for an ambitious boy working in a coal district to step gradually upward to the highest rung of the ladder. Such a youth can start by correspondence at 15 years of age and work to the age of 23 on the fundamental mining subjects. Six separate sections of study at $5 per section will give him ample preparation by the time he is of age to try the shotlighters' examination. With a continuance of his study his papers as overman will not be difficult to obtain, and following these two the aspiring coal-miner may go to any height he desires. There are 202 mining students enrolled who desire to qualify as shotlighters, overmen, mine-surveyors, and mine-managers.

Under the democratic arrangement whereby persons employed in some occupation during the daytime may try the University Matriculation Examination in four parts, it may easily be seen that an ambitious and intelligent young man may even emancipate himself entirely from his environment in order that he may specialize in the directions which call into activity the gifts with which nature has endowed him.

It is surprising that there are not more night-school tutorial classes at which correspondence students could study and receive individual help. The combination of the two would give students a remarkable opportunity for advancement.

Expenditure.

The total amount of expenditure from October 1st, 1924, to September 30th, 1925, on the subjects previously referred to, but exclusive of manual training, domestic science, and correspondence-work with elementary-school children, amounted to $108,249.25, and of that sum the Dominion Government paid $54,124.62.

Excerpts from the latest report from the Dominion Organizer of Technical Education show that the Province of British Columbia takes fourth place for the total amount of expenditure on technical education, third place for the number of students attending night-school, fourth for the number taking correspondence classes, and second for the number of students undertaking training as technical teachers. Considering that the cost of administration is also shown to be one of the lowest in the Dominion, it would seem to prove that the situation is one which might be considered satisfactory.

I have, etc.,
John Kyle,
Organizer of Technical Education.

ELEMENTARY AGRICULTURAL EDUCATION.

REPORT OF THE DIRECTOR.

VICTORIA, B.C., September 30th, 1925.

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

SIR,—I have the honour to submit herewith a brief report dealing with elementary agricultural education for the year ended September 30th, 1925.

During a period of eleven years the Federal Government through the "Agricultural Instruction Act" provided a considerable portion of the funds needed to finance the various lines of work conducted in elementary agriculture in this as in the other Provinces. The dicontinuance of this means of support proved a serious blow to the work everywhere and many useful lines of agricultural instruction have had to be greatly reduced if not entirely abandoned. In British Columbia bonus grants to teachers on account of special instruction in elementary agriculture through school and home gardening has been discontinued and other grants somewhat reduced. A fair measure of assistance to School Boards, however, has been maintained towards meeting the expenses connected with agricultural instruction in elementary and high schools, with school fairs, and with school-grounds improvement. If the present policy can be maintained and adequately supported it should be possible to extend the work so as to include new districts in the Province.

CHANGE IN THE DISTRICT SUPERVISOR SYSTEM.

With the cessation of Federal Government assistance a change in the District Supervisor system was brought about, and the District Supervisors have devoted most of their time during the past year to the teaching of science and agriculture in their respective high schools. In the Municipalities of Surrey, Langley, New Westminster, and Salmon Arm it has been possible to maintain a part-time service in the elementary schools, and in all cases where travelling expense became necessary the Department has assisted the School Boards on a 50-per-cent. basis. No special assistance towards the salaries of the instructors in science and agriculture is given under the new plan, but a yearly allowance, not to exceed $300, towards local maintenance costs is allowed to each high school where the authorized two-year course in agriculture is given. Each of the science and agriculture specialists is a member of the high-school staff and carries a full-time teaching programme, including in addition to agriculture such subjects as physics, chemistry, botany, general science, arithmetic, algebra, geometry, history, literature, composition, drawing, etc. The time, therefore, that was formerly given to the teaching and supervision of elementary agriculture in the public schools is now largely occupied in the teaching of high-school subjects.

AGRICULTURE IN HIGH SCHOOLS.

During the past year the regular course in agriculture was conducted in eleven high schools, with a few special students in other schools, giving a total enrolment of 591 students in that subject. This is an increase of seventy-five over last year. On account of the scarcity of funds available for the work, no attempt was made to open up new centres for agricultural instruction; but now that the work has come entirely under Provincial auspices and a more permanent policy has been adopted, it is hoped that the study of agriculture will be included in a larger number of high schools. It is already apparent that one of the chief difficulties will be the securing of competent instructors to fill such positions. In order to have official recognition as a high-school specialist in science and agriculture, the instructor must be a graduate in agriculture from a college or university of recognized standing and must also have teaching qualifications. Such specialists are not numerous in Canada at the present time, and School Boards must recognize the necessity of offering somewhat higher salaries in order to secure and retain the services of men holding such qualifications. Furthermore, it would appear that the time has arrived when young men who have obtained the bachelor's degree in agriculture and who seem

well adapted to teaching should be encouraged to take the professional course in the faculty of education and thus become eligible to teach in high schools.

After a period of ten years of faithful and highly efficient service as District Supervisor of Agricultural Instruction at Chilliwack, Mr. J. C. Readey, B.S.A., resigned from the staff of the high school there and has since accepted a position as professor of agricultural education on the staff of the State Teachers' College for South Dakota. The position thus rendered vacant at Chilliwack has been filled by the appointment of Mr. F. J. Welland, B.S.A., formerly engaged as District Supervisor in Surrey Municipality.

Agricultural Instruction in Elementary Schools.

Nature-study with practical applications to agriculture in the higher grades is taught in all of the elementary schools of the Province. This season has witnessed a falling-off in the number of school-gardens operated in the elementary schools, due in part to the abandonment of the District Supervisor system and to the cessation of bonus grants to teachers. Some of the larger schools of the Province have continued to operate their gardens and have found them advantageous as part of their educational programme. Several new gardens were started this year in outlying districts, due mainly to the personal interest and initiative of teachers. Practical difficulties will always be found in connection with school-gardening, and until there is a more complete understanding on the part of both teachers and School Boards as to the true educational value of practical nature-studies based upon such practical projects as school and home gardening little progress can be looked for. The daily round of doling out second-hand information from text-book sources still occupies most of the time and attention of a great many teachers. The emphasis which modern education places upon the social and industrial aspects of the work of the school has not yet been realized by them. In our rural schools the work has but scant relationship to the life and interests of the community and the resultant influence is towards city life rather than towards life in the country.

In an official circular recently issued by the Board of Education of England reference is made to the place and value of gardening as an activity for boys and girls as a part of their education, in the following terms:—

"Gardening is, or should be, eminently useful, and as a manual occupation should train the hand to greater skill, the mind to more careful observation, and the character to a fuller appreciation of the virtue of patience and the joys of successful craftsmanship. The school-garden may produce very fine vegetables and flowers and yet entirely fail to achieve the object for which gardening is included in the school curriculum. . . . School-gardening, therefore, rightly understood, is allied to 'nature-study' and should not be regarded as professional training for an industry. . . . While it is not anticipated that there will be any falling-off in the efficiency of the practical work, every effort should be made to develop the school-garden on its observational side for the benefit of the younger children and on its scientific and experimental sides for the older pupils; in a word, to make of it an efficient educational instrument."

Since the inception of this comparatively new branch of instruction nearly twelve years ago this point of view has frequently been set forth, but until it becomes an integral part of the educational belief of our teachers and is emphasized more strongly in our training-schools only slow progress will be made.

During the year a few teachers have reported very satisfactory results from school-supervised home-gardening projects, and unless the horticultural conditions at the school are reasonably good the home-gardening project is to be preferred. Other out-of-school projects of an agricultural character have also been conducted in a number of schools with success, such as the growing of staple field crops, potatoes, mangels and farm seeds, and also the raising of chickens and pure-bred farm animals. Several important agencies as well as private individuals outside of the schools have given valuable support along this line.

School-ground Improvement.

During the year a good deal of attention was given to the work of school-ground improvement. Growing out of the policy and plan of assistance adopted by the Department some years ago, a large number of School Boards have become interested in the general improvement and

development of their school properties. It is now the settled policy of many Boards, especially in the cities and rural municipalities of the Province, to do something definite each year along this line. Their plan is to select the most needy schools first and then proceed to put all of their school-grounds into good condition, taking one or two each year. During the past year improvement-work was carried on with the assistance of the Department in no less than sixty-six schools, as follows:—

(1.) *Cities.*—Victoria High School, Victoria West; Ridgeway and Lonsdale Schools, North Vancouver; Central School, Fernie; Kelowna Central and High; Salmon Arm Central and High; six schools in New Westminster, Courtenay, and Duncan.

(2.) *Rural Municipalities.*—Agassiz Elementary and High; Mission Elementary and High; Stave Falls and Cedar Valley in Mission Municipality; McBride, Norquay, and Gordon in South Vancouver; North Star in North Vancouver District; Lloyd George, Kerrisdale; Lord Kitchener, Prince of Wales, and Magee in Point Grey; Langley High School, six schools in Burnaby, ten elementary schools in Surrey; Craigflower, Cloverdale, Strawberry Vale, and Tillicum in Saanich; and Summerland.

(3.) *Rural and Assisted.*—Rutland Superior, Campbell River, Crawford Bay, Ellison, Hilliers, North Bend, Valdes Island, Metchosin, Willow Point, Willow River, Parksville, Dewdney, and Balfour.

In most of the above cases financial assistance was given on a 50-per-cent. basis, and in all cases valuable planting material in the form of trees and ornamental shrubs were supplied from the Provincial Schools Nursery at Essondale. It was found necessary to provide continuous assistance in the nurseries, as the volume of work entailed in shipping material, as well as in propagation-work and general care, has greatly increased. It is important that the full-time services of at least one experienced man be provided in the nurseries all year round, as the time of the regular nursery staff of the Mental Hospital is very fully occupied and they cannot longer continue to give the schools department of the nursery the attention it requires without substantial and permanent assistance. In this connection I wish to make special mention of the valuable co-operation of Dr. Steeves, Medical Superintendent at Essondale; Mr. P. H. Moore, Superintendent of the Colony Farm; and Mr. John Renton, Head Nurseryman. Without the hearty co-operation and skilful services of these men for years past the schools department of the nursery could not have been maintained.

SCHOOL FAIRS AND JUDGING COMPETITIONS.

In order to encourage the holding of school fairs the Department offers financial assistance to the extent of 25 per cent. of the money paid out for prizes in accordance with such prize-list as is approved by the Department. The maximum grant to any one school fair has been placed at $100. The holding of these annual school exhibitions act as an incentive to good work on the part of both teachers and pupils. The better the school fair the more completely representative it will be of all school activities. It helps to establish a high standard of work in any district, in all subjects, by frequent comparison with the work done in other districts.

The holding of school fairs has also served to bring the people of the district into close touch with the work of the school and has led to a greater measure of co-operation in all school enterprises. In many cases such organizations as Women's Institutes, Parent-Teacher Associations, United Farm Women Agricultural Associations, etc., have accepted the responsibility of managing and staging the fair, and all such are deserving of the highest commendation.

Judging competitions for juniors have come to be a prominent feature in connection with many of the larger fairs. These competitions now include the judging of live stock, poultry, field crops, fruit, and vegetables. The largest competitions in judging during the past season were those held at the Vancouver Fair and at the Provincial Exhibition at New Westminster. The outstanding team this year at both exhibitions was trained at Cranbrook by Mr. Angus Hay, B.S.A., and consisted of Maurice Goddens, Margaret McClure, and Ernest Worden. This clever team not only secured first place in stock-judging at Vancouver, but took first place in three different competitions at New Westminster—namely, live stock, poultry, and field crops. The second-prize team in live-stock judging came from Kelowna and was trained by Mr. J. E. Britton, B.S.A., while the third-prize team was from Summerland and was trained by Mr. V. B. Robinson, B.S.A. The second-prize team in crop-judging was from Richmond and was trained by Mr. Harold Steeves, B.S.A., while the Summerland team won the third prize.

In poultry-judging at the Provincial Fair at New Westminster the team from Armstrong won the second prize and the Kamloops team third. This year for the first time poultry-judging by teams of three boys or girls was introduced at the New Westminster Exhibition and was greatly aided by the British Columbia Poultrymen's Association, which organization provided a beautiful challenge cup for annual competition.

The interest shown in the progress of agricultural education generally by different organizations and also by private individuals during the year has been most gratifying; some of the newspapers have also made valuable contributions through their columns in support of the work. In this connection I wish to make special mention of the valuable assistance rendered by the superintendents and staffs of the Dominion Experimental Farms at Agassiz, Summerland, and Sidney. Agricultural classes have benefited greatly by visits to these farms during the year. On the occasion of their last visit to the Sidney Experimental Farm the Victoria High School agricultural class, which is the largest in the Province, also visited the fine farm of Mr. S. H. Matson close by, and were accorded the greatest of kindness by Mr. Matson, including an excellent midday banquet.

The interest manifested in the progress of agricultural education by the Chilliwack Board of Trade has been gratifying at all times, and during the past year they have rendered a valuable service in the interests of agricultural education by sponsoring a special meeting for the consideration of the work in that district.

I also wish to make special mention of the hearty co-operation of several of the officials of the Provincial Department of Agriculture, who always stand ready to assist when the opportunity arises. The assistance so rendered has been greatly appreciated.

One of the best examples of whole-hearted community co-operation noticed during the year was the Surrey School excursion and picnic to Stanley Park, Vancouver. It was a most ambitious undertaking, requiring as it did no less than twelve special cars to bring the children and their friends, 1,200 strong, over the British Columbia Electric Railway, the largest excursion ever handled by the company over that line. The fact that the cost of transporting the children was met by public subscription shows what a genuine spirit of co-operation can accomplish. Much credit for the success of the undertaking was due to thorough organization under the capable leadership of Mr. F. J. Welland, secretary of the Field Day Committee. The children had a wonderful day, combining education with recreation, and all without mishap of any kind, which speaks well for the management throughout. Other districts would do well to mobilize their forces in similar manner in the interests of their young people, and local school authorities might well take the lead in doing so. Parents not infrequently do something of this kind for their own children, and "what the best and wisest parent wants for his own child, that must the community want for all of its children." This is a basic principle in all public systems of education.

I have, etc.,
J. W. Gibson,
Director of Elementary Agricultural Education.

SUMMER SCHOOL FOR TEACHERS.

REPORT OF THE DIRECTOR.

VICTORIA, B.C., September, 1925.

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

SIR,—I beg to submit herewith a report on the Provincial Summer School for Teachers held in Victoria from July 6th to August 7th, 1925.

In the absence of Mr. J. W. Gibson, who has successfully directed the Summer School for many years, the task of conducting its activities was entrusted to me. An earnest student body and a staff of instructors who pursued their work with unselfish devotion made my duties extremely pleasant. Practically the whole staff were unsparing in their efforts to make the school a success. Perhaps the strongest testimonial from students in favour of Summer School is the way they return again and again to their studies. Three hundred and fifty students enrolled and many of these had attended from two to six previous summers. The fact that the students do not live in dormitories, as is customary in many summer schools, makes it difficult to preserve an *esprit de corps* and have successful evening gatherings. All such difficulties, however, were reduced to a minimum by the efforts of the staff, who rendered whole-hearted support to the school functions. The courses offered and the number enrolled in each were as follows (some students took several courses) :—

Rural Science Course	19
Primary Grade	116
Art Courses (including Applied Art)	100
Manual Training	25
Vocal Music	27
History	25
Civics and Citizenship	14
Geography	58
English Literature	22
Health Education	143
Penmanship	127
Demonstration School	150

Of the number in attendance, 304 were women and 46 men. A further classification may be made as follows:—

From cities in British Columbia	76
From rural municipalities	80
From rural and assisted schools	109
Unclassified and without schools	59
From points outside of British Columbia	26
Total	350

The following is a complete list of the instructors and the subjects taught by them respectively:—

Arthur Anstey, B.A., Instructor, Provincial Normal School, Vancouver—History.

W. Gordon Brandreth, Member of the Institute of Hygiene, London, England—Hygiene and Physical Education.

Miss Elizabeth G. Breeze, Chief School Nurse, Vancouver City.

J. E. Britton, B.S.A., Specialist in Science and Agriculture, Kelowna High School—Horticulture.

Miss Leila A. Burpee, Instructor, Provincial Normal School, Vancouver—Primary Grade Hand-work.

Fred E. Coombs, M.A., Professor, Toronto University, Ontario College of Education—Theory and Practice of Primary Grade Work.

Summer School for Teachers, Victoria, 1925.

Miss Ethel M. Coney, Instructor, Provincial Normal School, Vancouver—Vocal Music.
Miss Lena K. Cotsworth, Supervisor of Physical Education, Vancouver—Folk-dancing and Physical Education.
Ira Dilworth, M.A., Graduate Student, Harvard University—English Literature and Reading.
John Davidson, Assistant Professor of Botany, University of British Columbia—Plant-life Studies.
Harry O. English, B.S.A., Instructor, Victoria High School—Agriculture.
H. P. Eldridge—Weaving.
E. S. Farr, B.A., LL.B., Instructor, Victoria High School—Civics and Citizenship.
John Fraser, Instructor, Vancouver Technical School—Sheet-metal and Forge Work.
Mrs. Margaret Grute—Pottery.
E. A. Howes, B.S.A., Dean, College of Agriculture, University of Alberta, Edmonton, Alta.—History of Agriculture and Agricultural Education.
F. A. Jones, B.A., D.Paed., Instructor, Provincial Normal School, Ottawa—Geography.
Harry A. Jones, Instructor, Vancouver Technical School—Machine-shop Practice.
John Kyle, A.R.C.A., Organizer of Technical Education, Victoria—Art Appreciation and Applied Design.
James S. McMillan—Applied Art.
Will Menelaws, Graduate of Royal Scottish Academy of Art, Edinburgh—Figure-drawing and Sketching from Nature.
H. B. MacLean, Instructor, Provincial Normal School, Vancouver—Penmanship.
Rowan W. MacKenzie, Instructor, Tennyson School, Vancouver—Penmanship.
Miss Dorothy Morton—Music Accompanist.
Edward W. Parker, Instructor, Vancouver Technical School—Building Construction.
G. S. Spencer, B.S.A., M.S., Assistant Professor of Zoology, University of British Columbia—Animal-life Studies.
James G. Sinclair, Instructor, Vancouver Technical School—Preliminary Art.
Mrs. Margaret Spouse—Intermediate Grade Hand-work.
Mrs. Ina D. D. Uhthoff, Graduate of Glasgow School of Art—Advanced Art and Applied Design.
W. P. Weston, Instructor, Provincial Normal School, Vancouver—Preliminary Art and Lecturer on Art Appreciation.
F. C. T. Wickett, A.R.C.O., Victoria—Choral Singing and Summer School Accompanist.

Staff of Demonstration School.—Harold L. Campbell (Head Master), Grade VII.; Miss Charlotte Mazzoline, Grades V. and VI.; Miss Margaret Cameron, Grades III. and IV.; Miss L. Grace Bollert, B.A., Grades I.A and II.; Miss Jessie E. R. Fisher, Receiving and I.B; Frederick Waddington, Instructor in Singing; Miss Vera Cussans, Instructor in Folk-dancing.

Courses of Study, with their Content and Aim.

Rural Science.—The Rural Science Course consisted of studies in the history of agriculture and agricultural education, horticulture, plant-life studies, and animal-life studies. History is a new department in the field of agriculture. It is felt that too little attention in the past has been paid to the story of agriculture in its relation to the progress of the race. Perhaps the agriculturist has profited least by the successes and failures of those who have gone before. The course covered a brief study of Grecian and Roman agriculture and of agricultural practice in England, United States of America, and Canada. The study was correlated with the regular history course as at present taught in schools.

Horticulture, which is the branch of agriculture dealing with fruits, vegetables, flowers, ornamental trees and shrubs, was included in the Course of Rural Science. This department was designed to help the teacher to better understand the selection, growth, and care of cultivated plants. To the child the garden contains a world of wonder and beauty, and plant-life studies should be encouraged. Such studies as the following were carried out: How plants absorb soil water; how plants get rid of superfluous water; how plants economize or store water when they are exposed to arid conditions. Floral structure and its relation to pollination was discussed, noting the presence or absence of nectaries, the colour, size, and arrangement of the floral parts. Following the study of the life of the individual plant, the class took up the study of plant

communities or plant associations and the relation of such communities to their particular environment.

Class excursions and much out-of-door work formed an important means of studying plant-life.

Animal-life studies began with a review of the anatomy and functions of the human body and then a comparison was made with animal life and the structure or habits that made these animals particularly suitable to their surroundings. Insect-study was engaged in to familiarize the class with the commoner orders, especially those that are of economic importance.

Primary Grade Course.—The Primary Grade course consisted of Part A (theoretical) and Part B (hand-work). Part A consisted of lectures to give the teachers a broader conception of the nature and meaning of education and of experience, to give an insight into the nature and meaning of the learning process and of the teaching process. In connection with these topics many ideas and theories were discussed, of which the following are typical: Education is (*a*) the conscious and continuous reorganization and reconstruction of our social inheritance or culture, and (*b*) the conscious and continuous development of individual capacities along lines of initiative and flexibility, so that the individual may be capable not only of fitting into the changing environment, but also of becoming the wise and directive agent in the changes which the environment and his own capacities undergo. Education is a social necessity. It is the means whereby social life in its most pregnant sense perpetuates itself. A true learning situation when analysed reveals the following steps: (*a*) A problem; (*b*) a selecting activity; (*c*) a relating activity; (*d*) a test. The main principles inherent in any true learning situation are: (*a*) Motivation; (*b*) analysis—synthesis; (*c*) apperception; (*d*) self-expression; (*e*) right to generalize or to infer belongs to the pupil. The laws of learning are: (*a*) Readiness; (*b*) exercise; (*c*) satisfaction; (*d*) mind set, etc.

In studying the teaching process various lesson types and methods of teaching were fully considered.

Primary hand-work consisted of projects suitable for little children from 5 years of age upward. The joy of creating should always be encouraged, and materials for that purpose, such as paper, scissors, plasticene, clay, crayons, paints and brushes, were used freely. The third and fourth grade work included basketry and thin woodwork. From basketry in particular children gain much skill of hand and eye. A basket, by the very nature of its construction, shows up inevitably any slipshod workmanship.

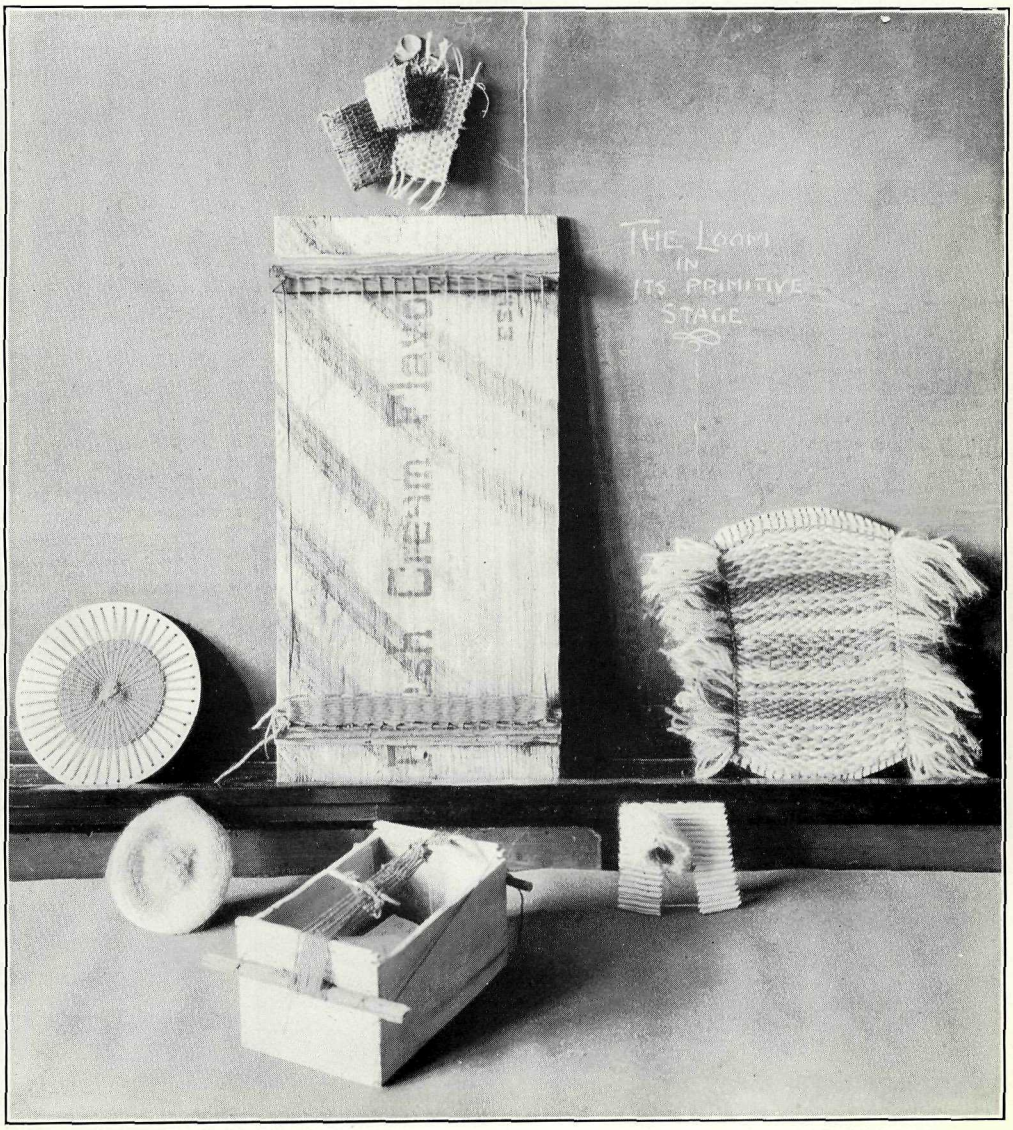
Art Course.—The Preliminary Art Course covered an extensive field and it embraced nature drawing, design, model drawing, lettering, and blackboard-work.

In nature drawing each student was expected to be able to give a more or less true rendering of flowers, leaves, butterflies, shells, etc., through the medium of pencil, water-colour, and tempera. These drawings were then made the bases for motifs in design for borders, geometrical spaces, diapers, etc., all executed in certain "set" colour schemes as laid out in the lessons on tone and colour. These nature drawings and designs were further used for practice on a large scale on the blackboard, which side of the course is very much stressed, as such drawings are the ultimate medium in the hands of the teacher. Practice is given in the principles of model drawing, with their application to the drawing of common objects, which are done in pencil, crayon, and ink.

The Second-year Advanced Art and Applied Design Course was intended chiefly for high-school and public-school teachers. Commencing with tone studies in pencil, the work proceeded to the use of chalks, pastels, water-colours, black and white chalks on tinted paper, and pen and ink drawing. Nature drawings were made from various plant forms and used as the bases of designs for stencils, gesso, block prints, embroidery, pottery, book-plates, and posters. These designs were carried out in some practical form by the students, thus giving them a good working knowledge of design. There was also a class for etching on copper and zinc, in which the processes of preparing the plates, etching them in the acids, and finally printing the proofs in the etching-press were carried through. Special attention was paid to lettering and printing.

The Third-year Art Course was inaugurated last year in response to those teachers who desired to supplement their artistic knowledge beyond that given in the ordinary school curriculum. It has proved to be a great success. Figure drawing and construction, drawing from life, including action drawing and poster composition, was taught; this also included the painting or drawing of the figure in such mediums as oil-colour, water-colour, pastel, and pen

Weaving Course, Summer School for Teachers, 1925.



Simple looms for school-work.

and ink. Landscape painting and picture composition was also included in this course. Students studied landscape drawing and painting direct from nature in conjunction with class-room lectures, and they thereby were impressed with the points which govern the good composition of a picture. The class regularly met on such sketching-grounds as are to be found at Beacon Hill Park, the wharves, Cordova Bay, and other places, all teeming with beautiful colour schemes, as well as figure and action "subjects."

Applied Art.—The course of work in pottery included the building of vases by hand and practice of "throwing" the forms on the wheel. The products were then dried, fired, and glazed; great progress was made during the summer course. Designs were worked out from direct study of the native Indian collection in the Provincial Museum. A growing appreciation of the skill of the native craftsman and of the significance of his work, which was gained from the material found in the Provincial Archives, strengthened the work of the students and justified the opportunity offered by this branch of applied design. For this work local clay was used entirely.

Weaving was demonstrated for the first time and a hand-loom with four harnesses was built and put into operation. Two small table-looms were also used and even a small one of primitive form was made out of a chalk-box. It is intended to use local wools for this work and to card, spin, dye, and prepare the yarns.

Art-appreciation lectures were given and the following course was amply illustrated by slides and reproductions: The Florentine School of painting and art craftsmanship; the Venetian school; the artists of Flanders, Holland, France, Britain, America, and Canada. The lectures were well attended, and as this subject was introduced for the first time this year the success of the lectures warrant the continuance of the course.

Music.—The opportunity to study the New Canadian Music Course Books made the session of 1925 in music particularly interesting and profitable. The music syllabus for schools as suggested in the Course of Study is full and comprehensive. It includes choral singing, sight-reading, ear-training, rhythmic expression, music appreciation, and theory of music.

In addition to making themselves acquainted with the school music for the various grades, the music students of the Summer School were required to reach a certain standard for themselves. Realizing the importance of the subject and the large amount of work to be covered, they applied themselves faithfully and earnestly, and at the close of the session the students, together with the choir from the Demonstration School, took part in a musical evening.

Community Singing.—One of the most interesting characteristics of music is the communal spirit which it engenders. Especially is this manifest where people congregate to enjoy what is termed "community singing"; that is, the singing together of songs that are understood and loved by the people. Believing that a short time spent in singing before starting the more serious studies of the day is of inestimable benefit, the opportunity was given for the school students to meet for singing from 8.45 to 9 a.m. Judging from the good attendance, the morning music-makings appeared to be much enjoyed, many of the students not missing a single morning.

The leader of the community singing also formed a small orchestra from among the students who were able to play musical instruments.

History.—The History class had a slightly larger enrolment than that of last year and was engaged upon the study of subject-matter and of teaching methods suitable to the various grades of the elementary and junior high school. To-day's trend in history-teaching is twofold —emphasizing the social and economic aspects of the story of the past and looking for greater pupil activity in the class-room. New "methods" were studied in their relation to broad principles in the light of the best educational theory, and in the Demonstration classes they were practically tested. Several periods were spent in working over some of the documents and exhibits in the Provincial Archives, and in securing some knowledge of the raw material from which the early history of our Province has been drawn.

Geography.—This class studied not only the subject-matter but the best means of teaching same. During recent years the point of view in regard to teaching geography has changed very materially. Too often in the past geography has been treated as a study of the earth, with emphasis upon location, physical features, and political units. To-day, instead of placing the emphasis on rivers, resources, climate, industries, and commerce as such, the tendency is to stress the relationship which exists between human life and the natural environment. Most of the facts of formal geography, such as position, location, imports, exports, etc., can best be

learned incidentally as essential details of interesting problems regarding man's activities in a world which is his home. Teaching that shows the earth as the home of people essentially like ourselves, except as modified by geographic environment and social inheritance, will tend to make the whole world kin.

Civics and Citizenship.—The class studied those institutions which have developed in concentric circles from the home out to the League of Nations. When humanity was first dropped into the pool of existence, the first ring of authority formed was the home. Since then for us five secondary rings—municipal, provincial, federal, imperial, international—have emanated from the first. Among them there is no conflict; each has its own circle of authority, and, taken together, express the totality of human effort.

The course included lectures and class discussions on materials for practical work in civics and citizenship throughout the course of study, and suitable charts, pictures, and diagrams were given a prominent place.

English Literature.—The Course in English Literature was planned to comprehend the study of both language and literature. Realizing the great importance of language as a tool, the vehicle of thought and emotion, a definite effort was made to develop accuracy and precision in its use. This was done by a careful study of words and their exact meaning, by an examination of the principles of sentence structure, and by forming an intimate acquaintance with the language and usage of literary masterpieces. In addition to this practical use, it was realized that the study of language may have the further and even higher function of opening the door to the vast stored treasuries of literary art. The noblest thoughts, the most aspiring hope and vision of great minds of all ages, the records, legendary or historical, of the achievements of heroic souls of all times—these lie within the golden realm which is called literature, and it is believed that to reveal beauty and truth and high idealism to a child is to challenge his nature, and that his response to that challenge will be a conscious, or oftener an unconscious, reaching up to the standard thus set before him. So, in this world of ours, where so much concern is shown about the things physical, the wherewithal to clothe and house and feed ourselves, a greater portion of time and more intelligent attention must be given to the study of language and literature.

Hygiene and the Child Health Programme.—This course was designed to assist teachers in their presentation of health education in the class-room and to supplement their training so that they will be equipped to give sound health training along modern lines. The course included nutrition and fundamental instruction regarding foods and normal growth, personal hygiene and health habits, the prevention and control of communicable diseases, modern methods of sanitation, and the possibilities of the correlation of health-work with other subjects of the curriculum.

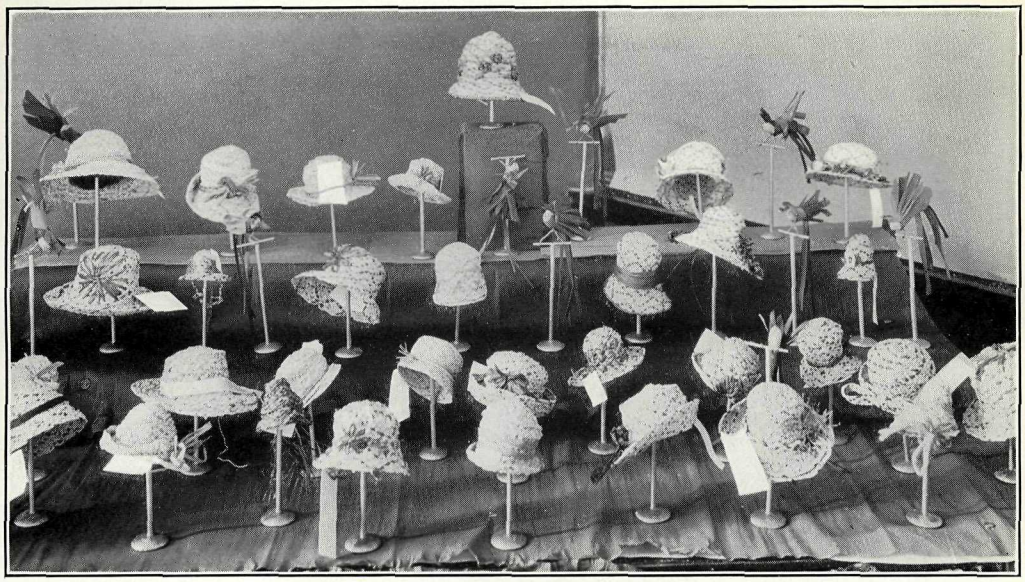
Health Exercises.—Keen enthusiasm was seen daily in the gymnasium on a much varied and progressive programme of free standing work, club-swinging, wall-bar exercises, and many other activities.

The hygiene lectures given in the auditorium and class-room were also a source of animated interest. The aim was not to give the students a mere recital of the normal functionings of the human body, but rather to instruct them in the art of manipulating this wonderful machine comfortably and efficiently with a view to gaining whatever is most worth while in life, and, moreover, to give them this understanding so that they may in turn teach the same art to their respective pupils in an interesting manner.

The important branch of swimming was not omitted and fourteen swimmers were trained and passed the tests for the certificate and medallion of the Royal Life Saving Society. The tests took place at the Crystal Gardens. Besides this class, one composed of beginners met regularly at the Y.M.C.A. swimming-pool and made rapid progress in the aquatic art.

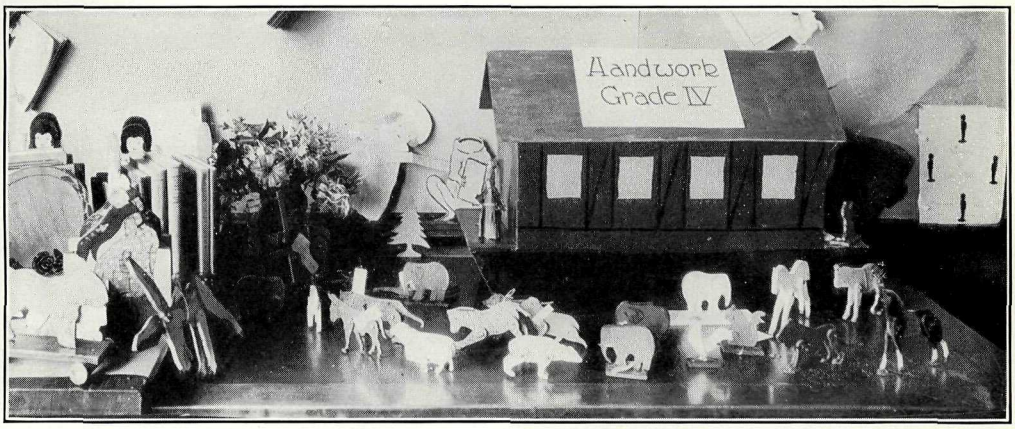
Folk-dancing.—By including folk-dancing and games in the Summer School Course it was hoped to bring to the teachers' notice the importance that these subjects should play in the recreational side of school-life, bringing, as they do, an outlet for the child's energy coupled with decided enjoyment.

The teachers all seemed to enjoy their activity. The course covered the work suitable to the various grades, from primary to high school, giving material for class-work and for the numerous concerts that always occur at festival times.



Raffia weaving, Intermediate Grade hand-work, Summer School for Teachers, 1925.

Basketry, Intermediate Grade hand-work, Summer School for Teachers, 1925.



Intermediate Grade hand-work, Summer School for Teachers, 1925.

Examples of pottery, Summer School for Teachers, 1925.

Penmanship.—This was a special course for teachers who wished to improve their own penmanship and blackboard writing and to acquire the most modern methods of teaching handwriting.

A portion of each daily lesson period was devoted to a study of the pedagogy of penmanship. Class-room problems of all grades were discussed and practical suggestions given. The following topics received special attention: Primary Grade writing; rhythm in writing; the story method of teaching writing; blackboard writing; the correct posture, pen-holding, and movement for the development of freedom, speed, and control.

Demonstration School.—In connection with the Summer School there was conducted a Demonstration School of five classes. The 150 children attending were recruited from the city schools, and many more children applied for admittance than could be accommodated.

The purpose of the Demonstration School was twofold. In the first place it was desired to provide the children with a five-weeks' course conducted along recreational lines. Much solid drill-work on essential subjects was accomplished, but it was largely interspersed with interesting and novel project-work. A generous course in singing and folk-dancing assisted greatly in preserving the recreational spirit.

The second purpose of the school was to provide teacher students with an opportunity to observe some of the newer methods put into actual practice with a class of pupils. Demonstration lessons, as they were called, were given by members of the faculty of the Summer School and by the teachers of the Demonstration classes.

The primary department of the Demonstration School was organized and arranged in two groups: (1) Beginners and one-term pupils; (2) second- and third-term pupils, with an enrolment of sixty-five. Here, for three hours each day, the students of the Summer School came for observation and discussion of methods.

As nearly as possible, the usual class-room procedure prevailed, but special stress was given such subjects as number and reading (including beginners' reading and silent and dramatized reading), and in these subjects a course allowing for individual and unrestricted advancement of pupils was outlined and demonstrated.

Projects correlating all the class-room subjects were worked out by the pupils in each division. An additional feature of this term's work was the opportunity given pupils for organized play and a play-room for the little beginners. This play instinct of the child was made the basis for the work throughout all the subjects.

A singing class was conducted as part of the regular work of the Demonstration School, the several classes taking their lessons at the assigned periods daily, with, usually, many teachers present as observers.

Since the demonstration concerts given by the Esquimalt School Choir, 1922–23–24, increased interest has been shown locally in school museic, and most teachers are eager to find out how the standard is attained. The present demonstration class was designed to give the teachers exactly that knowledge, and to show how possible it is to lead children to appreciate the intellectual, emotional, and spiritual content of what they are singing.

Manual Training.—These classes met in the Technical School, Vancouver, and consisted of twenty-five manual instructors who desired to work for the Manual-training-teacher's High-school Certificate and also the Technical-instructor's Certificate. The subjects included: Furniture construction, building construction (construction of roofs, stairs, etc.), sheet-metal draughting, art-metal work, and machine-shop work. Many of the students in these classes also regularly attended the lectures by Dr. Weir on "Psychology" at the University of British Columbia.

Concerts, Lectures, Sports, and Pastimes.—Each week of the Summer School saw some evening gathering to which students could bring their friends and at which much inspiration was received and high standards set for individual attainment.

Of these evenings, four were musical and one a lecture. We were particularly fortunate in obtaining an excellent varied programme from the great Russian interpretive singer, Vladimir Rosing. Another song recital was given by Madam Winifred Lugrin Fahey, dramatic soprano. An instrumental evening of great enjoyment was given by the well-known Victoria trio, consisting of Drury Pryce, violin; Harold Taylor, violincello; Ira Dillworth, piano. Three lectures were given by Dr. Charles Upson Clark, Fellow of the Royal Historical Society. These were entitled "With Roman and Moor in Andalusia," "The Russian Situation," and "The Italian

Situation." Another lecture by Mr. Maynard, on the "Early History of B.C.," was arranged especially for the History class, but was thrown open to all interested.

The closing concert of the Summer School was given by the Music class under the direction of Miss Coney and a choir from the pupils of the Demonstration School under the leadership of Mr. Frederick Waddington. Part I. of the programme consisted of songs and choruses by the Music class, assisted by solos from members of the class, Mrs. Willcox, A.T.C.M., and Mr. T. R. McLean. Part II. was composed of appropriate songs for school-children from the pupils of the Demonstration School. Following the musical programme the audience gathered in the gymnasium to witness a fine representative display of folk-dancing. Miss Lena K. Cotsworth was responsible for the work of the Summer School students and Miss Vera Cussans for the work of the children from the Demonstration School.

An exhibition of work was held on the same evening, to which the public was invited, and this, together with the concert, brought an audience which overtaxed the capacity of the auditorium. The rooms opened to the public consisted of the following: Art rooms, showing drawings and applied art, posters, needlecraft, pottery, etching, gesso-work, weaving, life studies and sketches from nature; Rural Science rooms, illustrating plant-life studies, table decoration, animal-life studies; Manual Arts rooms, showing hand-work of Primary and Intermediate Grades, including paper-cutting, plasticene modelling, wool-weaving, raffia-weaving, basketry, thin-wood work, sandboard projects; History and Geography rooms, showing the schemes of work and projects for improved methods of study; penmanship of all grades and the work of the pupils in the Demonstration School.

On Saturdays trips were taken to places of interest. A visit was made to the Naval Station at Esquimalt. The Senior Naval Officer, Commander Brabant, very kindly arranged with his officers to show the teachers around, and as a climax to their hospitality refreshments were served at the barracks. This delightful reception was highly appreciated and the company of teachers was deeply sensible of the fine spirit which prompted the officers who accompanied the party. Visits were made to the Museum and the Archives at the Parliament Buildings. Trips were also taken to Butchart's Gardens, the Observatory, and the Meterological Station. The school picnic held at Elk Lake Athletic Association Park was the largest outdoor gathering. A sports programme for students, the faculty, and children was indulged in, and after lunch the distribution of prizes proved a source of merriment. The party then took part in baseball, boating, swimming, etc., and voted the picnic a great success. A picnic was given to the children of the Demonstration School, the staff and pupils spending a delightful day at Elk Lake. The Primary Grade children had a special picnic to themselves in the public park near the High School.

The tennis tournament during the Summer School added considerably to the enjoyment of a large section of students. This was conducted in a manner characterized by fairness and good sportsmanship. A number of the teachers visited the Y.M.C.A. tank for lessons in swimming and also the Crystal Gardens for the course in life-saving. No more desirable accomplishment could be encouraged.

The Very Reverend Dean Quainton very kindly invited the students of the Summer School to a special morning service at the Cathedral, where he honoured them by delivering an inspiring address on education.

It would not be right to conclude this report without extending thanks to all who were instrumental in making the Summer School a success; to the various student committees; to Mr. George H. Deane, Municipal Inspector of Schools, and the Board of School Trustees, who took an active interest in the work of the school and who placed at our disposal the commodious High School building; to Mr. Aude, of the Crystal Gardens, who gave the students special concessions; and to the staff of school janitors, who were ever at hand to arrange and rearrange in preparation for the various school activities.

I have, etc.,

JOHN KYLE,

Director, Provincial Summer School for Teachers.

FREE TEXT-BOOK BRANCH.

EDUCATION DEPARTMENT,
VICTORIA, B.C., October, 1925.

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 ended June 30th, 1925:—

The total number of free text-books, etc., issued during 1924–25 to the public schools (common, graded, superior, high, night, etc.), and in connection with the Correspondence Course established for children in isolated districts where there are no schools in operation, was as follows: 12,162 Canadian Reader, Book I.; 11,347 Canadian Reader, Book II.; 12,012 Canadian Reader, Book III.; 11,846 Canadian Reader, Book IV.; 11,017 Canadian Reader, Book V.; 4,577 20th Century Reader, Book V.; 9,759 First Arithmetic; 9,222 Second Arithmetic; MacLean Method Writing Books—9,374 Compendium No. 1; 10,680 Compendium No. 2; 11,616 Compendium No. 3; 13,954 Compendium No. 4; 10,651 Senior Manual; 833 Commercial Manual; 978 Teachers' Manual; 1,042 Supplementary Readers (Heart of Oak, Book One; Art-Literature Primer; Art-Literature, Book One; Art-Literature, Book Two; Progressive Road to Reading, Book 3A; Robin Hood Reader; B.C. Phonic Primer; B.C. First Reader; B.C. Second Reader; B.C. Third Reader); 292 Essentials of Health; 9,451 How to be Healthy; 2,952 Latin Lessons for Beginners; 23 Canadian Civics; 669 Syllabus of Physical Exercises; 132 World Relations and the Continents; 9,311 History of Canada; 30,975 sheets Drawing Paper, 9 by 12 inches; 756,399 sheets Drawing Paper, 9 by 6 inches; 9,451 Public School Grammar; 135 Union Jacks (3-yard Jack); 44 Flora of Southern B.C.; 29 Maps of Dominion of Canada; 31 Maps of World (in Hemispheres); 24 Maps of British Columbia; 28 Maps of North America; 24 Maps of British Isles; 21 Scrap of Paper; 21 Fathers of Confederation; 3,536 Teachers' Manual of Drawing and Design.

Three thousand four hundred and twenty-nine requisitions were filled by this Branch during the past school-year for free text-books and supplies. In addition to these, 1,158 orders were filled for those teachers in outlying districts who wished to purchase for their pupils books other than free text-books which could not be secured in their vicinity, and also for private institutions desirous of purchasing books supplied free to the public schools. The sum of $4,525.77 was received from this source and paid into the Treasury for the credit of Vote 88, "Text-books, Maps, etc."

The supplies distributed free by the Free Text-book Branch during the past school-year would have cost the parents and School Boards $115,263.55 at prevailing retail prices. To purchase and distribute these among the various schools of the Province through the Free Text-book Branch required an expenditure of $75,052.42, made up as follows:—

Text-books (laid-down cost)	$61,680 78
Distribution (freight, boxes, etc.)	2,365 63
Salaries of staff	5,203 08
Temporary assistance	608 00
Office supplies	5,194 93
Total	$75,052 42

The saving on the year's transaction is, therefore, $40,211.13.

During the school-year 1924–25 Blair's Canadian Drawing Series was discontinued, and was replaced by the Teacher's Manual of Drawing Design. This accounts for the large number of copies issued during the year, and also accounts to some extent for the reduced cost of operating the Free Text-book Branch during the last year.

The sales of books, not supplied free, to the pupils in rural districts where there are no local book-stores were greatly increased during the past school-year, 1,158 orders being filled for this purpose, as compared to 701 in the previous year. It is quite evident that the plan of stocking and selling these books by the Free Text-book Branch is well appreciated by the people of these districts.

NIGHT-SCHOOLS.

Of the night-schools in operation during the past school-year, three were supplied with text-books of some kind by the Free Text-book Branch on the same conditions as in former years.

RETURNS FOR 1924–25.

The teachers' annual reports of free text-books for the school-year 1924–25 are all on file with the exception of nine. Steps, however, have been taken to secure these, and it is expected that they will be on file at the Free Text-book Branch within the next few days.

From the annual returns and also from the requisitions received, it is evident that many of the teachers believe the books placed in the schools for their use to be their own personal property. A great many orders have been received for such books as the Teachers' Writing Manual, MacLean Method, the Syllabus of Physical Exercises, and the Teacher's Manual of Drawing and Design. These books should be left in the school at the close of the term or school-year, as it causes great inconvenience to new teachers when they arrive to take charge of the schools and find that these books are not in stock.

I have, etc.,
J. A. ANDERSON,
Officer in Charge.

THE STRATHCONA TRUST.

REPORT OF THE SECRETARY, LOCAL COMMITTEE, STRATHCONA TRUST, FOR THE PROVINCE OF BRITISH COLUMBIA, FOR THE SCHOOL-YEAR 1924–25.

Victoria, B.C., October, 1925.

Sir,—I have the honour to report as follows on the work of the Local Committee for the school-year 1924–25:—

Instruction of Teachers in Physical Training, 1924–25.

A total of 529 students have qualified for Grade B physical-training certificates since last report, as under:—

Normal School, Vancouver	308
Normal School, Victoria	218
Cadet Instructors' Course, Victoria	3

This is a decrease of ninety-two certificates as compared with the number issued in 1923–24. This decrease is largely due to the reduced number of students attending the Normal Schools during the past year.

About 5,829 teachers and prospective teachers of this Province have now qualified as physical-training instructors.

Physical Training, 1924–25.

The list of prize-winners of Strathcona Trust prizes for excellence in physical training is as follows:—

High Schools.

P. C. Tees and E. L. Yeo, King Edward High School, Vancouver; Miss Grace P. Smith and G. C. G. Kerr, High School, Kaslo.

(Note.—Four prizes in this group not awarded.)

Graded Schools (Five Divisions or more).

Miss Anna L. Bigney, Division 6, Lord Roberts School, Vancouver; Robert Straight, Lord Tennyson School, Vancouver; Miss Ethel M. Pearson, Division 4, Mount Pleasant School, Vancouver; Miss Flora E. Hurst, Division 11, Dawson School, Vancouver; Miss Grace W. Killip, Division 5, Gordon School, South Vancouver; Miss Mary Martin, Secord School, South Vancouver; Miss Doris B. Graves, Division 6, North Ward School, Victoria; Miss Katherine McKay, Division 14, Oaklands School, Victoria; Miss Elizabeth M. Crake, Division 2, Prince of Wales School, Point Grey; A. J. Dodd, Division 8, Central School, New Westminster; D. H. Hartness, Division 1, Booth School, Prince Rupert; Miss Eliza Milligan, Division 7, Central School, Prince George; T. Aldworth, Division 1, Consolidated School, Armstrong; Miss Norma P. Douglas, Division 12, Central School, Fernie; Miss Kathleen Lawrence, Division 14, Central School, Kamloops; Miss Ruth E. Turner, Division 3, Central School, Salmon Arm; H. A. Eckardt, Division 1, Central School, Mission; Miss Sadie J. Forrest, Division 5, Lonsdale School, North Vancouver; Philip E. Cain, Division 2, Kingsway East School, Burnaby; Miss M. Constance Martin, Division 11, Central School, Nelson; P. C. Routley, Division 1, Saanich; Miss Vivian J. Aspesy, Division 6, Central School, Cumberland.

Small Graded Schools (Two to Four Divisions).

Mrs. Norah Purslow, Division 1, Vananda School; H. K. Manuel, Division 2, Chilliwack Rural Municipality; H. D. Southam, Division 2, Granby Bay School; Miss Kathleen M. Morrow, Division 2, Vanderhoof School; Miss Kathleen Corry, Division 2, Hedley School; H. F. Reynolds, Division 1, Procter School; Miss Grace Meredith, Division 2, Fruitlands School; Ivor Parfit, Division 1, Ganges School; Miss Margaret Shiell, Division 1, Mara School; Miss Isobel H.

Strathearn, Division 3, New Denver School; Miss Marjorie Sing, Division 1, Cowichan School; Miss Alice M. Wood, Division 1, Comox School.

Ungraded Schools.

Miss Mary A. Ford, English School, Richmond Municipality; Miss Louise Girling, Anniedale School, Surrey Municipality; J. S. Wilson, Houston School; Miss Inez Ratledge, Bouchie Lake School; Miss Thelma Hobbs, Kaleden School; Miss Charlotte A. Douglass, Harrop School; Miss Vera Palmer, North Thompson West School; F. Job, East Arrow Park School; Miss Clare E. Blaney, Deroche School; Miss Dorothea K. Bagshaw, Sayward School; Miss Yolande E. Pemberton, St. Vincent School; Miss Marjorie G. Robertson, South Gabriola Island School; Earl Marriott, Myncaster School; Miss Honora E. Staneland, Sahtlam School.

Three prizes of $10 each awarded to each of the eighteen inspectorates; amount expended under this head, $500.

PHYSICAL TRAINING, 1925–26.

For competition among the various schools during 1925–26 the sum of $30 has been granted to each of the seventeen inspectorates. This sum is to be divided into three prizes of $10 each. For purposes of competition and inspection the schools are to be divided into three groups or classes, namely: Group A, of five divisions or more; Group B, of two to four divisions, inclusive; Group C, of schools containing only one room or division. In any inspectorate where this classification is found to be unsatisfactory the matter of dividing the schools into three groups or classes for the purpose of awarding three prizes of equal value is to be left to the discretion of the Inspector in charge.

In all cases, however, the teacher and the class are to be considered as the unit in making comparisons for granting awards. The full amount of the award is to be expended for a picture or some piece of apparatus (suitably inscribed) for the room is which the prize was won. Only those teachers who are the holders of physical-training certificates granted under the Strathcona Trust are eligible to compete.

SCHOOL CADET CORPS, 1924–25.

The following report on the activities of the school cadet corps during 1924–25 was submitted to the Local Committee by Captain J. M. Cumming, Inspector, Cadet Services:—

"Number of cadets between the ages of 12 and 18 years of age trained during the year	6,275
Number of active school cadet corps	52
Other active corps	20
Total number of active corps	72

"The above totals show a fairly substantial increase both in number of cadets trained and in the number of active cadet units over the previous year.

"By reason of the policy of holding cadet instructors' courses each summer, and by the careful selection of candidates for these courses, an ample supply of excellent instructors is being maintained. It is believed that the standard of discipline and training shows steady improvement.

"While cadet camps could not be held at the public expense during the summer of 1925, every effort has been made to encourage instructors to hold local camps, for which camp equipment is available without charge. A number of these camps have been successfully held.

"A qualifying course for cadet instructors was held at Victoria from July 13th to August 22nd, when eighteen candidates qualified, six being granted 'special' certificates. The majority of these new instructors have already become actively employed on cadet instructional work.

"Fourteen cadet instructors attended a refresher course for two weeks in July at Victoria, while seven cadet instructors attended a promotion course at Victoria during July and August, receiving qualifications of promotion from lieutenant to captain in the C.S. of C.N.P.

"In connection with cadet-work, a very gratifying feature is the added interest which many School Boards and school officials have shown in the work; while there would appear to be a continued lessening in the extent of adverse criticism of the work.

"The withdrawal of rifles from all schools and the abolition of training in manual of arms appears to have had excellent results. The limitation of the training syllabus to those subjects

shown on the list of cadet corps attached has resulted in a constantly improved standard in physical and disciplinary efforts."

Hereunder is a list of the various cadet corps in order of merit as at their last annual inspection, June, 1925:—

(Possible marks, 1,000.)

	101, King Edward High, Vancouver	890
	388, Boys' Central, Victoria	835
	388, North Ward, Victoria	830
E Co.	101, Technical, Vancouver	810
	530, Mission, Mission	765
	101, Alexandra, Vancouver	760
	101, Lord Tennyson, Vancouver	735
	101, General Gordon, Vancouver	730
	101, Britannia High, Vancouver	720
	101, Aberdeen, Vancouver	720
	112, Victoria High, Victoria	720
	938, Gilmore Avenue, Burnaby	720
	1126, Armstrong, Armstrong	720
	101, Kitsilano High, Vancouver	710
	388, Sir James Douglas, Victoria	710
	349, Lampson Street, Esquimalt	710
	530, T. J. Trapp Technical, Westminster	705
	388, South Park, Victoria	700
	530, Chilliwack Public, Chilliwack	695
D Co.	101, Technical, Vancouver	690
	1169, Sexsmith, South Vancouver	680
	101, Cecil Rhodes, Vancouver	680
	101, Central, Vancouver	680
	101, Lord Nelson, Vancouver	665
	101, King George High, Vancouver	660
	101, Model School, Vancouver	660
	101, Kitsilano, Vancouver	655
	388, Oaklands, Victoria	650
	101, Grandview, Vancouver	645
	101, Henry Hudson, Vancouver	645
	388, Victoria West, Victoria	640
	101, Simon Fraser, Vancouver	640
	101, Livingstone, Vancouver	640
	530, Connaught High, Westminster	630
	388, Quadra Street, Victoria	610
	101, Macdonald, Vancouver	610
	950, Merritt, Merritt	605
	101, Strathcona, Vancouver	605
	530, Central, Westminster	600
	268, Tecumseh, South Vancouver	600
	388, George Jay, Victoria	590
	101, Beaconsfield, Vancouver	590
	101, Hastings, Vancouver	590
	388, Margaret Jenkins, Victoria	580
	101, Laura Secord, Vancouver	580
	101, Franklin, Vancouver	530
	101, Fairview, Vancouver	520
	101, Charles Dickens, Vancouver	510
C Co.	101, Lord Roberts, Vancouver	510
F Co.	101, Lord Roberts, Vancouver	510
A Co.	101, Dawson, Vancouver	510
B Co.	101, Dawson, Vancouver	510

Twenty-six prizes were awarded in accordance with the schedule adopted at the last meeting of the Local Committee held October 27th, 1925, 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 the instructor is not a public-school teacher, one-half of the prize reverts to the general fund of the Local Committee.

The expenditure under this head for 1924–25 amounted to $331, and was made according to the following schedule: 1st prize, $25; 2nd prize, $20; 3rd and 4th prizes, $18; 5th and 6th prizes, $16; 7th and 8th prizes, $14; 9th to 13th prizes, inclusive, $12; 14th to 26th prizes, inclusive, $10 each.

RIFLE SHOOTING.

From the grant for rifle shooting, 1924–25, prizes were provided for forty-nine qualified corps or units specified in returns—namely, $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 expenditure under this head for 1924–25 amounted to $183.75.

FINANCIAL STATEMENT FOR 1924–25.

The funds at the disposal of the Local Committee for 1924–25 amounted to $1,530.17 and the expenditure for the year $1,015.93, leaving a balance of $514.24. Of the latter sum, $510 has already been voted for physical-training prizes for 1925–26.

Receipts.

1924–25.	Balance on hand from 1923–24	$ 564 87
	Interest to November 30th, 1924	16 32
	Interest to May 31st, 1925	8 71
	Allowance to Secretary (added to fund)	10 00
	Grant for 1924–25	930 27
		$1,530 17

Disbursements.

1924–25.	Prizes for physical training	$ 500 00
	Prizes for cadet-training	331 00
	Prizes for rifle shooting	183 75
	Revenue stamps for cheques	1 18
		$1,015 93
	Balance on hand	$ 514 24

I have, etc.,

J. L. WATSON,

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