FIFTY-SECOND ANNUAL REPORT

OF

THE PUBLIC SCHOOLS

OF THE PROVINCE OF

BRITISH COLUMBIA

1922-23

BY THE SUPERINTENDENT OF EDUCATION

WITH APPENDICES

PRINTED BY
AUTHORITY OF THE LEGISLATIVE ASSEMBLY.

VICTORIA, B.C.:
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1923.

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-second Annual Report on the Public Schools of the Province.

J. D. MACLEAN,

Minister of Education.

November, 1923.

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PART I.

APPENDICES.

REPORT OF THE SUPERINTENDENT OF EDUCATION, 1922-1923.

EDUCATION OFFICE,
VICTORIA, B.C., November, 1923.

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

SIR,—I beg to submit herewith the Fifty-second Annual Report of the Public Schools of British Columbia for the school-year ended June 30th, 1923.

ENROLMENT.

The enrolment in the schools of the Province increased during the year from 91,919 to 94,888 and the average daily attendance from 75,528 to 77,752.

Number of Pupils enrolled.		Increase over Year 1921–22.
High Schools	9,220	586
City elementary schools	41,174	209
Rural municipality elementary schools	25,733	1,362
Rural and assisted schools	18,761	812
Totals	94,888	2,969

The gain in school population was confined almost entirely to rural districts and rural municipalities.

Teachers employed.		Increase over Year 1921–22.
High Schools	332	31
City elementary schools	1,141	8*
Rural municipality elementary schools	777	58
Rural and assisted schools	868	43
Totals	3,118	124

* Decrease.

NEW SCHOOLS.

High schools were established at Abbotsford, Dennison (Matsqui Municipality), Howe Sound, Keremeos, Nakusp, New Denver, Port Coquitlam, Princeton, and Smithers; and superior schools at Silverton, Sooke, and Vanderhoof.

Schools were opened for the first time in the following localities:—

Locality.	Electoral District.
Premier	Atlin.
Baker Creek; Black Creek; Bouchie Lake; Canyon Creek; Castle Rock; Quesnel Dam	Cariboo.
Forde	Columbia.
Galley Bay; Oyster River; Rendezvous Island; Wildwood	Comox.
Dawson Creek, North; Dewey; Fort Fraser, North; Fort St. James; Hudson Hope; Newlands	Fort George.
Anglemont; Birch Island	Kamloops.
Birken; Green Lake, South; Shalalth; Tranquille, Upper	Lillooet.
Cassidy Townsite	Newcastle.
Capilano Intake	North Vancouver.
Kispiox; Omineca; Palling; Streatham; Woodmere	Omineca.
Copper City; Lakelse Valley; Woodcock	Prince Rupert.
Blakeburn	Similkameen.
Joe Rich Valley; Kelowna, South; Longbeach	South Okanagan.
Seaforth (Burnaby)	South Vancouver.
Bonnington; Hall Siding	Trail.
Cheam View	Yale.

The steady growth in school population of the northern section of the Province is shown by the large number of new schools that are established from year to year in the Cariboo, Fort George, Omineca, and Prince Rupert Electoral Districts. Altogether there are in the Province 744 school districts and 1,044 schools, consisting of 67 high, 16 superior, and 961 elementary schools.

SCHOOL ACCOMMODATION.

In some localities the ratepayers declined to vote money for the erection of permanent school buildings. In such districts Boards of Trustees experienced difficulty in providing suitable class-room accommodation for all pupils. Modern high-school buildings were erected in North Vancouver, Burnaby, Trail, Maple Ridge, and Mission City. The High School, South Vancouver, was enlarged by four rooms. Besides, school-houses were erected at Abbotsford, Ferndale (Mission), Haney (Maple Ridge), and a few other localities. Reports received at this office would indicate that in many districts the equipment and sanitary arrangements were much improved during the year.

GRADING AND CLASSIFICATION.

At the end of the year the plan of classifying pupils into Junior, Intermediate, and Senior Grades was abolished. The eight-grade system, which is the one generally followed in the other Provinces of Canada and in the United States, was adopted for British Columbia. As the nomenclature is now the same as that of the other Provinces, the teachers will experience less difficulty in classifying pupils coming from places outside the Province. Under the plan which has been discarded it was attempted to complete the Course of Studies for the elementary schools in seven years, one year less than that taken in the other Provinces and the United States. The new arrangement, which divides the course into eight grades, will give the pupils and teachers an opportunity to do more thorough work. Formerly, the slower pupils, in attempting to do work in seven years for which eight years were allowed elsewhere had to repeat several terms' work before they reached the Entrance class.

It is expected that, as was the case in the past, the brighter pupils will be able to complete the course in six or seven years.

NEW READERS AND LITERATURE.

The new Canadian Readers which replaced the 20th Century Readers at the beginning of the school-year were favourably received by teachers and their pupils. The old Readers had been in use in the schools of the Province for about twenty years. The new Course in Literature prescribed for Entrance pupils is regarded as much more suitable for study than the selections formerly taken from the Readers.

ELEMENTARY AGRICULTURAL EDUCATION.

The activities of this branch include the giving of regular courses of instruction in the science and practice of agriculture in high and superior schools, agricultural nature-studies in public schools, extension or short courses in agriculture held during the winter months, and the planning and improving of school-grounds. Regular courses in nature-study are being supplemented by instruction in school-gardening, school-supervised home-gardening, and other projects in agriculture which are optional with the teachers and School Boards. More attention has been given to the proper placing of new buildings and to the planning and beautifying of school-grounds than ever before, a development that is entirely in harmony with the modern view of education. The educational values that grow out of a well-ordered and judiciously managed school-ground are of great importance in the training and all-round development of boys and girls during the years of school-life, and the assistance which the Department gives to School Boards in establishing and maintaining a good out-of-doors school environment for the pupils in the way of commodious and well-kept school-grounds is being more and more appreciated. The teachers and also the pupils themselves are beginning to take more of a proprietary interest in their school-grounds.

Regular Two-year Courses in Agriculture were conducted by specialists in twelve high schools in the Province, and satisfactory progress is being made. The number of students enrolled in these classes during the year was 510, an increase of 53 over last year.

TEACHERS' BUREAU.

This branch of the Department of Education continued to give free service to teachers and Boards of School Trustees, who were placed in communication with one another without unnecessary delay by the distribution of lists of vacancies. Over 600 copies of each list were distributed. Notices of approximately 300 vacancies were received. Over 200 of these were filled by teachers selected by the Bureau at the request of the School Boards. A careful scrutiny of Inspectors' reports and the fact that no complaints have been received from any of the Boards would appear to indicate that the great majority of these teachers had given satisfactory service in the schools in which they were placed by the Bureau.

TEACHERS' CERTIFICATES.

Three types of teachers' certificates are issued by the Department of Education—Permanent, Interim, and Temporary. These certificates are again divided into four classes — namely, Academic, First Class, Second Class, and Special—in accordance with the regulations governing the granting of each class. Special certificates are granted for the most part to teachers of manual training and domestic science.

Eighty-five Academic, 144 First-class, 378 Second-class, and 47 Special Certificates, a total of 721, were issued during the year, as compared with 705 the previous year.

In addition to the above, it was found necessary to issue sixty-seven Temporary Certificates to meet the needs of the Province. This number was 135 less than that granted in 1921–22. These certificates were mainly issued to teachers who had previous experience and some Normal training, but who were not in possession of all the qualifications necessary to meet the full requirements for regular certificates.

The granting of Third-class Certificates has been discontinued. No certificates of this class have been issued since June 30th, 1922. As a result there has been a very marked increase in the number of students qualifying for First-class and Second-class Certificates.

CORRESPONDENCE COURSES AND NIGHT-SCHOOLS.

Instruction by correspondence was given: (*a*) To twelve teachers, holders of First-class and Academic Certificates, who desired to qualify for teaching commercial subjects in high schools; (*b*) to 184 children of school age who lived in localities in which there was not a sufficient number of children residing to keep a school in operation; (*c*) to 152 coal-miners who desired to qualify for the positions of shotlighters, overmen, mine surveyors, and mine managers.

Night-schools, attended by 3,996 pupils, were conducted in twenty-nine cities and rural municipalities. These figures, according to the latest report of the Organizer of Technical Education for Canada, place British Columbia third in rank among the Provinces in the matter of attendance.

The total amount spent by the Department for night-schools, correspondence-work and technical education (not including manual training and domestic science) was $70,164.76. Towards this expenditure the Dominion Government contributed $34,479.32.

NORMAL SCHOOLS.

The number of students in attendance at the Normal Schools exceeded by 152 the number enrolled the previous year. In all, 689 students—155 men and 534 women—were enrolled in the two Normal Schools, 420 in Vancouver and 269 in Victoria. Of the total number enrolled, 31 failed, 23 withdrew before the end of the year, 72 were granted interim certificates, and 563 were recommended for permanent certificates.

Last year was the first time in which interim certificates were issued. Previously permanent certificates were granted to all students whose work was not classed as poor by the Normal School teachers. Under the new arrangement, students whose work is wholly unsatisfactory are not granted certificates of any class, while students whose work is only "fair" are issued interim certificates valid for two years. Before the holders of such certificates are given permanent standing they must show by actual teaching during the time their certificates are in force that they possess adaptability for class-room work.

Students will no longer be admitted to Normal School on the old qualifications—namely, Junior Matriculation Certificates. Hereafter, high-school students who are preparing to enter the teaching profession will be required to take up in their High School Course the subjects

of Canadian History, Canadian Civics, British History, Geography, Arithmetic, and Drawing, as well as the work prescribed for Junior Matriculation students in Literature, Composition, Algebra, Geometry, one Science, and one foreign language. It is expected that this modification of the course will result in improvement in the teaching service. Normal School graduates will take charge of their schools with a better preparation for their work then they would have under the old requirements. In the past, University graduates who desired to take up teaching had to attend Normal School for one term only. In future they must attend for two terms of fifteen weeks each. During the first term (September to December) they will receive training at the Normal and Model Schools. The second term (January to May) will be spent at the University. One or two of the high schools will be used as model schools for observation and practice-work. The training during the first term will prepare them chiefly for teaching in elementary schools and that of the second term for teaching in high schools.

SCHOOL FOR THE DEAF AND THE BLIND.

The School for the Blind which was established several years ago by the Vancouver School Board was taken over by the Provincial Government in September. Accommodation was provided for the children in the building at Point Grey formerly used as the Boys' Industrial School and now operated as a School for the Deaf and the Blind.

There were in attendance during the year 70 children, 38 boys and 32 girls, 58 of whom are deaf and 12 blind. Forty of the pupils resided in the school; the other 30, who have their homes in Vancouver and its suburbs, attended as day scholars. The Inspector reports that the children are making very satisfactory progress. Four of the blind pupils were promoted to high-schol work at the end of the school-year. They will continue their studies at the institution. The older pupils are taught work of a practical as well as of an academic nature. The girls receive instruction in plain sewing, dressmaking, and housekeeping duties. The boys are required to work about the garden and other parts of the grounds. They are also taught manual training. Two of them attended the Technical School Vancouver, one day a week to learn printing.

SUMMER SCHOOLS.

The fourth summer session of the University of British Columbia was held in Vancouver in July and August under the direction of Dean Coleman. About 300 teachers, Inspectors, and Normal School Instructors were in attendance. Instruction by specialists was given in educational subjects, in commercial work, and also in the regular University courses.

The Summer School, which was in session in Victoria during the midsummer vacation, was attended by 360 teachers, as compared with 234 last year. Five new courses were added, making twenty-four courses offered altogether. These post-normal training courses are having excellent results in improving the standard of work done in the schools of the Province.

CHANGE OF STATUS.

Section 15 of the "Public Schools Act" provides that a city in which the average daily attendance of pupils exceeds 1,000 shall be ranked for school purposes as a city of the first class, and that a city with an average daily attendance of between 250 and 1,000 shall be ranked as second class. To meet the requirements of this section, Nanaimo has been raised to the status of a first-class city, and Armstrong, Duncan, Cumberland, Merritt, and Prince George to that of second class.

REVISION AND CONSOLIDATION OF THE "PUBLIC SCHOOLS ACT."

During the year the "Public Schools Act" was revised and consolidated. In its present form, with its new classification, rearrangement of sections, and index, it is more convenient for the use of trustees and teachers than the old Act. Some of the changes brought about are:—

(*a.*) The wife or the husband of every person who is qualified to fill the office of school trustee shall, if she or he is 21 years of age or over and a resident of the district, be qualified also to serve as school trustee.

(*b.*) When a vacancy arises on a Board of School Trustees of a municipal district for any cause other than the expiry of the regular term of office, the remaining trustees, in case the Council of the municipality fails to hold an election within thirty days after it has been served

with due notice, may, with the approval of the Council of Public Instruction, appoint some duly qualified person to fill the position which has become vacant.

(*c.*) The assessment voted by ratepayers at school meetings in rural districts must be paid over to the Boards of Trustees of each district in equal quarterly instalments on the first days of September, December, March, and June in each year. Under this arrangement payments are made one month earlier than in the past. The payments made at the first of June and December will enable trustees to pay teachers their salaries before they leave for their holidays, while the payment received on September 1st will make it possible for Boards to meet, before the schools open, any expenditure they may make during the summer vacations in purchasing equipment and supplies or in making improvements to buildings or grounds.

(*d.*) Such rural districts as comprise areas under or controlled by a corporation are to be regarded for school purposes as company towns. In each of such districts there is usually only one ratepayer, the Corporation. It has therefore been impossible for residents to qualify for the office of school trustee or for voting at school meetings. The new Act authorizes the Council of Public Instruction to appoint three residents, whether qualified voters or not, to serve as school trustees and to exercise the powers of ratepayers.

(*e.*) A penalty is provided in the case of teachers who leave the service of School Boards without giving due notice. The certificate of a teacher who violates the Act in this connection may be suspended by the Council of Public Instruction for such period as the Council considers expedient.

(*f.*) A teacher who is absent through illness a number of days not exceeding ten shall be paid salary in full during the period of sick-leave. No teacher, except one who has not used the allowance of previous years, shall be entitled to salary for a longer period of sick-leave than ten days in any school-year.

(*g.*) A Board of School Trustees of a municipal school district may, with the approval of the Council of Public Instruction and of the Council of the municipality, make a retiring allowance to any teacher who has to leave its service owing to ill-health or old age.

(*h.*) Boards of School Trustees are given power to expend a part of the tuition fees collected from pupils attending colleges, high schools, or technical schools in establishing scholarships for deserving pupils who are students at the schools or colleges in which the fees are collected.

(*i.*) Normal School students may be charged tuition fees. It has been the practice [illegible] rly all other Provinces and countries to require students to contribute to the cost of the maintenance of the schools at which they receive training for the teaching service. The fee of $40 which is now imposed for the first time will meet about 30 per cent. of the amount required each year for the maintenance of the two Normal Schools.

HIGH SCHOOLS.

The enrolment in the high schools during the year was 9,220. Of this number, 4,046 were boys and 5,174 were girls.

The number of divisions, the total enrolment for the school-year 1922–23, and the total enrolment for the school-year 1921–22 are shown in the following table:—

High School Centre.	Number of Schools.	Number of Divisions.	Total Enrolment, 1922–23.	Total Enrolment, 1921–22.
Abbotsford	1	1	25	...
Agassiz	1	2	34	34
Armstrong	1	3	66	69
Bridgeport	1	3	69	53
Burnaby	2	7	218	30
Chilliwack	1	5	184	140
Courtenay	1	2	41	29
Cranbrook	1	5	125	97
Creston	1	2	27	26
Cumberland	1	2	38	40
Duncan	1	2	61	68
Enderby	1	2	29	34
Esquimalt	1	3	44	45
Fernie	1	5	110	77
Golden	1	1	14	13
Granby Bay	1	2	18	19
Grand Forks	1	3	68	76
Greenwood	..	..	...	15
Howe Sound	1	1	16	...
Kamloops	1	5	156	147
Kaslo	1	2	47	51
Kelowna	1	3	102	104
Keremeos	1	1	19	...
Ladner	1	2	42	38
Ladysmith	1	3	61	69
Langley	1	2	38	42
Maple Ridge	1	2	52	54
Matsqui	2	2	49	21
Merritt	1	1	43	30
Mission	1	3	56	74
Nakusp	1	1	17	...
Nanaimo	1	5	154	162
Nelson	1	7	224	213
New Denver	1	1	25	...
New Westminster	2	19	543	673
Oak Bay	1	5	156	149
Ocean Falls	1	1	19	15
Peachland	1	1	21	19
Penticton	1	5	130	116
Point Grey	2	17	496	393
Port Alberni	1	1	29	26
Port Coquitlam	1	1	27	...
Powell River	1	2	24	19
Prince George	1	2	32	29
Prince Rupert	1	5	111	101
Princeton	1	1	18	...
Revelstoke	1	4	102	123
Rossland	1	4	101	101
Salmon Arm	1	2	62	54
Slocan	1	1	16	12
Smithers	1	1	16	...
Summerland	1	3	77	68
Surrey	1	3	80	55
Trail	1	5	90	78
Vancouver	6	80	2,749	2,759
Vancouver, North	1	9	325	274
Vancouver, South	1	18	626	565
Vernon	1	5	122	109
Victoria	1	30	976	1,026
Totals	67	316	9,220	8,634

City Elementary Schools.

The enrolment in the city elementary schools was 41,174. The number of boys was 21,088; of girls, 20,086.

The number of schools, the number of divisions, the total enrolment for the school-year 1922–23, and the total enrolment for the school-year 1921–22 in each city are shown in the following table:—

City.	Number of Schools.	Number of Divisions.	Total Enrolment, 1922–23.	Total Enrolment, 1921–22.
Alberni	1	4	115	112
Armstrong	1	15	521	534
Chilliwack	1	10	377	408
Courtenay	1	5	240	209
Cranbrook	3	17	688	653
Cumberland	1	13	517	511
Duncan	1	11	413	540
Enderby	1	5	162	167
Fernie	1	23	886	939
Grand Forks	1	11	431	453
Greenwood	1	3	79	80
Kamloops	1	20	816	735
Kaslo	1	4	140	142
Kelowna	1	15	535	554
Ladysmith	1	12	446	436
Merritt	1	10	392	368
Nanaimo	3	26	1,189	1,183
Nelson	2	25	1,008	978
New Westminster	5	66	2,574	2,491
Port Alberni	1	5	201	173
Port Coquitlam	2	7	250	254
Port Moody	1	6	206	186
Prince George	1	8	310	279
Prince Rupert	1	19	691	751
Revelstoke	1	16	659	620
Rossland	1	11	454	454
Salmon Arm	1	5	173	169
Slocan	1	2	48	60
Trail	3	20	746	656
Vancouver	30	446	18,307	17,890
Vancouver, North	3	38	1,388	1,366
Vernon	1	22	851	860
Victoria	17	138	5,361	5,694
Totals	92	1,038	41,174	40,905

RURAL MUNICIPALITY ELEMENTARY SCHOOLS.

The enrolment in the rural municipality elementary schools during the year was 25,733. The number of boys enrolled was 13,287; of girls, 12,446.

The following table gives the names of the several municipalities, the number of schools in each, the total enrolment for the school-year 1922–23, and the total enrolment for the school-year 1921–22:—

Municipality.	Number of Schools.	Number of Divisions.	Total Enrolment, 1922–23.	Total Enrolment, 1921–22.
Burnaby	15	80	2,956	2,756
Chilliwack	14	31	918	904
Coldstream	2	3	77	66
Coquitlam	5	8	225	206
Cowichan, North	4	6	162	...
Delta	12	17	511	498
Esquimalt	1	17	573	581
Glenmore	1	1	28	...
Kent	2	5	171	178
Langley	17	28	954	962
Maple Ridge	9	19	642	612
Matsqui	11	19	508	530
Mission	9	17	555	557
Oak Bay	2	15	607	572
Peachland	2	4	100	107
Penticton	2	21	758	775
Pitt Meadows	2	3	79	62
Point Grey	7	73	2,890	2,477
The Deaf and the Blind	1	9	70	60
Richmond	7	21	772	745
Saanich	16	59	2,004	1,926
Salmon Arm	7	8	229	229
Sumas	5	7	167	163
Summerland	1	9	337	340
Surrey	19	37	1,135	1,078
Vancouver, North	6	20	722	714
Vancouver, South	14	184	7,118	6,913
Vancouver, West	4	13	465	420
Totals	197	734	25,733	24,431

RURAL AND ASSISTED ELEMENTARY SCHOOLS.

The total enrolment in these schools for the year was 18,761. Of this number, 9,662 were boys and 9,099 were girls.

EXPENDITURE FOR EDUCATION, 1922–23.

Education Office:		
Salaries		$ 18,541 33
Expenses of office—		
Books and papers	$ 116 86	
Expressage	65	
Furniture and repairs	31 08	
Insurance premiums	20 00	
Postage	1,160 32	
Printing and stationery	6,996 82	
Repairing and cleaning typewriters	80 04	
Telegrams, telephones, etc.	1,001 89	
		9,407 66
Travelling expenses		430 83
Carried forward		$ 28,379 82

Brought forward		$ 28,379 82
Free Text-book Branch:		
Salaries		6,104 25
Expenses of office—		
Expressage	$ 12 05	
Furniture, etc.	47 30	
Insurance premium	5 00	
Postage	1,496 06	
Printing and stationery	2,699 29	
Repairing and cleaning typewriters	29 00	
Telegrams and telephones	148 24	
		4,436 94
Books, maps, etc.		126,387 58
Agricultural Education:		
Salaries	$18,949 99	
Less contributed by Districts	9,053 00	
		9,896 99
Office supplies	$ 1,206 99	
Travelling expenses	1,583 69	
Grants in aid	13.674 43	
Summer school	8,875 64	
		25,340 75
Industrial Education:		
Salaries		7,048 31
Office supplies	$ 1,839 55	
Travelling expenses	1,488 84	
Night-schools	15,890 40	
Summer school	9,791 06	
Grants in aid	34,230 59	
		63,240 44
Inspection of Schools:		
Salaries		50,774 15
Office supplies	$ 3,798 28	
Travelling expenses	19,530 02	
		23,328 30
Normal School, Vancouver:		
Salaries		26,070 00
Office supplies	$ 2,600 87	
Travelling expenses	74 45	
Fuel, water, and light	2,032 54	
Maintenance and repairs	5,170 40	
Students' mileage	1,908 05	
Allowance to teachers assisting Normal students	3,155 00	
		14,941 31
Normal School, Victoria:		
Salaries		24,204 00
Office supplies	$ 2,495 08	
Travelling expenses	464 00	
Fuel, water, and light	3,286 43	
Maintenance and repairs	1,611 29	
Students' mileage	6,130 00	
Allowance to teachers assisting Normal students	1,625 00	
Incidentals	9 50	
		15,621 30
Carried forward		$ 425,774 14

Brought forward		$ 425,774 14
School for Deaf and Blind:		
Salaries		19,144 29
Office supplies	$ 137 62	
Travelling expenses	51 40	
Fuel, water, and light	2,066 97	
Maintenance and repairs	2,115 52	
Furniture, etc.	396 49	
Provisions, etc.	3,288 71	
Incidentals	395 08	
		8,451 79
Per capita grant to cities		699,003 39
Per capita grant to district municipalities		483,836 00
Per capita grant to rural school districts		159,510 20
Salaries to teachers in assisted schools		516,747 80
Salaries to teachers in Esquimalt & Nanaimo Railway Belt		105,335 35
School buildings, erection and maintenance		241,898 24
Libraries		1,530 02
Manual-training equipment		518 98
Examination of teachers and High School Entrance classes		32,198 17
Conveying children to central schools		32,390 20
Miscellaneous grants		500 00
Incidentals		3,597 70
Grant to University of British Columbia		446,250 01
		$3,176,686 28
Amount expended by—		
Cities		2,727,755 24
District municipalities		1,371,146 88
Rural and assisted school districts		354,421 14
Grand total cost of education		$7,630,009 54

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.
1913–14	$20 04	$25 27
1914–15	21 78	26 65
1915–16	22 50	28 56
1916–17	22 47	27 83
1917–18	22 64	27 93
1918–19	24 88	31 59
1919–20	27 20	36 05
1920–21	29 01	36 38
1921–22	29 33	35 70
1922–23	27 92	34 07

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*

* This amount includes annual grant to Provincial University.

The following statement shows the number of teachers of each sex employed during 1922–23 and 1921–22, and also the number of certificates of each class held by the teachers:—

	Number of Certificates of each Class.						Number of Teachers of each Sex.		Total.
	Academic.	First.	Second.	Third.	Temporary.	Special.	Male.	Female.	
High schools	290	...	....	...	14	28	213	119	332
Urban municipalities	128	313	525	80	5	90	200	941	1,141
Rural municipalities	47	162	432	88	3	45	137	640	777
Rural and assisted	56	163	459	129	61	...	179	689	868
Totals, 1922–23	521	638	1,416	297	83	163	729	2,389	3,118
Totals, 1921–22	482	548	1,217	374	202	171	700	2,294	2,994

Further particulars regarding the work of the schools are 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 31st, 1923.

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

SIR,—I beg leave to submit herewith my report on the high and superior schools of Inspectorate No. 1 for the school-year ended June 30th, 1923.

The boundaries of this inspectorate are the same as they were in September, 1919, when two high-school inspectorates were formed. It now contains four superior schools, six ungraded high schools, and twenty-five graded high schools, making a total of thirty-five schools with 168 teachers.

During the year a superior school was opened at Sooke and the one at Abbotsford was raised to the status of a high school. In Langley Municipality the high-school classes formerly conducted at Murrayville were transferred to temporary quarters at Milner, a point more convenient to the majority of pupils in the municipality. The superior schools at Bradner and Mount Lehman, in Matsqui Municipality, were reduced to their former status as public schools and the pupils of each who were doing high-school work attended the newly created high school at Dennison, which is midway between Bradner and Mount Lehman and about a mile from each centre. This arrangement is a distinct advantage to the community. Instead of the principals of each superior school spending the greater part of the day teaching high-school subjects, they are now free to devote all their time to the Senior Grade pupils of the public school, while the teacher in the high school at Dennison, which serves both communities, gives instruction in high-school subjects only.

In April of this year the City of Chilliwack and the District Municipality of Chilliwack were formed into one high-school area. In accordance with the terms of the "Public Schools Act," two trustees were appointed from the City School Board and two from the Municipal School Board, the four members thus appointed constituting the Board of School Trustees of the high-school area. This High School Board is given powers similar to those vested in Boards of Trustees of municipal school districts. The appointment of the High School Board and the extension of the boundaries of the district have ensured greater activity and interest in the high school by the people of the Chilliwack Valley generally. The effective consolidation of educational interests such as that which has been brought about at Bradner, Mount Lehman, and Chilliwack serves to confirm the wisdom of making the "Public Schools Act" readily adaptable to urgent local needs.

The work done in the schools of this inspectorate, as shown in the results of the Departmental Examinations, was above average. This is also true of the general average in the high schools of the Province. The members of the Board of Examiners who read the answer papers stated that the good results were not due to less difficult examinations than in the year previous, nor to greater leniency in marking the papers, but to the improved character of the candidates' answers, which could be accounted for mainly by the higher standard of teaching in the schools.

The results of the examinations were as follows:—

Grade.	Number of Candidates.	Number passed.	Granted Supplementals.
Preliminary Course, Junior Grade	371	267	...
Advanced Course, Junior Grade	211	134	...
Third-year Commercial	46	31	12
Third-year Household Science	21	12	6
Third-year Technical Leaving	17	6	6
Junior Matriculation (1 Returned Soldiers' Applied Science)	1,746	1,028	436
Senior Matriculation	111	27	38
Totals	2,523	1,505	498

Including those who were granted supplementals, the pass-list was 2,003 out of a total of 2,523 candidates, or slightly over 79 per cent. of those who wrote did not fail in the examinations. This year, for the first time, supplementals were granted to Third-year Commercial, Household Science, and Technical Leaving candidates. Those who were granted supplementals in Junior Matriculation subjects may remove them in June or September, but if they were granted supplementals in subjects peculiar to the Third-year Commercial, Household Science, or Technical Leaving Course they must write their supplementals in June only.

As Secretary of the Board of Examiners, I should like to record my appreciation of the promptness with which the principals of the high and superior schools of the Province filled out the returns calling for an estimate of the number of candidates in each grade and the optional subjects which they intended to write upon at the Departmental Examinations in June. Upon these statistics were based the number of booklets and examination papers required at each centre. Thirty-five thousand booklets were ordered, manufactured in the Province, and sent to the various centres.

The immediate supervision of the High School and Matriculation Examinations was in sole charge this year of the Inspectors of Schools and members of the Normal School staffs. Examinations were held in every high and superior school of the Province, as well as in five more or less isolated public schools. In all, there were eighty-three examination centres. It is greatly to the credit of those who supervised and presided that the answer booklets from every one of the 2,523 candidates, including those who wrote at Atlin and Hudson Hope, arrived at the Education Office in time to be read, adjudicated upon, and tabulated before the publication of the results on July 28th.

According to the new schedule of fees, stipulated in the Courses of Study, the sum of $5 must be paid by a high-school pupil who writes upon any one of the Departmental Examinations in June, 1924. This does not, of course, apply to candidates in Grades IX. and X. of superior schools, for whom the Departmental Examinations are obligatory. The charging of fees will not work a hardship on high-school pupils, because they may still be promoted from Grades IX. and X. by their principals on the advice of the assistant teachers, whose recommendations should "largely determine the promotion lists." If, however, a pupil or his parent is not satisfied with the recommendation of the teacher or principal, the pupil, by paying the required fee, may write upon the Departmental Examination and thus have the Board of Examiners as a "Court of Appeal," whose decision as to whether the pupil should be promoted will be final.

One of the new clauses in the Courses of Study just issued should have a far-reaching influence upon the system of promotion in our high schools. It reads thus: "Pupils who fail to do well in part of their examinations should not be required to repeat the year's work in those subjects in which they have shown a marked degree of proficiency, but should be allowed to proceed to the next year's work in such subjects. This method of promotion leads logically to granting credit to students who write on the Matriculation and other examinations, in those subjects in which they obtain the required percentage. If this principle of promotion were put into effect, I believe it would economize the teacher's and pupil's time as well as the ratepayer's money, and it would also relieve the pupil from the monotony of spending another year upon a subject or subjects in which he had already shown proficiency.

Several changes have been made in the Courses of Study, which will come into effect at the opening of the school-year in September. Not the least important change is that made in the cumbrous terms "Preliminary Course, Junior Grade" and "Advanced Course, Junior Grade," for which may be substituted the simple terms Grade IX. and Grade X. respectively.

In Grade IX. a supplementary story, "Lorna Doone," has been added to the Course in Literature, and certain selections for study have been chosen from the Fifth Reader. Canadian History has been added and Civics has been dropped. A new Geometry, by Godfrey and Siddons, has been substituted for Hall and Stevens' Geometry. Gregory and Simmons' Science Texts have been eliminated, while Caldwell and Eikenberry's General Science has been retained. In Grade X. the French text "Histoires et Jeux" has been substituted for "La Mere Michel et son Chat." The history prescribed in this grade for those who wish eventually to enter University is the Canadian edition of West's "Early Peoples," while those who are preparing for Normal Entrance will study Wrong's "High School History of England." In this grade Botany is no longer compulsory. Grade XI. includes the subjects of Junior Matriculation and Normal Entrance. The requirements for each are identical, except that Geography is to be

taken by Normal Entrance candidates instead of a second science or a second language, and "English History and Civics" will be studied instead of "General History." Those students who wish to take a general course or who desire to pursue their studies no further than the end of the High School Course may now take advantage of the educational value to be derived from the study of subjects such as History and Geography. These changes and improvements should make the outlook for secondary education in this Province brighter than ever before.

I have, etc.,

A. SULLIVAN,

Inspector of High Schools.

HIGH SCHOOLS—INSPECTORATE No. 2.

VANCOUVER, B.C., September 1st, 1923.

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 inspectorate for the school-year ended June 30th, 1923:—

This inspectorate embraced thirty-five high and eleven superior schools, containing 176 divisions. The number of teachers employed was 195, an increase of sixteen over the previous year. It is interesting to note that thirty-one of the teachers in the secondary schools of my district are graduates of the University of British Columbia. This is rather a remarkable showing when we consider that the Provincial University granted degrees for the first time in 1916.

During the year the following schools were raised from superior to high-school status: Howe Sound, Keremeos, Nakusp, Port Coquitlam, and Princeton. Greenwood was reduced to a superior school because of the falling-off in the number of high-school pupils. Excellent new high-school buildings have been provided in Maple Ridge and South Burnaby. These were formally opened by the Honourable the Minister of Education, the former on September 7th and the latter the following day. Accommodation, ample for present high school needs, has been provided at Agassiz, Keremeos, Penticton, and Summerland, either through the erection of new public schools or through additions to the old buildings. High-school buildings are under construction at Mission, Trail, and North Burnaby, while a four-room wing is being added to the South Vancouver High School.

The new Course of Study has rechristened the high-school grades and now refers to them as Grades IX., X., XI., and Senior Matriculation. During the year the Education Department has made a number of important changes in the High School Course of Study. Canadian History will replace Civics in the subjects for Grade IX., while in the second year Arithmetic is now required and Botany is optional. Science has been made the equivalent of a foreign language in Grade XI. Pupils looking ahead to Normal School will be asked to follow a course of study differing somewhat from that required of Junior Matriculation candidates. "Students of Grade XI. who wish to enter Normal School in September, 1924, must take the prescribed course in English History and Civics and in Geography, the former in place of General History and the latter in place of a second science or second language. In other respects the requirements for Normal Entrance and Junior Matriculation are identical." Students of Grade X. who plan on entering Normal School in 1925 should substitute British History for the General History of that year. Candidates who pass the Normal Entrance Examination in June, 1924, and who may later decide to enter the Provincial University, will be given credit for those matriculation subjects in which they have been successful. A year's Normal Training is now required of University graduates working for Academic certificates. Part of the time will be spent at Normal School and the remainder at the Provincial University. New texts have been prescribed for first-year Geometry and second-year History and French Authors. The Grade X. Botany and the Geometry and Botany of Grade XI. have been redrafted. Instead of requiring all the Fifth Reader of first-year classes certain selections have been prescribed, but the classes will be asked for *two* books of prose.

I have been making a careful study of the grading of first- and second-year high-school pupils during the last few years and have been forced to conclude that grading standards differ

widely. I have five large (twelve or more divisions) high schools in my district—all the five being located in the Lower Mainland. In 1921 the number of Advanced Junior pupils in these schools compared with the enrolment in Preliminary classes the previous year ranged all the way from 56.2 to 76.5 per cent; in 1922 the range was from 57.3 to 81.3 per cent.; and in 1923 from 46.2 to 75.7 per cent. A comparison of Junior Matriculation pupils with the Advanced Junior pupils enrolled the previous year reveals the following variations: In 1921, from 37.6 to 93.3 per cent.; in 1922, from 53.9 to 92.5 per cent.; in 1923, from 58.4 to 81.3 per cent.

While it is obvious these figures are affected somewhat by several causes, such as the greater number of pupils dropping out in some schools, yet it cannot be denied the main reason for the variation is the difference in the standards adopted in setting and marking grading papers. If trustees are going to judge a school's work by the results of the Junior Matriculation Examination, the criterion should not be the percentage of candidates who are successful, but rather the relationship between the number of successful candidates and the total enrolment of the school. It ought to be possible for the high schools of Vancouver to adopt uniform standards for grading. Such an arrangement need not ignore teachers' judgments in doubtful cases. In a number of smaller schools there is still evident considerable laxness in grading. Unless we keep our standards high we are bound to develop in the pupils habits of cheap workmanship.

Homogeneous grouping of pupils is now being employed in most of our large high schools. No such grouping is worthy of consideration unless the object is to make an arrangement which will prove of value for our boys and girls; this, I believe, is the object the principals have had in mind. The practice followed in several schools in this Province has been to arrange according to ability all the pupils of any one year and then to divide these into classes, beginning with the very bright and ending with the slowest. In a school of six or more Preliminary classes this invariably results in the formation of one class who look upon themselves as dullards, and hence are discouraged at the very beginning of their High School Course and accordingly fail to live up even to their limited capabilities. Teachers usually approach such classes with reluctance and distaste, miss the inspiration provided by a class of eager, intelligent pupils, and thus are not in a position to give of their best. Principals in other places have learned that it is unwise to make too fine a division of pupils, and that the most satisfactory plan is to have three groups only—the bright, medium, and slow. With the increasing number of optional subjects the difficulties of homogeneous grouping from an administrative standpoint are greatly increased. It is unwise to attempt to do much along this line in a school of less than 250 or 300 pupils.

Of late years the high-school principal has been coming back into his own. School Boards are consulting principals more and more regarding appointments and dismissals and are centring in their hands responsibility for instruction. They realize that it is not sound policy to pay a principal a large salary for doing secretarial work or for simply teaching his own classes. A good principal must be strong in discipline, wise in his dealings with pupils and assistants, and a leader in his school, not simply one of the staff. To be a leader he must be capable of and willing to undertake effective supervision. I meet principals occasionally who have the mistaken idea that they are in no way responsible for the quality of work being done by their assistants. Such principals should make up their minds to assume such responsibility or give way to others who will.

During the past summer I have had exceptional opportunities of considering the attitudes, ideals, and methods of high-school teachers in other places. I have returned home fully convinced that the high-school teachers of British Columbia are, on the whole, exceedingly earnest, conscientious, and efficient.

During recent years there has been a remarkable increase in the high-school enrolment of the Province. The number of high-school pupils by years since 1917 is given below:—

School-year	Enrolment in High Schools.	Increase.
1916–17	4,841	...
1917–18	5,150	309
1918–19	5,806	656
1919–20	6,636	830
1920–21	7,259	623
1921–22	8,634	1,375
1922–23	9,220	568

In the last six years there has been an increase of 4,361, or 90 per cent. These figures do not take into account the number of superior-school pupils doing high-school work. This surely indicates a growing appreciation of the value of the training offered by our secondary schools.

"Many claim the function of the high school is to train for leadership. . . . There is only one qualification for leadership and that is efficiency. The object of the high school should be to train for efficient service. One becomes a useful citizen through the amount of silent directive thinking one does and through the material, spiritual, and æsthetic contributions one makes to society. The immediate and paramount duty of the high school is to inculcate into pupils as much knowledge as possible of subjects of study and to build up within him those habits of discipline, of concentration, of mental reserve, of perfection, and of duty which alone can raise him to leadership when a leader is wanted."

I have, etc.,

J. B. DELONG,

Inspector of High Schools.

ELEMENTARY SCHOOLS—INSPECTORATE No. 1.

VICTORIA, B.C., October 1st, 1923.

S. J. Willis, Esq.,

Superintendent of Education, Victoria, B.C.

SIR,—I beg to submit the following report on the schools of Inspectorate No. 1 for the year ended June 30th, 1923:—

The inspectorial district remained as defined in 1921, and, as then, comprised the elementary schools of the City of Victoria and of the islands of Galiano, Mayne, Pender, Saltspring, and Saturna. While there was a decrease in the number of children attending the city schools and a corresponding decrease in the number of teachers employed, the enrolment in the rural schools of the inspectorate remained much the same as in the preceding year.

One cannot pass from an inspection of one of the city schools to an inspection of one of the rural schools without feeling acutely the little opportunity for advancement afforded the rural child as compared with that presented to the city child. The problem of higher education for the children of the smaller islands is, undoubtedly, a difficult one to solve economically, but the dwellers on Saltspring Island have not the same reasonable excuse to offer for withholding the opportunities for higher education from the children of the island. A consolidation of schools in the northern part and another consolidation in the southern part of the island would give opportunity for the establishment of superior schools at those points and the child's educational field would be that much extended. The Annual Report for 1922 shows an enrolment of 8,634 pupils in the high schools of the Province and an enrolment of 83,285 in the elementary schools, a ratio of 1 to 10. I failed to discover that even one Saltspring Island pupil was attending a high school that year, although the elementary-school enrolment for the island was 141, and in the above proportion the island should have had at least fourteen pupils in the high school. Consolidation, by creating better conditions in and around the school, should also affect the teacher's tenure of office. Under present conditions few teachers remain with a school for a greater period than one year. Of the fifteen teachers employed in the islands in June, 1922, only three returned in September of that year. The aim of nearly all teachers is to obtain a position in a graded school, where the work is of a less trying character and there is a possibility of associating with others of the same calling.

For several years Parent-Teachers' Associations have been operating very effectively at several of the city schools. The best understanding has always existed between these associations and the School Board, as the associations recognize their own limitations and respect the powers of the Board, the elected representatives of the people. Besides the benefit derived through the association of parent and teacher, much has been done by these associations to improve physical conditions at the schools, assisting the school library, clearing school-grounds, etc.

Although the work is not always reported, some of the teachers in the rural schools do attempt to beautify the school-grounds, and in some instances gardening on a small scale has been carried on. In but few cases would it be possible to create a garden of the regulation

size, as the school-sites are usually the poorest pieces of ground in the communities; in the past the school-site was oftentimes a gift of land of little or no agricultural value, and accepted as satisfactory for school purposes, inasmuch as a playing-ground was at the time the only consideration.

The result of the 1923 examination for entrance to high school was generally satisfactory to both the city and rural schools of this inspectorate. Notwithstanding the smaller enrolment, 168 candidates from the city schools were successful in passing the examination, an increase of forty-eight over 1922, while the rural schools passed seventeen candidates as against eight in the previous year.

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

ELEMENTARY SCHOOLS—INSPECTORATE No. 2.

VICTORIA, B.C., August 31st, 1923.

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 this district for the school-year ended June 30th, 1923:—

The territory covered comprised the southern portion of Vancouver Island, from Nitinat on the west coast to a point 5 miles north of Ladysmith on the east coast, including James and Thetis Islands, but not including the City of Victoria.

Within this territory are included the following schools:—

	Schools.	Teachers.
City municipality districts	2	23
Rural municipality districts	22	98
Rural and assisted schools	50	65
Totals	74	186

While the result of the Departmental Examination for entrance to a high school is not the sole criterion by which to judge the work of the schools, it is still a very important factor in determining efficiency in teaching, and few will seriously contend that failure to pass the test augurs as well for the future prospects of the child as the ability, requisite knowledge, and training necessary for the successful accomplishment of the task. In this inspectorate two schools only—Monterey Avenue, Oak Bay, and Lampson Street, Esquimalt—availed themselves of the privilege of recommending for high school 60 per cent. of their Entrance classes without writing the Departmental Examinations. From the former thirty-two were recommended and from the latter thirty-three.

In addition to the pupils recommended as qualified to take up high-school work without examination by the Department of Education, 416 candidates wrote at the sixteen centres, and of those 241 were successful, an increase over last year of 69 and 38 pupils respectively. Of the successful candidates, the Municipality of Oak Bay and the Saanich Peninsula contributed two-thirds of the number.

It is a matter of deep regret that, at a time when the schools of the Saanich Municipality are approaching a condition of comparative efficiency, the Board of School Trustees, driven, as the members state, and much against their inclination, by the stern necessity of rigid economy, should not only cut off the manual training, but at the same time reduce the salaries of the teachers; the curtailment of the school curriculum and the reduction in salaries to take effect when the schools reopen in September.

There are three fairly distinct types of ability to be found among normal children—mathematical ability, literary ability, and motor or manual ability. These are three modes of self-expression in children. While progress in arithmetic and composition is symptomatic of the special abilities in mathematics and literature, there is little or no means, in the absence of manual training, of ascertaining what practical ability or special aptitude for craftmanship the pupils actually possess.

While one can feel assured that the reduction in salaries, though a very serious grievance to those affected by it, will not interfere with the progress of the children in the mastery of the ordinary course of study because of the high sense of honour and duty possessed by the great majority of teachers, still this retrograde movement of impoverishing the curriculum is greatly to be deplored, as it tends to handicap the children in obtaining a uniform and all-round development in their training for the duties of life.

That link in the educational chain known as the superior school is a great boon to the enterprising and intelligent ratepayers of rural schools. For a few years past the small graded school of two divisions in the Sooke District was turning out an increasing number of successful candidates at the High School Entrance Examinations, and the secondary education of these children became a serious problem to the School Board and the parents. In September, 1922, the Board of School Trustees, with the approval of the ratepayers, established in the district a superior school. While the people as a whole made a considerable contribution towards the maintenance of the school, the parents of the children so benefited also bore no small portion of the expense by making a monthly contribution towards the cost of the institution, while the children, so helped and encouraged in obtaining secondary education, manifested their gratitude and appreciation of the efforts put forth on their behalf by passing the Departmental Examinations for the first year of high school with marked distinction.

On the whole, I have found throughout the inspectorate an increasing and intelligent interest in the educational progress of the children on the part of both parents and School Boards, and the year just closed marks a forward step in a large number of rural schools.

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

ELEMENTARY SCHOOLS—INSPECTORATE No. 3.

NANAIMO, B.C., September 22nd, 1923.

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. 3 for the school-year ended June 30th, 1923:—

This inspectorate, which remained the same this year as last, comprises five city schools with fifty-five teachers and sixty-nine rural and assisted schools with 111 teachers. To these, 245 visits of inspection were made during the year.

Hyde Creek was the only school which remained closed all year, while new schools were opened at Oyster River and New Camp 3; the latter called "McGuigan" after the school at Old Camp 3, destroyed in the Merville fire, July, 1922. A new school was authorized at Maple Grove, Lasqueti Island, and will be in operation next term. Cassidy District was divided into two districts, Cassidy and Waterloo, with a two-room school in each district. New divisions were opened in Cumberland, Alberni, Port Alberni, Harewood, and Mountain.

At the High School Entrance Examination in June 280 candidates presented themselves, of whom 146, or about 52 per cent., were successful, while sixty pupils were promoted without examination. It is pleasing and encouraging to note that a pupil of a two-room rural school carried off the Governor-General's medal for this district. It was won by Florence C. Olson, of Waterloo School, with 404 marks out of a possible 500.

The following schools passed 100 per cent. of their recommended pupils: City, Nanaimo; rural, Chase River, Nanaimo Bay, Waterloo, Sandwick, Nob Hill, Puntledge, and Suquash.

The teachers of the Comox Valley, headed by the staffs of Cumberland and Courtenay, have shown a very progressive spirit by their organization of a school fair. This has been conducted most successfully for two years and has resulted in a new stimulus in the work in general and a marked improvement along many lines, especially drawing, geography, writing, and composition. Last autumn the organization broadened out and a most successful institute for the district was held at Courtenay in November, at which able and helpful addresses were given by Inspectors Mackenzie and Stewart; Mr. Weston, of Vancouver Normal School; and Mr. E. S. Martin, of

Nanaimo. Too much cannot be said for the invigorating influence of such an organization and I hope to see other districts organizing along similar lines.

I find a great many teachers have availed themselves of the opportunity to increase their efficiency by attending the Summer Courses at Vancouver, Victoria, and elsewhere, and as a consequence are bringing into their schools a new freshness and vigour. Modern ideas of education and modern methods are permeating everywhere, and those who have rested serenely on their oars for several years are beginning to awaken to the fact that they are going to be hopelessly left behind unless they, too, better themselves.

This report would be incomplete without reference to the efforts made at Nanaimo to develop the physical side of the pupil as well as the mental. Through the untiring efforts of Mr. E. S. Martin, the Principal, a gymnasium has just been completed, fully equipped with hot showers, etc., and containing the largest basket-ball floor in the Province. The $15,000 necessary to erect and equip this building was raised by donations and subscriptions and by the aid of local organizations who realize the importance of this phase of education.

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

ELEMENTARY SCHOOLS—INSPECTORATE No. 4.

Vancouver, B.C., September 24th, 1923.

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 1922–23:—

The following schools comprise the inspectorial district: Nine assisted schools along the Coast, extending from St. Vincent Bay to Roberts Creek, East; the graded school, Howe Sound, at Gibson's Landing; and the following schools in Vancouver City: Aberdeen, Bayview, Beaconsfield, Block 70 School, Dawson, Charles Dickens, Simon Fraser, Grenfell, Hastings, Kitsilano, Livingstone, Mount Pleasant, Macdonald, and Strathcona. The number of schools and of teachers engaged was:—

	Schools.	Teachers.
Assisted schools	8	8
Rural schools	1	3
Vancouver City schools	14	200
Totals	23	211

During the past school-year the Vancouver City School Board has experienced difficulty in providing suitable accommodation. The money by-laws to provide for a building programme were defeated. This made it imperative to continue the erection of more frame buildings containing one or two rooms. As an effort was made to relieve the overcrowded conditions of class-rooms, it was necessary to continue the use of attic and basement rooms, teachers' rooms and libraries. At Howe Sound School one room was added to the public school building, but the ever-increasing child population of this district made it necessary to utilize again for school purposes an old building that had been temporarily abandoned.

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

Marguaritta M. S. Taylor, 6th Division, Hastings School, Vancouver.
Mrs. Dorothy Johnston, 23rd Division, Dawson School, Vancouver.
Colin McDougall, Elphinstone Bay School (ungraded).

Important changes were introduced in elementary-school work during the year. The new Canadian Readers have been favourably received; the new Course in Literature prescribed for Entrance pupils is considered a decided improvement; and as no written examination on this is required it is generally felt that pupils more readily develop an appreciation of good literature and a fondness for good reading. The decision to change the seven-year Elementary School Course to an eight-grade course is an important one. As our nomenclature and classification

now correspond with those generally in use throughout the Dominion, the United States, and Great Britain, accurate comparisons by use of standard tests can be made, and much confusion and misunderstanding will be avoided when grading the large number of pupils constantly entering our Province.

A large number of teachers, especially in the graded schools, continue to teach with marked success the MacLean Method of Muscular Movement Writing. In schools where it was carefully taught in all grades, and supervised by the principal or a well-qualified teacher, excellent results were obtained. I have no hesitation in stating that the standard attained in many rooms is higher than set by the Ayres scale for pupils in corresponding grades. There is, of course, a number of teachers who have not yet made any serious effort to master the new system and who, in consequence, are not getting good results.

The work done by the majority of the teachers, particularly in the graded schools, continues to improve. The socialized recitation, project method, and dramatized lesson are being used successfully in many class-rooms. In these rooms the class period has now come to be regarded as one of training and learning through active participation by the pupil.

As my plan of procedure during the last part of the school-year was interrupted by sickness, this report will not consider some phases of the work that I had intended to discuss. I wish, however, to express my appreciation of the kindly courtesy everywhere extended to me.

I have, etc.,

J. T. POLLOCK,

Inspector of Schools.

ELEMENTARY SCHOOLS—INSPECTORATE No. 5.

VANCOUVER, B.C., September 20th, 1923.

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, 1923:—

Inspectorate No. 5 comprises the schools in the Rural Municipalities of Maple Ridge, Matsqui, Mission (with rural and assisted districts adjacent), Sumas; Abbotsford Rural School District; and in Vancouver City the Cecil Rhodes, Florence Nightingale, General Gordon, Grandview, Laura Secord, Model, Seymour, and Lord Tennyson Schools. At the close of the school-year this inspectorate included 200 divisions—127 divisions in Vancouver and 73 rural school divisions in the Fraser Valley.

A visit of inspection was made to each division, and as far as time permitted a second visit of inspection was made to the rural schools. In addition to regular visits of inspection, special visits were made frequently to the rural districts in connection with the departmental administration of these schools generally.

Any extension-work, worthy of the name, in the way of erecting new school buildings to provide for the increasing school population has been confined to the rural districts. The splendid eight-room school building erected at Abbotsford was opened early in the school-year and the status of the Abbotsford Superior School was raised to that of a high school. In Mission Municipality a fine new modern school building was erected at Ferndale, while in Maple Ridge Municipality an additional room was erected at Webster's Corners and a splendid new three-room school building was erected at Haney. This new building, together with the old Haney school building, will provide five class-rooms at Haney for the coming school-year.

The city schools included in this inspectorate are administered by experienced and capable principals, assisted in the main by excellent staffs of grade teachers.

From time to time a number of young inexperienced teachers are appointed to the various staffs. The administrative qualities of school principals are well exemplified by the fact that they are able to give these inexperienced teachers a training-in-service by directing their reading and study to the literature of the new education and by demonstrations and periodical consultations to assist them in acquiring and developing a good technique in effective modern methods.

And in this regard it should be stated that a source of great strength and help and inspiration to the principals and teachers of the Vancouver schools is the community library established

at the School Board Offices. Very great credit is due to all concerned in the launching of this project. Here all the best books and periodicals on the psychology and pedagogy of modern education are available for all teachers. Funds for the establishment of this library and for augmenting it from time to time are provided for by an annual grant of $200 from the School Board, by an annual fee of $5 for principals, and a small nominal fee of 50 cents for grade teachers. There is abundant evidence that excellent use is being made of these educational books and magazines, for already the new education has made advances in Vancouver schools. Class-room procedure is being modernized along the lines of socializing the recitation, of introducing the "project," and achievement results are being measured objectively by the use of the standard tests.

One of the most encouraging features of the work in the schools is the number of young University graduates who are taking up the work of teaching as their chosen profession. "Caed Mille Failthe" to them, one and all. Fortified by a sound university training, imbued with the spirit of scientific research, and intolerant of ancient and worn-out shibboleths, these young graduates display rare enthusiasm and genuine readiness to make themselves familiar with the newer movements in education. Such keen champions of progress and truth are bound to wield a most wholesome influence upon the educational forces of the present day.

It is with some reluctance that I turn to the rural schools to refer to conditions there more specifically. The picture is not so bright. The story is an old one now and has been repeated over and over. With very few exceptions, practically all of the rural schools in this inspectorate experienced a change of teachers at the beginning of the present school-year. The incoming teachers in almost every instance were without previous experience. *Res ipsa loquitur.* The teachers of the rural schools, whether experienced or inexperienced, practically without exception were filled with the spirit of service and worked most diligently and faithfully, in many cases amidst great and trying difficulties. Reference has been made in a preceding paragraph to the community library in Vancouver City, which is proving a source of the greatest assistance in providing a means for a course in training-in-service for the teachers of the city schools. I am persuaded that steps should be taken immediately to establish something of the same sort in our rural municipalities. The inexperienced teachers who come each year to our rural schools have no opportunity to secure such a training-in-service as is being done for young teachers by principals in large graded city schools. A whole library of books on the philosophy, psychology, and pedagogy of modern education has been produced in the last decade. Modern methods of class-room procedure and standardized tests for measuring achievement as well as intelligence have been devised. No teacher can afford to be in ignorance of these movements. I am not prepared at present to recommend that the Free-Text Book Branch should undertake extension-work of this kind, but possibly some assistance might be given. The Department already makes provision for a grant of $50 per annum to any School Board providing a similar sum for the purpose of establishing a library. Possibly some further assistance might be secured from the Provincial Library Commission. A substantial grant given by a rural municipality School Board, supplemented by the departmental grant and by an annual fee contributed by all teachers in the municipality, would provide the means for establishing in a very short time in every rural municipality the nucleus of a library of educational books and periodicals for the use of the elementary- and high-school teachers. At the present time it is a rare thing to find in a rural school any one of the many excellent educational magazines. Right here is a place where the Parent-Teachers' Associations can render yeoman service.

As detailed reports on the work observed in each school have been forwarded regularly to the Superintendent of Education, only a very few general observations will be made in this brief report. There is still in the majority of our schools too much "text-book teaching" and too little oral and mental work. In rural schools generally and in many city class-rooms about 90 per cent. of all recognized talking is done by the teacher. Under such conditions it is futile to expect any real development of language-power on the part of the pupils. Of a writing of tests, and especially compositions, there is no end. These compositions in most cases are diligently and conscientiously red-inked, sometimes beyond all recognition. But there is an end of the matter. The errors are not brought home to the offenders against the rules of the game of writing English, and as a consequence there is a repetition of errors *ad infinitum.* With the exception of the more experienced teachers, very few have any definite plan or scheme for teaching English in the grades. In reading, the old-fashioned style of teaching or, rather, hear-

ing oral reading still prevails. In the city schools, however, silent reading is receiving due recognition and the results are most encouraging. (Teachers would find the books on silent reading by O'Hearn and by Stone especially helpful.) Grammar in many instances is taught in a dull and formal manner to the dislike apparently of both teacher and taught. I have observed that on the time-table in the average class-room altogether inadequate provision has been made for the teaching of English. Three periods a week is insufficient to open the glories of English literature, the intricacies of its grammar, the possibility of its composition, while pupils are left largely to their own devices in speaking it. Throughout the English-speaking world a movement is under way for "better-spoken English." English is coming to be the language of the world. Its conservation is a necessity; its disintegration would be a calamity; its preservation, intact, is in the control of those who teach it and those who use it while they teach. The pernicious practice still persists of giving long lists of unrelated words, the most difficult that can be found in a "reading lesson," to be studied as a spelling lesson for home-work. And all this in spite of the fact that so many excellent books on methods of teaching spelling are available, to say nothing of the many splendid and helpful articles on this subject appearing from time to time in current educational magazines. Perhaps one of the best helps in dealing with the teaching and assignment of spelling is to be found in "Test and Study Speller" (First, Second, and Third Book), by Starch and Mirick, published by Silver, Burdett & Co. A minimal spelling-list for the grades is much to be desired.

In arithmetic our rural schools pupils too often waste time floundering amidst written problems and giant "sums." The present-day tendencies seem to point towards a mastery of the four fundamentals in the first four school-years; towards a mastery of fractions, decimals, and percentage in the next three years; towards making a practical application of the facts and processes learned to social and business life and towards casting aside all obsolete methods and processes and all topics which are now regarded as unreal or merely disciplinary. It is generally admitted that in the past too much time has been given to arithmetic on the grounds of a supposed disciplinary value. It is now proposed to omit many confusing, laborious processes, and concentrate upon a complete mastery and skilful handling of the fundamental processes, using smaller numbers in the problems and examples. A conscious effort is being made from the very first school-year to have arithmetic function in its true relation to our daily needs. Practical applications are made of the facts and processes learned, and they are connected in so far as possible with actual life situations. I would recommend every teacher to read carefully "The Psychology of Arithmetic," by Thorndike, published by the Macmillan Co.

I have made reference to English in its various branches, and to arithmetic specifically, for the simple reason that these are undoubtedly the weakest subjects in the great majority of schools. A great deal might be said in reference to history and geography, especially the methods employed in teaching history in what has been known up to the present time as the Intermediate Grade. It is to be expected, however, that with a growing knowledge on the part of our teachers of the "project method" and of the "socialized recitation," satisfactory results generally will be achieved in history and geography.

In the past the chief weakness in primary work lay in the methods of teaching primary reading, where little or no stress was given to thought-getting. A great improvement is noted in this respect in the Vancouver City schools visited, where the primary work generally, due to the indefatigable efforts of the primary supervisor, is of a very high standard indeed.

In like manner very excellent work in drawing is being done in practically all of the Vancouver schools visited. Here again great credit must be given to the supervisor of drawing. In many rural schools very little attention is paid to drawing until about the time the Senior Grade is reached. Then indeed there is a great industry displayed, once the High School Entrance Examinations begin to loom up. It is not uncommon to find cases where Entrance class pupils are spending early morning sessions learning to do what should have been taught in drawing several terms previously.

I have, etc.,

H. H. MACKENZIE,

Inspector of Schools.

ELEMENTARY SCHOOLS—INSPECTORATE No. 6.

VANCOUVER, B.C., September 25th, 1923.

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, 1923:—

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

Only one school was opened during the year—an assisted school at Wildwood—but sixteen additional divisions were opened in the schools already established; at the close of the school-year there were twenty-six schools, with 222 teachers. The increase in the teaching staffs occurred chiefly in Point Grey, where the number of teachers grew from sixty-two in June, 1922, to seventy-three in June, 1923; the increase will likely be even greater during the coming year. The School board and ratepayers of Point Grey have in the past shown willingness to care for the increasing attendance by building modern schools; no doubt they will continue to do so. There has been a steady growth at Powell River also, but the pressure was relieved by the opening of a seventh division as well as by the establishment of the Wildwood Assisted School, which took some twenty of the younger children who had been permitted to attend the Powell River School. In Vancouver the overcrowding is not increasing greatly; this difficulty seems likely to be entirely removed in time by the migration of parents to adjacent districts whose ratepayers endeavour to provide modern school accommodation.

On the whole the teaching is satisfactory. The results in arithmetic, composition, and nature-study are generally rather unsatisfactory; on the other hand, more time is given in many class-rooms to writing, spelling, and oral reading than is warranted by the importance of these subjects. The majority of teachers seem to have lost sight of the objects of physical training, and the subject has degenerated into a mere drill; on many time-tables it is called "drill."

In January group intelligence tests were given to all pupils attending the Vancouver schools. The information obtained has already proved to be of such value, in those schools where it was used, as to justify the giving of two more tests, or at least one, to detect such mistakes as are likely to have occurred in the examination of so large a number of children, many of whom are nervous, and some of whom were probably not in normal physical condition on the day the test was taken.

At the beginning of the year the School for the Blind was taken over from the Vancouver School Board, a second division was added, and it was incorporated with the Provincial Oral School, the name being changed to the "School for the Deaf and the Blind." By those who know little of the thoroughly modern work this school is doing it is frequently called the School for the Deaf and Dumb; this is a misnomer, for the teachers permit none of their pupils to remain dumb; even the two who are both deaf and blind are being taught to speak, and one of these already speaks wonderfully well, while the other, who came during the present year, is making excellent progress. At the end of the year four of the blind pupils were promoted to high school; they will continue their studies at the School for the Deaf and the Blind.

I have, etc.,

LESLIE J. BRUCE,
Inspector of Schools.

ELEMENTARY SCHOOLS—INSPECTORATE No. 7.

VANCOUVER, B.C., September 24th, 1923.

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. 7 for the school year 1922–23:—

This inspectorate comprises all the public schools in the Rural Municipalities of Delta, Kent, Richmond, and South Vancouver; and the rural and assisted schools in the vicinity of

Hope. In all, there were forty-one schools in operation during the year, with a staff of 233 teachers. The Delta Municipality has twelve schools with a staff of seventeen teachers; Kent, two schools with a staff of five; Richmond, eight schools with a staff of twenty-one; South Vancouver, fourteen schools with a staff of 184. In the district about Hope there are five schools with a staff of six.

During the year all schools in the inspectorate received one inspection. The rural and ungraded schools received a second inspection, and a second inspection was also given to a considerable number of divisions in the larger graded schools. Owing to the size of this inspectorate it was quite impossible to visit each class-room twice during the year.

The High School Entrance Examinations in June were held at seventeen centres. Two hundred and seventy-four candidates were promoted on the recommendation of the principals; 348 wrote on the examination, and of these 166 were successful. Thus 440 pupils were granted certificates of entrance to high school. This is 70 per cent. of the total number of candidates. These results compare favourably with those obtained in other parts of the Province. The Governor-General's medal for this district was won by Miss Margaret Lehrman, of Division 1, General Brock School, South Vancouver.

The three prizes allotted to this inspectorate for excellence in physical training under the provisions of the Strathcona Trust were awarded to Miss B. H. Killip, Division 4, Selkirk School; Miss E. N. Pugh, Division 3, Sexsmith School, South Vancouver; and Miss A. Smith, Trennant School (ungraded), Delta Municipality.

The schools in South Vancouver were in charge of a Commissioner from 1918 to 1923. Mr. J. A. Blair, who was appointed in July, 1918, as Secretary, was the actual administrator for the schools from the time of his appointment until April, 1923, when a Board of Trustees was again elected. The capable manner in which Mr. Blair administered school affairs during this very trying period, the good judgment exercised, the splendid standing maintained in the schools, and the fearless way in which he carried out his duties bespeak his sterling qualities as a man and his ability as a school administrator. It is with regret that I report that Mr. Blair saw fit to tender his resignation as Secretary of the Board in June last. South Vancouver has lost the services of a capable official.

The Board of Trustees has combined the office of Secretary and Municipal Inspector to curtail financial expenditure. To this dual position the Board appointed in June last Colonel A. Graham, former principal of the Selkirk School.

The work of supervision over the primary grades in the South Vancouver schools carried on by Miss A. T. G. Reid is most commendable. The organization of her work, the helpful criticisms given where criticism is most required, and the co-operation she received from the teachers in these primary grades testify to the efficiency of her work. The primary work in South Vancouver schools is of a high order.

There is a tendency on the part of trustees and principals to place too many teachers of limited experience in charge of the work in Grades II., III., and IV. The results of the good work obtained in the primary grades is frequently lost due to this fact. The work in Grades II., III., and IV. requires just as efficient teaching and just as close supervision as the work in other grades of the school. A number of senior classes tested throughout the year showed weakness in certain essentials. It was quite evident that there had not been efficient teaching of this work in the lower grades.

In conclusion, I wish to thank the members of School Boards, the principals, and teachers in this inspectorate for their ready and sympathetic co-operation in all matters educational.

I have, etc.,

F. G. CALVERT,

Inspector of Schools.

ELEMENTARY SCHOOLS—INSPECTORATE No. 8.

VANCOUVER, B.C., September 19th, 1923.

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

SIR,—I beg to submit my annual report in respect of the public schools of Inspectorate No. 8 for the school year ended June 30th, 1923.

This inspectorate includes the City Districts of North Vancouver and Port Moody; the Rural Municipalities of Burnaby, North Vancouver, and West Vancouver; the rural and assisted schools on Burrard Inlet, Howe Sound, the Pacific Great Eastern Railway as far north as Seton Lake, and those on the Coast and adjacent islands from Lund to Sayward. Seventy-six schools were in operation during the year, with a staff of 205 teachers; these were divided as follows:—

	Schools.	Teachers.
City municipalities	5	45
Rural municipalities	29	114
Rural schools	3	7
Assisted schools	39	39
	76	205

During the year new schools were opened for the first time at Shalalth, Birken, Rendezvous Island, Galley Bay, Seaforth (Burnaby), and Capilano Intake (West Vancouver). Additional teachers were added at Squamish, Britannia Beach, and Britannia Mine, as well as at most of the larger schools in Burnaby and in North Vancouver; in all, twenty-two more teachers were employed than in the previous year.

In Burnaby and North Vancouver somewhat extensive and very essential building operations have been undertaken, the ratepayers having approved the necessary by-laws by substantial majorities. In North Vancouver the new building is to be used for high-school purposes, thus relieving the congestion existing at Queen Mary School, while two-room annexes are being placed on the grounds at Lonsdale and Ridgeway. The considerable programme in Burnaby includes a new high school in North Burnaby, new elementary schools at Riverway West and Capitol Hill, and additions at Douglas Road, Schou Street, and Inman Avenue. In West Vancouver the Twenty-second Street building has been materially enlarged as a result of the decision of the municipality to provide its own high-school facilities.

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

ELEMENTARY SCHOOLS—INSPECTORATE No. 9.

NEW WESTMINSTER, B.C., September 27th, 1923.

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

SIR,—I beg to submit a report on the public schools of Inspectorate No. 9 for the year 1922–23.

This inspectorate comprises: (*a*) The city schools of New Westminster, Chilliwack, and Port Coquitlam; (*b*) those of the Rural Municipalities of Chilliwack, Coquitlam, Langley, and Surrey; (*c*) the schools at Alvin, Barnston Island, Essondale, and Popcum; together with the Provincial Boys' Industrial School at Port Coquitlam.

I was assigned to this inspectorate in December and began the work of inspection in January; all schools in operation were visited once, and a number employing inexperienced teachers were visited twice.

In the majority of schools careful and conscientious work is being done; a few teachers fail to realize their responsibilities, but these are becoming fewer.

High School Entrance Examinations were conducted in ten centres in this inspectorate. A very satisfactory showing was made by the candidates.

School-gardens were in operation at most schools in this inspectorate; agricultural supervisors were in charge in Surrey, Langley, Chilliwack, and New Westminster.

Organized recreation as carried on in many schools of this inspectorate is most desirable. It is an aid in maintaining discipline and makes for greater efficiency in organization. Teaching becomes more effective and the general class-work tends to be of a higher order. The foundation is laid for the development of sound citizenship.

In concluding, permit me to express my appreciation of the assistance rendered to me by those interested in the advancement of education in this inspectorate.

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

ELEMENTARY SCHOOLS—INSPECTORATE No. 10.

KAMLOOPS, B.C., September 17th, 1923.

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

SIR,—I beg to submit herewith the following report on the public schools of Inspectorate No. 10 for the school-year ended June 30th, 1923:—

There were in actual operation in the Kamloops Inspectorate throughout the year just closed ninety-one schools, with a staff of 128 teachers. The classification of these schools according to number of divisions was as follows:—

Ungraded (rural and assisted) schools	83
Graded schools of two divisions	3
Graded schools of three divisions	2
Graded schools of four divisions	1
Graded schools of nine divisions	1
Graded schools of twenty divisions	1
Total	91

Of the above number of ungraded schools six were established and opened for the first time during the year. It was found necessary to reopen the 2nd Division in Clinton School, which had been closed throughout the previous year, and to add three new divisions to the Kamloops Public School. The schools at Red Lake, Aspen Grove, 70-Mile House, North Bonaparte, Ray Lake, and Knutsford were closed during the whole year owing to lack of the required attendance.

The school accommodation provided throughout the inspectorate has been improved in a number of instances during the year. A fine new school building containing two class-rooms was opened in Lillooet early in the year. In a large number of assisted districts the lighting and other sanitary arrangements in connection with the school property have been improved and the equipment for carrying on work in the class-room has been increased. In a few of the ungraded schools, however, extensive repairs to the buildings are required, and better facilities for carrying on the school-work, especially in the matter of larger and improved blackboard surface, should be provided. I have brought these matters to the attention of school trustees in the districts affected, and have endeavoured to emphasize the necessity for the changes suggested. I have found that the school-grounds and school property in general have been well cared for in the majority of cases throughout this inspectorate. There are still, however, a number of districts where the appearance of the school property could be greatly improved by enclosing and grading the playgrounds and by laying out small plots for gardens. The teacher's influence, as I have intimated in a previous report, can do much towards interesting trustees and ratepayers in the improvement of their school property and class-room equipment. Inadequate equipment and poorly kept grounds and buildings are rarely met with in schools where the quality of the teaching is high and the interest in school-work keen.

During the year 196 visits of inspection were made to the schools in this inspectorate, and a number of additional visits were made on matters of school administration and for conferences with trustees and others interested in school-work. All the class-rooms received at least one visit, and a second inspection was made of the great majority of rural schools. A second visit was made to the divisions in city and larger graded rural schools only in cases where it was felt that such was required, or on the request of principals or School Boards. I would take this opportunity of expressing my appreciation to teachers and trustees and to all those interested in the work of our schools with whom I have come into contact for the kindly consideration shown and the courtesies extended to me while visiting their districts. With few exceptions the School Boards throughout the inspectorate are keenly interested in the work of the schools under their charge, and do all in their power to carry out any suggestions which tend to increase the efficiency of their schools.

I believe that, in general, the character of the work performed by the teachers in the elementary schools is improving from year to year. This improvement would be more marked if the average tenure of service was longer in the rural schools. There has been a slight increase during the past year in the number of teachers who remained in the same school for a second year, and I believe that this tendency will become more marked as the number of teachers available for positions in rural schools continues to increase. Frequent change of teachers is still, however, a great detriment to really efficient teaching in the small ungraded schools, and when this condition is accompanied by a lack of practical experience in the succession of teachers the general progress of the school is retarded. As the small ungraded schools are to a large extent the professional training-ground for young and inexperienced teachers, I believe that visits of inspection to these schools, not so much for purposes of criticism as for kindly advice and helpful direction in the work, should be made by the Inspector as frequently as possible. If it were possible for the Inspector to visit the rural schools four or five times a year, and make this visit of inspection as helpful as possible to the teacher, the rural school would thus gain much of the advantage that is now enjoyed by the larger graded school with an experienced principal at the head of it to advise the less experienced members of his staff. This, however, would mean the breaking-up of the inspectorial districts into much smaller units than at present and a large addition to the staff of Inspectors.

High School Entrance Examinations were held at eleven centres in this inspectorate at the end of the last school-year. A larger number of pupils from rural schools wrote on this examination than in the previous year. Approximately 50 per cent. of those writing were successful, which was a little below the percentage of all successful candidates writing at this examination. The Governor-General's medal for this district was won by Miss Alma M. Farenhurst, of Merritt Public School. This candidate had the distinction, also, to stand at the head of the list of successful candidates for the whole Province.

The following teachers were awarded the prizes for physical training under the provisions of the Strathcona Trust for the school-year ended June 30th:—

Large graded schools—Miss Tryphena Sampson, Division 8, Kamloops Public School.
Small graded schools—Mrs. C. M. Venables, Division 3, Fruitlands Public School.
Ungraded schools—Miss Grace Kerr, Grande Prairie School.

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

ELEMENTARY SCHOOLS—INSPECTORATE No. 11.

Kelowna, B.C., September 22nd, 1923.

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

Sir,—I beg to submit the following report on the schools of Inspectorate No. 11 for the year ended June 30th, 1923:—

This inspectorate includes the Okanagan Valley from Vernon to the International Boundary, the Similkameen, and the valley of the Kettle River east to Eholt. During the year there were in operation seventy-seven schools, employing in all 165 teachers. Of these totals, three were

city schools with a total staff of forty, eight were rural municipality schools employing in all forty teachers, while the remaining sixty-six were rural and assisted schools employing a total of eighty-five teachers. Schools were in operation for the first time at Blakeburn, Joe Rich Valley, and South Kelowna, while second divisions were opened at Okanagan Landing and Mission Creek; schools at Reiswig and Despard were reopened after having been closed for a number of years. A new school has been authorized at Kerr Creek.

All schools within the inspectorate were inspected once, and a second visit was paid to forty-four schools; in all, 209 inspections were made.

In the great majority of cases the attitude of the teachers toward their work has been good. While results have of necessity varied considerably, the average of attainment has been high; certainly the teaching staff, with very few exceptions, has spared no effort to make it so, and it is a pleasure to testify to their zeal and energy.

The High School Entrance Examination was held at fifteen centres. The total number of public-school candidates was 292, of which number 155, or 53 per cent. were successful; in addition, ninety-one pupils of the larger graded schools were promoted on the recommendation of the principal. In both the larger and smaller schools the examination results varied from excellent to poor; a pleasing feature was the very good showing made by a number of rural schools. The Governor-General's medal was won by Miss Allene G. Fisher, of the Penticton Public School.

Prizes for excellence in physical training under the conditions of the Strathcona Trust were awarded as follows:—

Large graded schools—Miss Bessie Seaton, Division 3, Vernon Public School.
Small graded schools—Miss Constance Batten, Division 3, Princeton Public School.
Ungraded schools—Miss Dorothy F. L. Debney, Kettle Valley School.

On October 19th to 21st the Okanagan Valley Teachers' Association held its annual convention at Vernon; great credit is due the officers of the association for the excellent programme provided and for the general manner in which the convention was conducted. The attendance was good and a fine spirit characterized the convention as a whole.

The service rendered by the various School Boards of the inspectorate calls for special mention. There have been instances where there was a lack of interest and consequent handicap to teacher and pupils, but such cases have happily been few. On the whole, the attitude of the Boards has been most satisfactory, reflecting, it has seemed to me, the attitude of the general public toward educational work. Owing to unfavourable conditions prevailing in certain industries on which this district is largely dependent, the past year has been one of serious financial depression in practically all of this inspectorate; I cannot but express my admiration of the spirit which has dominated the district as a whole—a spirit which has been responsible for the continued maintenance in the face of adverse conditions of educational facilities of a highly creditable character.

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

ELEMENTARY SCHOOLS—INSPECTORATE No. 12.

REVELSTOKE, B.C., September 20th, 1923.

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

SIR,—I beg to submit herewith the following report on the public schools of Inspectorate No. 12 for the school-year which ended on June 30th, 1923:—

During the year an assisted school was opened at Anglemont, on Shuswap Lake, and another at Forde, a few miles east of Golden. The schools at Galena, Parson, and Three Valley were again placed in operation after having been closed for longer or shorter periods. An additional division was opened in the Revelstoke School, another in the Salmon Arm School, and still another at Grindrod. Owing to lack of a sufficient number of pupils to keep up the required average attendance, the schools at Hendon, Sinclair, and Twin Butte remained closed throughout the year, while the Armstrong School and the Notch Hill School each suffered a reduction of

one division as compared with last year. In all, there were ninety-three schools in operation in this district during the year, with a total staff of 138 teachers, a net gain of two schools and three teachers. Of these totals, one was a consolidated (city and rural municipality) school, with fourteen teachers; three were graded city schools, with a staff of twenty-six teachers; seven were rural municipality schools (one graded), with a staff of eight teachers; five were graded rural schools, with a staff of thirteen teachers; ten were ungraded rural schools; and the remaining sixty-seven were ungraded assisted schools.

The standard of efficiency noted in previous reports has been very well maintained. At the end of June twenty-four pupils were promoted to high school without examination on the recommendation of their principal, while of 239 duly recommended candidates who wrote on the Entrance Examination, 153 were successful, a percentage of 64.01. The following schools passed 100 per cent. of their recommended pupils:—City: Division 1, Revelstoke. Rural municipality: Broadview. Rural: North Enderby, Nakusp, Silver Creek. Assisted: Athalmer, Castledale, West Demars, Falkland, Fire Valley, Mount Ingersoll, Renata, Tappen Valley, White Lake, Wilmer.

There would appear to have been, on the whole, rather less changing about of teachers than for some years past, and it is to be hoped that conditions in this respect may continue to improve.

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

ELEMENTARY SCHOOLS—INSPECTORATE No. 13.

NELSON, B.C., August 14th, 1923.

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 school-year ended June 30th, 1923:—

This inspectorate includes the Nelson, Rossland, and Grand Forks Electoral Districts, together with the greater part of Trail District and the valley of Slocan Lake and River.

During the year new schools were opened at Bonnington and Hall Siding, additional rooms were provided at Thrums and in the Hume School at Nelson, while a high school was established at New Denver.

At Rosebery, Perry Siding, and Williams Siding buildings were erected which reflect the greatest credit upon the School Boards and ratepayers. At Winlaw an excellent school was provided by the Department and arrangements have been made for the erection of a similar building for Appledale. The new school at Bonnington, built by the West Kootenay Power and Light Company, is a model of good taste and completeness. In Nelson a contract has been awarded for the completion of the new Hume School to replace the four-room wooden building which has seen many years of service. The Slocan City Board, with characteristic energy, constructed a high-school building to meet an urgent need. In Trail a fine high school was erected of reinforced concrete and is one of the best in the Interior.

Owing to a lack of pupils the schools at Summit Lake and Columbia Park did not reopen after June, 1922.

With few exceptions the schools of this inspectorate have shown a commendable increase in efficiency. In these few cases partial failure has resulted from a lack of effort on the part of the teacher or from the handicap of increasing years.

It has been a pleasure to co-operate with the majority of the principals and teachers, while the Boards have, almost without exception, shown an increasing desire to provide the best that conditions will allow for the rising generation.

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

ELEMENTARY SCHOOLS—INSPECTORATE No. 14.

CRANBROOK, B.C., September 5th, 1923.

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

SIR,—I beg to submit my annual report on the public schools of Inspectorate No. 14 for the school-year 1922–23.

The boundaries of this inspectorate remained unchanged during the year. It extends from Sandon and Willow Point on the west to the Interprovincial Boundary, and from Cooper Creek at the northern end of Kootenay Lake and Larchwood School at Skookumchuck southward to the International Boundary. Included within its limits are the city schools of Cranbrook, Fernie, and Kaslo with forty-five teachers, and sixty-one rural and assisted schools with ninety-one teachers.

To care for an ever-increasing school population two teachers were added to the Cranbrook staff and an additional room was opened in each of the Elko, Kimberley, Wardner, and Yahk Schools. The Roosville School, which had been closed for two years, was reopened. The Curzon School did not open as there were not sufficient children available. In Fernie and Cranbrook the School Boards were unable to find suitable temporary accommodation until permanent additions were ready for use, and it was necessary to put classes on the "double-shift" plan, the former city having six such classes and the latter four. But in both cities the ratepayers realized the advantage of good buildings, and with the opening of school in September, 1923, ample accommodation will be available for full-time instruction. In Michel School District the accommodation was not only insufficient, but the two four-roomed buildings were in a very dilapidated state of repair. In McGuire Assisted School District, now Grasmere, the ratepayers have built a modern school of which they might be justly proud. New standard schools built by the Department at Wynndel and Willow Point have been much appreciated.

All schools were inspected during the year, and with the exception of the Fernie schools I was able to make two inspections. A few of the ungraded schools received a third visit. As the supply of qualified teachers was more plentiful, the number with temporary certificates was greatly reduced. Even the fully qualified teachers are realizing more and more the necessity of "refresher" courses, and each year larger numbers of them are taking advantage of the summer courses offered by the Department in Victoria and Vancouver. It is pleasing to note the improvement in the teaching of those who have availed themselves of this instruction.

Entrance Examinations were held at seven centres. If we are to judge the year's work by the pass-list, the results must be considered as satisfactory. Of those writing the examination 60 per cent. were successful. A feature of this work was the splendid showing made by the rural schools, where, although much handicapped, a large percentage of the candidates were successful in qualifying for admission to high school.

In the competition for excellence in physical training the prize for large graded schools was awarded to Division 4 of the Fernie School, taught by Mr. G. H. Stocks. The prize for small graded schools was awarded to Division 1 of the Sandon School, taught by Mr. E. B. Broome. In the ungraded schools the prize went to the Hosmer School, where Miss A. L. Kerr was the teacher.

During the year I was able to test 200 pupils with intelligence tests, the two forms used being the Otis Group Intelligence Scale and the National. The results proved most interesting to the principals, teachers, and myself. An effort was also made to assist the Faculty of Education of the University of Toronto in compiling Canadian scores for the Ayres' Spelling List. Over 30,000 words were given to 2,000 pupils of the city and rural schools of this inspectorate. Up to the present the results of this research-work in spelling are not available.

In conclusion, I wish to thank the members of School Boards, the principals and teachers throughout my inspectorate for the many courtesies extended to me and for their hearty co-operation, without which success is not possible.

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

ELEMENTARY SCHOOLS—INSPECTORATE No. 15.

PRINCE RUPERT, B.C., September 26th, 1923.

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

SIR,—I beg to submit the following report on the schools of Inspectorate No. 15 for the year ended June 30th, 1923:—

The boundaries of this district remain unchanged, the inspectorate being comprised of the schools in the Electoral Districts of Atlin, Prince Rupert, and Omineca, with headquarters at Prince Rupert. The inspection of the school farthest from the centre means a journey of 1,178 miles, taking fifteen days and a half. While not so remote, some of the schools on the Coast, if they are to be inspected, require almost as much time as the above. In a scattered district like this, one must of necessity be away from headquarters for weeks at a time, a condition which explains delays in looking into "specials." Being familiar with this, the average School Board accepts these delays with patient courtesy.

Most of the small schools were inspected twice during the year, a few receiving a third short visit in June. On account of illness in May and office-work in June, it was impossible to reach the schools on the Princess Royal and the Queen Charlotte Islands in time for an inspection. These districts were visited later, however, and school affairs adjusted.

The following schools were in operation for the first time: Lakelse Valley, near Terrace; Woodcock, on the Grand Trunk Pacific; Kispiox, 20 miles from Hazelton; Woodmere, near Telkwa; Rose Lake and Palling, in the vicinity of Burns Lake; Streatham, on Ootsa Lake; and Premier, 16 miles from Stewart.

The schools at Copper City, Porcher Island, Skidegate, and Georgetown Mills were reopened; those at Colleymount and Surf Inlet Mine were closed on account of diminished attendance. The Westview School at Prince Rupert was also closed, the pupils being conveyed to the Borden Street School.

A school has been authorized at Aiyansh, on the Nass River, and will be ready to begin work in October.

At the beginning of the year the superior school at Smithers was raised to the status of high school. This school, together with the high schools at Anyox, Prince Rupert, and Ocean Falls, again came under my inspection. At Prince Rupert Senior Matriculation work was carried on with a class of nine pupils. Five pupils in outlying assisted schools undertook high-school work; of these, two were successful in passing the examinations, one from North Bulkley and one from New Hazelton.

The school at Usk has been raised to the status of rural school and a fine two-roomed building is being erected.

Of the 164 candidates who wrote the High School Entrance Examinations, 107, or 65 per cent., were successful. This shows an increase of twenty-five candidates over last year and a 5-per-cent. increase in the proportion of successful pupils. This will probably mean the opening of superior schools at Stewart, Terrace, and Burns Lake. The Governor-General's medal for this district, which includes the whole of Northern British Columbia, was won by Edward McLean, of Prince Rupert, a pupil of Miss S. A. Mills. His total, 436, was only one mark lower than the highest made in the Province.

Telkwa is the only school in this inspectorate to make, even in a small way, a move towards consolidation. This year the children at Tyee Lake have been conveyed to the school in Telkwa. In due time Woodmere and Round Lake Schools may be incorporated in this district.

Three schools in the Bella Coola Valley—MacKenzie, Bella Coola, and Lower Bella Coola—should soon be raised to the status of rural schools. Here is a splendid opportunity for a consolidated school, where the pupils might in time have the advantages of a high-school education.

During the past year we have been fortunate in securing regularly certificated teachers for practically all our schools. In September only one school was in the charge of a teacher with temporary certificate. It is gratifying to know that the supply of qualified teachers will next year meet the demand. The majority of our teachers, however, were recent graduates of the Normal Schools, and while some did very well indeed, not a few were immature and failed to realize the responsibility of their position as teachers. Too many regard the north as a great

adventure, a place where the conventionalities of society may be ignored, rather than the land of opportunity to make a good start in schools that should not be beyond the capabilities of the beginner.

I have, etc.,
H. C. FRASER,
Inspector of Schools.

ELEMENTARY SCHOOLS—INSPECTORATE No. 16.

PRINCE GEORGE, B.C., August 25th, 1923.

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

SIR,—I beg to submit the following report on the schools of Inspectorate No. 16 for the school-year ended June 30th, 1923:—

This inspectorate comprises the schools in the Grand Trunk Pacific Railway Belt east of Endako; those in the Cariboo and Lillooet Districts as far south as the 100-Mile House; and those in the Peace River District.

During the year the following assisted schools were opened: Baker Creek, 30 miles west of Quesnel; Black Creek, 15 miles east of Harpers Camp; Bouchie Lake, 9 miles north of Quesnel; Canyon Creek, 45 miles south of Prince George; North Dawson Creek, Peace River; Dewey, on the Grand Trunk Pacific Railway east of Prince George; North Fort Fraser; Fort St. James; Hudson Hope; and Quesnel Dam. The Castle Rock and the Newlands Schools were reopened, and additional teachers were appointed to the Prince George and to the Williams Lake Schools. Vanderhoof was raised to the status of a superior school and Prince George to the status of a city school district of the second class. The Chief Lake and the Chilcotin Schools remained closed throughout the year.

Schools have been authorized and should soon be in operation at North Alexandria; Woodpecker, 35 miles south of Prince George; Kelly Lake; North Swan Lake; and Sunset Prairie. The last three schools named are in the Peace River District. The establishment of new schools year after year indicates the steady growth of this northern section of the Province. About ten years ago, when I first came north as an Inspector, there were but a few scattered schools in all Northern British Columbia.

Although there have been no marked changes in this inspectorate since my last report, the general tendency has been toward improvement, and the work of the year generally has exhibited many encouraging features. Presumably because of the fact that more qualified teachers are available, there have been fewer temporary certificates issued in this district than formerly, and there has been a greater inclination on the part of teachers to remain for longer periods in the schools. Results, as measured by the regular Departmental Examinations, have been at least fairly satisfactory.

We were fortunate during the year in having a visit from Mr. John Kyle, Organizer of Technical Education for the Province. Mr. Kyle delivered inspiring addresses in two of the larger centres, encouraging a broader educational outlook.

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

Schools of more than four divisions—Miss Florence Horwood, 5th Division, Prince George.

Schools of from two to four divisions—Miss Mary Kathleen Morrow, 2nd Division, Vanderhoof.

Schools of one room only—Miss Drina Fraser, Fort Fraser.

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

REPORTS OF MUNICIPAL INSPECTORS.

VANCOUVER CITY SCHOOLS.

VANCOUVER, B.C., September 10th, 1923.

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, 1923:—

Anticipating the usual annual increase in enrolment of nearly 1,000, plans were made for additions to the staff at the beginning of each term. The changes made are indicated in the following table:—

Public-school teachers		from 437 to 449
Ordinary classes	from 418 to 427	
Special classes	„ 18 „ 22	
*School for the Blind	„ 1 „ 1	
Junior high-school teachers		„ 0 „ 3
High-school teachers		„ 87 „ 90
General Course	from 55 to 57	
Commercial Course	„ 12 „ 13	
Boys' Technical Course	„ 17 „ 17	
Home Economics Course	„ 3 „ 3	
Manual-training teachers		„ 20 „ 20
Domestic-science teachers		„ 14 „ 15
Special instructors		„ 11 „ 11
Total		from 569 to 588

* Taken over by Provincial Government.

ORGANIZATION.

Our anticipations in regard to increase in school population, however, were not realized. The increase for the year of only sixty-four, the smallest for eight years, is set forth in the following table, which gives the maximum enrolment for the year as compared with that of the previous year:—

Month.	Public Schools.	High Schools.	Junior High Schools.	Total.
February, 1923	17,164	2,503	73	19,740
February, 1922	17,092	2,584	0	19,676
	+72	−81	+73	+64

By planning for a considerably larger school population for the year than we really had we materially reduced the average size of classes in all schools. In February ordinary public-school classes averaged 39.75; special public-school classes, 15.95; junior high-school classes, 36.5; and high-school classes, 31.29. Good work should be done with such classes; and, except to provide for future increase of school population, no reasonable excuse can be offered for further increase in the teaching staff.

JUNIOR HIGH SCHOOL.

The one outstanding change in our organization during the year was the opening of the Junior High School in September, with an enrolment of eighty-one pupils and three teachers. This school aims to give at least two years' academic and practical work to boys and girls who

have completed the Public School Course, but who are not in a position to take one of the ordinary High School Courses.

The year's experiment has been very encouraging; so much so, indeed, that we purpose doubling the size of the school for the coming year. Lack of suitable accommodation alone hinders the more rapid extension of this work.

SCHOOL ACCOMMODATION.

No permanent school accommodation was provided during the year. Additional classes organized and opened had to be housed in basement rooms or in the cheapest possible one-room frame schools. By these temporary expedients it was possible to provide class-rooms for all pupils for full time; but it has increased the number of temporary class-rooms to 158 out of a total of 573 rooms.

CAPITAL EXPENDITURE.

In December a school money by-law for $25,000 to purchase school-sites received the endorsation of the ratepayers; and for this amount three very good sites have been purchased in the eastern portion of the city. A very desirable high-school site was also purchased in the western end of the city for $40,000, to be paid in four annual payments, the City Council permitting the expenditure.

In June the ratepayers were asked to vote a sum of $275,000 for the erection of an up-to-date high school on the site recently purchased; but they declined to do so.

EXCHANGE TEACHERS.

During the year there was an exchange of three Vancouver teachers for three teachers from other parts of the Empire. Miss Jessie E. R. Fisher, of our Model School, exchanged with Miss D. Jameson, Christchurch, N.Z.; Miss E. S. Brinton, also of our Model School, with Miss I. M. Penny, Glasgow, Scotland; and Miss Bessie Bigney, of our Dawson School, with Miss A. Bricknell, London, England. Miss G. D. Burris, a member of King Edward High School staff, was also granted leave for the year to teach in London, England; and Miss Ella Herd to teach a special class in Glasgow, Scotland; while the Vancouver School Board engaged Miss A. E. Clogg, of London, England, as a teacher in our Fairview School.

After two years' experience in the exchange of teachers I am more than ever convinced that these exchanges are beneficial when properly managed. They tend to widen the educational outlook of the exchange teachers and of the teachers with whom they come in contact, and lead to a fuller knowledge and a better understanding of conditions in different parts of the Empire. They also, I venture to state, exercise a salutary influence in British Columbia by making it clear that in few, if any, parts of the Empire do teachers work under more favourable conditions than they do here.

CLASS-ROOM WORK.

The conditions under which class-room work was carried on throughout the year were never better. The size of classes was reduced, and a smaller number of special class pupils was allowed to remain in ordinary classes.

The work of supervision was never more satisfactorily done, there being no change in the personnel of the staff, except in the appointment of Miss M. E. McEwen, of Ottawa, as supervisor of sewing. All work supervised—primary work, music, drawing, physical drill, domestic science, sewing, manual training, and special class-work—is showing marked improvement.

The improvement, in several of the schools, in writing was also very gratifying. The greatest improvement was to be found in those where the MacLean system was most carefully followed.

MEDICAL INSPECTION.

The Chief Medical Officer, Dr. Robert Wightman, who had done splendid work for four years, resigned at the beginning of the year. His place was taken by Dr. J. Harold White, who, with his capable staff of ten nurses, has done much to safeguard the health of pupils and teachers. An epidemic of smallpox broke out in the city in April, and even found its way into the schools. There were in all thirty-eight cases among school-children. When one knows that each child to suffer had never been vaccinated, while no vaccinated child contracted the disease, though many of them were in contact with it, he wonders why vaccination should not be more general.

Despite the effects of this epidemic, and a less alarming one of measles, which interfered with regular attendance, the health of the children and the attendance throughout the year were good.

Dental Work.

The dental staff was reduced from five to four during the year; but, as a result of better organization of the work and a different system of selecting children and having them attend the clinic, better results were secured than ever before. Broken appointments, all too common formerly, were greatly reduced in number by the active co-operation of the school nurses with the dental department.

Standard Intelligence Tests.

For several years a number of teachers have been found in our schools giving standard tests to pupils. The interest among teachers, too, in such tests has been increasing. We consequently decided last January to give such tests to all public-school pupils and to all preliminary students in the high schools, using the Indiana University Mental Survey Tests, Primer Scale, for pupils in the first four grades and the Illinois General Intelligence Scale, Form I. and Form II., for the older pupils—Form I. for Grades V. and VI. and Form II. for Grades VII. and VIII. and first-year high-school students. As most of those tested had been with their teachers for at least a term, the teachers naturally had formed their own opinions as to their comparative intelligence. To test the accuracy of their judgments, or at least to compare them with the ratings obtained by means of the standard tests, it was agreed that each teacher should arrange the members of her class in order of merit before giving them the standard tests and ranking them according to the scores obtained. This method resulted in many surprises; and, naturally, there was far from unanimity as to the reliance to be placed upon the results of standard tests. The general impression, however, seemed to be that, where a very great difference occurred between the teacher's first ranking of a pupil and her second, with the aid of the tests, the latter was the more reliable if the tests were properly given and the scores properly reckoned. It is therefore highly probable that standardized tests may be used more commonly in future as an aid in the classification of pupils.

The Community and the Schools.

In concluding this report, brief reference should be made to the community in its relation to the schools. Many organizations, too numerous to mention, have interested themselves in our schools during the year and to them our thanks are due. A better understanding of the aims of the school is being gradually brought about; while the schools are striving, with increasing earnestness, to serve adequately the communities in which they are located. The entire year has consequently been marked by the heartiest co-operation of all those connected in any way with the schools.

I have, etc.,
J. S. Gordon,
Municipal Inspector of Schools.

VICTORIA CITY SCHOOLS.

Victoria, B.C., October 5th, 1923.

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

Sir,—I beg to submit the following report on Victoria schools for the school-year ended June 30th, 1923:—

Owing to the unsettled business conditions which prevailed generally throughout the country, many families were moving from place to place. This resulted in a fluctuating enrolment, and

as more moved away from than into the city there was a decrease in school population, as follows:—

Schools.	Sept., 1921.	Sept., 1922.	Sept., 1923.
Graded	5,247	4,999	4,772
High	981	958	978
College	97	115	133
Totals	6,325	6,072	5,883

As the above attendance in September, 1923, included 200 more Chinese pupils than in September, 1922, there was a decrease of about 427 white pupils in the graded schools at end of school-year under review.

A conscientious effort has been made during the past two years to reduce expenditure by increasing enrolment in many of the classes. This policy, together with above decreased attendance, resulted in schools reopening in September, 1923, with an instructional staff (including medical and dental) of 187, as compared with 216 in June, 1922, a reduction of 13.4 per cent. Both principals and teachers have undertaken the larger classes willingly and without protest, realizing that ideal conditions cannot be expected until times are better. However, there is a limit to the size of classes beyond which average progress cannot be expected. While it is realized that school expenditure must be governed by the taxability of the State, yet it would be false economy to adopt a policy of retrenchment which resulted in impaired efficiency.

The total expenditure for the year 1922 was $563,927.37, distributed as follows:—

School.	Expenditures.*	Receipts.	Net *Per Capita* Cost.
Victoria College	$ 21,556 19	$ 7,347 67	$132 79
Victoria High	144,894 99	35,941 98	122 64
Graded schools	391,024 30	80,199 85	60 08
Night-schools	6,451 89	4,385 60	4 07
Totals	$563,927 37	$127,875 10	.....

* Including interest and sinking fund.

	Expenditure.	Per Cent.
Administration	$ 12,523 43	2.23
Instruction	360,583 29	64.09
Operation	58,656 12	10.42
Maintenance	25,659 90	4.56
Auxiliary services	10,634 93	1,89
Interest and sinking fund	94,612 11	16.81
Total	$562,669 78	....
Receipts from sales of material deducted in above costs	1,257 59	....
Total expenditure, 1922	$563,927 37	....

Revenue (where Money comes from).

Revenue.	From whom received.	Per Cent.
$436,052 27	Victoria taxpayers	77.32
96,408 30	Provincial Government grant on basis of $460 per teacher	17.10
3,904 85	Provincial Government special grants	0.69
6,200 86	Dominion Government grants, including special grants ($5,593.58) towards technical expenditures for equipment for previous year	1.10
7,026 00	Students' fees	1.25
12,028 80	Contributions outside municipalities towards high-school costs	2.13
2,306 29	Sales of materials to pupils, rent, receipts, etc.	0.41
$563,927 37	Total	....

Graded Schools.

During the year certain school boundaries were redefined and the rule requiring pupils to attend the school within their own district was enforced more strictly. This action was necessary for effective organization and economical administration. Further, it was realized that pupils of foreign extraction with defective knowledge of English were retarding the progress of other pupils. To remedy this condition such pupils were assigned to special classes in the North Ward District. This policy affected principally Chinese pupils, whose parents through misrepresentation construed the act as one of racial discrimination. The resulting agitation was regrettable, and the consequence was that less than six Chinese pupils below the Entrance Grade attended the public schools during the year. However, I am pleased to report that the parents concerned have accepted the assurances of the Board, and this term their children are again attending the public schools.

On the whole, satisfactory progress was made during the year. In some instances progress was retarded by defective classification. Pupils should not be promoted or transferred to a higher grade until they are fit for same. If transfers are necessary to relieve congestion, pupils should still carry on the work of their grade until they have the foundation necessary for the higher grade. Where premature promotions were made there was a tendency on the part of teachers to neglect the brighter pupils and set the pace by the abilities of the duller ones. Generally speaking, teachers avoid as much as possible having two classes. As a result, in a class of forty pupils the brighter ones are not given the opportunity to progress as rapidly as they should. If, for example, these pupils in arithmetic were assigned a contract and permitted to go ahead independently, receiving assistance when necessary, the teacher could give sufficient time to the duller pupils. Certainly, if the eight grades in the new Course of Study are to be completed in seven years, the progress of brighter pupils must be governed by their ability and not restricted to the pace of the slower ones.

With one exception, the schools with High School Entrance candidates obtained good pass-lists at the June examinations. A difficult problem surrounds recommended pupils who fail on account of weakness in one subject. To repeat the year and go over the same work in all subjects, in order to strengthen one, is most discouraging to the pupil and an economic loss to the parents. A satisfactory solution might be found by permitting the pupil concerned to write a supplemental examination during the first week in September. Another method would be to centralize certain pupils who are repeating the grade and have them cover a specially adapted course which included some of the subjects prescribed for Grade IX. By this means the weak subject would be strengthened and the pupil better prepared for future high-school work.

Keen interest was taken in the interschool games, which comprised association football, basket-ball, lacrosse, and field sports. During the coming season a rugby series will be organized for the senior boys of the graded schools, as it is felt this splendid game should be encouraged and included in competitive school sports.

High School.

There were five divisions of matriculation students—three taking French and Latin; two, French and science; and a small number substituting Latin for French. The total number of candidates was 145. Of this number, 13 failed to get any standing, while the others—132—were

successful in passing the whole examination, or were granted supplemental examinations in one, two, or three subjects. A closer analysis shows that 78 passed completely, 35 fell below in one subject, 16 in two subjects, and 3 in three subjects. Outside of chemistry and botany, the number of failures in any one subject was quite small.

In the Preliminary and Junior years promotions were made on the basis of the year's work and a final examination in June set by the staff. About 40 per cent. of the students were passed on recommendation, the others being required to pass a final examination in June. A very much larger percentage was successful this year in the June examinations than a year ago. Supplemental examinations for those securing their total, but failing in one or two subjects, were held at the end of August, the majority of those writing being successful.

VICTORIA COLLEGE.

Not only was the growth of the Victoria College in the number of its students very noticeable, but the work of the past session showed a marked improvement, a large percentage of the students being successful in all subjects.

In the second year 17 students were successful, Miss Edith Lucas leading with an average of 89 per cent.; in the first year 72 students were successful, F. H. Sanders leading with an average of 87 per cent.

GENERAL.

The usual night-school classes were held from October to March. Although the attendance fluctuated considerably in some classes, a fair average was maintained and satisfactory results secured. The poor attendance which usually obtains during March almost justifies closing the session at the end of February.

After careful consideration the School Board decided that the graded schools will benefit by placing more male teachers in charge of higher grades. This will also relieve the principal of work connected with outside activities and permit more attention being given the important duties surrounding organization and supervision. The success of this policy will depend entirely on the type of male teacher appointed. These should not be "effeminate males who would perish out in the practical work of the world, but upstanding, broad-minded, intelligent, courageous human personalities, able and ready to play the part of a real man inside the school and out."

There should be as little delay as possible in getting school into full sway during the first week of the term, and there seemed to be a tendency to spend too much teaching-time at the end of the term on arrangements surrounding examinations, closing exercises, etc. All preliminaries in connection with organization, classification, and time-tables should be completed definitely before opening day. Optional subjects should be elected finally before June 30th. Estimating on the basis of 195 school-days for 1922, the average daily cost of operating the Victoria schools was $2,892. Any unnecessary encroachment, therefore, on the time prescribed for instructional purposes was at the expense of both pupils and ratepayers.

In my opinion the extension of the daily school session to 4 p.m. for Grades III. to VI., inclusive, of elementary schools and all grades in the high school would be in the interests of city schools. This extra time should not be devoted to regular teaching, but used to assist backward pupils and for supervised study of home lessons, with the object of reducing the time now spent on home-work. Such extension would also permit of greater flexibility of time-table for optional subjects, and provide against special activities, such as cadet-training, etc., encroaching on teaching-hours.

With very few exceptions the teachers were unsparing in their efforts to promote the progress of their pupils. This resulted in better work and satisfactory achievement.

I have, etc.,

GEORGE H. DEANE,

Municipal Inspector of Schools.

PROVINCIAL NORMAL SCHOOLS.

VANCOUVER PROVINCIAL NORMAL SCHOOL.

VANCOUVER, B.C., June 11th, 1923.

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 school-year ended June, 1923.

During the fall term, September to December, 1922, 371 students were enrolled, 290 young ladies and 81 young men. During the term five withdrew. At the close of the term in December diplomas were granted to forty-seven students, of whom forty-three were University graduates. Of the fifty University graduates enrolled, seven failed to qualify at the close of the term. Interim certificates were recommended for three English teachers who were allowed to attend for six weeks.

In summing up the term's work in December, several students were found to be very low and were advised to discontinue. At the close of the term six of these withdrew.

The enrolment for the Advanced term was 356, 70 young men and 286 young ladies. Of the seven University graduates who had failed to secure their diplomas in December, four returned to complete. In February two of these were granted diplomas and in March the remaining two were recommended for interim certificates. As the term advanced four students were advised to withdraw, as their work was not satisfactory. Thus the enrolment at the close of the session in May was 345. To 300 of these diplomas were granted; twenty-four were recommended for interim certificates; and twenty-one failed. The following summary will show clearly the enrolment and results of the work of the session:—

	Enrolled.	Diplomas granted.	Interims recommended.	Withdrew.	Failed.
Females	333	271	26	15	21
Males	87	78	6	..	3
Totals	420	349	32	15	24

We were pleased to have two instructors in physical training for the entire session. Classes are now so large that satisfactory work can be done only by dividing each class into two. Very satisfactory work was done in this department during the year. Of the 372 who were examined, 339 qualified for Grade B certificate.

One change in the personnel of the staff occurred during the session. Mr. E. H. Murphy, Instructor in History and Geography, left the staff in December after twelve years' faithful service. His place was taken by Inspector Anstey. Mr. Anstey has had a very thorough training as a teacher and has been an Inspector of Schools in the Province for ten years. He has thus a wide experience with school problems, especially with those problems pertaining to rural schools. His training and experience will undoubtedly prove valuable to the students-in-training at the Normal School. All members of the staff have worked earnestly during the session.

I wish to thank the teachers in the Model, Cecil Rhodes, and Lord Tennyson Schools for their very helpful co-operation in the training of our students. The Vancouver School Board very kindly allowed our students to observe for several weeks the work being done in the various schools of the city. This privilege was most helpful to our students.

In concluding my report for the year, I wish to express my appreciation of the services of Miss E. B. Abernethy as Secretary in the Normal School. Miss Abernethy has been most conscientious in her work.

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

VICTORIA PROVINCIAL NORMAL SCHOOL.

VICTORIA, B.C., September 21st, 1923.

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

SIR,—I beg to submit the following report of the work of the Provincial Normal School at Victoria for the school-year which ended June 30th, 1923:—

The total enrolment for the year was 269 students. The following table sets forth this enrolment and the final results in detail:—

	Women.	Men.	Total.
The number granted diplomas	160	54	214
The number granted interim standing	27	13	40
The number who discontinued attending during the year	7	1	8
The number who failed	7	..	7
Totals	201	68	269

This enrolment was slightly over 100 per cent. of an increase on that of the preceding year. It may be noted that the number of men formed over 25 per cent. of the total in attendance. Of the 214 granted diplomas, eight were University graduates, seven of whom completed their work in December, 1922, and one in May, 1923.

In September, 1922, one additional member was appointed to the staff in the person of Miss G. G. Riddell. This caused a reapportionment of the work as follows: The Principal—Psychology, class management and school law, history of education, literature, and arithmetic. Mr. V. L. Denton—History, geography, and reading. Mr. H. Dunnell—Art, writing, and manual arts. Mr. B. S. Freeman—Language, grammar, and nature-study. Miss A. M. Macfarlane—Household science and hygiene. Miss G. G. Riddell—Music and primary-work. Sergeant A. Bain—Physical training.

During the summer of 1922 Miss Macfarlane took a course in household economics at Columbia University, New York, and the principal attended classes in education at the University of British Columbia.

During the term, September to December, Colonel Lorne Drum once again gave instruction in first aid to the injured. On account of the large number of students the course had to be confined to the men only. All of the men who had not taken the work previously completed the course successfully and were awarded St. John Ambulance First-aid Diplomas. The work in physical training under Sergeant Bain was also exceptionally successful. Only nine students in all failed to obtain physical-training certificates.

The large increase in attendance made it necessary to have more model-school accommodation for the practical teaching of our students. The Oaklands School, Victoria, under Principal R. H. McInnes, was chosen for this work. It is pleasing to state that Mr. McInnes and his staff undertook the work most enthusiastically and rendered us excellent service. The Model School, under its Principal, Miss Kate Scanlon, and the North Ward School, under Principal J. M. Campbell, again assisted us most efficiently as they always have done. I wish also to thank Mr. George H. Deane, Municipal Inspector of Victoria Schools, for his willing and helpful co-operation at all times.

In concluding this report, I should like to express my appreciation of two changes made by the Department of Education in the regulations governing our work. This is the first year that the minimum non-professional qualification for admission to our Provincial Normal Schools was raised to Junior Matriculation or its equivalent. This is also the first year when an interim standing might be granted to students-in-training whose work left some doubt as to their adaptability to the teaching profession. These, thus granted interim standing, must prove their adaptability in actual teaching and must be reported upon favourably by the Provincial Inspectors of Schools before they receive permanent teaching-certificates. One can hardly conceive of more desirable changes, nor of changes that will more effectively raise the standard of those qualifying to teach in our elementary schools.

I have, etc.,

D. L. MACLAURIN, *Principal.*

SCHOOL FOR THE DEAF AND THE BLIND.

REPORT OF THE PRINCIPAL.

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:—

I might mention at the beginning that the school became Provincial in scope and directly under the Department of Education in September, 1920, and for a year and eight months it was conducted as a day-school in temporary quarters on Oak Street, Vancouver.

In May, 1922, it was moved to its permanent abode, where accommodation was provided for housing all the children who attended from beyond the limits of Vancouver City.

From May 1st of that year until the end of June, only the deaf were under my charge. The blind remained where they had been previously, with Mrs. Burke.

In September, 1922, the blind children of the Province were admitted and the school thus became dual in nature.

Attendance.

During the school year 1922–23 seventy children—thirty-eight boys and thirty-two girls—were enrolled. These included fifty-eight deaf and twelve blind, of whom two were also deaf. It will thus be seen that our problems were rather more complex than those in schools where only blind or deaf children are taught.

The blind-deaf constitute a class whose minds are very difficult to reach, and only teachers of very special training can do successful work with them.

The ages of the pupils ranged from 6 years to 21 years. Forty pupils of those in attendance resided in the school, the remaining thirty attending as day pupils only.

Class-work.

With the blind practically the same curriculum was followed as that in the public schools. The school equipment, however, is different. The text-books are all in braille, and maps, globes, etc., are of a specially prepared kind. The children have to be taught to read by the sense of touch, which at first is very slow, but later on becomes almost as rapid and reliable as the eye.

Four of the blind pupils did Entrance work and made such progress that they were advanced to high-school studies; while three boys passed with honours the examination set by the Royal College of Music in London.

The class-work with the deaf is conducted by the "oral method." The children are taught speech and lip-reading. Finger spelling or signs are neither used nor countenanced in any of the exercises. When a child fails to comprehend an expression from the lips of the teacher, writing on the blackboard is resorted to.

We cannot follow the same curriculum with the deaf as with the blind, especially in the junior classes. Language has to be developed before even the simplest books are placed in the hands of the child.

In passing, I might remark that there is probably no department of education about which so little is known as that of the deaf.

The fact that the deaf child is taught to speak and read the lips of others is generally accepted. People are also aware that in order to become a teacher of the deaf some kind of special training is necessary, but beyond that the average person knows very little. The general idea seems to prevail that when the child is taught to say words, in some instances, in a fairly natural tone and in others not so agreeable, all the rest follows easily.

No greater mistake could be made. Speech is not necessarily language. A child may be able to articulate words and even read them from other's lips and yet have no comprehension of the import.

The task of developing a language requires skill as well as experience on the part of the teacher, and also an inexhaustible store of patience.

THE TEACHING STAFF.

To carry on the work efficiently it is necessary to assign very small classes to each teacher. A class should not contain more than eight or nine pupils, as individual attention is constantly required.

Our staff consists of eight teachers besides myself. It would make for greater efficiency if the principal were free to supervise all the classes and help teachers over hard places. We have not yet reached that point where this can be advantageously done, and consequently I have taught a class in addition to attending to the many other duties.

It is gratifying to record that all the teachers are faithful in the performance of their duties and co-operate with me in every way to promote harmony in the school.

Each teacher endeavours to do his or her best to equip the children for the battle of life, and make them not only self-respecting and self-supporting, but an asset to the State instead of becoming a social menace.

Both teachers and household officers live very close to the children and diffuse such a home-like atmosphere that the school is more like a big family than an institution.

HEALTH.

I doubt if any other similar institution can boast of a better health record than we enjoy. During the year and a half that we have been in our present home there has been no occasion calling for medical attendance, except in three cases of chicken-pox. This disease was contracted by pupils who were at home for Christmas holidays and was developed after they returned. The fact that we raise our own vegetables and control our own milk-supply contributes largely to our unique health record.

Mrs. Lawrence, the matron, and her assistants exercise a watchful care over the children and see that they have regular, well-balanced meals and sufficient outdoor exercise.

The following extract taken from one of our daily papers gives an idea of how outsiders regard the school and its environment. A reporter who was present at our closing exercises in June last thus writes:—

"On entering the grounds from University Avenue, visitors were first impressed with the neatness of the walks, the driveway, the close-cropped lawns, the carefully trimmed shrubbery, and the wealth of midsummer blooms everywhere.

"They then entered a neat two-story building and explored reception-hall, dining-rooms, dormitories, and class-rooms. All were like a high-class hotel in point of well-kept orderliness and cleanliness."

INDUSTRIAL TRAINING.

The older girls are taught light housekeeping duties and the boys make themselves helpful about the garden and the grounds.

A class of girls receives instruction and practice in cooking at Queen Mary School, Point Grey. They are also taught plain sewing and dressmaking at the school here.

The older boys are taught manual training at Queen Mary School and have completed some very neat models.

Two boys from the school attend the Technical School one day a week to learn printing. I hope to send more there this year.

PUBLIC INTEREST.

More and more the outside public are recognizing our efforts, and we have received very tangible manifestations of their interest in the work.

Sir Arthur Pearson Chapter I.O.D.E. presented the school with a complete copy of the Bible in braille. Mrs. Pendleton, of Vancouver, and friends gave us two swings for the smaller children. Mrs. A. R. Mann made the school a present of a Gerhard Heintzman player-piano. The Gyro Club has promised to give us several pieces of playground equipment.

The Rotary Club and the Kiwanis Club have both offered to supply any needs we may have in the line of useful and helpful equipment. At Christmas-time the Elks of Vancouver gave the children a Christmas tree and provided a useful gift for each child. They also provided enjoyable entertainment on two occasions. Shelly Brothers' Minstrels gave us an entertainment and offered to come again.

I might call attention here to the fact that we are in dire need of a suitable auditorium. When friends come to give us an entertainment we have no room large enough to hold even a fair-sized audience. The entertainments have to be given in very crowded quarters.

I would suggest and recommend that a building be provided which could be used in winter for a gymnasium and for an auditorium as occasion requires.

Respectfully submitted.

S. H. Lawrence,
Principal.

TECHNICAL EDUCATION.

REPORT OF THE ORGANIZER.

VICTORIA, B.C., September 13th, 1923.

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, night-schools, and technical education for the year 1922–23:—

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, Vancouver, Vernon, and Victoria.

Similar classes are also held in the following municipalities: Burnaby, Chilliwack, Delta, Esquimalt, Maple Ridge, Mission, Penticton, Point Grey, Pitt Meadows, Rutland, Saanich, Summerland, and South Vancouver.

Manual-training statistics from these places are as follows:—

Manual-training centres	79
Instructors	69
Elementary-school pupils attending	10,507
High-school pupils	1,564

The work of manual training in the Province continues to be carried on in a satisfactory manner. Thanks to well-trained and capable instructors, the interest of the pupils in this phase of educational activity is increasing. One hears less and less of the faults which are usually associated with instructors who have lost touch with the twentieth-century outlook on the subject, but may observe the appreciation tendered to those who take advantage of opportunities to enrich their knowledge and experience.

The figures above rank the Province of British Columbia second in the Dominion of Canada, the only one with a better record being the Province of Ontario. When one considers that the whole cost of equipment is paid by the latter Province, while British Columbia pays but 50 per cent. of cost of equipment, it must be conceded that this Province holds a most gratifying position in the Dominion.

The system by which the Department of Education trains manual instructors has proved to be entirely satisfactory, and during the present term five new trained men have been placed in responsible positions where they will teach on probation for one year. Moreover, the elementary-school manual-training certificate and the manual-training teacher's high-school diploma have become the steps by which men may rise to positions in technical-school workshops.

The future progress of manual training will depend in a great measure upon the following: (*a*) The inclusion of workshop projects which have useful purpose and are not mere exercises; (*b*) an appreciation of the fact that high-grade benches and vises are not so essential to good work as careful grading of the projects and the thorough manner in which simple fundamental operations are mastered; (*c*) encouragement to boys to build simple equipment in basements or sheds and engage in woodwork at home. When manual activities spread from the manual-training centres to the homes a high standard of educational success may be confidently expected. For these reasons instructors are left free to develop a course of work suitable to the urban or rural districts in which they are placed.

In progressive countries manual training is looked upon as a necessary and compulsory part of the school system, and school trustees who obstinately refuse to provide the means for balancing their school curriculum find in consequence that the Government grant is considerably reduced.

The time seems opportune for a similar enforcement in all British Columbia cities of the first and second class. The few cities of the second class that have not already adopted manual training have planned for it and provided accommodation in their schools. A compulsory clause

in the "Public Schools Act" would stamp the approval of the Education Department upon the subject and encourage expansion.

Domestic Science.

Classes in the above subject are conducted in the following cities: Armstrong, Chilliwack, Kelowna, Nanaimo, New Westminster, North Vancouver, Prince Rupert, Vancouver, Vernon, and Victoria.

Similar classes are also held in the following municipalities: Burnaby, Delta, Esquimalt, Mission, Penticton, Point Grey, Rutland, and South Vancouver.

Domestic-science statistics from these places are as follows:—

Domestic-science centres	51
Instructors	49
Elementary-school pupils attending	6,784
High-school pupils attending	1,662

Although it cannot be claimed that the work of domestic science develops at the same pace as manual training, yet the numbers above quoted again rank the Province as second in the Dominion of Canada.

As in manual training, the Province of Ontario leads the way by paying the full cost of equipment. The Province of British Columbia, on the other hand, pays 50 per cent. of the cost.

Public confidence in domestic science would be immensely strengthened if the lessons were made to conform more closely to the real work of the home. Cookery should be carried on as much as possible in family quantities, so that the school lessons can easily be translated in the home-kitchen with reasonable accuracy. This system has been successfully practised in many countries for the past thirty years, and a number of teachers in British Columbia have courageously shown that the system can be successfully adopted in this Province without in the least impairing the theoretical studies which are so highly prized. Problems in patching, darning, and sewing should, as far as possible, come from the homes of the pupils. The number of real projects which are to be found there leave little excuse, for instance, for cutting holes in perfect material in order to provide exercises in patching. Where domestic-science teachers appreciate this copartnership attitude of home and school favourable public sentiment is perfectly evident; on the other hand, where little effort is made to consider the home needs of the girls and lessons are of a stereotyped nature murmurings of dissatisfaction are heard. In the City of Victoria two or three teachers are to be commended for using home credit-cards, whereby a record is kept of all pupils who accomplish household-science duties at home, marks for such work being duly credited to the pupils.

During the past year Saturday classes have been conducted in order to give instructors opportunities to improve their status. Courses of instruction in dressmaking and ladies' tailoring, pattern drafting and design, colour harmony and artistic stitchery, millinery and mechanics of the household are provided, and will enable an elementary-school domestic-science teacher, by assiduous application, to equip herself to teach in a high school or vocational class.

If courses in home economics are to command the respect of the public, the standard of cooking, dressmaking, and millinery must have professional style. The present high-school standard of excellence in all three sections is, with two or three exceptions, far from satisfactory. This is true especially of dressmaking and millinery, and the teachers have much to attain before they can claim to have reached an artistic standard of workmanship. When such work is to be done vocationally, in high-school courses of home economics, and in technical schools for girls, well-educated professional dressmakers and milliners who have been trained to teach will bring the best results.

If the Saturday classes for teachers of home economics bring the same results in that subject as they have in manual training, there need be no fear of the future development of this work.

School authorities in progressive countries have long since made the study of domestic science compulsory for girls, and when School Boards refuse to install equipment a corresponding reduction is made in the education grant. The time seems opportune in British Columbia to pass a compulsory measure for all cities of the first and second class; such an Act would show the people of the Province that the Department of Education was behind the movement and would do much to encourage and inspire School Boards elected in cities of the third class and in rural municipalities to proceed with some measure of domestic science.

TECHNICAL SCHOOLS.

Technical schools are organized in the Cities of New Westminster, Vancouver, and Victoria, and in the industrial city of Trail a school has been built which will be in operation next year.

The following table gives the number of students attending these technical courses:—

New Westminster ..	146	(including 75 Technical, 45 Commercial, and 26 Home Economics).
Vancouver	1,019	(including 482 Technical, 452 Commercial, and 85 Home Economics).
Victoria	258	(including 169 Technical and 89 Commercial).

Commercial Courses only.

Cranbrook	13
Kamloops	40
Ladysmith	14
North Vancouver	62
Point Grey	39
Revelstoke	20
South Vancouver	66
Total	1,677

While it is satisfactory to know that the above figures rank the Province fourth in the Dominion of Canada for the amount of technical work accomplished, yet the numbers should not be considered an attainment of which to be proud. British Columbia, with its innumerable raw resources and prospects of development along many diversified lines, should feature industrial training and technical education with unqualified enthusiasm.

The schools mentioned above are gradually unfolding themselves and developing marked characteristics, but the academic colour persists and is too prominent in some of the schools.

The great field which should receive first attention from those interested in the preparation of youth for life's work is the one which contains boys and girls over school age who have not reached the entrance to high-school class, or who, having reached it, fail to rise to the required standard in the entrance to high-school examination. To these may be added the students who pass out of high school after having attended about twelve months. New Westminster and Vancouver are the two places where most is done for such boys and girls; especially is this the case in Vancouver, where a building called the "Junior High School" has been erected, and the staff are both remarkably well selected and wonderfully sympathetic with the aims and ideals of the School Board. This school cannot fail to grow, because it is taking care of those students who heretofore have been allowed to drift (unprepared) from school into any occupation they could find. In place of this unsystematic procedure, methodical training and guidance are offered and an opportunity is afforded the pupils to select intelligently occupations which appeal to their temperament. Fifty per cent. of the school-time is spent in workshops and 50 per cent. in academic class-rooms. The school opened in 1922 with thirty-four pupils and the second year these were increased to 124.

That the Junior High School will ultimately develop into a vocational school seems almost certain, for already in Vancouver Technical School vocational classes are formed in machine-shop practice and electrical engineering; in addition, several individual vocational students are engaged in cabinetmaking, printing, and sheet-metal work.

The formation of such vocational classes is undoubtedly the work of the future; to neglect them would leave industrial training with no finality of purpose. Technical-school principals would do well to give more consideration than they do at present to this direct preparation of students for participation in industrial work. Preparation for University Matriculation Examinations tends to prevent teachers from thoroughly correlating academic and technical studies in the technical schools, and therefore academic teachers in technical schools cannot be induced too strongly to become familiar and interested in workshop operations, activities, and experiences. Excellent results accrue when such valuable subject-matter is used as class-room exercises.

Reference to section 138 (2) of the Manual of School Law will reveal the following: "Where any technical school or any course of instruction is established the Board of School Trustees

may appoint advisory committees to consult with and advise the Board in respect of the conduct of the school or course." Such a committee, consisting of twelve men prominently connected with the industrial and productive work in the City of New Westminster, was invited by the school trustees to act in an advisory capacity in order to aid in establishing a satisfactory technical school. It is unanimously acknowledged by the school trustees that valuable assistance was liberally rendered by that committee.

The first step taken on their appointment was to consider the necessity (which was questioned) of a technical course; they therefore investigated the occupations to which boys and girls gravitated in New Westminster and also the school training which the children received in preparation for those occupations. This led to the decision that there was undoubtedly an important place in the community for a technical school, and because of the number of over-age pupils in the grades, that it must be open to all pupils of school-leaving age regardless of whether or not they had passed the entrance to high-school examination.

The next step was to find what subjects included in the present high-school curriculum were of most importance to those who intended to participate in activities of a technical nature. In order to come to a conclusion each member of the advisory committee undertook to tabulate the knowledge necessary to conduct successfully the business in which he was directly connected. The result was that the establishment of a technical school was fully endorsed, and a circular in which the limitations of the various educational courses in the city were clearly explained was distributed to parents. Visits to elementary schools were made by the advisory committee to explain to pupils and teachers the policy of the School Board, and to testify that the employers of labour tendered their unanimous support of the movement.

The school trustees of Vancouver and Victoria would be well advised to follow the example set by the Board at New Westminster, for trustees, already burdened with the demands of elementary education, require every possible assistance in their endeavour to provide adequate training suitable to the present age of industry and commerce.

The lack of well-trained, capable instructors for commercial courses has undoubtedly kept the courses from increasing in the Province, and for the purpose of remedying this fault summer training classes and correspondence instruction have been carried on by the Department of Education. The results are going to be all that could be desired. Twelve selected teacher-students participated in the correspondence lessons, and nine tried the departmental tests held at the close of the summer school. By this means, instructors are being prepared to carry on the necessary work of commercial training, and when competent teachers are placed in charge of the classes School Boards may be expected to have confidence in establishing commercial courses in the high schools under their direction.

Technical Courses in Home Economics.

These courses are to be found in the two cities of New Westminster and Vancouver, but the development of this work has been considerably hampered by the requirements for University Matriculation. In order to prepare for this examination much of the important work of home economics has to be either neglected or studied after school-hours. It is to the credit of teachers and students that they do not hesitate to work overtime, and for the past few years have shown remarkable interest in having the science and art of home-making included in the high-school curriculum.

In the home economics course the quality of work in cookery, dietetics, physiology, and attendant subjects far exceeds that done in dressmaking and millinery. The standard of workmanship and taste should be higher than it is, and this will only be attained by recognizing professional dressmakers and milliners as teachers. There also seems to be a need of some controlling spirit on each staff who could unify all sections of the work and assign definite lessons in colour-harmony, arrangement, and design which would touch and enrich home economics at every angle; i.e., in dressmaking, millinery, table-decoration, interior decoration of the home, the home-garden, English literature, music, physical culture, and life itself. There is greater freedom to carry out this idea in the Junior High School than in the general High School, because the staff are not compelled to divert their attention to subjects which are required for University Matriculation. Whether full advantage will be taken of this freedom to reach out for a high standard of efficiency and accomplishment remains to be seen; the teachers undoubtedly have the opportunity in their hands.

NIGHT-SCHOOLS.

Night-schools are conducted in twenty-nine cities and rural municipalities in the Province and 3,696 students are attending. These numbers rank the Province third in the Dominion, and while this position is exceedingly gratifying, yet the numbers could easily be doubled. In the larger cities the school trustees might well observe the tactics of business schools and colleges, and adopt more adequate methods of making the public aware of what they have to offer. The people have a right to know; and large posters might be placed in prominent positions notifying citizens that certain classes will be held for their benefit. There is no more worthy civic expenditure than that spent on night-schools. From every standpoint the work is beneficial to the community. The attitude of those who claim that night-schools should be self-supporting, while high-school education is free, shows that they do not possess a true democratic spirit.

Directors of night-schools should take active steps to plan opportunities for the workers to pass the University Matriculation Examinations from night-school classes. Assiduous study by those who are accustomed to apply themselves to steady work should make it possible for an ambitious person to climb right to the top of the ladder. That ladder should be set in the night-schools.

Long years ago it was written that the work of managing a home had become "an art and a science." It is even so to-day, and this fact is realized by many branches of the Women's Institutes, for they are associating themselves more and more with classes for mutual improvement. When efficient instructors are found there is little difficulty in forming classes in dress-making, millinery, first aid, and care of the child, etc. While such classes are frequently held during the afternoon, yet they are permitted to be conducted as night-schools, and when held under the ægis of the school trustees the regular night-school grant is paid for their support.

CORRESPONDENCE CLASSES.

Courses of study by correspondence are given to the following:—

(1.) Pupils who live beyond the reach of schools 184
(2.) Coal-mine workers who wish to qualify as shotlighters, overmen, mine surveyors, and mine managers 152
(3.) Teachers of commercial subjects 12

These numbers rank the Province of British Columbia third in the Dominion. The work among children of pioneer families who live in distant parts of the Province commends itself to all thinking persons. Letters expressing thankfulness for the regular communications which go out to pupils working under difficult conditions testify to an appreciation of the sincere efforts of those who, in an office environment, pursue their work of teaching.

The endeavour to assist coal-miners in preparation for their arduous and dangerous tasks is an object no less admirable, and the fact that there are 152 students working for various certificates proves that the insistent demand which was made for this type of tuition was warranted and the adoption of lessons by correspondence has been fully justified. An attempt to do this teaching entirely by night-school classes and another to link up tutorial work at night-schools with the correspondence classes had both previously failed.

EXPENDITURE.

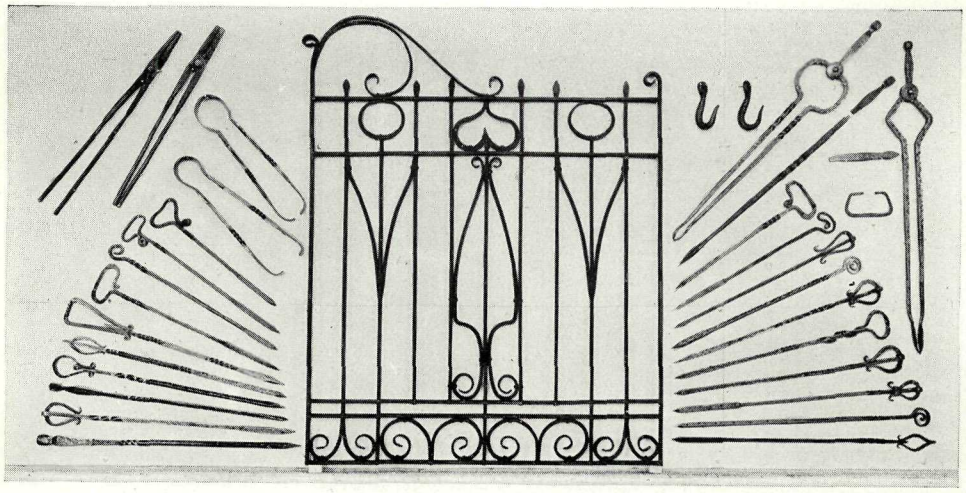
The total amount of expenditure during the year 1922–23 on the subjects enumerated above, exclusive of manual training, domestic science, and correspondence-work with elementary-school children, amounted to $70,164.76, and of that sum the Dominion Government paid $34,479.32.

Excerpts from the latest report of the Dominion Organizer of Technical Education show that the Province of British Columbia takes second, third, and fourth places respectively for the various phases of work accomplished, while the cost of administration is one of the lowest in the Dominion.

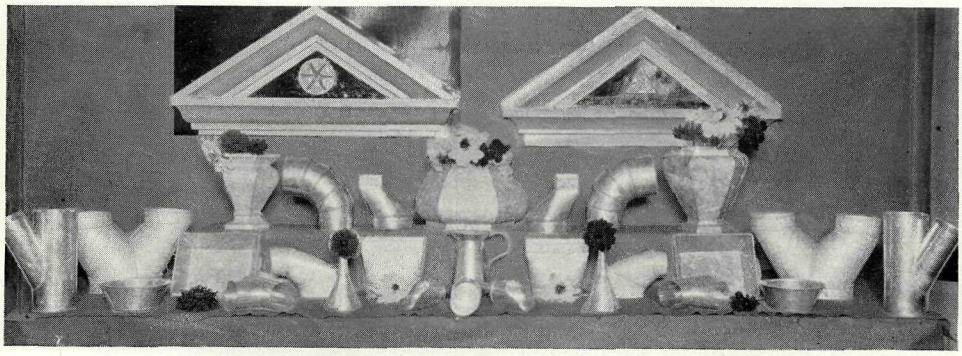
I have, etc.,

JOHN KYLE,
Organizer of Technical Education

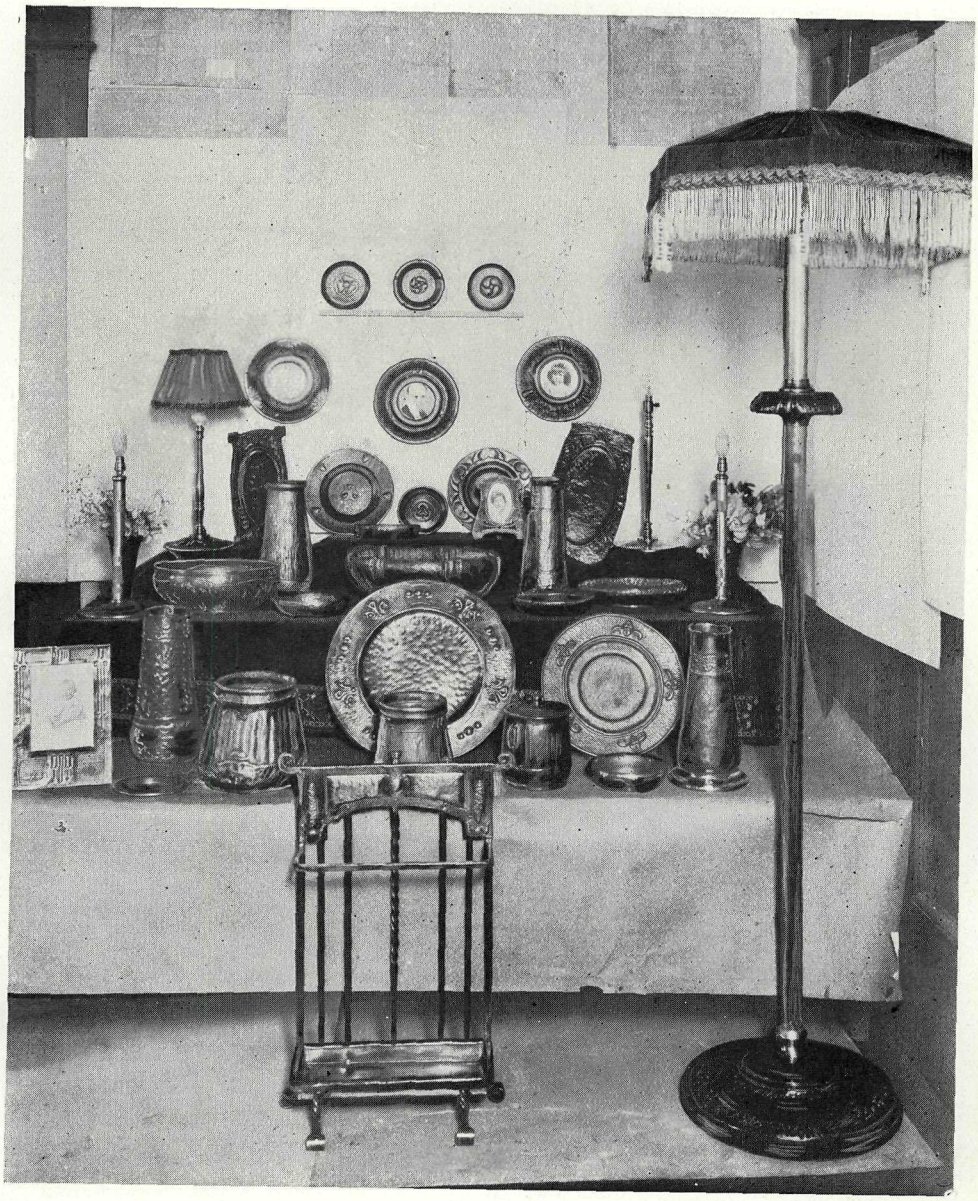
T. J. Trapp Technical School, New Westminster.



Metal-forging, Technical Course, Victoria High School.

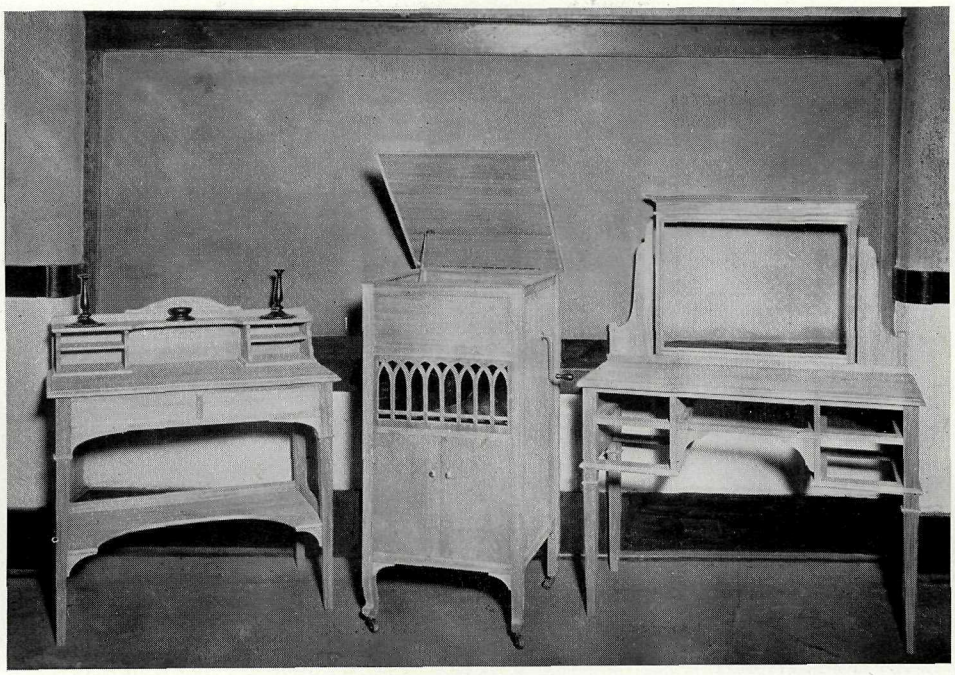


Sheet-metal Course, Vancouver Technical School

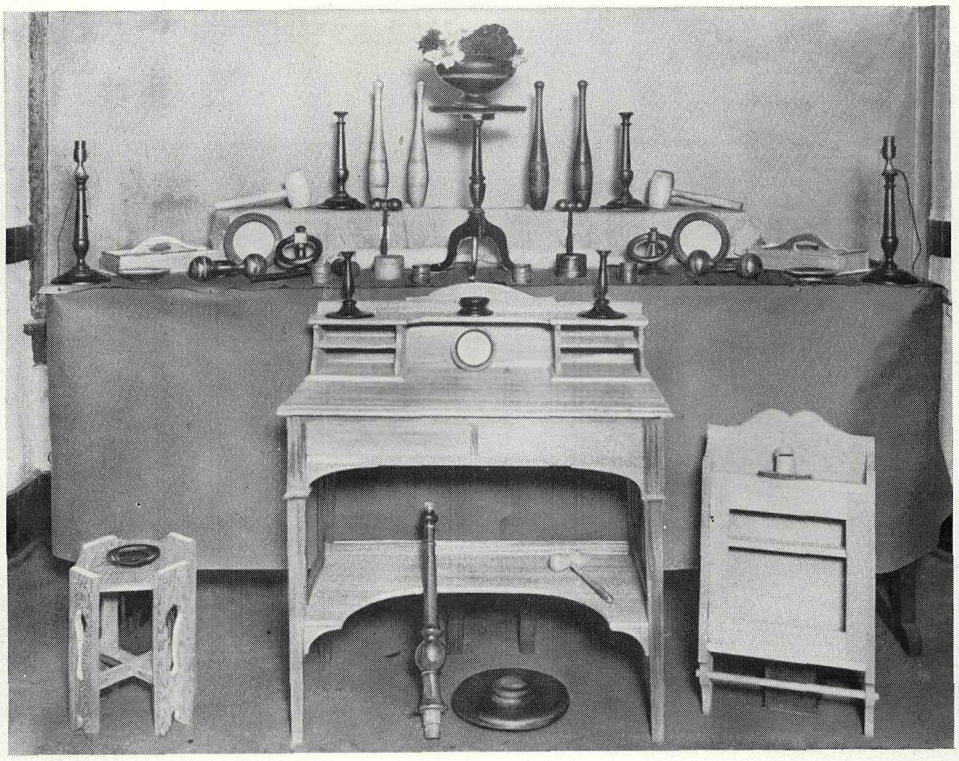


Metalwork, Manual Instructors' Course, Summer School.

Metalwork (spinning and repoussé), Manual Instructors' Course, Summer School.



Furniture-making, Vancouver Technical School.



Furniture-making and wood-turning, High School Course, Summer School.

ELEMENTARY AGRICULTURAL EDUCATION.

REPORT OF THE DIRECTOR.

Victoria, B.C., September 30th, 1923.

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

Sir,—I have the honour to submit herewith a report dealing with elementary agricultural education for the year ended September 30th, 1923.

The chief lines of work included under this branch are:—

(1.) In the elementary schools of the Province agricultural and general nature-study, including school and home-gardening and agricultural home-project work:

(2.) Agricultural instruction in high and superior schools:

(3.) General improvement of school-grounds in co-operation with School Boards.

As grants to School Boards on account of expenses incurred in the operation of school-gardens and the holding of school fairs are not payable until December, it is not yet possible to give definitely the number of schools qualifying this year to receive these grants. A few schools have dropped out and some new ones have come in, so that there will not be any marked change as to numbers from last year. The number of schools operating school-gardens this year will net close to 150, whilst, in addition, a great many schools are giving some attention to the work, although not yet meeting the standard required to entitle them to special grants. It is pleasing to note that with increasing experience in this branch of school-work the quality of the work done has steadily improved. It is a regrettable fact, on the other hand, that all of our teachers are not genuinely interested in nature-study and some are inclined to neglect it, especially as it is no longer a subject for examination for entrance to the high school. It is becoming more and more evident that a special course of training for teachers in the subject of nature-study and elementary agriculture is necessary in order that teachers generally should feel themselves competent to give reliable and up-to-date instruction in that subject. The Provincial Summer School for Teachers provides such an opportunity, but so far only a small percentage of the teachers have taken advantage of it. It seems impossible to find sufficient time for adequate training in the subject during the one-year Normal School period. Very satisfactory work is being accomplished in those schools which are under the supervision of District Instructors in Elementary Agriculture—about sixty altogether.

Agricultural Courses in High Schools.

The regular two-year course in agriculture is now carried on in twelve high schools and one superior school in the Province, the total enrolment for the year being 510, an increase of fifty-three over last year. The two-year course in agriculture is given in Grades X. and XI. and in most cases is preceded by a course in general science in Grade IX. This introductory course in science has been found advantageous as an introduction to the study of agriculture as well as to other branches of science, and is usually taught by the agricultural instructor.

The offering of courses in agriculture in city high schools was looked upon at first as a rather doubtful experiment, and no doubt many were ready to regard it as rather fantastic and quite inappropriate as a subject of study in such schools. Those, of course, who so regarded it were labouring under a wrong impression as to the character and purpose of these courses—the impression that only those boys who were definitely preparing to go on the land to earn their living could possibly be interested in such courses or could hope to be benefited by them. After six years of experience in the City of Victoria and three in New Westminster, and an even longer period in smaller cities in the Province, there is little room for doubt as to the beneficial character of the work in those cities. Spasmodic efforts are made from time to time by Boards of Trade and other organizations to promote mutual understanding and good-fellowship as between the rural inhabitant and the dweller in the city. This, of course, is highly desirable, but in no way can it be as soundly and permanently established as by giving to city-bred boys and girls the opportunity to study at first hand the essentials of food production and of rural economics. City boys and girls have responded in a very satisfactory manner in every case where an opportunity has been offered them to include the study of

agriculture in their elective courses. We should have more agricultural specialists in our city high schools.

We must all, however, confess to a certain amount of surprise at the remarkable degree of success which has attended the study of agriculture by the girls in our various high schools. In the class-room, in the experimental gardens, and in the judging pavilion they have more than held their own, for they have succeeded on more than one occasion in carrying off the premier honours in examinations and in agricultural judging competitions in which more boys than girls participated.

We are indebted to the extension department of the Provincial College of Agriculture for the holding of a most interesting agricultural contest by way of a written examination open to boys and girls less than 19 years of age who had attended the lectures given by various members of the staff at the following places in the spring of this present year: Duncan, Salmon Arm, Enderby, Creston, Rock Creek, and Appledale. The immediate objective of this examination was to determine the winner of the $50 scholarship offered by Mr. J. L. Pridham, late President of the United Farmers of British Columbia. The paper was set and the answers evaluated by a committee of professors in agriculture, the results being as follows:—

	Marks.
Kathleen F. E. Miles, Salmon Arm	90
Kathleen Ruddy, Salmon Arm	84
Trefor Y. Bazett, Duncan	82
Frances Hughes, Salmon Arm	80
Mary C. McKay, Enderby	79
Gordon Cant, Appledale	69
Gerald A. McPhail, Salmon Arm	68
Ruth M. Marshall, Salmon Arm	63
Bert Quist, Creston	62
Lorne Campbell, Appledale	60
John L. Owens, Duncan	60

The boys and girls in the above list from Salmon Arm, Duncan, and Enderby were students in the high-school agricultural classes. Lest some might think that this agricultural test was very elementary and not "practical" enough to mean anything, the questions as submitted are reproduced from a copy of the examination paper and are as follows:—

1. By what methods can we increase and preserve the moisture in our soils?
2. Give a detailed description of the growing of either corn or roots.
3. Outline a suitable method of caring for and feeding a dairy calf or a beef calf from birth to 3 months of age.
4. Describe the formation of a dairy cow that you would expect to utilize her feed for profitable production. Give brief reasons why the conformation you describe is desirable.
5. Discuss the factors which influence the souring and spoiling of milk.
6. Define a "high-grade cream." What precautions must be taken in order to secure such a cream, and why are the precautions to be observed?
7. Describe briefly the chief factors which influence the quality of vegetables.
8. What causes may be responsible for the failure of fruit-trees to produce satisfactory crops? Suggest remedies.
9. A farmer in your district has a flock of pullets that laid an average of 120 eggs in their first year. Describe an economical breeding system for this farmer to follow over a period of three years to increase the egg production of his flock.
10. (*a.*) If a farmer has a flock of early, well-matured pullets bred from a good laying strain, how could he feed these pullets during the months of October, November, December, January, and February to secure good egg production? (*b.*) How would you proceed to fatten fifty heavy-weight cockerels for market?

Special Problems.

11. Assuming that nitrate of soda with 15.5 per cent. nitrogen costs $60 per ton, what is the value of one pound of nitrogen in: (*a.*) Sulphate of ammonia? (*b.*) Liquid manure? (*c.*) Raw-bone material?

12. Discuss briefly three important reasons why some dairy-farmers succeed while others fail.
13. (*a.*) What is meant by "milk suitable for cheese-making"? (*b.*) what is "starter"? (*c.*) Why are starters used in cheese-making?
14. Briefly indicate how the following fruits are propagated: (1) Strawberries; (2) red raspberries; (3) loganberries; (4) black currants; (5) gooseberries? Explain how the pruning of the black currant differs from that of the gooseberry.
15. How would you take care of 300 baby chicks coming from an incubator at one time? Describe how to feed these chicks until they are 2 months old.

School Fairs and Exhibitions.

The parents and adults generally, as well as the children, are showing an increased interest in school fairs and they are receiving every support from School Boards, Agricultural Societies, Women's Institutes, and other local societies. In most cases the school fair is held in conjunction with the general agricultural fair and not infrequently proves to be one of the most interesting and attractive features of it. Year by year the exhibits are improving in quality and are coming to represent a wider range of school activities. In addition to the exhibits, a good deal of attention is being given to demonstration-work, such as cooking and manual training carried on by classes of boys and girls right in the fair buildings. Competitions in sports and school games are also held and the interschool competition is growing in interest, due partly to the pupils' love of contests and partly to the generous support in the way of special prizes and trophies donated by public-spirited men. It is to be hoped that interschool competitions in vocal and instrumental music and in elocution and dramatization may also be added in the near future. If our fair executives would encourage more entertainment of this kind and absolutely abolish such blatant and disgusting fakirs and sideshows as up till now have held sway it would be better for all concerned. So far the executives of our largest fairs have not had the courage to make the venture, although some of the largest and most successful fairs on the Continent of America have shown them how to do it and make money at the same time.

Judging Competitions at Fairs.

Competitions open to boys and girls not over 18 years of age in the judging of live stock, fruit, and field crops have been conducted in connection with most of the larger agricultural fairs of the Province, and with gratifying success. To students in agriculture particularly this has been beneficial directly as well as indirectly, as it provides a certain incentive to careful study along these lines in the agricultural classes during the year. The students have come to regard it as an honour to have won by good work a place on the judging team chosen to represent the district at the Provincial Fair. It is interesting to note again that in these judging competitions, which demand accurate agricultural knowledge as well as careful and discriminating judgment, together with ability in stating reasons clearly and correctly, girls have taken a prominent place. Following are the awards made at the Provincial Fair at New Westminster:—

1. *Junior Stock-judging Competition by District Teams, Judging Heavy Horses, Dairy Cattle, and Beef Cattle.*—First prize, major trophy, challenge cup, donated by the British Columbia Stock-breeders' Association, and a gold medal by the Royal Agricultural and Industrial Society to each member of the team—Won by Blanche Blair, Greta Harrison, and Patricia McMillan, of the Langley High School; coached by J. M. Shales, B.A., B.S.A.

Second prize, a silver medal to each of the members of the team by the Royal Agricultural and Industrial Society—Won by Allan Keer, Stewart McClure, and John Clark, of Cranbrook; coached by Angus Hay, B.S.A.

Third prize, bronze medals to the members of the team by the Royal Agricultural and Industrial Society—Won by Philip Fraser, Larry McMullin, and Annie Owens, of Salmon Arm; coached by W. H. Grant, B.S.A. Also entered in this competition were teams from Chilliwack, Kamloops, New Westminster, Kelowna, and Rutland.

Special prize, presented by Mr. A. D. Paterson, M.L.A., for the first and second ranking individuals in the judging of horses in the above team contests: First ($12), Annie Owens, Salmon Arm, B.C.; second ($8), Patricia McMillan, Langley, B.C.

Special prize, presented by F. M. Clement, Dean of the Faculty of Agriculture, University of British Columbia, for the first ranking individual in the judging of dairy cattle in the above team contests: First ($10), Stewart McClure, Cranbrook, B.C.

2. *Individual Competition in Stock-judging* (open to boys and girls under 21 years of age).—First ($12), James Davidson; second ($10), Blanche Blair, Langley, B.C.; third ($8), Patricia McMillan, Langley, B.C.; fourth ($6), Mike Furiak, Kamloops, B.C.; fifth ($4), Max Miller, Kamloops, B.C.

3. *Junior Crop-judging Competition by District Teams—Judging Oats, Mangels, and Potatoes.*—First prize, major trophy, silver challenge cup, donated by the British Columbia Agronomists' Society, and a gold medal by the Royal Agricultural and Industrial Society to each member of the team—Won by Jack Berry, Roy Mountain, and Dorothy Lawrence, of Langley, B.C.

Second prize, silver medal to each member of the team—Won by Irene Woodworth, Ella Fraser, and Ena Brown, of Chilliwack.

Third price, bronze medal to each member of the team—Won by John Aitkin, Edwin Harvey, and John Williams, of Kelowna, B.C.

The highest individual score made in the judging of field crops was made by Allen Dalgleish, of Rutland, B.C.

4. *Special Seed-oat and Potato-growing Competition.*—The major trophy here consisted of a silver cup presented by Professor Paul Boving and Professor G. G. Moe, of the Department of Agronomy in the Provincial College of Agriculture. In order to compete for the trophy any district in charge of a District Supervisor must be represented by four entries of "U.B.C. Banner Oats" and four entries of "U.B.C. Spud." An oat entry called for one sheaf of the above-named variety of oats and 4 lb. of the threshed grain, and a potato entry consisted of 20 lb. of the above-named variety of potato. The seed for the competition was supplied by the Agronomy Department of the University of B.C.

First prize, the Boving-Moe trophy and diploma—Won by Langley District.

Second prize, diploma—Won by Chilliwack District.

5. *Exhibits from Boys' and Girls' Live Stock Clubs.*—(1.) Jersey heifer under 1 year: First ($10), Victor Chevalley, Chilliwack, B.C.; second ($8), George Lumley, Chilliwack, B.C.; third ($6), Marguerite Chevalley, Chilliwack, B.C.

(2.) Jersey heifer over 1 year: First ($12), Wilfred Carter, Sardis, B.C.; second ($9), John Kirkness, Sardis, B.C.

(3.) Holstein heifer under 1 year: First ($10), Hugh Thompson, Chilliwack, B.C.; second ($8), Keith Thurston, Chilliwack, B.C.

(4.) Guernsey heifer under 1 year: First ($10), George Leary, Chilliwack, B.C.; second ($8), Wilfred Turney, Chilliwack, B.C.; third ($6), Allan Nelems, Chilliwack, B.C.

(5.) Yorkshire sow, 7 to 12 months, inclusive: First ($10), Reed Banford, Chilliwack, B.C.; second ($8), J. W. Readey, Chilliwack, B.C.

(6.) Block hog, 120 to 160 lb.: First ($8), Clarence McRae, Agassiz, B.C.

(7.) Bacon hog, 160 to 210 lb.: First ($9), Reed Banford, Chilliwack, B.C.; second ($7), J. W. Readey, Chilliwack, B.C.

6. *School-garden Exhibits.*—(1.) For the best district school-garden exhibit: First prize, major trophy, Provincial school-garden shield and cash prize ($100)—Won by New Westminster city schools. Second prize ($75)—Won by Chilliwack District schools. Third prize ($50)—Won by Langley Municipality schools.

(2.) Best individual school exhibit: First prize ($20)—Won by Lister and Kelvin School, New Westminster. Second prize ($15)—Won by Herbert Spencer School, New Westminster.

Throughout the Province the various live-stock breed organizations and poultrymen's societies have given valuable assistance in helping to organize clubs and arrange competitions in the interests of junior agriculture.

We have also had the full co-operation and support of the Provincial College of Agriculture as well as the Provincial Department of Agriculture in connection with these various competitions. This practical assistance has been very much appreciated. Without it much that was carried through successfully could not have been attempted.

School-grounds Improvement.

The interest manifested in the movement initiated by the Department some years ago, looking towards the providing of more adequate and more sightly school-grounds, is rapidly increasing. More attention is being given by School Boards to the correct placing of new school buildings, as well as to the beautifying of the grounds. Measures towards improvement have been carried forward on approximately fifty school-grounds during the year, and the time is approaching when the full time of a Provincial Supervisor will be required to meet the requests from School Boards along this line.

During the past few years several cases have come under my observation where the architect's plans for a new school building were drawn entirely without reference to the particular site upon which the building was to be placed. In almost every case when a new school-ground is being laid out there is a decided preference as to which end is best for boys' grounds and which for girls'. It is obvious that this should be determined before the plans are drawn or at least before they are accepted by the Department, so that the boys' basement and toilets will be located in that end of the building adjacent to that part of the playground allotted to them, and similarly with reference to the girls' basement. In view of the serious inconvenience which has arisen in several instances during recent years, I would recommend that more attention be given to the planning of new grounds before the plans of buildings to be placed on them be drawn or approved. I may add that on a few occasions within the past year I was called in consultation with the School Board and the architect whom they had employed for the purpose of determining these most important matters before the plans were completed or contracts let.

Reports from District Supervisors of Agricultural Instruction.

During the year Mr. E. L. Small, B.S.A., who for the past six years held the position of District Supervisor in the Municipality of Surrey, resigned to take a position on the staff of the State Teachers' College of South Dakota. During his term of office in this Province, Mr. Small rendered excellent service and gave generously of his time and energy to every movement, social as well as educational, that aimed at the betterment of rural conditions. He was succeeded by Mr. F. J. Welland, B.S.A., a graduate of the University of British Columbia.

Following are brief reports from District Supervisors, which go to show the trend of the work and some of the main activities connected with it in their respective districts:—

Report of J. C. Readey, B.S.A., District Supervisor, Chilliwack City and Municipality.

The work of the year has included teaching agriculture in the Chilliwack High School; supervision of the teaching of elementary agriculture and nature-study in the public schools; management of the School Fair; organization and supervision of home projects in live stock, field crops, and gardens; instruction in soils at the Victoria Summer School for Teachers; and participation in local farmers' or educational organizations. I was able also to take a three-weeks' course in educational psychology and vocational guidance at the University Summer School, Vancouver. The work of the year has been successful and gains have been made in all departments. During the year 445 school visits were made and 508 classes taught or supervised.

Agriculture in the High School.—All matriculation students were successful in the June examinations, the lowest mark made being sixty. The new class of 1923 consists of seventy-one students, twenty of whom are boys and fifty-one girls. All students in Grade X. are now taking agriculture, and in order to meet the needs of these and the Matriculation class I am required to give fifteen class periods per week. It is indeed gratifying to report that this subject, which was at first so much misunderstood and against which there was so much prejudice, has won its way, by virtue of its own qualities, to a standing equal to that of the oldest of school subjects. During the year much interesting and useful work was done by the students in the high-school garden. The material thus grown has been valuable in the class-work of the present term. A new hotbed heated by electrically heated water has been installed and promises to be a useful addition to the equipment. This hotbed measures 4 by 27 feet.

Nature-study and Agriculture in the Public Schools.—I am pleased to report steady progress in this branch of the work. A topical outline based upon the Departmental Course of Study has been prepared. This outline has met with the unanimous approval of the teachers. The

outline calls for definite work based on the activities of the school-garden and on the produce grown, and also indicates definite topics from nature for study. The problem of the summer care of the gardens has been solved by the employment of a competent person to care for all the gardens. Where home prejudices do not alter the pupils' attitude and where the subject is well taught, this work in the public schools invariably results in a quickened interest in all school subjects, a keener appreciation of natural phenomena, a stimulated love for the beautiful and wonderful in nature, and, what is probably just as important, the seeds of a wholesome respect for our basic industry, agriculture, are planted.

"Wild Animals of North America," published by The National Geographic Society, and several bulletins have been added to the library of each school during the year.

The School Fair.—This institution, held under the auspices of the Chilliwack Teachers' Association, has grown from very small beginnings to be one of the important annual events in the activities of the schools and in the life of the district. This year the entries numbered 1,119 and included exhibits from almost every department of school-work. For the past two years money prizes have been given in live-stock and home-garden classes only. In all other cases attractive prize ribbons have been given. It requires about $800 per year to operate the fair.

The School Fair was instituted under my own direction, but was later taken over by the Teachers' Association, who have appointed me as manager each year.

Home Projects in Agriculture.—Under this work an attempt is being made to interest the boys and girls of the schools in the growing of crops and the raising of live stock and to relate this interest to the work of the school. Two hundred and ninety-seven pupils took part in the work this year. This number was divided as follows: Those choosing calves, 14; pigs, 15; lambs, 12; gardens, 98; chickens, 83; rabbits, 26; photography, 49.

I believe this to be a sound form of educational activity. It is a form of expression very natural to the child and comprehensive in its scope.

We are still weak in the time given to the supervision of the work, in the amount of practical instruction given, and in the relating of the mental activities involved to the work of the class-room.

Several local organizations have given very practical support to this work. Chief among these are the Jersey-breeders, Guernsey-breeders, Holstein and Ayrshire breeders, and the local poultrymen. Parent-Teacher Associations and the Board of Trade have always given encouragement and support. Our thanks are due these organizations and many individuals for their help.

Exhibits at the Provincial Fair.—These consisted of a district school exhibit, four exhibits of oats and four of potatoes, six Jersey, three Guersney, and two Holstein calves, four pure-bred Yorkshire pigs, and one lamb from the home projects. We also entered a team in field-crop judging and another in live-stock judging. Our total winnings amounted to $228 in cash and three silver medals.

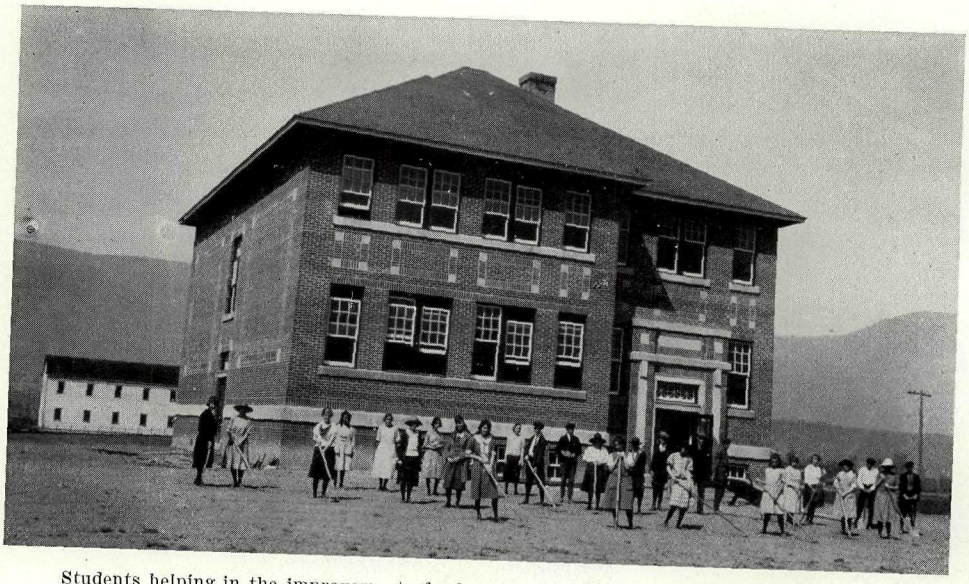
Allied Activities.—During the year I have taken an active part in the activities of the Board of Trade, the Agricultural Association, the Teachers' Association, and the Parent-Teachers' Association of this district. This has made some drain upon my time and energy, but I find that my efforts are reciprocated and that my own efforts in the class-room are stimulated and made more effective by the associations which these organizations afford. I have found the Board of Trade particularly helpful in this respect.

Report of J. M. Shales, B.A., B.S.A., District Supervisor, Langley Municipality.

The work in Langley during the current year has included giving the regular Two-year Course in Agriculture in the high school, supervision of the teaching of nature-study and elementary agriculture in the public schools, conducting school-gardens and home projects, and the organization of the school fair. Numerous public lectures have been delivered and information given to many farmers of the district in individual consultation.

In the high school all students writing examinations in matriculation agriculture were successful. Twenty-five students are now taking the course, thirteen in the Second-year and twelve in the Third-year classes. For the past two years this option has been the unanimous choice of the students, and it would appear that the pupils and parents as well are coming to recognize more and more the great educational and cultural value of this subject apart

Agricultural class, Grade X., Chilliwack High School.
Back row, centre—V. Woodworth, B.A., Principal. Front row, centre—J. C. Readey, B.S.A., District Supervisor and Instructor in Agriculture.



Students helping in the improvement of school-grounds at the Salmon Arm High School.

Senior class in Agriculture, Penticton High School.

from its vocational significance. The absence of a high-school building and suitable laboratory space has made teaching and learning conditions far from satisfactory.

The eighteen public schools of the district were visited once in two weeks on schedule, and type lessons were taught, source material supplied, and lantern-slide talks given. Twelve school-gardens were conducted and furnished material for much first-hand study and observation by the pupils. Home projects in the raising of field and garden crops increased still more in numbers and general interest this year. Many splendid exhibits of the products of these plots testified as to the uniform measure of success attained. The exhibit of "U.B.C. Banner Oats" and "U.B.C. Spuds" grown by the pupils of the district merited the Boving-Moe trophy at the Provincial Exhibition. Live-stock projects included the raising of pure-bred Yorkshire and Berkshire pigs and Leghorn and Wyandotte poultry, and were enthusiastically and profitably taken up by many boys and girls.

The School Fair, although coming on the second day of school in September, was the largest and most keenly contested ever held in Langley. A notable feature was the skill shown in selection of the show classes of field crops and vegetables, also in the fitting of live stock, showing that the oft-repeated exemplification of types and quality of farm products to the pupils is becoming generally grasped. A district school-garden exhibit was staged at the Provincial Exhibition.

Teams were trained and entered in the stock-judging competition at Vancouver Exhibition and in both stock- and crop-judging competitions at New Westminster, and in every contest carried off first honours for the district.

A new feature of the work this year was the giving of a two-months' course of evening classes during the winter. The course was designed particularly to give both practical and cultural assistance to boys on farms who had not been able to attend high school, and included a study of farm animals, feeds and feeding, drainage, fertilizers, and farm poultry. An average attendance of sixteen boys was recorded.

Our work in this district appears to be increasing in popularity and correspondingly in complexity. The vast amount of detail and routine work now presenting itself would indicate that clerical assistance will be required if the programme is to be further expanded as it should be.

Report of E. L. Small, B.S.A., late District Supervisor, Surrey Municipality.

Work in the Public Schools.—Careful attention was given to the method of instruction followed in the public schools during the year, as well as to the topics selected. The best work was done when topics were followed up on the modern project method, allowing from one to four weeks for each topic so treated. This, of course, included a wide range of correlations with other school subjects, which after all is one of the most valuable considerations in conducting courses in nature-study or agriculture. As examples of special emphasis on large topics for a limited period mention may be made of our Bird Week, Tree Week, Weed Week, poultry and dairy projects, etc.

I found it necessary at certain times to abandon the regular time schedule of visits in order to give special attention to those schools where help was most needed. I regret to state that many teachers show a decided lack of interest in nature-study and elementary agriculture, especially since that subject has been removed from the list of required subjects for Entrance Examination.

This year nine school-gardens were operated under supervision. Each year the children show increased interest in their garden studies and have materially extended their knowledge of this practical work. The poor garden has practically been eliminated.

Home projects in agriculture conducted for the purpose of linking up class-room instruction with home practice included potato-growing, mangel-seed growing, the growing of oats, and the raising of poultry. Special interest was shown in the introduction of U.B.C. potatoes and U.B.C. Banner oats, the seed of which was supplied by the Agronomy Department of the Provincial College of Agriculture.

Agriculture in the High School.—The soil conditions in the immediate vicinity of the high school are of such a nature as to make gardening almost impossible, and after two or three years' trial the old garden-site was finally abandoned. A much more suitable plot for gardening and general agricultural experiments was secured this year, which proved of considerable aid in practical teaching.

School-grounds Improvement.—During the year four of the school-grounds were graded and improved under my personal supervision, and additional tree planting and decoration was carried out on several additional grounds. From work thus accomplished during the last few years a number of the school-grounds of Surrey Municipality are beginning to show favourable results. As an evidence of the interest of the people in this line of improvement, mention need only be made of the fact that a very considerable amount of free labour was contributed by the citizens themselves, thus supplementing in a very practical way the assistance given by the Department by way of money grants and supplies of planting material.

Community Work.—Certain lines of work, apart from actual teaching and school supervision, might be mentioned. Of these nothing gave greater pleasure and satisfaction than the organization of a municipal school picnic, when the school-children of the entire municipality were brought together for a day of fun and feasting. No finer example of large community enterprise and of true community spirit has ever been seen in Surrey. At another time a successful municipal school concert was organized and was enjoyed by parents and children alike.

Assistance was given in the organizing of several new Parent-Teacher Associations and in assisting others already functioning. Addresses on such subjects as playground improvement, vegetable-gardening, bulb-growing, making and care of hotbeds were given at Women's Institute meetings.

In conclusion, I can say that I look back with pleasure upon my uniformly happy relations with the Surrey School Board in our joint efforts towards the improvement of the rural schools and of rural education generally in the community in which I was privileged to work.

Report of J. E. Brition, B.S.A., District Supervisor, Kelowna and Rutland.

During the past year agriculture has been taught in the districts of Kelowna and Rutland as a high-school subject for second- and third-year students. In addition to the instruction given in agriculture, the Supervisor taught second- and third-year botany and general science. Work in the public schools was limited to two visits a week in one school and occasional visits to others in order to teach and assist the teachers in the subjects of nature-study and elementary agriculture. Greater emphasis has been placed upon project methods, whereby classes or individual pupils work out purposeful problems or develop a subject of study by gathering the material, facts, and information and presenting the matter in an attractive book form, with illustrations, clippings, drawings, and reports. When possible the student is encouraged to carry on some practical work, such as the raising of a crop or the care of live stock. In fact, any activity out of school associated with the subject is encouraged. Sufficient work of this nature has been completed to show its wonderful possibilities in developing interest in nature subjects, the powers of observation, and its value to almost every school subject. Two classes have entered into correspondence with Prairie schools. They have sent stories and pictures of life in British Columbia and have packed and shipped boxes of apples to the Prairie children. Both teachers and pupils are keenly interested in this method of handling the nature-study work.

An interesting and valuable day was spent at the Summerland Experimental Station with the four classes in Agriculture. The officers of the station very graciously instructed and entertained the boys and girls, giving them a complete tour of the farm.

Bee-keeping was introduced early in the spring, and three of the boys obtained colonies which have done fairly well during the season and supplied a surplus of honey.

Poultry-raising did not meet with the success of former years. Cockerels were crate-fattened at the school by one of the classes and a chicken-dinner banquet served, the Domestic Science classes and their instructor co-operating with the Agricultural classes in this interesting event.

Agricultural plots at the school were devoted to the crops which were under study by the different members of the class; each being reported on when the study was completed.

There has been a slight increase in the numbers enrolled in agriculture, with a larger proportion of boys attending.

It is believed that the public realize more than ever the importance of the agricultural interests, and while the object has not been to produce young agriculturists, it has aimed to inculcate and foster the agricultural view-point and a correct vision of rural life.

Report of A. M. McDermott, B.S.A., District Supervisor for New Westminster.

In the number of students choosing agriculture as a science option, in the better understanding of its objects by co-workers and others, and in the practical work out-of-doors, this has been the most successful year in this district.

Laboratory and lecture work was given in the T. J. Trapp Technical School for both High School and Technical School classes; outside work in the area set aside for experimental work near by. During the year extensive planting was done, so that this area can now be managed in accord with the best systems of rotation and conservation of fertility. While the work as outlined in the Course of Study gives to agriculture a high value as a science option for matriculation, at the same time no effort is spared to give its every phase a real vocational value.

Sixty students in all began the year's work—in Second-year classes thirty-six and in Matriculation classes twenty-four. Of this number, twelve discontinued attendance at high school during the first and second terms, twenty wrote on the Matriculation Examination in Agriculture, and nineteen were successful. This year's registration shows sixty-six in all—forty-one in Second-year classes and twenty-five in Matriculation classes. The change in the Course of Study with regard to sciences and languages accounts for the apparent lack of increase in registration.

The various topics on the Course of Study were taken in season as far as possible, and where excursions, outside directed observation, outside lecturers, or lantern-slides could be used to advantage either as introductory, as a conclusion and review, or to fix in mind important points, this was done in all topics. Class excursions were held to numerous points of interest in the district; among others, to Colony Farm, to the nurseries at Essondale, the plant of the Triangle Chemical Company, and of the Westminster Mill, where in each case those in charge gave an excellent résumé of the season's activities in a most interesting, painstaking, and instructive way. It is hoped that the resulting influences may be mutually advantageous.

In December the British Columbia dairymen met in convention here. Their kindness through the Secretary, Mr. Henry Rive, made possible the arrangement of a special series of lesson topics dealing with milk, and finishing with a drawing contest among high- and public-school students showing the food value of milk. These drawings were classified in competition and substantial prizes were presented to the winners at a public educational evening programme.

In the spring special attention was given to poultry and seed-work. In the former subject projects were carried out in incubation and brooding. The Faculty of Agriculture of the University of British Columbia were again good enough to make possible some excellent experimental-plot work with cereals and grasses. Many farmers during the season remarked the strength of this feature of our work. Variety tests were conducted in cereals—wheat, oats, barley, buckwheat; with root-crops; in comparison of nine grasses and four legumes; and in demonstrations of such as hemp, millet, and vetches.

To balance the programme, work in fruit was added. Areas were set out in strawberries, Marshall; in raspberries, Cuthbert; in gooseberries, Josselyn; in black currants, Boskoop Giant; in red currants, North Star; one tree of each of cherries, prunes, plums, pears; and of apples one tree of each of the varieties Yellow Transparent, Wealthy, Duchess, Blenheim Orange, King, Gravenstein, Red Astrachan. In addition, the whole area was proportionately planted to hedges, climbers, annual and perennial flowering species. On the whole, we hope, an area well fitted for the actual practice in management of the common types of ornamental, cereal, and food crops. In this, a city district, where out of a large number of students few are familiar with actual agricultural operations, an attempt is made to give a thorough familiarity with the best actual practices.

A district agricultural exhibit was arranged and won first place in competition with Surrey, Langley, and Chilliwack at the Provincial Exhibition at New Westminster. A team was entered in junior live-stock judging competitions at the same time.

During the year much time was given to assistance in the teaching of nature-study and elementary science in the public schools. Some of the most valuable assistance was rendered by providing material and information on the various topics, though in the office, as well as in the teaching of lessons in the class-rooms as suggesting method and matter, it is hoped some good was accomplished. The teaching of this work has not yet reached the place of importance it should have in the public schools of the city.

Many lectures and addresses, some of them illustrated, were given in schools and to various organizations in the city and adjoining district. Among others where assistance was given were: The Junior Philatelic Society, St. Margaret's Social Club of South Vancouver, St. Stephens Young People's Society, The Boy Scouts, St. Paul's Young People, and The Gyro Club.

Regular classes in other than agricultural topics were taken in the T. J. Trapp Technical School. This included one class in the Chemistry of Technical Courses and three Household Science classes in Physics and Chemistry. This term classes in Literature and Mathematics are occupying part of each day's programme.

During July and part of August I attended classes at the University of British Columbia as part of a plan to improve my scholastic standing which might enhance service to the community.

In whatever success has attended my efforts, I am deeply indebted to many co-workers for friendly assistance in numerous ways. To the teaching staffs of the various schools with whom I am associated, to the School Board, and to Mr. J. E. McKenzie, the School Engineer, I owe an expression of gratitude.

Located as I am in the Technical School, it has repeatedly occurred to me that there are a great number of boys (and girls) in the city of 'teen age who are decidedly below the standard in attainments in regular school-work, and I would commend to your careful consideration these for whom so little is done in our educational system, but whose needs are greater than those of the brighter students. It is just possible that many might "find themselves" in an arrangement of courses in more or less vocational agriculture suited to their needs.

In review of my year's work, I cannot withhold expression of a hope that some provision may soon be made to give teachers-in-training a larger and broader conception of nature-study both in matter and method, so that they may impart to their pupils a less material but more pleasurable outlook in life.

Report of V. B. Robinson, B.S.A., District Supervisor, Penticton and Summerland.

The High School Agricultural classes are steadily growing in size and the work is gaining in popularity. Not only is this shown by the increasing number of students electing agriculture, but also by increasing interest manifested by the ratepayers themselves. It is gratifying to know that even during a period of retrenchment, due to poor prices for crops, it was not thought advisable to discontinue the teaching of agriculture. This attitude is in a measure due to the realization that teaching through and about the daily life of the community is sound pedagogy.

During the year arrangements were made whereby the high-school agricultural students attended a number of the field lectures and demonstrations held in the district for the benefit of the local growers. In this way the students obtained a great deal of first-hand information relative to the many practical problems confronting the growers and were the better able to appreciate the various recommendations made by specialists for the solution of these problems. Following is a brief summary of these field excursions:—

A visit was made to the Dominion Experiment Station near Summerland, when Superintendent Helmer and Assistant Superintendent Mann and Palmer conducted the class over the farm, explaining the nature of the various projects under way. Mr. H. L. McLarty, Dominion Plant Pathologist, also gave some practical demonstrations in the pathological laboratory relative to the identification and study of plant-diseases.

Following special classes in the judging of fruit, a fruit-judging competition was arranged in connection with the Summerland Fruit Show. So successful was this competition that the growers decided to make junior fruit-judging competitions a regular part of the Fruit Fair programme.

A trip to the South Okanagan Poultry Exhibition, where Professor Lloyd, head of the Poultry Department of the Provincial University, gave practical demonstrations in the selection of utility and exhibition stock. Professor Paul Boving, head of the Agronomy Department of the University, also spoke to the classes on the subject of selecting and judging field roots.

An afternoon was spent attending a field demonstration in the top-working of fruit-trees, given by W. T. Hunter, B.S.A., District Horticulturist, and Mr. John Tait, District Field Inspector. Many things were explained and much valuable instruction given on the subject of the top-grafting of fruit-trees.

A practical demonstration in fruit-thinning was given to the class by Mr. Hunter and Mr. J. R. Peters, a prominent fruit-grower from Wenatchee, Washington.

Mr. H. Harris, Demonstration Apiarist, conducted the classes through the demonstration apiary at Poplar Grove.

This method of occasional outdoor instruction with excursions to important places will be continued next season.

The experimental gardens have proved a valuable adjunct to the Course in Agriculture. They were planned this year on the basis of a representative kitchen-garden. It was revealed that many of the students were totally unacquainted with some of the choicest varieties of garden crops and could not even give the names of standard garden varieties. Thus the garden experiments served a double purpose, as it resulted in varieties new to the pupils being introduced into many of the homes. Experiments in testing out the suitability of standard varieties to the locality were carried out and will be continued.

Considerable use was made of visual instruction as an aid in teaching. A new lantern was purchased for the Summerland schools and has proved of great assistance in both public and high schools. During the coming year an effort will be made to secure several sets of slides as part of the regular equipment of the schools of this district.

Regular meetings were held with the teachers of the Summerland public schools and assistance was given in planning suitable programmes in nature-study. This help was appreciated by the teachers and resulted in a better grade of class exercises.

Report of W. H. Grant, B.S.A., District Supervisor, Salmon Arm City and Municipality.

Public Schools.—Visits have been made to the public schools on an average of every two weeks and instruction given in nature-study and agriculture as per Course of Studies. This has been in accordance with the work carried on by the teachers and every possible assistance has been given them. The necessity for this work in the public schools is evidenced by the extreme ignorance of the average public-school pupil concerning the commonest things of natural life and natural phenomena about him, and by the eagerness and interest with which he accepts the instruction given. I am more than ever convinced of the value of this work, in that the students coming into the high school are evidencing a much broader outlook and a greater knowledge of common subjects than was the case before this work was started.

School or home gardens have been conducted in all of the schools of the city and district during the past year, and their value was amply illustrated at the Fall Fair here recently when the school exhibits far outnumbered and in many cases excelled the exhibits of the adults.

High School.—The agricultural option in the High School Course of Studies is proving a popular one with students, as up to the present time only one student has elected to matriculate without it, and in the last Matriculation Examination all students from here were successful in making the required marks in agriculture.

Valuable equipment has been added for the Course in Agriculture, and experimental grounds have been started, which should prove valuable in years to come.

Interest in the work is evidenced in many ways, but in no more striking way than at the farmers' short course conducted here by the University last February. The United Farmers of British Columbia offered a scholarship to the son or daughter of one of their members who stood highest in the examination following the course. Five from the Salmon Arm High School entered the competition and stood first, second, fourth, sixth, and seventh in a class of over thirty competitors.

In stock-judging the greatest interest has been shown, and it has now become an established fact that the judging team to compete at the Provincial Exhibition shall be chosen from Grade XI. This year the Salmon Arm team stood third in the competition and in the individual honours one member of the team got first in judging horses.

School Clubs.—Last fall a second Jersey Calf Club was formed consisting of eight members. These received their calves early in the spring and were all well pleased. The original Calf Club members have continued their interest and several members entered their heifers in the R.O.P. test with good success. This year still greater numbers have entered.

A very successful Berkshire Pig Club has been carried on this year with twenty-four members. Evidence of advancement in handling the pigs was shown in the very superior quality and condition of this year's animals as compared with those of last year.

Five Poultry Clubs with a total membership of eighty-five have been conducted with a fair measure of success. This year the fertility of the eggs was low in a great many cases, but those who succeeded in getting a hatch showed great interest and skill in rearing the chicks.

School Fair.—The school- and home-garden work, club-work, etc., have their culmination in the School Fair. This year the School Fair held in conjunction with the Fall Fair was bigger and better than ever and bids fair to becoming an important part of the school-work. Greater financial assistance is required in carrying on this work and especially for the subjects of the general course.

Conclusion.—The work here entails a great deal of visiting, consulting with farmers, offering advice, and in many ways endeavouring to render assistance. The value of this is difficult to estimate, and in any case would be unfair to judge except over a long period of time. But surely it is to the advantage of every person to know something of the natural phenomena about them, and to study a science which has all the training advantages of the others, with the added value of containing a large amount of useful knowledge. Surely the boys and girls and the community are better for having tidy and well-arranged school-grounds. What was good enough for a generation ago is no longer sufficient, and rightly so.

Report of F. J. Welland, B.S.A., District Supervisor for Surrey Municipality.

The class in First-year Agriculture is composed of fourteen pupils in attendance at the Surrey High School, Cloverdale, and an additional five pupils at the new superior school at White Rock, making a total of nineteen students taking the first-year work. These classes, together with the second-year agricultural students at Cloverdale, require five half-days per week in instructional work.

The home-project work initiated by my predecessor, including work with home vegetable-gardens, hotbeds, orchard practice, canning of fruit and vegetables, potato-growing, the growing of oats and mangels for seed, and the raising of two breeds of poultry, was carried through successfully and with significant enthusiasm. Excellent results were seen in the exhibits at the Surrey School Fair.

There are now nineteen public schools in the district, of which five are ungraded, having thirty-five divisions altogether. These are visited on a regular schedule, the ungraded schools being given more frequent attention than the graded schools. The work in these schools consists of the teaching of type lessons and in helping to secure illustrative material, such as collections of weeds and weed-seeds, for study and specimens of the more important orders of insects.

The nine school-gardens operated during the year, in addition to providing an abundance of material for nature-study work in the school-room, also furnished some very attractive exhibits at the Surrey School Fair.

In some of the gardens experimental work showing the value of sulphur in controlling potato-scab was conducted and some notable results secured.

The School Fair was a decided success, there being no less than 149 successful exhibitors claiming prizes for well-earned awards made in the various classes.

School-ground improvement work has been encouraged and arrangements have been made to continue this good work.

I have, etc.,

J. W. GIBSON,
Director of Elementary Agricultural Education.

Provincial Summer School for Teachers, Victoria, 1923.

Applied art (gesso and wood-staining), High School Course, Summer School.

SUMMER SCHOOL FOR TEACHERS.

REPORT OF THE DIRECTOR.

Victoria, B.C., October, 30th, 1923.

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 9th to August 10th, 1923.

As in previous years, the classes were conducted in the Victoria High School, with the exception of classes in Cooking, which were held in the Central School. No finer accommodation could be desired than that which this splendid building affords. Students as well as instructors are frequently heard to express their pleasure in being so happily situated and so adequately accommodated in lecture-room, laboratory, and gymnasium. If some arrangement could be made whereby a fully equipped room for the giving of practical lessons in cookery could be provided the situation would be well-nigh perfect. Under present conditions, considerable inconvenience has been experienced by those students who combine lessons in cooking and dietetics taken at the Central School with needlework and household chemistry which are taken at the High School. The classes for Manual Training and Technical School Instructors have for the past two years been conducted in the Vancouver Technical School, and, whilst the facilities for teaching these subjects are much superior in the Vancouver school to those at present available in Victoria, yet there are obvious disadvantages in having the school so divided. The instructors in Vancouver, as well as the students, have experienced a certain amount of unpleasant isolation, and it may be that some change will be found advisable in order to obviate this disadvantage.

The advantages of intensive courses of study for teachers, such as the summer school provides, is being recognized more and more widely. These courses have the advantage over the regular Normal Training Courses, in that the student's attention is directed towards and concentrated upon the mastery of a single subject. As a matter of fact, a student taking all the work offered in a single summer course for four or five hours per day for five weeks is able to cover more ground in that subject than is usually covered in any one subject in the regular Normal School Course, because of the large number of subjects which must be carried on there simultaneously. This makes it possible for teachers in active teaching service to become more proficient in any particular line of school-work in which they may feel the need of assistance or in which they may wish to hold special qualifications. In view of the fact that as yet no higher grade of certificate has been granted to teachers taking this additional training in what might be termed post-normal or graduate teachers' courses, it must be conceded that the large number of teachers in the Province who, year after year, devote the major part of their summer vacation to their own professional improvement through special study are deserving at least of honourable mention when new appointments are under consideration. Surely the time has come when our School Inspectors will give due consideration to this fact when making recommendations to School Boards, and when School Boards, on the other hand, will ascertain to what extent teachers of experience have taken advantage of the facilities offered for professional improvement in summer courses in this or other Provinces before engaging them. This is but the minimum recognition for advanced professional work which all such teachers have a right to expect, and it is gratifying to know that already a few School Boards in the Province are giving some practical encouragement to their teachers to attend summer school, in the way of bonuses.

The plan adopted some years ago, whereby the University summer session receives financial assistance from the Department, was again followed out this year, and with excellent results. As a large proportion of the summer students in the University are teachers who are aiming to improve their academic as well as their professional standing, it seems appropriate that the Department should maintain this policy of co-operation and support. Under the arrangement the Department pays the transportation of teachers from within the Province who attend the University summer session, just as it does in the case of British Columbia teachers who attend

the departmental summer school in Victoria, and also makes a grant of $1,500 towards the salaries of instructors who are giving courses in education and in commercial subjects. The courses in education are open to all School Inspectors, Normal School Instructors, and District Supervisors without fees; in other words, to all appointees of the Department of Education. Fourteen of these men took the lectures in education offered in the second term and are high in their praise of the work. Approximately 300 elementary- and high-school teachers attended the summer session of the University this year.

ENROLMENT BY COURSES.

Following is the enrolment by courses in the Provincial Summer School for Teachers:—

Rural Science (two courses)	15
Primary Grade Teachers' Course (three parts)	85
Art (four courses)	76
Manual Training (six courses)	24
Home Economics (four courses)	27
Vocal Music and Harmony (three parts)	12
History and Civics (also took Geography)	35
Geography for Elementary School Teachers	42
Geography for High School Teachers	17
English Literature and Reading	51
Physical Training (Strathcona B Certificate) (two parts)	22
Writing and Penmanship (taken by students enrolled in other courses)	128
Gymnastics, Games, and Folk-dancing (taken by students enrolled in other courses)	70

As some of the courses occupied only from two to three hours per day, it was possible for students to combine certain of these courses. Many of the students who took the Course in English Literature also took Geography or History, and all of the students in History and Civics took Geography. A large number of students taking full-time courses took an additional hour per day in Writing and Penmanship or in Gymnastics and Folk-dancing. There were comparatively few students who took less than five hours per day and many took as high as six hours, but as these longer courses offered considerable variety and a frequent change of programme, the students did not weary of them. Very little out-of-school study was expected, so that the students found sufficient time for rest and recreation outside of school-hours.

The quality of the work done by the summer classes is steadily improving. The earnestness and the fine spirit exhibited by the students throughout the entire course was much in evidence and was a matter of frequent comment by the instructors. There are no shirkers at our Summer schools; rather have we sometimes found it necessary to advise against undertaking too much work. The plan of giving intensive work in single courses has always made a strong appeal to experienced teachers, granted, of course, that the instructors are thoroughly competent, and this we have always endeavoured to safeguard by selecting instructors of known ability and specialists in their own departments.

The instructors and the subject taught by each are as follows:—

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

Frank H. Arnold, Supervisor of Penmanship, Spokane, Wash.—Penmanship.

Miss Adeline Baxter, Supervisor of Drawing, Winnipeg—First-year Art.

Miss E. A. Coleman, Designer and Art Needleworker, Vancouver— Advanced Needlework.

Miss Ethel M. Coney, Provincial Normal School, Vancouver—Vocal Music.

C. F. Connor, M.A., King Edward High School, Vancouver—Household Physics and Chemistry of Foods.

F. C. Coombs, M.A., Ontario College of Education, Toronto University—Psychology and Educational Method of Primary Grade Work.

George A. Cornish, M.A., Ontario College of Education—Elementary and High School Geography.

Gordon Darling, Vancouver Technical School—Electricity and Gas-engines.

E. C. Davis, Victoria High School, Edmonton—Dramatics.

F. Fairey, Technical School, Vancouver—Mechanics.

Applied design (Indian motifs), High School Course, Summer School.

Applied design. Pottery from B.C. clays. High School section.

Nathan Fasten, Ph.D., Oregon Agricultural College, Corvallis—Animal Biology.
John Fraser, Technical School, Vancouver—Sheet-metal and Forge Work.
W. Frost, Sergeant-Instructor, Victoria—Physical Training.
W. H. Grant, B.S.A., Salmon Arm—Poultry and Live Stock.
Miss M. Goldie, B.Sc., Provincial Normal School, Calgary—Home Economics.
Miss Unina Hall, Britannia High School—First-year Art.
Mrs. Clara Heaslip, Vancouver—Primary Grade Work.
J. W. Hotson, M.A., Ph.D., University of Washington—Botany.
A. E. Hutton, Provincial Normal School, Calgary—Manual Arts.
Harry A. Jones, Technical School, Vancouver—Art Metalwork.
Miss Ruby Kerr, Vancouver—Special Lectures on the Psychology of Manual Training.
John Kyle, A.R.C.A., Education Department, Victoria—Applied Design.
Miss A. B. Marcellus, Provincial Normal School, Victoria—Needlework.
R. W. MacKenzie, Vancouver—Writing and Penmanship.
John R. MacLean, Technical School, Vancouver—Wood-turning and Furniture-making.
E. W. Parker, Technical School, Vancouver—Carpentry and Building Construction.
J. C. Readey, B.S.A., Chilliwack—Soil-study and Field Husbandry.
V. B. Robinson, B.S.A., Penticton—Horticulture.
Miss K. Scanlon, Provincial Model School, Victoria—Intermediate Grade Class-work.
G. G. Sedgewick, B.A., Ph.D., University of British Columbia—English Literature.
C. E. Scott, Supervisor of Drawing, Vancouver—Advanced Art.
J. Semyn, Victoria—Decorative Design.
Mrs. B. Sharland, Vancouver—Millinery and Dressmaking.
E. L. Small, B.S.A., Cloverdale—School-gardening and Home Project Studies.
Miss E. Taylor, University of Saskatchewan, Saskatoon—Gymnastics, Games, and Folk-dancing.
Mrs. A. Ward, North Vancouver—Pattern Draughting.
F. T. C. Wickett, A.R.C.O., Victoria—Harmony.
Miss Mary Young, Banff, Alta.—Pottery and Clay Modelling.

Analysis of Enrolment.

Altogether 360 students were enrolled in the Provincial Summer School, including those in the Manual Training classes held in the Vancouver Technical School. The following table shows the number of men and women coming from cities, rural municipalities, and unorganized districts:—

	Cities.	Rural Municipalities.	Rural and Assisted.	Total.
Men	32	14	25	71
Women	123	48	118	289
Totals	155	62	143	360

This table includes sixteen visiting teachers, all women, from the Prairie Provinces, nine from Alberta, and seven from Saskatchewan.

New Courses included.

An effort was made in preparing for the last summer school to meet the needs of as large a number of teachers as possible in the courses offered. The Art Courses were extended to include Applied Design in the making of art pottery from British Columbia clays. Special attention was given to the application of the best elements of native Indian designs suitable to the decoration of articles made from clay. Some very creditable work was accomplished and many of the students are anxious to extend the knowledge gained along the same line. A modern burning-kiln was installed which gave very satisfactory results. Various samples of British Columbia clays were received and tested out in connection with these classes, and although

only a small beginning was made, yet sufficient has been accomplished to show that this Province possesses clay-deposits of good quality for pottery purposes, which may some day become the basis of a profitable line of industry. In this connection it must be mentioned that we had the hearty co-operation of the Department of Industries. It is our hope and expectation that, profiting from our first year's experience, we shall be able to carry the work to a higher degree of perfection by another year.

The Home Economics Courses provided advanced work in draughting as well as in millinery and dressmaking, in which some very excellent work was accomplished.

A Course in Geography for High-school teachers was introduced for the first time and attracted a class of sixteen high-school teachers. In view of the fact that geography was being introduced into the High School Course for teachers, and further that the author of the text-book to be used was himself the instructor, there should have been a larger enrolment in this class. The Public School Course in Geography attracted a large number of teachers, no less than sixty-five being enrolled.

History and Civics formed a separate course this year and had a large attendance. It is fitting that special mention should be made of the fact that a most valuable service was rendered by the Librarian and staff of the Victoria Public Library in the matter of supplying large numbers of excellent reference-books, particularly applicable to the topics treated by the instructors in English Literature, History and Geography. As a result of the painstaking efforts of Miss Stewart and her assistants in the Library, a large number of teachers were able to become more or less familiar with a wide range of excellent reference-books.

SOCIAL FEATURES AND WEEKLY ENTERTAINMENTS.

The social life of the school was never better than this year, despite the fact that the students were scattered in private boarding-houses throughout the city. Once a week the Students' Social Committee arranged a social evening in which music, games, and dancing were enjoyed by the students and instructors. Occasional class picnics were also held.

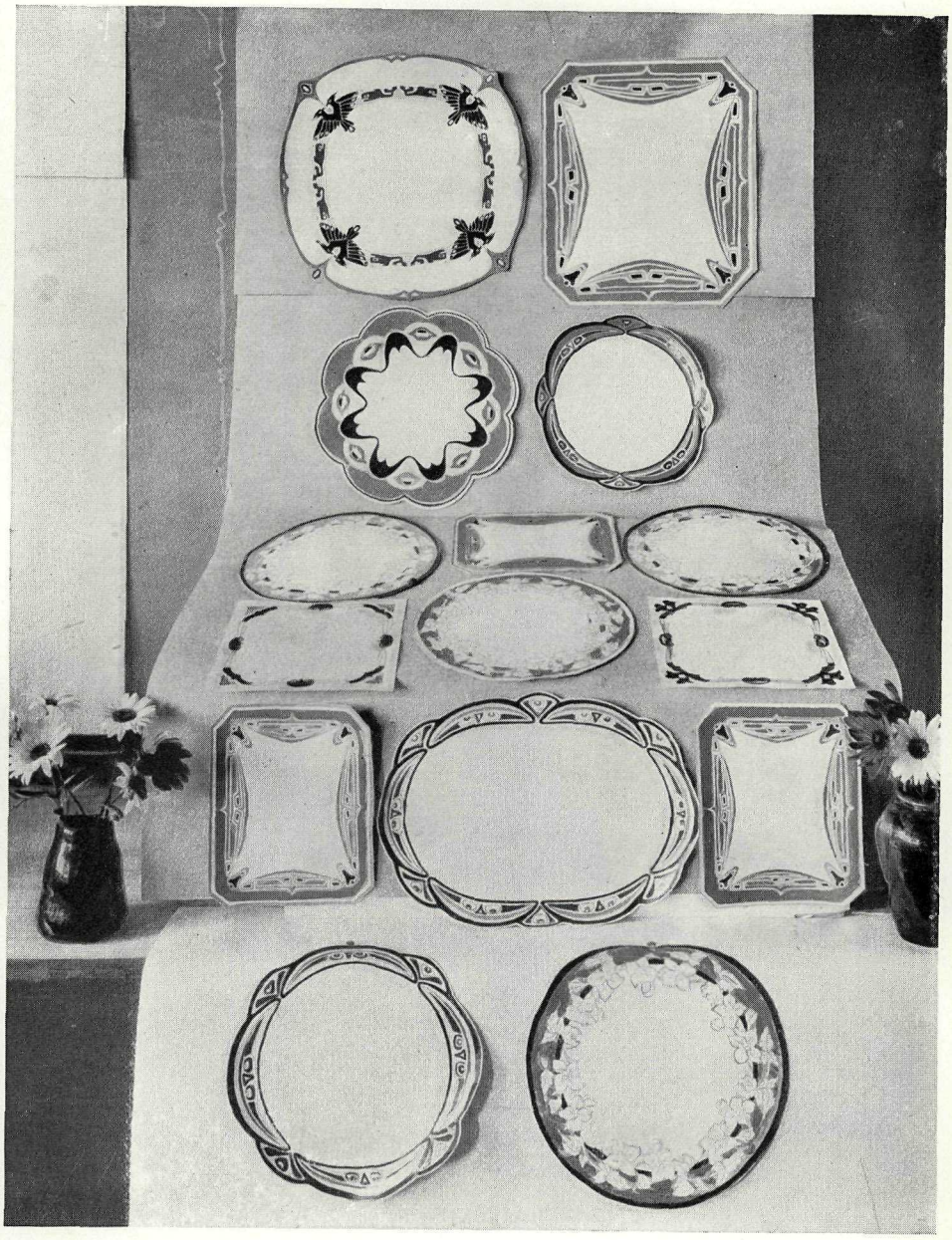
Three Friday evening entertainments were arranged during the course, and, as on former occasions, the public was invited. The first of these was given by the Esquimalt School Choir under the direction of their trainer, Mr. F. Waddington, who the year before had given a similar demonstration concert, assisted by members of the Victoria Orchestral Society under the leadership of Mr. Drury Pryce. The fact that more than a thousand people crowded into the assembly-hall to enjoy the programme is ample testimony as to the high esteem in which these two musical organizations are held in Victoria. Our best thanks are due not only to these artists, but to the children and to their parents also, who made possible at some considerable sacrifice this excellent entertainment right in the middle of the children's summer vacation. In this work, with him a labour of love and a ruling passion, Mr. Waddington has set for the vocal instructors in our schools a high ideal.

The second of the weekly entertainments consisted of a very enjoyable recital given by Mr. Harold Nelson Shaw, dramatic reader, and Mr. Hopkinson, vocal soloist, both of Vancouver. Following this a most interesting lecture on astronomy, illustrated with lantern-slides, was given by Dr. J. S. Plaskett, Chief of the Dominion Astrophysical Observatory. In this lecture Dr. Plaskett acquainted the students with much valuable information relative to the size, movements, distances, and evolutionary development of the heavenly bodies. He also showed something of the methods used from day to day at the Observatory, including an explanation of the working of the giant telescope. On the following evening the students paid a visit to the Observatory in response to an invitation given by Dr. Plaskett, where they were able not only to see the great instrument previously described from the screen, but also to get a glimpse of some of our sister planets at close range.

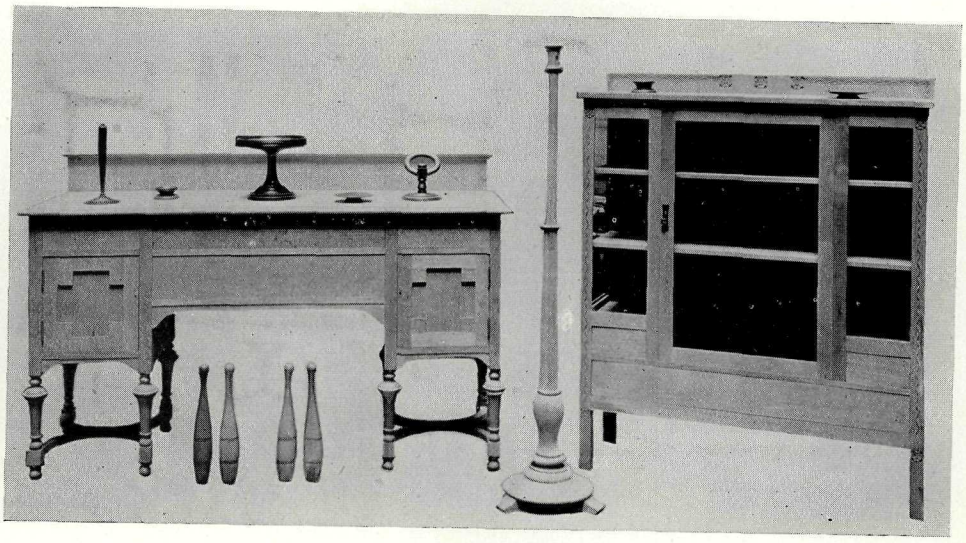
During the latter part of the term we were favoured with two special lectures—one by Dr. Peter Sandiford, of Toronto University, on "Modern Movements in Education," and the other by Professor John D. Stark, B.A., head of the Schools Employment Service in the City of Pittsburgh, Pa., both of whom were engaged as lecturers in the summer session of the Provincial University.

CLOSING EXHIBITION AND ENTERTAINMENT.

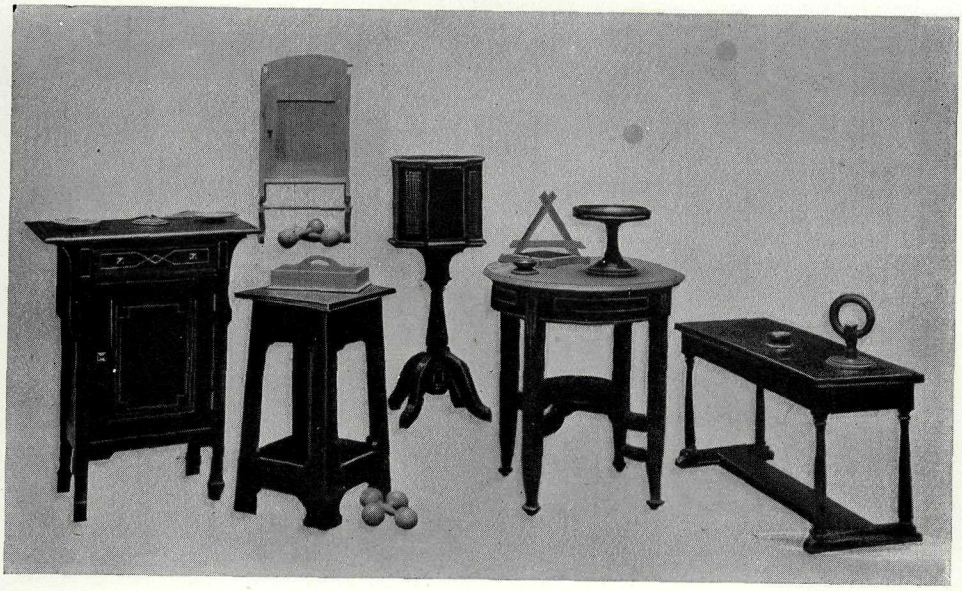
On the afternoon of Thursday, August 9th, a School Fair was held in the school lawns from 3 to 5 p.m., at which each of the classes arranged exhibits of work done during the session.



Applied design (Indian motifs), High School Course, Summer School.



Furniture-making and wood-turning, High School Course, Summer School.



Furniture-making, High School Course, Summer School.

These made a fine appearance and gave the students an opportunity of seeing each other's work. The School Fair programme arranged by the instructors under the leadership of Mr. V. B. Robinson included a programme of sports, in which the students themselves became the contestants, and a variety of games and drills, including the May-pole dance, were carried out under the direction of Miss Taylor, physical instructor in the summer school. One of the chief purposes in mind was to illustrate as far as possible in the limited time such a variety of features as might find a place on the programme of any well-organized school fair.

At 7 p.m. of the same day the class-rooms and laboratories were thrown open to inspection and the public was invited to attend. That the people of Victoria take more than a passing interest in the work of the summer school is evidenced by the fact that during the entire evening the class-rooms and corridors of the high school were thronged with interested visitors. A very entertaining programme was carried out in the assembly-hall, consisting of vocal and instrumental music, demonstrations in eurythmics and pantomime by the students of the Music class, and a one-act play by some of the students from the class in Dramatics. Mr. S. J. Willis, Superintendent of Education, occupied the chair, and complimented the students and instructors on the good work done and on their zeal for professional improvement which caused them to forego the major part of their summer holidays in order to spend five weeks in summer study.

The balance of the programme which marked the closing of the summer school was carried out in the gymnasium, where the instructor in gymnastics and folk-dancing put on a most delightful series of folk-dances with the children of the Intermediate Grade Demonstration class, and in a more extensive way with her regular classes of student-teachers. Many of these dances were done in costume, which added to their spectacular beauty. A social hour or two following this demonstration brought the 1923 summer school to a close.

In conclusion, I wish to bear testimony to the helpful and ready co-operation of the Victoria School Board in all matters pertaining to class-room accommodation and equipment, to the valuable assistance rendered from day to day by Major Riddel, Superintendent of Buildings and Grounds, and to the janitors in the High and Central Schools for their unfailing courtesy and the solicitude with which they attended to the multitude of details required in connection with the daily routine of every class.

I wish also to express my sincere appreciation of the daily and hourly assistance rendered by my esteemed colleague, Mr. John Kyle, not only in arranging all details in connection with several of the courses, but also in helping to plan and organize those courses. His genuine belief in the advantages of summer-school instruction, coupled with his fine appreciation of meritorious work, has made him a most reliable adviser and an invaluable executive officer in all matters pertaining to summer-school work.

I have, etc.,

J. W. Gibson,

Director of Summer School.

FREE TEXT-BOOK BRANCH.

EDUCATION DEPARTMENT, FREE TEXT-BOOK BRANCH.
VICTORIA, B.C., October, 1923.

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, 1923:—

The total number of free text-books, etc., issued during 1922–23 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: 15,766 B.C. Beginner's Reader; 20,638 Canadian Second Reader; 20,221 Canadian Third Reader; 18,429 Canadian Fourth Reader; 24,877 Canadian Fifth Reader; 4,498 20th Century Fifth Reader; 14,269 First Arithmetic; 11,612 Second Arithmetic; MacLean Method Writing Books—13,051 Compendium No. 1; 13,082 Compendium No. 2; 14,276 Compendium No. 3; 14,018 Compendium No. 4; 10,286 Senior Manual; 572 Commercial Manual; 717 Teachers' Manual; 53,450 Drawing Books; 1,788 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. Third Reader); 475 Essentials of Health; 9,637 How to be Healthy; 2,646 Latin Lessons for Beginners; 59 Canadian Civics; 137 Syllabus of Physical Exercises; 110 World Relations and the Continents; 10,857 History of Canada; 611,268 sheets Drawing Paper, 9 by 6 inches; 54,274 sheets Drawing Paper, 9 by 12 inches; 9,451 Public School Grammar; 226 Union Jacks (3-yard Jack); 189 Flora of Southern British Columbia; 46 "Scrap of Paper"; 47 "Fathers of Confederation"; 53 Maps of British Isles; 76 Maps of Dominion of Canada; 67 Maps of World; 64 Maps of British Columbia; 72 Maps of North America.

At prevailing retail prices the books and other supplies issued would have cost $148,973.05.

Requisitions to the number of 3,883 for the above supplies issued were required to be filled. No shipment was lost in transit.

In addition to the books supplied free to the public schools and pupils taking the Correspondence Courses, a small stock of the books which are not supplied free to the children was kept by the Free Text-book Branch during the school-year 1922–23. These books were sold to pupils in the rural districts where there is no local book-store. Four hundred and eighty-seven requisitions were honoured in supplying our purchase orders, and the sum of $2,569.20 was received under this head and paid into the Provincial Treasury.

As already stated, the Free Text-book Branch distributed during the past school-year text-books and other supplies which would have cost parents and School Boards $148,973.05. To purchase and distribute these among the various schools of the Province through the Free Text-book Branch required an expenditure of $97,434.23, made up as follows:—

Text-books (laid-down cost)	$83,336 51
Distribution (freight, boxes, etc.)	3,085 30
Salaries of staff	5,160 00
Temporary assistance	755 50
Office supplies	5,096 92
Total	$97,434 23

The saving on the year's transactions is, therefore, $51,538.82.

During the school-year 1922–23 a change was made in the Readers, the Canadian Readers becoming the authorized text-books. The publishers, however, were unable to prepare the Canadian First Reader in time for school-opening in September, and we continued to use the B.C. Beginner's Reader as the text-book for the first-year pupils.

This change made it necessary to distribute a larger number of Readers than in former years, as each pupil in the various classes required a new book, with the exception of those in

the Entrance class. Under the new system five Readers are used in the public schools instead of six as formerly.

A substantial reduction in the prices of the various books was obtained from the publishers when the supplies were ordered for the past school-year. These reduced prices made it possible to finance the increased cost of the change in the Readers without the necessity of securing a supplementary vote to cover the cost of text-books during the past year.

The plan of stocking a small supply of the books which are not supplied free and selling them to the children of the rural districts where there are no local book-stores was favourably received by the teachers in these districts. Several letters were received expressing appreciation of this step, as it enabled the pupils to secure their text-books with less delay than in former years. It also meant that the cost of such books to the children of the outlying districts was not greater than the cost of the same books to the children in the various centres which are supplied with book-stores.

Night-schools.

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

Returns for 1922–23.

The annual reports of free text-books for the school-year 1922–23 are all on file. It was not found necessary this year to hold back any supplies until the arrival of this report.

While the annual reports show that generally more care has been taken of the free text-book records in the schools, it is still evident that some of the teachers are not keeping these records properly, particularly during the first term (September to December). If the teacher changes to a new school at Christmas, it is quite true that his failure to keep the Record Book for the first term will not incommode him, as he is not required to submit a report at Christmas. It makes it impossible for his successor, however, to send an accurate report at the end of June.

Many of the principals and teachers are still neglecting to quote their attendance in the various grades when submitting an order for supplies. A space is provided for this purpose at the head of the requisition form, and it would be of great assistance to the Free Text-book Branch if care was taken to fill this in correctly when the requisition is being made out.

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 1922-23.

VICTORIA, B.C., November, 1923

SIR,—I have the honour to report as follows on the work of the Local Committee for the school-year 1922-23:—

INSTRUCTION OF TEACHERS IN PHYSICAL TRAINING, 1922-23.

A total of 607 students have qualified for Grade B physical-training certificates since last report, as under:—

Normal School, Vancouver	339
Normal School, Victoria	242
Summer School, Victoria	22
C.D.C.I. Course, Victoria	4

This is an increase of 127 certificates over the number issued in 1921-22.

In view of the fact that two instructors have been employed at each of the Normal Schools, and that increased opportunity has thus been given students to reach a higher state of efficiency, a higher standard has been demanded at the examinations in this subject. As a result a somewhat larger percentage than in former years failed to qualify.

About 4,678 teachers and prospective teachers of this Province have now qualified as physical-training instructors.

PHYSICAL TRAINING, 1922-23.

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

High and Superior Schools.

T. S. Whittemore, B.Sc., 4th Division, Oak Bay High School; P. C. Tees, B.A., 10th Division, King Edward High School, Vancouver.

(NOTE.—Four prizes not awarded.)

Graded Schools (Five Divisions or more).

Miss Annie L. Bigney, 6th Division, Lord Roberts School, Vancouver; Miss Jessie F. Parkes, 3rd Division, Franklin School, Vancouver; Miss Bessie H. Killip, 4th Division, Selkirk School, South Vancouver; Miss Ethel M. Pugh, 3rd Division, Sexsmith School, South Vancouver; Mrs. Laura J. Morrish, 8th Division, Central School, Trail; Miss Florence A. Horwood, 5th Division, Central School, Prince George; Miss Bessie Seaton, 3rd Division, Central School, Vernon; Miss Henrietta R. Anderson, 1st Division, Lonsdale School, North Vancouver; G. H. Stocks, 4th Division, Central School, Fernie; Miss Tryphena Sampson, 8th Division, Central School, Kamloops; T. W. Hall, 1st Division, George Jay School, Victoria; Miss Annie S. McKinnon, 14th Division, Sir James Douglas School, Victoria; Miss Ruby M. Nachtrieb, 6th Division, West Victoria School, Victoria; T. Aldworth, 1st Division, Consolidated School, Armstrong; Miss Fanny E. Kenyon, 5th Division, Central School, Nanaimo; Miss Marguaretta M. S. Taylor, 6th Division, Hastings School, Vancouver; Mrs. Dorothy Johnston, 23rd Division, Dawson School, Vancouver; H. B. King, M.A., 1st Division, General Gordon School, Vancouver; H. A. Eckardt, 1st Division, Central School, Mission; Miss Jessie J. McIntyre, 6th Division, Richard McBride School, New Westminster; W. Brynjolfson, 3rd Division, Monterey School, Oak Bay; H. D. Southam, 2nd Division, Granby Bay School, Anyox.

Graded Schools (Two to Four Divisions).

Miss Elizabeth M. Bell, 2nd Division, Vananda School; H. F. Reynolds, 1st Division, Fruitvale School; Miss Mary K. Morrow, 2nd Division, Vanderhoof School; Miss Constance Batten, 3rd Division, Princeton School; Mrs. Agnes Ferris, 1st Division, Keith Lynn School, North Vancouver Municipality; E. B. Broome, 1st Division, Sandon School; Mrs. C. M. Venables, 3rd Division, Fruitlands School; H. J. C. Poore, 1st Division, Qualicum Beach School; Peter A. Hughes, Hatzic School, Mission Municipality; Miss Cecelia Harper, 1st Division, Kensington Prairie School, Surrey Municipality; Miss Stella Mason, 1st Division, Cowichan Station School; Miss Lena Wolfenden, 1st Division, Ocean Falls School.

(NOTE.—One prize in this group not awarded.)

Ungraded Schools.

Miss Anniemay Smith, Trenant School, Delta Municipality; Miss Helen F. Dewar, Winlaw School; Miss Drina Fraser, Fort Fraser School; Miss Dorothy Debney, Kettle Valley School; Miss Ella Martin, Rock Bay School; Miss Alice L. Kerr, Hosmer School; Miss Grace Kerr, Grande Prairie School; Miss Edna D. Bird, Mount Ingersoll School; Miss Anne Jones, Bainbridge School; C. McDougall, Elphinstone Bay School; Miss Frances Perram, Colebrook School, Surrey Municipality; Miss Gwendoline Williams, Bench School; Joseph Dilworth, New Hazelton School.

Three prizes of $9 each awarded to each of the eighteen inspectorates; amount expended under this head for 1922–23, $441.

PHYSICAL TRAINING, 1923–24.

For competition among the various schools during 1923–24 the sum of $30 has been granted to each of the nineteen 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, viz.: 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 in 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.

MILITARY DRILL, 1922–23.

The following report on military drill for the year 1922–23 was submitted to the Local Committee by Captain J. M. Cumming, Inspector, Cadet Services:—

"Number of school cadets during the year 1922–23	5,436
Number of boys of cadet age during the year 1922–23	5,229
Number of boys of cadet age at annual inspection	4,849
Number of school cadet corps (active)	51

"These figures show a slight decrease both in numbers of cadets trained and also in the number of active cadet corps as compared with the year 1921–22. The decrease is attributable to: (*a*) The lack of qualified instructors at certain points where corps were active during the previous year; (*b*) to a policy which has aimed at securing a higher state of efficiency among cadet corps rather than simply increased numbers (in several instances corps have been permitted to remain dormant rather than to continue with indifferent or incompetent instruction); (*c*) certain corps which originally were directly connected with schools are now being conducted as independent corps and have been removed from the list of active school corps.

"The syllabus of training carried out by cadet corps has been limited to the following subjects: Close-order drill, physical training, rifle shooting, signalling, and first aid.

"Certain features of cadet training of a purely military character, such as manual of arms, have either been eliminated from cadet instruction, or have been left to the discretion of the individual instructor, while increased emphasis has been placed on physical training and on the value of close-order drill for its disciplinary benefits.

"Very successful cadet camps from eight to twelve days' duration were held at Sidney, Vernon, Victoria, Nelson, Trail, Enderby, and Penticton. These camps were attended by 40 instructors and 1,076 cadets.

"A course of six weeks' duration for candidates for the Corps of School Cadet Instructors was held at Victoria in July and August, and was attended by twenty-three candidates, all of whom qualified—seven with distinction.

"Every possible care was exercised in selecting suitable candidates for this course. Only physically fit men who might be expected to be in a position to instruct cadet corps during the coming year were accepted.

"At the annual inspection in June, 1923, the rank of each of the various corps was decided on the basis of 1,000 points, made up as follows: Infantry training, 280; physical training, 280; musketry, 100; signalling, first aid, gymnastics, 50; percentage of strength on parade to roll strength, 100; appearance, steadiness, ceremonial, 40; hours of training performed (one point given for each hour of training), maximum 100; care of equipment and stores, 50.

"The comparative rank then awarded is as follows: No. 388, Victoria Cadet Battalion, North Ward School, 779; No. 101, Vancouver Cadet Regiment (King Edward High School, 777; Technical High School (E), 773; General Gordon School, 745; Technical High School (D), 724); No. 388, Victoria Cadet Battalion (Boys' Central School, 716; Margaret Jenkins, 700); No. 112, Victoria High School, 683; No. 101, Vancouver Cadet Regiment (Britannia High School, 673; Lord Tennyson School, 668; King George High School, 663); No. 530, New Westminster Cadet Battalion (Mission, 662; T. J. Trapp Technical School, 655); No. 388, Victoria Cadet Battalion (Victoria West School, 639; Quadra School, 633); No. 101, Vancouver Cadet Regiment (Simon Fraser School, 625; Central School, 616); No. 530, New Westminster Cadet Battalion, Duke of Connaught High School, 614; No. 388, Victoria Cadet Battalion, Sir James Douglas School, 614; No. 101, Vancouver Cadet Regiment, Cecil Rhodes School, 608; No. 530, New Westminster Cadet Battalion, Central School, 606; No. 101, Vancouver Cadet Regiment (Henry Hudson School, 600; Kitsilano School, 598; Fairview School, 597; Franklin School, 592); No. 388, Victoria Cadet Battalion, George Jay School, 587; No. 349, Esquimalt, 584; No. 101, Vancouver Cadet Regiment (Alexandria School, 582; Model School, 581; Livingstone School, 579; Strathcona School, 579; Lord Nelson School, 568; Hastings School, 565; Grandview School, 564; Lord Roberts School, 563; Macdonald School, 559; Laura Secord School, 556); No. 611, Lord Selkirk School (South Vancouver), 555; No. 101, Vancouver Cadet Regiment (Aberdeen School, 553; Dawson School (A), 553); No. 892, Vernon, 545; No. 101, Vancouver Cadet Regiment, Charles Dickens School, 545; No. 604, Richard McBride School (South Vancouver), 540; No. 101, Vancouver Cadet Regiment, Dawson School (B), 425; No. 388, Victoria Cadet Battalion, South Park School, 365."

Twenty-six prizes were awarded in accordance with the schedule adopted at the last meeting of the Local Committee held November 14th, 1923, 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 1922–23 amounted to $318, 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 and 10th prizes, $12; 11th to 26th prizes, inclusive, $10 each.

RIFLE SHOOTING.

From the grant for rifle shooting, 1922–23, prizes were provided for forty-two qualified corps or units specified in returns—viz., $3.75 each; this amount to form cash prizes for the three best shots in each corps or unit (1st prize, $1.50; 2nd prize, $1.25; 3rd prize, $1).

The following accordingly received grants of $3.75 each for rifle shooting, 1922–23: No. 101, Vancouver Cadet Regiment (Britannia High School (A) and (B), King Edward High School (A) and (B), King George High School, Technical High School (A) and (B), Aberdeen, Alexandria, Cecil Rhodes, Central, Charles Dickens, Dawson (A) and (B), Fairview, Franklin, General Gordon, Grandview, Hastings, Henry Hudson, Kitsilano, Laura Secord, Macdonald, Model, Nelson, Roberts, Simon Fraser, Strathcona, Lord Tennyson); No. 112, Victoria High School; No. 388, Victoria Cadet Battalion (Boys' Central, Sir James Douglas, George Jay, Margaret Jenkins,

North Ward, Quadra Street, South Park, Victoria West); No. 530, New Westminster Cadet Battalion (Duke of Connaught High School, T. J. Trapp Technical High School, Central School, Chilliwack High School).

The expenditure under this head for 1922–23 amounted to $157.50.

FINANCIAL STATEMENT FOR 1922–23.

The funds at the disposal of the Local Committee for 1922–23 amounted to $1,525.83 and the expenditure for the year $917.98, leaving a balance of $607.85. Of the latter sum, $570 has already been voted for physical-training prizes for 1923–24.

Receipts.

1922–23.	Balance on hand from 1921–22	$ 554 16
	Interest to November 30th, 1922	14 73
	Interest to May 31st, 1923	8 52
	Allowance to Secretary (added to fund)	10 00
	Grant for 1922–23	938 42
		$1,525 83

Disbursements.

1922–23.	Prizes for physical training	$ 441 00
	Prizes for military drill	318 00
	Prizes for rifle shooting	157 50
	Revenue stamps for cheques	1 48
		$ 917 98
	Balance on hand	$ 607 85

I have, etc.,

J. L. WATSON,

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